

# WOOSTER HIGH SCHOOL COURSE GUIDE

**2024-2025**



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Wooster High School Students,

At Wooster High School, we offer a variety of academic opportunities for students to make the most of their high school experience. This 2024-2025 Course Selection Guide is a helpful tool that can help you in choosing a pathway that fits as you prepare to be college and/or career ready.

Our WHS faculty is highly-qualified and can be a great resource to help you in your course selections. Use their expertise to help you find courses that will challenge and prepare you for your future endeavors. To make the most informed decisions about what courses fit best with your pursuit, please consult with your school counselor.

Students looking to pursue career readiness should carefully plan their pathway and look at the opportunities that are offered at the Wayne County Schools Career Center. Programs offered at WCSCC will give you an advantage in obtaining employment in a desired profession. Elective courses such as Engineering, Family Consumer Sciences, Music and the Arts, Computer Sciences can be very beneficial for all students, regardless of your future plans.

Students that are looking for more rigorous courses should consider enrolling in Advanced Placement (AP) or College Credit Plus (CCP) classes. Closely examine prerequisites prior to scheduling these courses. College preparatory courses will help to set you apart in the college application process, as well as prepare you for a higher level of learning and possibly help you to earn college credit while you are still in high school.

My hope is that you use this Course Selection Guide to help you understand and chart your future at WHS. Course selections are extremely important decisions that should be carefully considered. The WHS staff is here to assist you in any way we can with this process and make sure you receive a high school experience that prepares you for whatever path you choose in the future.

Best wishes in planning for the 2024-25 school year,

Scott Musser, WHS Principal

# Graduation Requirements Wooster High School

All Wooster High School students must earn 21 credit units for graduation. All high school credit-bearing courses are counted toward graduation and included in student GPA. High school credits may be earned before the eighth grade or during summer school and subsequent grade point average earned will be calculated on the students' official transcript.

The following credits are required for graduation:

<b>English</b>	<b>4 units</b>	<b>Mathematics</b>	<b>4 units</b>
<b>Social Studies</b>	<b>3 units</b>	<b>Science</b>	<b>3 units</b>
<b>Fine Arts</b>	<b>1 units</b>	<b>Health</b>	<b>0.5 units</b>
<b>Physical Education</b>	<b>0.5 units</b>	<b>Financial Literacy</b>	<b>0.5 units</b>

## Graduation Pathways

In addition to 21 credits, Students must:

1. ***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. Students who do not pass the test after retaking the test must demonstrate competency in one of the following ways:
  - a. Demonstrate Two Career-Focused Activities (\*At least one of the two must be a foundational skill)
    - i. Foundational
      1. Proficient scores on WebXams A 12-point industry credential
      2. A pre-apprenticeship or acceptance into an approved apprenticeship program
    - ii. Supporting
      1. Work-based learning
      2. Earn the required score on WorkKeys
      3. Earn the OhioMeansJobs Readiness Seal
  - b. Enlist in the Military: Show evidence that you have signed a contract to enter a branch of the U.S. armed services upon graduation
  - c. Complete College Coursework: Earn credit for one college-level math and/ or college-level English course through Ohio's free College Credit Plus program.

**2. Students must earn two of the following Diploma seals (at least one Ohio Seal to meet graduation requirements).**

- a. **Citizenship Seal (Ohio)** – A student can: (1) Earn a score of 3 or higher on both the American History and American Government EOC exams OR earn a final course grade equivalent to “B” or higher. (2) Earn a score that is 2 or higher on both AP or IB exams. (3) Earn a final course grade that is equivalent to a “B” or higher in appropriate classes taken through the CCP program.
- b. **Science Seal (Ohio)** - A student can: (1) Earn a score of 3 or higher on biology EOC exam OR earn a final course grade equivalent to “B” or higher in an approved advanced science course. (2) Earn a score that is 2 or higher on the AP or IB exam. (3) Earn a final course grade that is equivalent to a “B” or higher in appropriate classes taken through the CCP program.
- c. **College-Ready Seal (Ohio)** – Earn remediation-free scores on the ACT (English subscore of 18, Reading subscore of 22, Mathematics subscore of 22) or SAT
- d. **OhioMeansJobs Readiness Seal (Ohio)** – Meet the requirements and criteria established for the readiness seal, including demonstration of work-readiness and professional competencies. (attach completed OMJ state worksheet)
- e. **State Seal of Biliteracy (Ohio)** – Meet the requirements and criteria, including proficiency requirements on assessments in a world language and English.
- f. **Industry-Recognized Credential Seal (Ohio)** – Earn an approved industry-recognized credential that is aligned to a job considered in demand in this state and its regions. (More information is forthcoming from the State)
- g. **Military Enlistment Seal (Ohio)** – Provide evidence that a student has enlisted in a branch of the U.S. Armed Forces; or participated in an approved JROTC program. (More information is forthcoming from the State)
- h. **Honors Diploma Seal (Ohio)** – Earn one of six Honors Diplomas: (1) Academic Honors Diploma (2) IB Honors Diploma (3) Career –Tech Honors Diploma (4) STEM Honors Diploma (5) Arts Honors Diploma (6) Social Science and Civic Engagement Honors Diploma.
- i. **Technology Seal (Ohio)** - A student can: (1) Earn a score that is at least equivalent to proficient on appropriate AP or IB exams; (2) Earn a final course grade that is equivalent to a “B” or higher in appropriate classes taken through the CCP program; (3) Complete a course(s) offering through the district or school that meets guidelines developed by the department. Successful completion of one full credit of Principles of Biomedical Science, Intro to Electronics, Programming 1, Programming 2, Programming Logic, Graphic Art Designs, Digital Film, TV Production, or Java Programming at Wooster High School will count for the Technology Seal.

- j. **Community Service Seal (Local)** – Complete a community service project consisting of 15 hours of work pre-approved by the school.
- k. **Fine and Performing Arts Seal (Local)** – A student must (1) complete two full high school credits in the fine/performing arts pathway, and (2) participate in one art-related club, program, competition, or equivalent. Examples include: band competition, choir performance, drama club, art club, school play, acting performance, art show, etc..
- l. **Certified Student Engagement Seal (Local)** – Participate in extracurricular activities for two seasons with 80% attendance rate. School sanctioned activities include any approved club, sport, or leadership group to which the student does not receive credit. Approved non-school activities include youth groups and any non-high school sports or leadership teams to which students do not earn payment for their participation.

### **Transcripts & Credits**

Wooster City Schools will accept credit from any public accredited high school. All transcripts, including those from parochial schools, military academies, schools abroad, and other special schools, will be evaluated with the right of administration to deny credit for courses that fail to meet the standards of Wooster City Schools or the State of Ohio.

### **GRADING SCALE AND CLASS RANK: BOE Policy 5430**

The Board of Education acknowledges the usefulness of a system of computing grade point averages and class ranking for high school graduates, both to inform students of their relative academic placement among their peers and to provide students, prospective employers, and institutions of higher learning with a predictive device, so that each student is more likely to be placed in an environment conducive to success. The Board authorizes a system of class ranking by grade point average. Class rank shall be computed at the time credit is awarded. A student's grade point average and rank in class shall be entered on his/her record and shall be subject to the Board's policy on release of student records. Rank in class shall be entered on students' records and on all transcripts where they will be available for review by authorized persons.

**High School Credit-Bearing Classes:** Grading is a process of identifying student achievement. A letter grade is used to communicate this performance to both the student and parent(s). The objective descriptors for grades will be as follows:

- A - Superior
- B - Above Average
- C - Average

D - Passing

F - Failing

**Grading Scale:** Scale is set to round up any .5 or higher percentage. Percentage grade for each grading period is translated into a Letter Grade and Point Value. The final grade is based on the average of the point value received for each grading period - not the average percentage grade received each grading period. In the case of an exam, grading period point values are ninety percent (90%) (forty-five percent (45%) each quarter) and exams are ten percent (10%) of the final grade.

Mark	PointValue	Adv. Point Value	Percent Range	Point Range
A+	4*	5*	96.5 - 100	4
A	4	5	92.5 - 96.49	3.86 - 4
A-	3.7	4.7	89.5 - 92.49	3.51 - 3.85
B+	3.3	4.3	86.5 - 89.49	3.16 - 3.5
B	3	4	82.5 - 86.49	2.86 - 3.15
B-	2.7	3.7	79.5 - 82.49	2.51 - 2.85
C+	2.3	3.3	76.5 - 79.49	2.16 - 2.5
C	2	3	72.5 - 79.49	1.86 - 2.15
C-	1.7	2.7	69.5 - 72.49	1.51 - 1.85
D+	1.3	2.3	66.5 - 69.49	1.16 - 1.5
D	1	2	62.5 - 66.49	0.86 - 1.15
D-	.7	1.7	59.5 - 62.49	0.51 - 0.86
F	0	0	0 - 59.49	0 - 0.5

The grading scale and the calculation of grade point average (GPA) is used for the purpose of reporting progress and achievement to students, parents, potential employers, and colleges/universities. The following guidelines and procedures for grading high school credit bearing classes apply:

- A. Letter grades will be given in all high school subjects. Plus (+) and minus (-) additions to a grade will be assigned by teachers for regular mark periods.
- B. Grades are to be issued at the end of each grading period. Grade Point Average and credits will be calculated and awarded at the end of each semester.
- C. A student's Weighted Cumulative Grade Point Average is calculated using a system that includes add-ons (see section: Add-on Procedure for computing Weighted Cumulative GPA).
- D. In determining cumulative grade point averages, all subjects are to be considered.

E. Class rank shall be determined based on the Weighted Cumulative GPA. For the purposes of graduation recognition, the computation of class rank shall include the grades for the final marking period and examinations.

The Add-On Procedure for Computing Weighted Cumulative GPA: Wooster High School's grading system will use a weighted grading scale in which International Baccalaureate (IB), Advanced Placement (AP), and College Credit Plus (CCP) classes will be awarded one (1) additional point. All College Credit Plus courses must meet requirements set forth by Ohio Department of Education and Ohio Board of Regents to be awarded the additional point value. The weighted GPA is computed by:

- A. STEP 1: Calculating the total quality points for all earned credits using the following letter grade values: A = 4; B = 3; C = 2; D = 1; and F = 0; and then dividing the total quality points by earned credits. This number will reflect a non-weighted GPA; and
- B. STEP 2: Adding the appropriate value(s) for all weighted classes to the GPA calculated in Step 1. This addition will result in the new weighted GPA.

Weighted Grade System Point Value		
Mark	Regular Point Value	Weighted Point Value
A+	4.00	5.00
A	4.00	5.00
A-	3.70	4.70
B+	3.30	4.30
B	3.00	4.00
B-	2.70	3.70
C+	2.30	3.30
C	2.00	3.00
C-	1.70	2.70
D+	1.30	2.30
D	1.00	2.00



D-	0.70	1.70
F	0.00	0.00

The weighted grade point average will be reported on the student's transcript. Only classes that are reported on the student's high school transcript will count toward their cumulative GPA.

A. CCP classes/college coursework through approved credit flex will be awarded extra weight based upon the university's transcribed grade that is reflected on the student's high school transcript.

B. Classes that are Pass/Fail or Satisfactory/Unsatisfactory will not carry extra weight regardless of level of class. Graduation Honors/Awards:

Latin Honors are awarded to the top thirty percent (30%) of the class as follows: Summa Cum Laude: Top 10% Magna Cum Laude: Next 10% Cum Laude: Next 10% Latin Honors will be based on a 5.0 scale.

Class Rank: Class Rank will be reported on student transcripts as follows; calculation will occur after the final semester of their senior year and will be used to determine Latin Honors: class rank will be reported using a decile rank system based on a 5.0 scale.

Valedictorian and Salutatorian eligibility will be determined with a two-tiered system by identifying the graduate with the highest composite ACT score in the Summa Cum Laude classification. If there is a tie with the highest ACT score, the student with the highest weighted cumulative GPA will be awarded Valedictorian and the student with the second highest weighted cumulative GPA will be awarded Salutatorian. The last ACT score to be considered for Valedictorian and Salutatorian is the December immediately preceding graduation. Students must be enrolled at WHS for a minimum of Two (2) semesters to be eligible for Valedictorian and Salutatorian honors.

Open Enrollment and Move-ins: Students who open enroll or move into the district prior to their freshman year will be eligible for the same weighted grades and class ranking as all other students at Wooster High School. If a student open enrolls or moves into the district after their freshman year, their transcript from their previous school will not be altered. They will be eligible for weighted grades moving forward, however we will not retroactively change their past transcribed grades.

## Athletic Eligibility

### OHSAA Eligibility

To be eligible for athletics in grades 9-12, a student athlete must be currently enrolled, have been enrolled in school the immediately preceding grading period and maintain a 1.0 in the previous grading period. Eligibility for fall sports is based on the fourth nine weeks' grades, not the semester or year-end grades. Please be advised that a College of Wooster class does not meet this requirement as one of the five courses needed. Physical Education courses do not count toward one of the five courses needed.

### Policy - Ineligible Athlete

If an athlete at Wooster High School is not eligible for a sport season on the basis of his or her prior grading period's scholastic work, he or she may not play or dress during the entire time for which he or she is ineligible.

More Information can be found at: <http://ohsaa.org/eligibility>.

### NCAA Eligibility

If students are planning to enroll and wish to participate in Division I or Division II sports, they must be certified by the NCAA Initial-Eligibility Center. There are several steps in this process. Students should initiate the process early in their sophomore year. For more detailed information and application materials, contact the guidance office.

- HS credits earned in the 8th grade are not NCAA eligible courses
- Any credits earned in Credit Recovery will be transcribed as a D- for NCAA purposes
- Credits earned in General's Academy are not NCAA eligible courses

Criterion	Ohio Diploma	Academic Honors Diploma	International Baccalaureate 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
<b>Math</b>	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 or 4 course sequence that contains equivalent or higher content	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	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	5 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content <sup>4</sup>	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	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
<b>Science</b>	3 units	4 units, including two units of advanced science <sup>2</sup>	4 units, biology, chemistry, and at least one additional advance science <sup>2</sup>	4 units, including two units of advanced science <sup>2</sup>	5 units, including two units of advanced science <sup>2</sup>	3 units, including one unit of advanced science <sup>2</sup>	3 units, including one unit of advanced science <sup>2</sup>
<b>Social Studies</b>	3 units	4 units	4 units	4 units	3 units	3 units	5 units
<b>World Languages</b>	N/A	3 units of one world language, or no less than 2 units of each of two world languages studied	4 units minimum, with at least 2 units in each language 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
<b>Fine Arts</b>	2 Semesters	1 unit	1 unit	N/A	1 unit	4 units	1 unit
<b>Electives</b>	5 units	N/A	N/A	4 units of Career-Technical minimum <sup>3</sup>	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
<b>GPA</b>	N/A	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale
<b>ACT/SAT/<sup>1</sup> Workkeys<sup>3</sup></b>	N/A	27 ACT/1280 SAT <sup>4</sup>	27 ACT/1280 SAT <sup>4</sup>	27 ACT/1280 SAT <sup>4</sup> Workkeys 16 Reading for Information & 6 Applied Mathematics <sup>7</sup>	27 ACT/1280 SAT <sup>4</sup>	27 ACT/1280 SAT <sup>4</sup>	27 ACT/1280 SAT <sup>4</sup>
<b>Field Experience</b>	N/A	N/A	Complete a field experience and document the experience in a portfolio specific to the student's area of focus <sup>5</sup>	Complete a field experience and document the experience in a portfolio specific to the student's area of focus <sup>5</sup>	Complete a field experience and document the experience in a portfolio specific to the student's area of focus <sup>5</sup>	Complete a field experience and document the experience in a portfolio specific to the student's area of focus <sup>5</sup>	Complete a field experience and document the experience in a portfolio specific to the student's area of focus <sup>5</sup>
<b>Portfolio</b>	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 <sup>6</sup>	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 <sup>6</sup>	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 <sup>6</sup>	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 <sup>6</sup>	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 <sup>6</sup>
<b>Additional Assessments</b>	N/A	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

**NOTES:**

For the Academic, International Baccalaureate, 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, International Baccalaureate, 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:

½ unit physical education (unless exempted), ½ unit health, ½ unit in American history, ½ unit in government, and 4 units in English. The class of 2021 and beyond will need to have ½ unit in world history and civilizations as well.

<sup>1</sup> 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.

<sup>2</sup> 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).

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

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

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

<sup>6</sup> 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.

<sup>7</sup> 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.

<sup>8</sup> 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](#).

## Advanced Placement Course Offerings

With AP, students are able to potentially earn college credit while enrolled in a course within the high school. AP courses follow a standardized curriculum and help students to prepare for an AP exam at the end of the course. A student's success on the AP exam is directly correlated to college credits earned. The AP exam course is a college-level exam developed and scored by college and university faculty members as well as experienced AP teachers. Most two- and four-year colleges and universities worldwide recognize AP in the admission process and accept successful exam scores for credit, advanced placement, or both.

Students will have access to an online AP Support System which will include practice tests, classroom portal, and progress checks on practice assessment items.

- Students are strongly encouraged to take the AP exam at the conclusion of the course.
- Testing fees are associated with taking the AP exams. Financial assistance is available for those who qualify.
- In order to receive credit, students must take the AP exam. Individual institutions determine the score that is acceptable for college credit.
  - AP test scores are not recorded on the student's transcript. Students will need to send AP test scores directly to the college or university from their College Board account.
  - College and university AP credit and placement policies:  
[www.collegeboard.org/ap/creditpolicy](http://www.collegeboard.org/ap/creditpolicy)
- AP classes follow a rigorous curriculum and courses require superb time management skills from students.

For more information on AP courses and exams, please visit: [apstudent.collegeboard.org](http://apstudent.collegeboard.org)

## Wooster High School offers the following AP Courses

- AP English Language and Composition
- AP English Literature and Composition
- AP Seminar
- AP United States History
- AP US Government and Politics
- AP European History
- AP Psychology
- AP Calculus AB
- AP Calculus BC
- AP Statistics
- AP Biology
- AP Chemistry
- AP Environmental Science
- AP German Language and Culture
- AP Computer Science A
- AP Computer Science Principles
- AP Research

### AP Scholar Awards:

The AP Program offers several AP Scholar Awards to recognize high school students who have **demonstrated college-level achievement through AP courses and exams**. Although there is no monetary award in addition to receiving an award certificate, this achievement is acknowledged on any score report that is sent to colleges the following fall. Notifications about AP Scholar Awards are sent to students and schools in September of each year.

### Award levels

- **AP Scholar:** Granted to students who receive scores of 3 or higher on three or more AP Exams
- **AP Scholar with Honor:** Granted to students who receive an average score of at least 3.25 on all AP Exams taken, **and** scores of 3 or higher on four or more of these exams
- **AP Scholar with Distinction:** Granted to students who receive an average score of at least 3.5 on all AP Exams taken, **and** scores of 3 or higher on five or more of these exams
- **State AP Scholar:** Granted to the one male and one female student in each U.S. state and the District of Columbia with scores of 3 or higher on the greatest number of AP Exams, **and then** the highest average score (at least 3.5) on all AP Exams taken
- **National AP Scholar:** Granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, **and** scores of 4 or higher on eight or more of these exams
- **AP Capstone:** AP Capstone is comprised of two AP courses — AP Seminar and AP Research — and is designed to complement and enhance the discipline-specific study in other AP courses.

## College Credit Plus

Another way for students to earn college credit while in high school is through College Credit Plus offerings. Per Ohio law, students may enroll at any Ohio public university and participate in College Credit Plus. Students must declare their intent and be enrolled in the college they desire to attend. For more information, contact a school counselor or visit <http://education.ohio.gov/Topics/School-Choice/College-Credit-Plus>.

Wooster High School has partnered with Ashland University, The University of Findlay, and Stark State College to offer CCP courses to students without the need to travel to a college campus. **Regardless of a student taking CCP on campus or at WHS the student must be enrolled in the university to sit in CCP classes.**

If a student wishes to take CCP classes through institutions other than the ones currently partnered with WHS, the student will need to seek out admission at their preferred college or university and work with their school counselor to ensure that the proper timelines and procedures are adhered to. To be eligible for CCP, students must meet the institution's criteria for enrollment.

Information for Ashland University can be found here: <https://www.ashland.edu/coas/college-credit-plus>

Information for Stark State College can be found here: <https://www.starkstate.edu/admissions/collegecreditplus/>

It is important that students have taken the ACT or Accuplacer in the Spring semester prior to the application deadline (usually February or April).

All Ohio public colleges and universities are required to accept CCP course credit. Accepting CCP course credit is optional for private and out-of-state colleges.



## Wooster High School offers the following CCP Courses

- CCP American History through the Civil War
- CCP American History after the Civil War
- CCP English Composition I
- CCP English Composition II
- CCP French - Elementary
- CCP General Physics I
- CCP General Physics II
- CCP Graphic Art Design
- CCP Java Programming
- CCP Spanish I/II - Elementary
- CCP Spanish I/II - Intermediate
- CCP Introductory Statistics
- CCP PreCalculus
- CCP Programming Logic Problem Solving
- CCP Material Science
- CCP Intro to Robotics
- CCP Manufacturing Processes

### Ashland University Sample Model Pathway, 15-hour and 30-Hour Pathways

No participant shall be required to enroll only in the courses included in a model pathway developed under division (A) of this section. Instead, the pathways shall serve as samples of the courses that a participant may take, if desired, to earn multiple credits toward a specified degree or certification. Published in compliance with ORC 3365.13.

General Studies-15 hour Sample Pathway			
Course Code	Course Title	Credit Hours	Format
ENG 101	English Composition 1	3.0	12-Week Online & Face to Face
MATH 208	Elementary Statistics	3.0	12-Week Online & Face to Face
SOC 111	Principles of Sociology	3.0	12-Week Online & Face to Face
HIST 212/213	American History before/after the Civil War	3.0	12-Week Online & Face to Face
SPAN 171	Elementary Spanish I	3.0	12-Week Online & Face to Face
Nursing-30 hour Sample Pathway			
Course Code	Course Title	Credit Hours	Format
ENG 102	English Composition II	3.0	12-Week Online & Face to Face
PSYC 101	General Psychology I	3.0	12-Week Online & Face to Face
CHEM 251	Molecular Architecture	3.0	Not Available in 12-Week Online
PHIL 215	Ethics	3.0	Not Available in 12-Week Online
COM 120	Foundations of Health Communication	3.0	Not Available in 12-Week Online



## **Wayne County Schools Career Center**

Juniors and seniors may learn career and technical skills while attending high school at the Career Center. Transportation is provided by the Wooster City School District. Students are encouraged to participate in Wooster High School extracurricular activities and will graduate from Wooster High School. There is no tuition charge to attend the Career Center other than laboratory fees, tools and uniform fees. Applicants should have met the graduation requirements for freshman and sophomores, having completed courses in English, Mathematics, Social Studies, Science, Physical Education and Health. Students are expected to take all classes at the Career Center.

Information regarding WCSCC can be found at <http://www.wayne-jvs.k12.oh.us>.

## **Other High School Options**

Other educational options are possible upon consultation with the school counselor: online learning, credit flexibility, correspondence courses, etc. Students are limited to three high school correspondence credits. Any class taken outside of Wooster High School for which a student wants to receive credit toward graduation must be treated as credit flexibility. All requests for credit outside of Wooster High School must be initiated with the student's school counselor. The high school principal will have the final decision as to whether the credit flexibility/educational option is approved for credit worthiness.

## **Credit Flexibility**

Credit Flexibility is a statewide initiative and allows for performance and demonstration of subject area mastery instead of the traditional "seat time" requirement. There is no limit to the type of coursework or number of credits.

Credit Flexibility grants students the opportunity to design and create their own unique learning experiences and demonstrate mastery utilizing a variety of assessment models. They may earn graduation credit through one of the following options:

- Complete traditional coursework at an accelerated pace.
- Earn credit by demonstrating mastery of the course content by testing out or presenting a portfolio or a combination of the two.
- Pursue one or more "educational options" (e.g., distance learning, educational travel, independent study, an internship, music, arts, after-school program, community service,

or engagement project and sports).

Eligibility: A student is eligible for earning high school credit as long as they are capable of meeting the credit flexibility requirements and are not currently expelled from school.

## **Study Hall & Senior Privilege**

Students should plan to only have one study hall each semester. In some special circumstances students may be placed in additional study halls due to CCP course load or course availability.

Seniors who are placed into a first or seventh period study hall may be eligible for senior privilege. Students interested in senior privilege should see their counselor for eligibility requirements. This is not available for students in grades 9-11. Students may only be on senior privilege for one period.

## **Add/Drop Policy**

Students who are enrolled in a year-long course are permitted to add or drop courses during the first 10 school days of the year. For courses starting the second semester, students are permitted to add or drop a course during the first 5 days of second semester. Students wishing to do this must complete a "Add/Drop Form", which is available in the guidance office. This form must have a parent/guardian signature to be valid. Students enrolled in semester courses will follow the same process as the year-long courses.

Add/Drop Form:

[https://docs.google.com/document/d/17y2BSwpH8j3L83LoV4dKZU-umP0hgCE\\_oJEOA9U9tYM/edit?usp=sharing](https://docs.google.com/document/d/17y2BSwpH8j3L83LoV4dKZU-umP0hgCE_oJEOA9U9tYM/edit?usp=sharing)

## **Performance Profile of an Honors/Advanced Student**

The following student attributes should be considered by students and families when students are considering taking honors or advanced courses.

- Students have scored accelerated or advanced on previous end of course exams that align to the content area of the course.
- Shows routine and active participation in class discussions
- Demonstrates a strong work ethic
  - Does not struggle with turning in assignments on time
  - Almost never has a missing assignment
  - Will do homework without prompting
  - Takes responsibility for work and completes assignments within assigned deadlines
- Has the ability to work independently and collaboratively
  - Takes initiative with learning
  - Self-motivated/self-disciplined
- Comfortable with two or three different assignments going on simultaneously
- Ability to accept constructive advice and adjust accordingly.
- Good attendance
  - 95% percent attendance rate during class meeting periods

# WHS Course Offerings

## **ENGLISH:**

- Students must complete 4 credits of English to fulfill graduation requirements
- Students must earn a competency score on the English 2 End of Course Exam or fulfill an alternative pathway for graduation.

### **English 9: (101) Two semesters – 1 credit**

In English 9, students will engage in reading, writing, oral expression, and critical thinking. The various units include drama, poetry, nonfiction, and fiction, which will provide topics for student writing, speaking and listening assignments. All areas of study are standards based in preparation for the future English II end of course exam.

### **Honors English 9: (101H) Two semesters – 1 credit**

In Honors English 9, students will engage in reading, writing, oral expression, and critical thinking. The various units include drama, poetry, nonfiction, and fiction, which will provide topics for student writing, speaking and listening assignments. This course will increase the rigor of reading selections and writing above the English 9 course with more independent work. All areas of study are standards based in preparation for rigors of upper-level English courses.

### **English 10: (102) Two semesters – 1 credit**

*Prerequisite: English 9*

This course builds upon the English 9 curriculum and is designed to prepare students for career and college readiness. This year-long course fulfills the entire required sophomore English credit. All areas of study are standards based in preparation for the end of course exam.

### **Honors English 10: (102H) Two semesters – 1 credit**

*Prerequisite: English 9 or Honors English 9*

This course builds upon the Honors English 9 curriculum and is designed to prepare students for the end of course exam and advanced junior and senior English courses. This course will increase the rigor of reading selections and writing above the English 10 course with more independent work.

### **American Literature: (104) One semester – ½ credit**

*Prerequisite: English 10*

This course is for students looking for advanced reading and writing skills. This class is designed

to prepare high achieving and motivated students desiring a thematic approach. This course also offers solid preparation for elective English courses. The course requires reflective, analytical and creative writing and will focus on strengthening the critical analysis and evaluation of fiction, non-fiction, poetry, and drama. Throughout the course, students will write extensively and read literature written by influential American authors. Communication skills will also be fostered with oral presentations and active participation in discussions. In addition, this class will help students develop skills in critical thinking, problem solving, and goal setting.

**AP Seminar: (109) Two semesters – 1 credit**

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Students are assessed through both an individual project and a team project completed during the year and a year-end written exam.

**CCP English Composition I: (PS101ASH) Semester course- 1 High School Credit.**

*Must meet requirements to attain college credit. College Credit Plus – AU - 3 Credits*

This course stresses the development of effective grammatical and rhetorical form through the assignment of expository and argumentative writing projects. Students will learn to reflect on ideas and observations, to use writing as a tool to sharpen those ideas, to reflect on their own writing process, and to use and cite sources accurately. Students must be accepted by and enrolled through Ashland University in order to receive CCP Credit.

**CCP English Composition II: (PS102ASH) Semester course- 1 High School Credit**

*Prerequisite: English Composition I*

*Must meet requirements to attain college credit. College Credit Plus – AU - 3 Credits*

English 102 is the second course in Ashland University's two-semester writing sequence and involves continued emphasis on the writing process, critical thinking, close reading, the rhetorical nature of language, and research skills. . Students must be accepted by and enrolled through Ashland University in order to receive CCP Credit.

**AP English Language and Composition: (107) Two semesters – 1 credit**

The Advanced Placement English course will help students become skilled readers and writers in a variety of rhetorical contexts and purposes and provides the college-bound students with a basic foundation for work at the college level. Through their reading and writing, students will gain awareness of the interactions among a writer's purposes and the audience's expectations, as well as the way conventions of different genres of writing, along with the resources of language, contribute to effective writing. The students will study different modes of rhetoric from a variety of historical periods and disciplines, emphasizing the elements of audience, purpose, and context in texts whether nonfiction or fiction. Students in this course will write expository, analytical, and argumentative essays in which they synthesize ideas and information for various sources. Emphasis will be placed on close reading and in class writing. In May, the students will take the Advanced Placement English Language and Composition examination. A summer reading and writing assignment is required.

**AP English Literature and Composition: (108) Two semesters - 1 credit**

Advanced Placement English Literature is a full-year, college-level course for students who wish to achieve excellence in literary analysis and writing. The aims of the course are consistent with those of the College Board: to provide the student with the academic equivalent of one year of English literature and composition at the university level. Students who pass the AP English Literature Exam with a high score will earn one or two semesters of credit at most colleges. Students will study both classical and modern literature in a variety of forms: short stories, poetry, novels, and plays. Students will write literary analysis and literary argument essays based upon required texts, as well as some texts of choice. Emphasis will be placed on close reading and in-class writing. A summer reading and writing assignment, as well as two independent semester projects are required.

**AP Research: (112) Two semesters – 1 credit**

*Prerequisite: Successful completion of AP Seminar*

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In this course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4,000–5,000 words and a presentation with an oral defense. Sequential completion of AP Seminar and AP Research earns students the eligibility for AP Capstone Certificate.

**Public Speaking: (149) Semester Course - ½ credit**

This course is designed to help students develop the skills needed to become effective communicators. In addition to the study of communication, students will develop skills in listening, viewing, researching, organizing, writing, revising, rehearsing, presenting, and evaluating. This course will enable students to achieve success in the presenting of information in any content area and any course offered at the high school and beyond.

**Mythology: (115)- Semester Course – ½ Credit**

The influence of mythology is common in contemporary art, music, literature, advertising, geography, and science. This course is designed as an in-depth study of the ancient classical, Norse, and world mythologies sharing common themes. Class projects are required; reading is extensive; an original myth is required as part of the composition requirement. Class emphasis is on close reading and on the in-class process of writing about common mythic themes in selected works of literature.

**Leadership in Literature: (160) One semester – ½ credit**

This literature-based course will utilize sports and leadership literature to teach students the importance of overcoming obstacles, teamwork, goal setting, quality communication, and developing leadership skills. Students will explore cultural themes found in sports and leadership through a variety of literary forms: novels, short stories, autobiographies, memoirs, essays, articles, podcasts, videos, and speeches of renowned leaders, coaches, and athletes. This course asks students to reflect, question, analyze, and celebrate the role and influence athletics plays in our culture.

**Mystery and Thriller Literature : (161) One semester - ½ credit**

Whodunit and whydunit? These two components are key ingredients to the study of the mystery and thriller genre. Therefore, this literature-based course will evaluate the relationship of mystery fiction to the culture of its time, analyze the techniques of mystery writers (the use of the elements of suspense, setting, characterization, plot, and pacing), examine the history and evolution of the mystery genre, and highlight the characteristics of sub-genres, such as the detective mystery, the psychological mystery, and contemporary mysteries. In-depth reading, a variety of writing assignments, and projects will be required throughout the course.

**Professional Writing: (162) One semester – ½ credit**

This course is designed for students planning to enter the workplace immediately following high school. Students should expect to master resume writing, cover letter writing, and interview skills. With the use of a textbook, we will examine terminology and expectations of the workplace. The course follows a writing workshop model and focuses on advancing student writing and preparing students for a more formal approach to writing. Basic research, writing, and persuasive speaking skills will also be developed.

**Film Studies: (163) One semester – ½ credit**

\*This course not meet the NCAA eligibility requirements\*

Film studies will familiarize students with the particulars of film history, as well as provide them with a chance to analyze film as a visual art form. Class time will be divided between film viewing and discussion/writing. The course will begin with the history of film from its beginning to the films of today. Students will view and analyze important films from the various eras of film history. Three major eras of focus will be the Early Period, The Sound Era or Golden Age of Hollywood, and the “New Hollywood” or Post-Classical Cinema. The course will primarily use the chosen films to achieve the course objectives. Instruction will be supplemented through scholarly articles that explore the nuances of each point in time and how the films were affected. The second part of the course will focus on the films of one filmmaker in detail. Through individual study, class discussion and close viewing of three films, students will explore/analyze the filmmaking process.

**Creative Writing: (116) Semester Course – ½ Credit**

Creative Writing is a course designed for those students who show above average writing skills and wish to enrich those skills. Heavy concentration will be placed on writing for varied audiences, as well as developing self-expression through a variety of writing exercises. Students will study the writing of contemporary authors for models. Writing projects may include but not be limited to the following: poetry, short fiction, children’s books, non-fiction for magazines, restaurant reviews, greeting card designs, or one act plays. This is a workshop-based class in which students will be required to write daily. As any good writer knows, reading is a necessary component to successful composition; therefore, students will also be expected to read daily.

***MATH:***

- Students must complete 4 credits of Mathematics to fulfill graduation requirements, and that one of those units should be Algebra 2 or its equivalent. Wooster High School offers Statistics & Probability and Mathematical Modeling and Reasoning as Algebra 2 Equivalents.
- Students must earn a passing score on the Algebra 1 End of Course Exam or fulfill an alternative pathway for graduation.

**Algebra 1: (203) Two semesters – 1 credit**

Students will work on algebraic, geometric and graphing skill development. This course will strengthen mathematical skills with arithmetic and geometric concepts, solving linear and quadratic equations, simplifying polynomial expressions, factoring polynomial expressions and creative problem solving. This course also meets preparation requirements for college intending students. Students will take the high school Algebra 1 end of course exam.



**Algebraic Expressions: (205) Two semesters - 1 credit**

**Not NCAA Approved**

Students are enrolled in this course in addition to their current math course so serve as additional support to math learners. The purpose of this course is to support students with their current math course and to help prepare them for the Algebra 1 End of Course Exam. It is intended to help students keep up with the pace, rigor, and accountability of their Algebra 1 course, while providing intervention and additional instruction when necessary. The students in this course must meet criteria set for by Wooster City Schools which includes but is not limited to EOC scores, NWEA scores, IAAT scores, and the evaluation of past success in math courses.

**Geometry: (204) Two semesters – 1 credit**

*Prerequisite: Algebra 1*

Geometry is the study of points, lines, planes, circles and angles. The course content will include topics such as coordinate geometry, transformations, measurements, areas and volumes, logical reasoning, congruences, similarities, constructions and trigonometry, but with more emphasis on practical, intuitive approaches to solving problems. This course also meets preparation requirements for college intending students. Course topics will prepare students for the end of course exam.

**Pre-AP Geometry with Statistics: (204H) Two semesters - 1 credit**

*Prerequisite: Algebra 1*

Pre-AP Geometry with Statistics provides students with a conceptual bridge between algebra and geometry that deepens their understanding of mathematics. This course includes a unit of statistics and probability to support students' understanding of concepts essential to quantitative literacy. Throughout the course, students will solve problems across the domains of algebra, geometry, and statistics.

**Pre-AP Algebra 2: (206H) Two Semesters - 1 credit**

*Prerequisite: Geometry*

In Pre-AP Algebra 2, students will solidify and extend the understanding of functions and data analysis developed in prior courses. Students build upon linear, quadratic, and exponential functions as they work to define logarithmic, polynomial, rational, square root, cube root, and trigonometric functions. Quantitative literacy is developed by weaving data sets, contextual scenarios, and mathematical modeling throughout the course.

**Mathematical Modeling and Reasoning: (215) Two Semesters - 1 credit**

*Prerequisite: Geometry*

This course is designed to promote reasoning, problem-solving, and modeling through thematic units focused on mathematical practices, while reinforcing and extending content in Number and Quantity, Algebra, Functions, Statistics and Probability, and Geometry. Students may take this course as an Algebra 2 equivalent credit or after completing Algebra 2.

**Statistics and Probability: (207) Two Semesters - 1 credit**

*Prerequisite: Geometry*

Data is all around you. Do you want to collect and analyze data and see how it represents the world around you? Do you like to conduct research? Are you interested in health care or economics? Then Statistics and Probability might be for you! The purpose of this course is to introduce the major concepts and tools for collecting, analyzing, and drawing conclusions from data. You will be exposed to broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, statistical inference and probability. Students may take this as an Algebra 2 equivalent credit or after completing Algebra 2.

**CCP Introductory Statistics: (PS206ASH) Two semesters - 1 high school credit.**

*Must meet requirements to attain college credit. College Credit Plus – AU - 3 Credits*

An introductory course designed to meet the needs of students in biology, business, economics, education, nursing, psychology, and sociology. Sample and theoretical frequency distributions, data dispersion and central tendency, estimation, hypothesis testing, correlation, and analysis of variance are topics studied.

**Advanced Placement Statistics: (213) Two semesters – 1 credit**

*Prerequisite: Probability and Statistics, Algebra 2, or Pre-AP Algebra 2*

Statistics is relevant and applicable to almost every undergraduate degree. AP

Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collection, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigation, problem solving, and writing as they explore concepts like variation and distribution; partners and uncertainty; and data-based predictions, decisions and conclusions. A graphing calculator is required for this course. Students will prepare for the AP exam and will practice the formulas and release free-response questions from the AP Statistics exam.

**Pre-Calculus: (209) Two semesters – 1 credit**

*Prerequisite: Algebra 2*

This is a course in elementary functions including polynomial, rational, irrational, logarithmic, exponential, circular, trigonometric, and inverse trigonometric functions with an introduction to limits and continuity of functions. Techniques in graphing all of these functions along with proper mathematical vocabulary are stressed to promote good mathematical communications. The study of systems of equations, inequalities, complex numbers, sequences and series, mathematical induction and an intuitive approach to the limit will also be a part of the course.

**CCP Pre-Calculus: (PS209ASH) Two semesters - 1 high school Credit.**

*Must meet requirements to attain college credit. College Credit Plus – AU - 3 Credits*

A study of functions, functional notation, trigonometric functions, logarithmic and exponential functions. Preparation for calculus courses at Ashland University.

**AP Calculus AB: (210) Two semesters – 1 credit**

*Prerequisite: Pre-Calculus*

Calculus is often a college requirement for the following majors: Mathematics, Statistics, Economics, Physics, Engineering, Biology, Chemistry, Medicine, and Computer Science. This course covers those topics normally included in the first semester and part of the second semester courses of calculus at the college level. Although many of the concepts in calculus will be new to students, the study of calculus requires a thorough understanding of algebra, geometry and trigonometry. A graphing calculator is a requirement in AP Calculus AB.

**AP Calculus BC: (211) Two semesters – 1 credit**

*Prerequisite: AP Calculus AB or CCP Calculus*

Calculus is often a college requirement for the following majors: Mathematics, Statistics, Economics, Physics, Engineering, Biology, Chemistry, Medicine, and Computer Science. This is a rigorous course covering those topics normally included in the first and second courses of calculus at the college level. The study of calculus requires a thorough understanding of algebra, geometry, and trigonometry. A graphing calculator is a requirement in AP Calculus BC.

**SCIENCE:**

- 3 units of lab science, including physical science, biology, and one year selected from chemistry, physics, advanced biology, engineering science or biomedical science.
- Students may take advanced sciences to satisfy the graduation requirements

Three Science Credits Required for Graduation Must Include:

\*One Credit of Physical Science

\*One Credit of Life Science

\*One Credit of Advanced Science

**Physical Science: (301)Two semesters - 1 High School Credit (Physical)**

Physical Science is a survey class of chemistry and physics. This course emphasizes learning by discovery through the development of science skills in the laboratory setting. Chemistry topics will include the interaction of matter, atoms, periodic trends, bonding, and reactions of matter. Physics topics will include motion, speed, acceleration, forces, energy, waves, electricity, red shift, and star cycles. Graduation Requirement: A student who takes this class will receive their basic physical science credit and will move on to Biology for their basic life science credit for graduation requirements.

**Honors Physical Science: (301H) Two semesters - 1 High School Credit (Physical)**

*Prerequisite: Has completed or currently enrolled in Algebra I*

This course offers a more rigorous, fast paced, and in-depth laboratory course in physical science. The course emphasizes learning by discovery through the development of science skills and lab techniques. Students who take this course will be prepared to independently write a full lab report by year's end. This course goes above and beyond the required standards for physical science in topics including: the mole, writing chemical equations from a word problem, thermochemistry, molar mass, limiting reactants, and nuclear decay. Students will be prepared to take a CP chemistry course concurrently with Biology their sophomore year after taking this course. This course requires more independent reading, higher math skills, and the responsibility for a more demanding homework load. Graduation Requirement: A student who takes this class will receive their basic physical science credit and will move on to Biology for their basic life science credit for graduation requirements.

**Biology: (305) Two Semesters - 1 High School Credit (Life)**

Biology is a course emphasizing ecological principles, cell structure and function, inheritance, evolution, diversity of life, and issues in the living world. The course emphasizes learning by discovery through the development of skills and lab techniques. Successful completion of this course meets the Ohio graduation requirement for life science and prepares students to take any science elective course during their 11th or 12th grade years. Students are required to take the Ohio End of Course Exam in Biology.

**Honors Biology: (305H) Two semesters - 1 credit (Life)**

*Prerequisite: Physical Science*

Honors Biology investigates the composition, diversity, complexity and interconnectedness of life on Earth. Fundamental concepts of heredity and evolution provide a framework through inquiry-based instruction to explore the living world, the physical environment and the interactions within and between them. Honors Biology goes beyond the Ohio Department of Education life science standards and includes the study of the basic anatomy and physiology of plants and animals. Students are required to take the Ohio End of Course Exam in Biology.

**AP Biology: (306) Two semesters – 1 credit (Advanced Life)**

*Prerequisite: Biology*

AP Biology is designed to give high school students the equivalent to a first year of a collegiate biology major course. Topics included in the course are: genetic technology, evolution, biochemistry, animal and plant physiology, and taxonomy. The large amount of reading and pace of the course requires students to devote considerable time and effort to mastering concepts presented. Laboratory work provides students with experience in a variety of advanced laboratory techniques that supplement understanding of coursework. Students may choose to take the Advanced Placement Biology Exam to earn college credit.

**Chemistry: (312) Two semesters - 1 credit (Advanced Physical)**

*Recommended Prerequisite: Geometry*

Chemistry involves a detailed study of matter, its compositions, properties, and interactions. This course includes topics such as atomic theory, periodicity, reactivity, stoichiometry, gas laws, thermochemistry and an introduction to organic chemistry. Emphasis is placed on laboratory investigation and solving mathematical problems. After successful completion of Chemistry, a student is prepared to take AP Environmental Science or AP Chemistry, as well as to go on to their first year college Chemistry course.

**AP Chemistry: (313) Two semesters - 1 credits (Advanced Physical)**

*Prerequisite: Chemistry and Algebra 2 completed*

Advanced Placement Chemistry is a one year course that is central to the students' understanding of the physical and biological world around them. This course is heavily laboratory based, and uses a hands on approach to problem solving. Due to the rigor of this course and the time needed for laboratories, additional class/lab time will be required. Topics covered include: Atomic Theory and structure, states of matter, periodicity, bonding, gas laws, solutions, thermodynamics, types of reactions, stoichiometry, equilibrium, and kinetics. The course will help the students develop independent thinking, problem solving, math and

laboratory skills required for a successful college experience. This course is a great course for students wanting to go into a science-related field including but not limited to: medicine, nursing, engineering, biosciences, environmental science, or forensics. Students may choose to take the Advanced Placement Chemistry Exam to earn college credit.

**Physics : (320) Two Semesters - 1 High School Credit (Advanced Physical)**

*Prerequisite: Geometry*

Physics involves the study of matter and energy and the interactions between them. Topics include motion and projectile motion, forces and Newton's laws, work and energy, momentum and collisions, gravitation and rotation, simple harmonic motion, waves, static electricity, current electricity, circuits, magnetism and electromagnetic induction. Physics is the most fundamental core science and is central to STEM education and careers.

**CCP General Physics I: (PS320ASH) Semester course - 1 High School Credit (Advanced Physical)**

*Must meet requirements to attain college credit. College Credit Plus – AU - 4 Credits*

This course presents to liberal arts and pre-professional students the basic concepts, unifying principles and cultural aspects of the whole field of physics. This course is designed to prepare students to take a physics course at the college level. Topics include motion, forces, work, energy, power, momentum, collisions, gravitation, rotation, oscillators, waves, static electricity, current electricity and circuits.

**CCP General Physics II: (PS321ASH) Semester course- 1 High School Credit (Advanced Physical)**

*Must meet requirements to attain college credit. College Credit Plus – AU - 4 Credits*

This course presents to liberal arts and pre-professional students the basic concepts, unifying principles and cultural aspects of the whole field of physics. This course is designed to prepare students to take a physics course at the college level. Topics include motion, forces, work, energy, power, momentum, collisions, gravitation, rotation, oscillators, waves, static electricity, current electricity and circuits.

**Environmental Science: (326) Semester Course - ½ credit (Advanced)**

Environmental science is a course dedicated to understanding the interactions between earth's natural systems and the demands placed on them by the human population. This course examines the scientific principles behind natural phenomena and resource cycles, explores how we utilize these systems and our impact, and potential solutions for the resulting consequences of resource mismanagement and exploitation. The course includes elements of life science, physical science, and social science and focuses on breadth and interrelatedness of relevant current events. Concepts can be explored through inquiry based laboratory exercises, environmental health assessment techniques, student presentations and projects.

**AP Environmental Science: (327) Two semesters – 1 credit (Advanced)**

*Prerequisite: Completion of 1 life science and 1 physical science course as well as Algebra*

Advanced Placement Environmental Science is a rigorous course designed to be equivalent to an introductory college course in environmental science. The course explores the interrelationships of the natural world, environmental problems both natural and human-made, the evaluation of the risks associated with these problems and the examination of solutions. Multiple resources including texts, laboratories, field experiences, and guest speakers will be used so that the focus is on practical application of content. This is a great course for students with an interest in science-related fields, such as conservation science, environmental engineering, environmental law, and green marketing. Students may choose to take the Advanced Placement Environmental Science Exam to earn college credit.

**Astronomy: (310) Semester Course - ½ credit (Advanced)**

This course emphasizes astronomy with a few key concepts in a lab-based, project based format. Using measurements and observations, science concepts are explored and applied. Historical information is included to provide a foundation in which to explore astronomy and show how we observe the universe from earth. Concepts include the sky, distances, sizes & angles, light, planets, gravity, the solar system, relativity, stars & their life cycles, galaxies and human exploration of space.

**Botany: (309) One Semester - ½ High School Credit (Advanced)**

*Prerequisite: Biology*

The emphasis of this biology course is on plant culture, plant anatomy and plant physiology as learned through the actual growing of plants. Students will receive extensive hands-on experiences growing and maintaining plants in both greenhouse and outdoor settings. Topics include but are not limited to: flower and vegetable gardening, commercial plant production, Ohio's woodlands and prairies, Ohio's agricultural and fruit production, and soils. *This course is only offered in the spring semester.*

**Geology (Physical Geology): (315) Semester Course - ½ credit (Advanced)**

This is a one-semester course investigating the dynamics of the earth in such areas as volcanoes, mountain building, geologic time, erosion, rock and mineral formation, glaciation, and fossils. The course will cover the identification of minerals, igneous, sedimentary, and metamorphic rocks as well as soil types. This course includes a trip to the Cleveland Museum of Natural History. The geology courses are intended to meet the needs of students who will be taking introductory geology courses in college.

### **Human Anatomy and Physiology: (317) Two Semesters - 1 High School Credit (Advanced)**

*Prerequisite: Biology*

Human Anatomy and Physiology provides students with an understanding and appreciation of the structure and function of the human body at all levels: cellular, tissue, organ, systemic and the whole human organism. The course is designed to meet the needs of students who want to gain a deeper understanding of the human body, especially those who plan to pursue medicine and other health related careers.

## **SOCIAL STUDIES:**

- Students need 3 Credits of Social Studies to meet graduation requirements. ½ Credit must be American History and ½ Credit must be Government.

### **World Studies: (401) Two semesters - 1 credit**

The course will examine the intermingling of Eastern and Western cultures from 1500 to the present and how various historical periods have shaped our modern world cultures. Topics such as Imperialism, Enlightenment, Nation Building, Industrialization, the 20th century wars, and the Cold War will be examined. Students will also be expected to read, interpret and create essays to demonstrate an understanding of causes and effects.

### **AP European History: (420) Two semesters - 1 credit**

The study of European history since 1450 introduces students to cultural, economic, political, and social development that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretations, and (c) an ability to express historical understanding in writing. The AP European History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. All AP European History students are expected to take the College Board AP exam given in May.

### **United States History: (402) Two semesters - 1 credit**

After a review of our founding documents and reconstruction, the first semester of this course will be spent studying the history of the United States beginning with the Industrial Revolution



while identifying the changes from this era that persist today. At this point, students will take a closer look at the social reform movements that followed the industrial and agricultural revolutions and the closing of the frontier in 1890. The first semester will focus on Industrialization, Imperialism and the Progressive Era and will conclude with America's emergence on the world stage in World War I. The main emphasis of the second semester will be to focus on the dawning of the 20th century. The transition from the Roaring Twenties to the Great Depression will mark our starting point. From there the focus of the course will be on World War II and its aftermath. Students will have the opportunity to investigate the sweeping post-war changes on American ideas, ideals, and human values as our nation is propelled into the Cold War years. In the latter part of the semester students will have the opportunity to focus on the U.S. - Soviet relationship during the Cold War, the advances in science and technology embodied in the space race, U.S. foreign policy issues and involvement in Vietnam, the civil rights movement of the 1960s, and more recent issues relating to the current role of the United States in the post-Cold War Era as it leads to the dawn of the 21st Century. This course may count towards the Citizenship Seal based on performance.

**CCP American History through Civil War: (PS402ASH) Semester course- 1 High School Credit.**

*Must meet requirements to attain college credit. College Credit Plus – AU - 3 Credits*

An examination of the creation and development of a distinctively American civilization, from its origins through the Civil War (to 1865). This course may count towards the Citizenship Seal based on performance.

**CCP American History after Civil War: (PS403ASH) Semester course- 1 High School Credit.**

*Must meet requirements to attain college credit. College Credit Plus – AU - 3 Credits*

An examination of how the fundamental American principles of freedom and equality developed as the United States emerged as the world's leading power from the Civil War to the present. This course may count towards the Citizenship Seal based on performance.

**AP United States History: (403) Two semesters - 1 credit**

The AP program in U.S. History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials – their unique interpretation of historical events, their reliability, and their historical significance - and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment

and to present reasons and evidence clearly and persuasively in an essay format.

(<http://www.collegeboard.com/student/testing/ap/>) All AP United States History students are expected to take the College Board AP exam given in May. This course may count towards the Citizenship Seal based on performance.

**American Government: (404) Two semesters - 1 credit**

This course analyzes the structure, operations, and philosophy of the American government. There shall be an emphasis on the establishment of the constitution, the understanding of federalism, the political party system, the electoral process, and the three branches of government (legislative, executive, and judicial). Students will learn the functions, powers, and the making of laws of Congress; presidential powers and the making of foreign policy; and the organization of the federal court system and its relationship to civil rights issues. The four great “isms” (capitalism, socialism, fascism, and communism) will also receive attention. This government course will also emphasize civic responsibility and participation in the local community. Students will learn how to be informed citizens with regular analysis of national, state, and local news. This course may count towards the Citizenship Seal based on performance.

**AP American Government and Politics: (405) Two semesters - 1 credit**

This course is for the college bound student and is designed to prepare students for the AP examination in American Government and Politics. The course is structured around 5 Big Ideas in government and politics; Constitutionalism, Liberty and Order, Civic Participation in a Representative Democracy, Competing Policy Making Interests, and Methods of Political Analysis. Students will explore these topics through academic study, peer learning, and real world case studies. Students will develop an understanding of how political power shapes the society around them and how they can access political systems themselves. Students will analyze both historical and contemporary political writings and display understanding through both traditional and authentic assessments. This course will fulfill the needed American Government Requirement for graduation. While there are no prerequisites for the course, experience with accelerated curriculum, cooperative learning, and online learning environments will be beneficial. This course may count towards the Citizenship Seal based on performance.

**Psychology: (407) Semester Course - ½ credit**

This course is designed as an introduction to the science of behavior and mental processes. It covers the historical development of psychology including the theories of Wilhelm Wundt, Jean Piaget, Erik Erikson, Ivan Pavlov, Sigmund Freud, and Carl Jung. Psychology explores human development in depth from infancy through adolescence and early, middle, and late adulthood. It offers perspectives on key topics in the field including sensation, perception, learning,

personality, and psychological disorders. Classroom exercises emphasize understanding self and others and applying psychological techniques and principles to everyday tasks and challenges.

**AP Psychology: (421) Two semesters - 1 credit**

Recommended for grades 11-12

AP Psychology is the equivalent to an entry-level college course. It is designed to introduce students to the scientific study of the behavior and mental processes of human beings. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. The course provides instruction in each of the following 14 content areas: History and Approaches, Research Methods, Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning, Cognition, Motivation and Emotion, Developmental Psychology, Personality, Testing and Individual Differences, Abnormal Psychology, Treatment of Psychological Disorders, and Social Psychology. Students also learn about the ethics and methods psychologists use in their science and practice.

**The Dangers of Indifference: (410) Semester Course - ½ credit**

This elective semester course uses the methods of the humanities - inquiry, analysis and interpretation- to explore the roots of religious, racial and ethnic hatreds and their consequences. This course will show the deadly consequences of unexamined prejudices, enfolded fears and unchallenged lies, important connections are then made to other examples of hatreds such as the Darfur and Rwandan genocides. Students will move from learning to think critically, to making informed judgments and ultimately to make the essential connection between history and the moral choices they confront in their own lives. This course may incorporate group discussion, speakers, readings, audiovisual support, individual reflection, response journals and a class project designed and implemented by the students to help build a more "civil society". A class field trip to the U.S. Holocaust Museum in Washington D.C. may be arranged if there is sufficient interest.

**Sociology: (408) Semester Course - ½ credit**

This course is an introduction to the field of sociology covering such areas as the study of human relationships and social behavior. Topics to be explored will cover norms, class status, cultural change, television, technology, socialization, marriage, social stratification of the United States, deviance, and how the family has changed over time. The course will examine the Amish as a subculture and analyze a rich variety of cross cultural examples to illustrate the ways in which people adapt to and are changed by their physical and social environments. The course is designed to be of benefit to the college bound as well as students planning to go directly to the world of work, emphasizing the application of sociological techniques and principles of learning to everyday living.

**Civil Rights and Intolerance: (416) Semester Course- ½ credit**

Recommended for grades 11-12

This course is designed to focus on minority issues and the socioeconomic issues that often run parallel with them. Quality of life factors are often tied to economic issues, and minorities – and their individual rights – are often tied to those issues. The course will look at the history of minority movements and the paths they followed in fighting for equality in the United States and how those movements were shaped by world events. The course will address the issues of social and political inequalities that women, African-Americans, Hispanics and the LGBTQ community face, and the general impact poverty and other socioeconomic issues play in minority communities.

**American Pop Culture: (409) Semester Course - ½ credit**

It is the year 1900 in the United States of America. The country is in the midst of a Social Revolution called Progressivism. It was during this time that the majority of Americans saw rising wages, shorter working hours, and generally a better quality of life. The effect of this massive social upheaval was the development of modern American popular culture. Magazines, literature, radio, movies, television, and the Internet became instruments used to document the events of the last century. This class will examine popular culture during each decade of the 20th and 21st centuries. Students will answer the following question; what were the popular forms of mass media and entertainment and how were they shaped by the events of their times? All assignments will be offered and completed electronically through Google Classroom. The class will culminate with students completing an electronic portfolio that will then highlight their own American cultural journey and the events that have shaped their lives.

***FINANCIAL LITERACY:***

- All students are required to receive ½ credit in Financial Literacy to graduate.

**Financial Literacy: (430) Semester Course – ½ credit**

This is a graduation requirement done during the school year. Financial literacy is defined as the ability to read, analyze, manage and communicate about the personal financial conditions that affect material wellbeing. It includes the ability to discern financial choices, discuss money and financial issues without (or despite) discomfort, plan for the future and respond competently to life events that affect everyday financial decisions, including events in the general economy.

This course will have units on entrepreneurship, financial decision-making, working and earning

a living, budgeting, banking, saving and philanthropy, effective use of credit, wealth creation and investing, along with risk management. This course will meet in the traditional classroom and require students to complete work online. This encompasses the best aspects of the online environment and the use of traditional face-to-face instruction.

## ***Health & Physical Education:***

- All students are required to receive ½ credit in Health to graduate.
- All students are required to receive ½ credit in Physical Education to graduate.

The purpose of physical education is to promote lifetime health and fitness that reduces the risk of heart disease, stroke, diabetes, and other lifestyle health problems. The curriculum is designed to use instruction and assessment that promotes individual selection of physical education offerings to maximize participation. All physical education curriculum will be tied to National Physical Education Standards.

Students must earn a half credit of physical education as part of the graduation requirement. Each semester of physical education is worth a quarter credit. A student must take two semesters of physical education to meet the requirement.

### **Health: (801) Semester Course – ½ credit**

Recommendation: Complete in grades 9 or 10

This course is a requirement for graduation done during the school year. The course is designed to aid teenagers in achieving their goals of good physical and mental health. The course of study will include body systems and their functioning, nutrition and exercise. Emphasis will be placed on the major health problems of the young: alcohol, tobacco, drugs, sexually transmitted diseases and general behavior.

### **Physical Education: (802) Semester Course – ¼ credit**

Students are required to take two semesters of physical education for graduation. This course is designed to allow for student choice in the physical education activities each student is offered. Students will choose activities from a variety of instructors. Activities will be student driven and based on interest surveys.

### **LifeTime Sports & Aquatics: (808) Semester Course – ¼ credit**

Prerequisite: Completion of ¼ credit of PE.

Students will have the opportunity to explore a more indepth look into lifetime sports,

individual fitness, and aquatics. Students will get to participate in a wide variety of sports, have access to fitness equipment, and have a portion of classes in the natatorium.

**Physical Education Waiver: (805) - no credit**

Wooster students who already completed two seasons of district-sponsored and approved interscholastic athletics, marching band, or cheerleading have the option of waiving the physical education requirement for graduation. This only applies to students in grades 9-12. Students will not receive credit for the waiver; all required credits for graduation, including elective credits are still necessary. Students who elect the waiver may not take Physical Education classes for credit.

The PE Waiver request form can be found at [www.woostercityschools.org](http://www.woostercityschools.org), click on FORMS, and then are under the Wooster High School forms.

## ***MUSIC:***

\*\* All Music courses do not meet NCAA eligibility requirements.

**Concert Strings: (708) Two semesters – 1 credit**

Concert Strings meets daily for the entire academic year. It is one of two string ensembles for which students are carefully selected based on an audition or teacher placement. It consists of students who have completed a minimum of the Orchestra 8 class or by permission of the instructor. Concert strings students study more advanced key signatures and rhythms, bow techniques, higher positions, tuning and vibrato. A wide variety of orchestral repertoire is played using these skills. Requirements of this class include participation in several evening performances. This course counts towards the Fine And Performing Arts Seal.

**Chamber Strings: (704) Two semesters – 1 credit**

Prerequisite: Year Experience

This group rehearses daily as a string ensemble only, and is comprised of students with advanced skills. Students are carefully selected for this group by audition or teacher placement. During the course of the school year, the strings and wind players are combined for a full orchestra experience. The purpose of this course is to acquaint students with orchestra literature of the highest quality, performance being the main goal. Performance opportunities include various concerts, festivals, and contests. Chamber strings players are expected to participate in all performances and extra rehearsals. This course counts towards the Fine And Performing Arts Seal.

**High School Band: (700) 9-12 Graders, Two semesters – 1 credit ; (702) Majorettes/Flag Corps - 0.25 credit**

Prerequisite: Year Experience

Students are admitted to the instrumental music program by permission only. There are several offerings and choices open to band students at Wooster High School. Band placement is determined by student request and faculty assignments, taking into consideration student ability. This course counts towards the Fine And Performing Arts Seal.

**Marching Band:** The marching band is composed of more than 150 members in grades 9-12. This group performs during the football season and acts as a parade group for the community. Participants in marching band must have been members of the middle school or senior high band program the previous school year. First year members start practice three weeks prior to the beginning of the school year, and returning students begin two weeks before school opens. All marching band members must attend all performances and one evening rehearsal during weeks of home football games. Marching Band is composed of students from Freshman, Concert and Symphonic Bands.

**Symphonic Band:** This group is carefully selected by audition following football season. Students must have been in the Marching Band to be eligible for this organization. Members must attend sectional rehearsals once a week (November through May), all performances, and extra rehearsals.

**Concert Band:** This group is carefully selected by audition following football season. Students must have been in the Marching Band to be eligible for this organization. Students must attend all sectionals, rehearsals (November through May), all performances, and all extra rehearsals.

**Freshman Band:** This group is composed entirely of grade 9 students with previous experience in the middle school band program. Students must participate in the Marching Band during football season and parades. Students must audition at the end of football season and attend all sectionals (November through May), rehearsals, extra rehearsals, and performances.

**Jazz Band: (706) Semester Course – ½ Credit**

Jazz Band is comprised of 15 - 30 wind and percussion players. Music studied is from the Big Band Era to the present, encompassing all areas of jazz, including swing, fusion, rock, etc.

Instrumentation consists of saxophone, trumpet, trombone, piano, bass, drums, (guitar) and percussion. Students need to also be enrolled in concert/marching band to be in jazz band. Auditions will also be required for participation in the group. This course counts towards the Fine And Performing Arts Seal.

### **Music Theory and Practice: (705) Semester Course – ½ Credit**

Music Theory and Practice is designed for students who are interested in further exploration of music principles. The purpose of this course is to acquaint students with the basic design of music; how to build chords, music composition, etc., all within a historical context. Materials such as staff paper, score paper solfege, materials, and workbooks must be purchased at the students' expense. This course is extremely valuable to students thinking of a career in music. Prior knowledge of music reading is strongly encouraged for this class. This course counts towards the Fine And Performing Arts Seal.

### **Music Technology: (701) Semester Course - ½ Credit**

Music Technology is designed to introduce and train students in aspects of sound recording, producing, and audio engineering. Students will be given hands-on experiences with live recording setups, learn mixing and mastering techniques, learn about brands and types of equipment, and perform several recording projects in a controlled environment. Although traditional school methods will be implemented, the class will be centered on developing the student's musical and engineering skills through experience-based lessons. The primary goal is to give the students a broad introduction to the recording environment, and to make them competent in a studio setting.

The course broadens by helping students research careers in the field, learn about copyright law and discover how to run a recording studio out of their home. Students will put to work the skills learned previously, and several areas will be taught more in-depth and with more detail. Students will be expected to participate in recording or live sound experiences outside of the traditional class day as part of their training. Additionally, students will be afforded the opportunity to use the class to further their own musical education through recording, song-writing, and will learn how to produce and market their own recording project.

### **Guitar Methods: (709) Semester Course - ½ Credit**

This class is designed to teach students guitar performance skills. Topics covered will include music literacy, tuning methods, melodic playing (lead guitar.. solos, songs, melodies, etc.) and harmonic playing (chords, strumming patterns, harmonizations, arpeggio patterns, etc.).



Different styles of music will be explored; including pop, rock, jazz, acoustic. Beginners are welcome! Students MUST furnish their own acoustic or electric guitar as well as a required method book; there are no school-owned instruments available.

### **Introduction to Instrumental Music: (712) Two Semesters - 1 Credit**

This class is designed to afford students the opportunity to learn to play a wind or string instrument, with the express intent of transitioning to the band or orchestra program the following school year. If a student wants to participate in an instrumental musical ensemble, but wasn't able to start in middle school, this is their pathway to performance! Students will learn foundational principles of instrumental music performance, such as tone production, music literacy, proper articulation technique, instrument maintenance, and performance procedures. There will be no out-of-school component to this class (no performances, no extra lessons, etc.). Students MUST furnish their own instrument; school-owned instruments are NOT available for this class. Instrument choices are: flute, oboe, clarinet, alto saxophone, trumpet, trombone, euphonium, violin, viola and cello. For help securing an instrument, please reach out to the Band Director.

### **Treble Choir: (714) Two Semesters – 1 Credit**

Treble Choir is made up of Soprano and Alto singers grades 9-12. This group focuses on the development of advanced harmonies and performing music of all eras, styles, languages, and genres at an advanced level. Performance opportunities include evening concerts, festivals, adjudicated events and opportunities for travel. Requirements include attendance at several evening performances and daily in-class participation. Students will have an attire fee. Students will be placed in the appropriate ensemble by the director after the audition process is completed. This course counts towards the Fine And Performing Arts Seal.

### **Concert Choir: (707) Two Semesters – 1 Credit**

The high school choir is a mixed ensemble made up of Soprano, Alto, Tenor and Bass singers 9-12 grade. This group focuses on the development of a group choral sound and performing music of all eras, styles, languages, and genres at an advanced level. Performance opportunities include evening concerts, festivals, adjudicated events and opportunities for travel. Requirements include attendance at several evening performances and daily in-class participation. Students will have an attire fee. Students will be placed in the appropriate ensemble by the director after the audition process is completed. This course counts towards the Fine And Performing Arts Seal.

## ***FOREIGN LANGUAGE:***

### **French**

#### **French I: (601) Two semesters – 1 credit**

This course is an introduction to the basic structure. By the end of the year, a French I student will be expected to communicate by using phrases, combining words, and expressing ideas with simple phrases and expressions. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

#### **French II: (602) Two semesters – 1 credit**

Prerequisite: French I

By the end of the year, a French II student will be expected to communicate with phrases and identify with complete, descriptive sentences and dialogues in present and past time frames. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. Students will be expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

#### **French III: (603) Two semesters – 1 credit**

Prerequisite: French II

By the end of the year, a French III student will be expected to communicate using sentences and paragraphs, and express their own thoughts in various time frames. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. Students will be expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

#### **French IV: (604) Two semesters – 1 credit Prerequisite: French III**

This course is conducted in French and encompasses the skills of comprehension, conversation, and writing. The construction of the language is reviewed, works of literature are read and discussed in French, and creative writing is expanded; history and civilization are taught through slides, videos, skits, recordings, guest speakers, lectures and reading.

**CCP French- Elementary: (PS601ASH)/Intermediate(PS603ASH) Semester courses- 1 High School Credit each**

*Must meet requirements to attain college credit. College Credit Plus – AU - 3 Credits*

This course offers college credit through Ashland University. Students will be enrolled in either course (Elementary/Intermediate) based on their performance on the placement exam given by the university.

FREN 171 ELEMENTARY FRENCH I A comprehensive introductory course in French language for today's global world. Students develop oral and written proficiency through cultural studies. Taught in French.

FREN 271 INTERMEDIATE FRENCH I A course designed to increase the students' understanding of the language by building on the skills learned in the elementary course. Students develop oral and written proficiency through an exploration of the French arts including architecture, cuisine, fashion, music, painting, etc. Lab work required. Taught in French.

## **Spanish**

### **Spanish I: (611) Two semesters – 1 credit**

This course is intended for the student who is truly interested in learning a foreign language. By the end of the year, a Spanish I student will be able to communicate by using phrases, combining words, and expressing ideas with simple phrases and expressions. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. Throughout the course they will develop cultural awareness by connecting and comparing products, practices and perspectives with the target cultures and their own.

### **Spanish II: (612) Two semesters – 1 credit**

Prerequisite: Spanish I

Spanish II is a continuation of Spanish 1 with emphasis on increasing the proficiency level of the student. By the end of the year, a Spanish II student will be able to communicate with phrases and identify with complete, descriptive sentences and dialogues in present and past time frames. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. Throughout the course they will develop cultural awareness by connecting and comparing products, practices and perspectives with the target cultures and their own.

### **Spanish III: (613) Two semesters – 1 credit**

Prerequisite: Spanish II

Spanish III is a continuation of Spanish II. By the end of the year, a Spanish III student will be

able to communicate using sentences and paragraphs, and express their own thoughts in various time frames. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. Throughout the course they will develop cultural awareness by connecting and comparing products, practices and perspectives with the target cultures and their own.

**Spanish IV: (614) Two semesters – 1 credit**

Prerequisite: Spanish III

This is a course designed to be an overall review and expansion of the basic skills mastered in Spanish I, II and III. The students will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. In addition, the students will develop cultural awareness by connecting and comparing products, practices and perspectives with the target cultures and their own.

**CCP Elementary Spanish I: (PS611AU) Semester course - 1 High School Credit**

*Must meet requirements to attain college credit. College Credit Plus – AU - 3 Credits*

Prerequisite: Approval through Ashland University

SPAN 171 ELEMENTARY SPANISH I is a course designed to develop elementary interpersonal, interpretive and presentational communication skills in the Spanish language in cultural context. Taught in Spanish. This course offers college credit through Ashland University. Students will be enrolled in either course (Elementary/Intermediate) based on their performance on the placement exam given by the university.

**CCP Elementary Spanish II: (PS612AU) Semester course - 1 High School Credit**

*Must meet requirements to attain college credit. College Credit Plus – AU - 3 Credits*

Prerequisite: SPAN 171

SPAN 172 ELEMENTARY SPANISH II is a course designed to develop elementary interpersonal, interpretive and presentational communication skills in the Spanish language in cultural context. Taught in Spanish. This course offers college credit through Ashland University. Students will be enrolled in either course (Elementary/Intermediate) based on their performance on the placement exam given by the university.

**CCP Intermediate Spanish I: (PS613AU) Semester courses- 1 High School Credit**

*Must meet requirements to attain college credit. College Credit Plus – AU - 3 Credits*

Prerequisite: SPAN 172, placement or transfer equivalent.

SPAN 271 INTERMEDIATE SPANISH I is a course designed to develop intermediate interpersonal, interpretive and presentational communication skills in the Spanish language in cultural context.

Taught in Spanish.

**CCP Intermediate Spanish II: (PS614AU) Semester course- 1 High School Credit.**

*Must meet requirements to attain college credit. College Credit Plus – AU - 3 Credits*

Prerequisite: SPAN271

This course is a continuation of Intermediate Spanish I. It focuses furthering the development of receptive and productive Spanish language skills for reading, writing, speaking, and listening. Continued emphasis is placed on fostering an appreciation for Spanish cultures and the development of culturally appropriate language and behavioral skills necessary for cross-cultural communication in Spanish-speaking communities around the world. Students must be accepted by and enrolled through Ashland University in order to receive CCP Credit.

## **German**

**German I: (621) Two semesters – 1 credit**

By the end of the year, a German I student will be expected to communicate by using phrases, combining words, and expressing ideas with simple phrases and expressions. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

**German II: (622) Two semesters – 1 credit**

Prerequisite: German I

By the end of the year, a German II student will be expected to communicate with phrases and identify with complete, descriptive sentences and dialogues in present and past time frames. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. Students are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

**German III: (623) Two semesters – 1 credit**

Prerequisite: German II

By the end of the year, a German III student will be expected to communicate using sentences and paragraphs, and express their own thoughts in various time frames. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

#### **German IV: (624) Two semesters – 1 credit**

Prerequisite: German III

This is a college preparatory (Pre-AP) course designed to be an overall review and expansion of the basic skills mastered in German I, II and III, as well as introduce the student to the AP German Language Exam content. It is intended, through an in-depth examination of grammar, to continue to increase accuracy and consistency in reading through modern literature, in listening to authentic passages in the target language, in writing expository articles on a variety of topics, and to develop oral proficiency. In addition, the student will develop cultural awareness of famous German artists and authors through thoughtful analysis of their works. All texts used are at a college level and the level of work expected is the same.

#### **AP German: (625) Two semesters – 1 credit**

Prerequisite: German IV

This course is intended to prepare the student for the Advanced Placement Examination in German Language. The examination is optional and the student will bear the expenses for the examination. Great emphasis will be placed on all the language skills. It will include a thorough grammar review. Students will have the opportunity to read German literature, see films, write journals, speak to native speakers, sing songs, and act in German plays. This course may count towards the Seal of Biliteracy based on performance.

## ***FINE ARTS:***

This pathway would meet requirements for an Arts Honors Diploma when taken with correct academic classes. \*\* All Fine Arts courses do not meet NCAA eligibility requirements.

Introductory Level	Intermediate Level	Advanced Level
Theatre Foundations	Stage Crafts	Advanced Theatre
Acting	Improv & Comedy	

#### **Theatre Foundations: (760) Semester course - ½ Credit**

The Theatre Foundations course is an introduction to performing arts. In the course, we will cover basic stage techniques, theater terminology, and theater history, providing an overview of all facets of theatre: performance, history, stage crafts, playwriting, stage management. Students will explore and experience how to use their bodies, faces, and voices to create emotions, characters and to interact with

other actors through theatre games, vocal and physical exercises, improvisation and pantomime. Students will learn and explore techniques of designing costumes and applying stage makeup. As a culminating project, students will write, design, and direct a short scene for an in-class performance.

**Acting: (761) Semester course – 1/2 credit**

Acting is a performance-based course designed to help students further explore the acting process, focusing on monologues, scenes, ensembles, voice acting, physical theatre, stage combat, and auditions. Students will develop advanced skills in script analysis, character development, memorization techniques, and performance skills utilizing the techniques of Stanislavski, Meisner, Laban, and Hagen. Throughout the semester, students will learn proper warm-up and relaxation techniques, develop their senses, build concentration, and learn acting skills by participating in a wide variety of movement and voice exercises. The final assessment includes a public acting performance.

**Improv and Comedy: (762) Semester course – 1/2 credit**

Improvisation and Comedy is a performance-based course focused on the facets of Improvisation (short and long form) to mastery. The course features a range of confidence-building exercises, trust- and ensemble-building games, character development, and scene work. In addition to developing improvisation skills, students will have opportunities to learn sketch- comedy writing and performing (think *Saturday Night Live*) and comedic storytelling.

**Stage Crafts: (764) Semester course – 1/2 credit**

This course provides insight into the behind-the-scenes techniques that create theatre. Students will learn the facets of stage crafts such as: stage makeup with special effects, set design (computer generated and 3-D models), costume rendering and creation, sound effect recording techniques for special effects, and prop making. Students in this course will design and create costumes/sound/props for shows in production within the dramatic arts program.

**Advanced Theater:(765) Two Semesters –1 credit**

Recommended Prerequisite: 2 courses in Dramatic Arts or a student with drama club experience

Advanced Theater is a capstone course for students interested in pursuing the performing arts. Students will take part in the full production of various plays as actors, designers, and producers. Students will create and workshop plays, with a focus on learning new approaches to language and structure. The course emphasizes the collaborative nature of production, and the acquisition and development of technical skills and artistic perspectives on production. The

goal of the course is performing for a public audience as often as possible. Highlights of the course may include collaborations with various WHS classes, performing a play at the Wayne County One-Act Play Festival in January, performing plays that raise awareness and provide advocacy, and dramatizing children's stories from students at Kean Elementary. \*This course may be repeated, since the material changes each year.

Intro Level Courses	Intermediate Level			Advanced Level
Intro to 2D Art	2D Art II	2D Art III	2D Art IV	Advanced 2D Studio
Intro to 3D Art	Ceramics			Advanced 3D Studio
	Crafts			

**Intro to 3D Art: (738) Semester course - ½ credit**

This introductory course will allow students to explore a variety of 3 dimensional mediums. Students will utilize materials such as clay, wood, wire, and fibers for creative expression. The use of 3 dimensional art throughout history and different cultures will be explored. This course is designed as a prerequisite for all other 3D visual arts courses.

**Crafts: (719) Semester course - ½ credit**

Prerequisite: Intro to 3D Art

Crafts is an art course intended for the students who are interested in the creative process, but not necessarily interested in the fine art aspect (drawing/painting). Students will learn about the art and craft of various cultures while creating works of art. Students will get to experience working with a variety of different mediums such as paint, clay, fabric, metal, wood, and yarn, while learning multiple studio techniques.

**Ceramics: (728) Semester course – ½ credit**

Prerequisite: Intro to 3D Art

Students will be introduced to the three-dimensional form. The students will study various artists and art periods throughout art history. Students will learn hand-building methods: pinch, slab and coil. Some reading and writing covering relevant topics required.



**Intro to 2D Art: (739) Semester Course - ½ Credit**

2D Art I is a studio course designed around the elements and principles of art. A focus of the course is line, value, and texture. Students gain a foundation for higher level art classes through a variety of projects and media. Emphasis is placed upon drawing, but other skills will be touched upon also. Students will also complete written reflections as they pertain to the art work they create.

**2D Art II: (740) Semester Course - ½ Credit**

Prerequisite: 2D Art I

2D Art II is a continuation of 2D Art I. Students continue to explore the elements and principles of design, using a variety of mediums. A focus of the course is color and shape. Students will also complete written reflections as they pertain to the art work they create. (Can be taken the same year as 2D Art I, but in order.)

**2D Art III: (741) Semester Course - ½ Credit**

Prerequisites: 2D Art II

2D Art III is a studio course designed to explore various media such as: drawing, painting, printmaking and collage. Sketchbooks are an important element of the course in preparation for potential college art studies. A wide variety of media and subject matter will be explored. Several prominent artists will be covered. Students will also complete written reflections as they pertain to the art work they create.

**2D Art IV: (742) Semester Course - ½ Credit**

Prerequisites: 2D Art III

2D Art IV is an advanced studio course that focuses on developing refined art skills. Students will continue to create in the areas of drawing, printmaking, mixed media, and painting. Students are expected to communicate, interpret, and critique with greater understanding, sophistication, and depth. A variety of media and subject matter will be explored. Students will also complete written reflections as they pertain to the art work they create.

**Advanced Art Courses****Advanced 2D Studio: (732) Semester course - ½ credit**

Prerequisite: 2D Art IV

This course is designed for serious art students, who would like to create a variety of different media within 2D parameters (graphite, ink, watercolor, acrylic, oil paint, printmaking, cut paper, collage, etc) OR for those students who would like to focus upon only one medium. This is a project-based, student-driven course. The goals are for students to explore the visual arts and work towards building a portfolio, with the majority of the real work throughout this course up

to the student to design, implement, and create. Students will need a self-directed, self-motivated, and focused approach to their studies. Decisions regarding subject matter, technique, media and composition will be made by the student, which will require hard work, commitment, good judgment, and problem solving. Some reading and writing covering relevant topics required. This course can be taken multiple times, because different work will be made each semester, building up to a worthwhile portfolio.

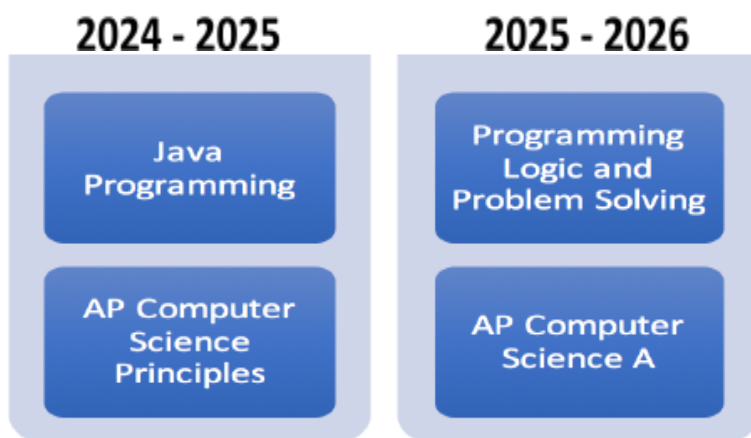
**Advanced 3D Studio: (736) Semester course - ½ credit**

Prerequisite: Crafts and/or Ceramics

This course is designed for serious art students, who would like to create a variety of different media within 3D/crafts parameters OR for those students who would like to focus upon only one medium. This is a project-based, student-driven course. The goals are for students to explore 3-dimensional art (sculpture, fibers, metals, wood, etc) and work towards building a portfolio, with the majority of the real work throughout this course up to the student to design, implement, and create. Students will need a self-directed, self-motivated, and focused approach to their studies. Decisions regarding subject matter, technique, media and composition will be made by the student, which will require hard work, commitment, good judgment, and problem solving. Some reading and writing covering relevant topics required. This course can be taken multiple times, because different work will be made each semester, building up to a worthwhile portfolio.

## ***COMPUTER SCIENCE:***

**These courses will be run on a rotational basis over a two-year period.**



**Digital Film Production I: (558) Semester Course – ½ credit**

This course does not meet NCAA eligibility requirements.

This course is an introduction to television studio and field production. The course will acquaint students with the technical and aesthetic concepts involved in successful Video Production. Students will develop skills through a series of in-class exercises, studio and field exercises and critical evaluations of past and present production styles. This course is designed to familiarize students with the process and tools associated with Video Production. Special emphasis is placed on single and multi-camera techniques with emphasis on professional aptitudes and attitudes.

**TV Production: (559) Semester Course – ½ credit**

Prerequisite: Digital Film Production

This course does not meet NCAA eligibility requirements.

A continuation of Digital Film Production I. In addition to the in-class activities, TV Production will be responsible for weekly video announcements. Students will assume the roles of a television production studio and will plan, shoot and produce announcements and short films.

**Graphic Arts Design: (550) Semester Course- ½ Credit or CCP Graphic Arts Design: (550CCP).**  
*Must meet requirements to attain college credit. College Credit Plus – Stark - 3 Credits*

Topics include effective communication through design from thought to finished process. Upon completion students will be able to effectively use Adobe Photoshop to create computer graphics.

Students must be accepted through Stark State to receive CCP credit for this course. Please see a counselor for Stark State acceptance requirements. Any student wishing to take the course for Non-CCP credit may do so as well.

**Java Programming: (552) Semester Course ½ Credit or CCP Java Programming: (552CCP)**  
*Must meet requirements to attain college credit. College Credit Plus – Stark - 3 Credits*

Prerequisite: In order to take this course for CCP credit, you must have successfully completed Programming Logic and Problem Solving for CCP Credit (through Stark State).

The course covers the fundamentals of Java such as creating and executing Java programs that apply sequential, conditional and repetitive logic constructs. Students will also learn best programming practices through application of structured programming principles and object-oriented concepts. Arrays, classes, methods, and application of object-oriented techniques are also central topics. Upon completion, students will have an understanding of the Java language and the skills to develop solutions for intermediate-level programming problems.

Students must be accepted through Stark State to receive CCP credit for this course. This course will serve as a prerequisite for AP Computer Science Principles. Please see a counselor for Stark State acceptance requirements. Any student wishing to take the course for Non-CCP credit may do so as well.

**AP Computer Science Principles: (561) Two semesters -1 credit**

*Recommended Prerequisites: Algebra I , Programming Logic & Problem Solving*

The AP Computer Science Principles course is designed to be equivalent to a first- semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world.

**WILL BE OFFERED IN 2025-2026 SCHOOL YEAR**

**Programming Logic and Problem Solving: (551) Semester Course ½ Credit Offered in 2023-2024 or CCP Programming Logic and Problem Solving: (551CCP)**

*Must meet requirements to attain college credit. College Credit Plus – Stark - 3 Credits*

This course introduces students to program logic and problem-solving techniques. Primary emphasis is on achieving familiarity with structured programming principles through awareness and application of structured programming and object-oriented concepts and techniques. Upon course completion, students will develop the logic to solve programming solutions using structured flowcharts and pseudocode. This course will serve as the Prerequisite for AP Computer Science Principles.

Students must be accepted through Stark State to receive CCP credit for this course. This course will serve as a prerequisite for CSE231 Java Programming. Please see a counselor for Stark State acceptance requirements. Any student wishing to take the course for Non-CCP credit may do so as well.

**WILL BE OFFERED IN 2025-2026 SCHOOL YEAR**

**AP Computer Science A: (557) Two semesters – 1 credit**

*Prerequisite: Programming II or Java Programming and Algebra II*

The AP Computer Science A course is an advanced course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are

fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development, and is meant to be the equivalent of a first-semester college-level course in computer science. It also includes the study of data structures, design, and abstraction.

### **IT Troubleshooting: (563) One Semester - ½ Credit**

This is a course that prepares students to become student technology leaders. Students will work alongside our technology department to develop their technical skills in the area of computer science through problem and project-based learning, hands-on tasks, and troubleshooting issues that arise with technology across the district. There will be limited availability for this class, students who are interested in pursuing careers in computer science are encouraged to sign up for this course.

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## ***Career & Technical Education:***

- All Career Tech courses do not meet NCAA eligibility requirements.
- All CTE students are required to take the WebXam Assessment.

### **Engineering:**

#### **Introduction to Engineering Design (IED): (350) Two semesters - 1 credit**

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

#### **Principles of Engineering (POE): (351) Two semesters - 1 credit**

Prerequisite: Intro to Engineering Design

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

#### **Principles of Engineering (POE): (PS351ST) Two semesters- 1 High School Credit**

[Material Science: \(MET 123-CCP\): College Credit Plus through Stark State College - 3 credits](#)

Prerequisite: Intro to Engineering Design (IED)

Students work through problems that engage and challenge, students explore a broad range of engineering topics, including automation, stress and strain, hardness, creep, fatigue, metallurgy, equilibrium diagrams, and heat treatments. Advantages, disadvantages and applications of ferrous metals, non-ferrous metals, plastics, elastomers, composites and ceramics are discussed. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

**Advanced Robotics: (360) Two semesters– 1 credit**

*Prerequisite: IED and POE or CIM*

This co-curricular course follows the design process learned and modeled in previous engineering courses to compete in VEX robotics and potentially other competitions. Students will research, generate concepts, develop, construct and test a competition robot while constantly evaluating their process and returning to previous steps as necessary. Requirements of this class include participation in several weekend and evening competitions as well as five hours a week of practice outside of the school day during the entire competition season. Students should consider their availability and commitment before enrolling.

**Advanced Robotics (AR): (PS360ST) Two semesters - 1 High School Credit**

[Intro to Robotics: \(AIT 139-CCP\): College Credit Plus through Stark State College - 3 credits.](#)

*Prerequisite: IED and POE or CIM*

This co-curricular course follows the design process learned and modeled in previous engineering courses to compete in VEX robotics and potentially other competitions. Students will research, generate concepts, develop, construct and test a competition robot while constantly evaluating their process and returning to previous steps as necessary. It will include basic terminology, theory and application of robotics, including: selection, construction, classification, operating characteristics and safety. Requirements of this class include participation in several weekend and evening competitions as well as five hours a week of practice outside of the school day during the entire competition season. Students should consider their availability and commitment before enrolling.

**Computer Integrated Manufacturing (CIM): (352) Two semesters - 1 credit**

*Prerequisite: Principles of Engineering (POE)*

Manufactured items are part of everyday life, yet most students have not been introduced to the high-tech, innovative nature of modern manufacturing. This course illuminates the opportunities related to understanding manufacturing. At the same time, it teaches students about manufacturing processes, product design, robotics, and automation. Students can earn a virtual manufacturing badge recognized by the National Manufacturing Badge system.

**Computer Integrated Manufacturing (CIM): (PS559ST) Two semesters - 1 High School Credit**  
**Manufacturing Process: (MET 225-CCP): College Credit Plus through Stark State College - 3 credits.**

*Prerequisite: Principles of Engineering (POE)*

Students will investigate a variety of manufacturing techniques including casting, powder metallurgy, metal forming, hot and cold working, arc and gas flame welding, rapid prototyping, microelectronic manufacturing, and chip-type machining processes. Scheduled tours of local industry and/or guest speakers augment the material for the traditional format. At the same time, it teaches students about manufacturing processes, product design, robotics, and automation.

## ***FAMILY AND CONSUMER SCIENCES:***

- All Family & Consumer Science courses do not meet NCAA eligibility requirements.

### **Principles of Food: (504) Semester Course – ½ credit**

In this course, students will gain knowledge in food selection criteria and apply preparation methods to promote a healthy lifestyle. Students will apply cooking methods, ingredient selection and nutritional information in the context of selected food dishes. Throughout the course, basic food safety and sanitation techniques will be emphasized.

### **Global Foods: (505) Semester Course – ½ credit**

In this course, students will compare cuisines, ingredients and preferred cooking methods of various cultures. The influence of traditions and regional and cultural perspectives on food choices and culinary practices will be emphasized. Students will examine the issues and conditions that affect the availability and quality of food in the global market, and apply advanced cooking techniques, including the use of specialty and advanced equipment in the preparation of food dishes.

### **Fashion Design and Textiles: (508) Semester Course – ½ credit**

In this course, students will study the visual appearance of fabric and fashion design. Students will identify, analyze and apply production processes and techniques to textiles. Additional topics will include the maintenance and alterations of textiles products, including home interior accessories and garments.

### **Career and College Readiness: (509) Semester Course -½ credit (Recommended for grade 12)**

In this course, students will develop effective learning strategies and skills to provide a strong foundation for successful lifelong learning. Throughout this course, students will research

careers and occupations, review postsecondary admissions requirements, develop interview skills and participate in internships. Additional topics will include principles and techniques of professionalism, networking, conflict-resolution, negotiation, leadership, and entrepreneurship.

**Personal Wellness: (506) Semester Course - ½ credit**

In this course, students will analyze personal physical, emotional, social and intellectual growth for a healthy lifestyle. An emphasis will be placed on lifespan wellness by managing stress through relaxation, physical activity and sleep. Additional topics will include human growth development, mental health management, personal hygiene and preparing for emergency medical situations.

**Child Development: (507) Semester Course - ½ credit**

In this course, students will study the principles of child growth, development and behavior. An emphasis will be placed on the cognitive development of a child and sensory and motor skills. Additional topics will include childhood diseases, immunizations, theories of development, learning styles and evaluating childcare services.

## ***MEDIA PRODUCTIONS:***

This department combines journalism, yearbook, and newspaper into one group of curricula and production-related programs and courses. At the center of this department is a commitment to establish a synthesis of application and academic excellence. Thus, creating a portfolio for future college and/or employment endeavors is a major component for students who want to pursue media/communications courses. \*\*All Media/Production classes do not meet the NCAA eligibility requirements.

**Newspaper/Magazine I: (152) Two semesters – 1 credit**

This laboratory-type course produces the WHS student newspaper *The Wooster Blade*. Class size is limited. Students will be involved in all, the basics of planning, editing, reporting, writing, layout/design, circulation, advertising, sales of advertising, and photography. Intense participation on an active staff is expected and deadlines are a crucial element of the class. After school work and some evenings are required. Keyboard skills are encouraged. This course may be repeated for credit. This is a production class in which meeting deadlines and maintaining regular attendance are essential. Failure to do so could end in grade reduction.



**Newspaper/Magazine II: (153) Two semesters – 1 credit**

*Prerequisite: Newspaper/Magazine I*

Students successfully completing a year in Newspaper/Magazine I can take this advanced level opportunity. Staff members will be expected to assume editorial and leadership positions contributing to all aspects of the production. Staff members will be required to take responsibility for photography, feature writing, advertising campaigns, competition critiques, seminars and, generally, direct and supervise along with the adviser, production of *The Wooster Blade*. An expectation of students at this level is that they have a commitment to newspaper/media and some intention to pursue related skills/studies in college or vocation. Development of a portfolio is required. This is a production class in which meeting deadlines and maintaining regular attendance are essential. Failure to do so could end in grade reduction.

**Newspaper/Magazine III: (154) Two semesters – 1 credit**

*Prerequisite: Newspaper/Magazine II*

This third level of newspaper/magazine production is possible for those students who assume editor status, want extensive pagination/photojournalism involvement, continuation of feature and investigative reporting and may be pursuing collegiate plans in the media/communications field. A portfolio is required. This is a production class where meeting deadlines and maintaining regular attendance are essential. Failure to do so could end in grade reduction.

**Newspaper/Magazine IV: (159) Two semesters – 1 credit**

*Prerequisite: Newspaper/Magazine III*

This fourth level of newspaper/magazine production is possible for those students who assume editor status, want extensive pagination/photojournalism involvement, continuation of feature and investigative reporting and may be pursuing collegiate plans in the media/communications field. A portfolio and independent project are required. This is a production class where meeting deadlines and maintaining regular attendance are essential. Failure to do so could end in grade reduction.

**Yearbook Production I: (155) Two semesters – 1 credit**

Students will be responsible for the organization, production, and promotion of the school yearbook. Students will be exposed to journalistic photography and writing and will learn the basics of desktop publications. Class size is limited. This course may be repeated for elective credit.

**Yearbook Production II: (156) Two semesters – 1 credit**

*Prerequisite: Yearbook I*

Students enrolling for a second year of yearbook will take on extensive roles in the production of the book. Student editors will be selected as well as layout editors and a business manager. In conjunction with these roles, second year students will serve with the first year students as staff writers, photographers, and desktop publishers. Class size is limited. This course does count as a credit toward graduation, but not as an English credit.

### **Advanced Yearbook Production III: (157) Two semesters – 1 credit**

*Prerequisite: Yearbook II*

See description for Yearbook Production II. This third level of yearbook production is possible for students who assume editor status, want extensive knowledge in desktop publication using InDesign CS4, and journalistic skills. Advanced Yearbook Production III students also serve as the leaders of the class taking on mentor roles. Advanced Yearbook Production III students should be those pursuing collegiate plans in the media/communications field. This is a production class in which meeting deadlines and maintaining regular attendance during school and at work nights is essential.

### **Advanced Yearbook Production IV: (158) Two semesters – 1 credit**

*Prerequisite: Yearbook III*

See description for Yearbook Production III. This fourth level of yearbook production is possible for students who assume editor status, want extensive knowledge in desktop publication using InDesign CS4, and journalistic skills. Advanced Yearbook Production IV students also serve as the leaders of the class taking on mentor roles. Advanced Yearbook Production IV students should be those pursuing collegiate plans in the media/communications field. This is a production class in which meeting deadlines and maintaining regular attendance during school and at work nights is essential.

## ***Work-Based Learning:***

- Work-Based Learning is available to all students in grades 11 and 12.
- Students may take Work-Based Learning for up to 2 credits in their junior year and 2 credits in their senior year.
- Students will be released from school for the number of periods that coincide with the number of credits that they will take.
- Students must be employed to leave school for Work-Based Learning. If at any point a student becomes unemployed, the student will be required to return to school. Proof of employment will be required (i.e. paystub submission).
- Additional requirements are required prior to students being released from school and students may be required to attend school on specified days by their teacher.
- Work-based Learning does not meet the NCAA eligibility requirements.

### **Work-Based Learning: (821) Two Semesters - 1-2 credits**

*Prerequisite: 11-12 grade standing, on-track for graduation.*

Work-based learning is a coordinated sequence of experiences designed to provide students with real-world learning through partnerships with local business and industry. These learning activities help a young person explore careers and choose an appropriate career path. Students must submit 120 hours of paystubs per credit hour to earn credit.