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WOOSTER HIGH SCHOOL

COURSE SELECTION GUIDE

2020-2021

Wooster City School District
Inspiring World-Class Academic Achievement

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Dear Students,

You have incredible opportunities at Wooster High School, and we encourage all our students to get the most out of their academic high school career. We are excited about our course of study and the offerings we can provide you here at Wooster. This 2020-2021 Course Selection Guide is a useful tool in choosing pathways preparing you and all our students for college and career readiness.

Our highly-qualified faculty are an invaluable resource to assist you in making proper course selections. Take advantage of their expertise and find the best possible classes to challenge you and prepare you for the worlds of work and higher education. In order to make informed decisions on which courses are best for you, please consult with your school counselors and teachers.

Students looking for rigorous courses should consider enrolling in Advanced Placement and International Baccalaureate classes. College Credit Plus also offers opportunities to earn college credit while in high school. Be cognizant of the prerequisite classes and requirements needed prior to taking these courses. These classes are important to the college admissions process. These types of courses will not only set you apart in the application process but will prepare you for college-level classes and possibly help you to earn college credit while still in high school.

Students interested in career readiness should also plan carefully their pathway and look at the opportunities that are offered at our Wayne County Schools Career Center. These programs offered at the WCSCC will give you a distinct advantage in attaining employment in your desired profession. Courses in our Project Lead the Way, Family Consumer Sciences, Music and the Arts, Computer Sciences, Economics and others can be very beneficial for all students, regardless if you are college or career bound.

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

Best of luck in all of your high school endeavors.

Tyler Keener

Principal

REGISTRATION INFORMATION AT WOOSTER HIGH SCHOOL

General Instructions

Review all of the information on these pages carefully before completing your schedule. You must be very certain that you meet all the necessary requirements in order to graduate. It is recommended that you talk with classroom teachers if you have questions about the courses they teach. The counselors are available for help in planning your schedule.

Graduation Requirements

All students must earn 21 units for graduation. A11 high school credit-bearing 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 courses are required for graduation:

English	**4 units**	**Mathematics**	**4 units**	**Social Studies**	**3 units**
Science	**3 units**	**Fine Arts**	**1 unit**	**Health**	**0.5**
Physical Education	**0.5 unit**	**Financial Literacy**	**0.5 unit**	**Electives**	**4.5 units**

In addition to 21 credits, State law has introduced new, permanent graduation requirements for the classes of 2021 and beyond. Students must meet one of the following options:

OPTION 1

Satisfy **one** of the three **original pathways** to graduation that were in place when you entered high school. The pathways include:

1. **Ohio's State Tests** - Earn at least 18 points on seven end-of-course state tests. Each test score earns you up to five graduation points. You must have a minimum of four points in math, four points in English and six points across science and social studies.
2. **Industry credential and workforce readiness** - Earn a minimum of 12 points by receiving a State Board of Education-approved, industry-recognized credential or group of credentials in a single career field and earn the required score on WorkKeys, a work-readiness test. The state of Ohio will pay one time for you to take the WorkKeys test.
3. **College and career readiness tests** - Earn remediation-free scores in mathematics and English language arts on either the ACT or SAT.

OPTION 2

Satisfy the **new graduation requirements** for the classes of 2023 and beyond by:

1. **Demonstrating Competency** - Students will demonstrate competency in the foundational areas of English language arts and mathematics or through alternative demonstrations, which include College Credit Plus, career-focused activities or military enlistment.
2. **Demonstrating Readiness** - Students will demonstrate readiness for their post-high school paths by earning two seals that allow them to demonstrate important foundational and well-rounded academic and technical knowledge, professional skills, as well as develop key social and emotional competencies and leadership and reasoning skills.

For more information, talk to your counselor or visit http://www.woostercityschools.org/hs/news-story/ohios-graduation-requirements

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

Grading Scale:

All courses will run on semesters. Credit will be awarded and GPA calculations will be based upon final semester grades. Final semester grades are based upon quality points from each quarter. (45% for each quarter and 10% for the final grade.)

College Credit Plus classes may have other percentages that will determine the final grade, based upon the university's expectations.

Weighted Grades:

Weighted Grades begun to be calculated in the 2017-2018 School Year, however, class rank will continue to be based on the unweighted 4-point scale. Valedictorian and Salutatorian status will be based upon an unweighted 4-point scale class rank, regardless of course enrollment. Details about class rank can be found in Wooster Board Policy 5430.

- International Baccalaureate, Advanced Placement, and College Credit Plus Classes will be weighted on 5-point scale
- College Credit Plus courses will only be weighted if:
  - The semester College Credit is awarded.
  - WHS has another course in the same subject area that is weighted.
  - Students are officially enrolled in the university.
- All other classes will be weighted on a 4-point scale

Students enrolled in Advanced Placement (AP) Classes, International Baccalaureate (IB) Courses, and College Credit Plus (CCP) courses will be able to earn an additional point toward their GPA. Students in CCP courses will only receive additional weight during the semester the course is taught for college credit and if the student is enrolled through the university.

Mark	Regular Point Value	Weighted Point Value	Percent Range
A+	4*	5*	96.5 - 100
A	4	5	92.5 - 96.49
A-	3.7	4.7	89.5 - 92.49
B+	3.3	4.3	86.5 - 89.49
B	3	4	82.5 - 86.49
B-	2.7	3.7	79.5 - 82.49
C+	2.3	3.3	76.5 - 79.49
C	2	3	72.5 - 76.49
C-	1.7	2.7	69.5 - 72.49
D+	1.3	2.3	66.5 - 69.49
D	1	2	62.5 - 66.49
D-	0.7	1.7	59.5 - 62.49
F	0	0	0 - 59.49

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.

8th Grade Athletic Eligibility

To be eligible for athletics in 8th grade, a student must be currently enrolled, have been enrolled in school the immediately preceding grading period, passed a minimum of five classes, and maintained a 1.0 in the previous grading period. Summer school grades may not be used to substitute for failing grades received in the final grading period of the regular school year or for lack of enough courses taken the preceding grading period.

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.

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English Language Arts
PATHWAYS ▶

8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
			AP Literature	AP Research
		AP Language		
			AP Seminar	
		AP Seminar		AP Literature
Honors English I	Honors English II			
			AP Language	
		American Voice in Literature		AP Language
				English Comp. I*/ English Comp. II*
	Honors English I	Honors English II	American Voice in Literature	
8th ELA				English Electives
	English I	English II	English III	

*Must meet CCP Requirements to obtain College Credit.
See Page 12

Wooster High School Abbreviated Core Curriculum Paths

www.woostercityschools.org/hs

Wooster City School District
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Mathematics
PATHWAYS ▶

8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
				AP Calculus BC
			AP Calculus AB	
		Pre-Calculus *		
	Honors Algebra II			AP Calculus AB
Honors Geometry				
			Pre-Calculus*	
		Honors Algebra II		AP Statistics
	Honors Geometry			
Honors Algebra I			College Algebra *	
				Pre-Calculus*
		Algebra II	Stats and Trig	
	Geometry			
				College Algebra *
Algebra I		Applied Algebra II	Algebra II	
				Stats and Trig
Applied Algebra I	Algebra I	Geometry	Applied Algebra II	Algebra II

*Must meet CCP Requirements to obtain College Credit.
See Page 12

Wooster High School Abbreviated Core Curriculum Paths

www.woostercityschools.org/hs

Wooster City School District
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Science
PATHWAYS

8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
			AP Chemistry	AP Environmental Science
		AP Physics 1/ AP Physics 2		
	AP Physics 1		AP Physics 1	AP Physics 2
		AP Biology		
Honors Science 8			AP Biology	Conceptual Chem
		Chem CP**		
	Honors Physical Science			
		CCP Biology *	Science Electives	Chem CP
Science 8				
	Physical Science	Biology		

*Must meet CCP Requirements to obtain College Credit.
See Page 12

**Chem CP is an option to take concurrently with Biology

Wooster High School Abbreviated Core Curriculum Paths

www.woostercityschools.org/hs

Wooster City School District
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Social Studies
PATHWAYS

8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
	AP European History	AP US History	AP Government	AP Psychology
American History 8	Honors World Studies	CCP US History *	Government	AP European History
	World Studies	US History	Social Studies Electives	Social Studies Electives

*Must meet CCP Requirements to obtain College Credit.
See Page 12

Wooster High School Abbreviated Core Curriculum Paths

www.woostercityschools.org/hs

Ohio | Department of Education

Ohio High School Honors Diploma

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
Math	4 units, must include one unit of algebra II or equivalent	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course 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[4]	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
Science	3 units	4 units, including two units of advanced science[2]	4 units, biology, chemistry, and at least one additional advance science[2]	4 units, including two units of advanced science[2]	5 units, including two units of advanced science[2]	3 units, including one unit of advanced science[2]	3 units, including one unit of advanced science[2]
Social Studies	3 units	4 units	4 units	4 units	3 units	3 units	5 units
World Languages	N/A	3 units of one world language, or no less than 2 units of each of two world languages studied	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
Fine Arts	2 Semesters	1 unit	1 unit	N/A	1 unit	4 units	1 unit
Electives	5 units	N/A	N/A	4 units of Career-Technical minimum[3]	2 units with a focus in STEM courses	2 units with a focus in fine arts course work	3 units with a focus in social sciences and/or civics
GPA	N/A	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale
ACT/SAT/ WorkKeys[1]	N/A	27 ACT/1280 SAT[8]	27 ACT/1280 SAT[8]	27 ACT/1280 SAT[8]/WorkKeys (6 Reading for Information & 6 Applied Mathematics)[7]	27 ACT/1280 SAT[8]	27 ACT/1280 SAT[8]	27 ACT/1280 SAT[8]
Field Experience	N/A	N/A	Complete a field experience and document the experience in a portfolio specific to the student's area of focus[5]	Complete a field experience and document the experience in a portfolio specific to the student's area of focus[5]	Complete a field experience and document the experience in a portfolio specific to the student's area of focus[5]	Complete a field experience and document the experience in a portfolio specific to the student's area of focus[5]	Complete a field experience and document the experience in a portfolio specific to the student's area of focus[5]
Portfolio	N/A	N/A	Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's area of focus that is reviewed and validated by external experts[6]	Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's area of focus that is reviewed and validated by external experts[6]	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus that is reviewed and validated by external experts[6]	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus that is reviewed and validated by external experts[6]	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus that is reviewed and validated by external experts[6]
Additional Assessments	N/A	N/A	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

NOTE: Items shaded in blue are changes that were made to the honors diploma system, including the entire STEM, Arts, and Social Science and Civic Engagement Honors Diplomas

1/24/17

Wooster City School District

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College Level Courses

Which Option is Right for You?

Modified from The U of M-Twin Cities College http://cce.umn.edu/documents/D	Advanced Placement (AP)	College Credit Plus (CCP)	International Baccalaureate (IB)
What are they?	• College-level courses taught by AP trained teachers in high school to prepare students for AP exams.	• Post-secondary courses that are approved by regular college procedures and listed in college course catalog (i.e., no special courses created just for high school students).	• High school courses using IB-approved curriculum. Taken as a full course of studies toward the IB Diploma.
Where are they taught?	• Taught by WHS AP trained teachers.	• Taught on the college campus and in specific WHS classes in the high school.	• Taught at an IB-authorized high school hosted within WHS.
Are grades weighted?	• Yes	• Yes, if a weighted course is offered at the high school in the same subject area.	• Yes
Who can take these classes?	• Students who are academically prepared and exhibit a strong work ethic. Students should be willing to take AP exam at end of course. • Students will be prepared to take the AP Test	• Students in grades 7-12 who meet the entrance requirements of the college/university	• Junior/Senior Diploma Programme includes application process which may include essay/interview with IB Staff.
How are college grades and credit earned?	• Students earn high school credit and a high school grade based on their performance in the course. • Single national exam in May. • College credit may be awarded based on AP exam and is at the colleges' discretion. Colleges and universities typically give credit for scores of 3-5; some give credit only for scores of 4, 5. • https://apstudent.collegeboard.org/credit and placement/search-credit- policies	• Multiple and varied assessments throughout the course. • Students earn college credit and grade immediately upon successful completion of the course. • High school credit is earned upon successful completion of the course and can fulfill high school graduation requirements • All Ohio public colleges and universities will accept college credits earned during CCP participation. Ohio private schools and some out of state schools have the option to accept credits. • Grade earned is recorded on permanent college transcript.	• Students earn high school credit and a high school grade based on their performance in the course. • Standardized exams administered at the end of each course. • For those who complete the IB Diploma Programme, college credit may be awarded based on IB exam scores. The amount of credit given can vary based upon the institution. Colleges and universities may give credit for scores of 4-7; many give credit for scores of 5-7. • Those who complete IB courses are eligible to sit for the AP exams as well.
How much does it cost?	• AP exam rate charged by the College Board. *AP exam is required as part of the course in order to get college credit.* • Financial assistance available to those families with demonstrated financial need.	• Students attending a public college will not be charged for tuition, books, or fees. *Subject to change with new State Legislation	• IB exam fee charged by International Baccalaureate. *IB exams required as part of courses for those seeking the IB Diploma.* • Financial assistance available to those families with demonstrated financial need.
Will I be required to take end of course exams as part of the new Ohio graduation requirements?	• AP test scores can substitute for End-of-Course tests in Biology, US History, and US Government. Students will still need to take English I, English II, Algebra I, and Geometry EOC tests.	• You do not have to take the end-of-course exams in US Government, or US History if you are enrolled in College Credit Plus courses that substitute. Students will earn a point equivalent based upon their transcripted grade.	• Students will still need to take English I, English II, Biology, US History, Algebra I, and Geometry EOC tests. • Students will need to take the EOC for Government. This will be done in the fall testing window after government unit.
College outlook to consider.	• Most Private and state schools.	• State schools in Ohio and some private schools	• Most Private and state schools.
Additional Resources	https://apstudent.collegeboard.org	https://www.ohiohighered.org/content/college_credit_plus_info_ students_families	http://www.ibo.org/

COLLEGE and CARRER READINESS OPTIONS

International Baccalaureate Organization

The IB Diploma Programme is a college preparatory program for students in their junior and senior years. Students enter the beginning of their junior year and remain committed to the program through the end of their senior year to fulfill requirements for the IB Diploma.

The IB Diploma Programme is a complete academic program taught at an advanced level, similar to Advanced Placement courses. The students will have course work in the following areas:

- English Literature
- Second Language (Spanish, French)
- Social Studies (Global Politics including Government and Financial Literacy)
- Science (Chemistry and Advanced Biology)
- Math (Algebra II required)
- Theory of Knowledge

Each student is required to take English, a second language, Global Politics, Mathematics, Chemistry, and Biology. In addition, students must engage in the three core requirements of: Theory of Knowledge (TOK), a course which meets over the two years of the program; complete the Creativity, Activity, and Service (CAS) requirement during their junior year and first semester of the senior year; and present an Extended Essay.

- The IB program operates within Wooster High School and a cohort of students follow an IB schedule.
- A two-year commitment is expected for the IB program. Students will declare intent to enter the program during scheduling prior to their junior year. Students have to apply for the program through an application process due March 15.
- Prospective IB students should talk to their guidance counselor prior to enrollment to better understand elective options that can fit into the IB schedule.
- Testing fees are associated with taking the IB exams. Financial assistance is available for those who qualify.
- The IB program is a rigorous curriculum and courses require exceptional time management skills from students.

For more information, please visit the IB website at: www.ibo.org or ib.tricountyesc.org

Advanced Placement Course Offerings

With AP, students can get a feel for the rigors of college-level studies while they still have the support of a high school environment. When students take AP courses, they demonstrate to college admission officers that they have sought out an educational experience that will prepare them for success in college and beyond.

Each AP course concludes with a college-level exam developed and scored by college and university faculty members as well as experienced AP teachers. AP Exams are an essential part of the AP experience, enabling students to apply the new critical thinking skills they have learned in a comprehensive exam. 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.

Performing well on an AP Exam means more than just the successful completion of a course. Research consistently shows that students who score a 3 or higher typically earn higher GPAs in college and have higher graduation rates.

New to AP in the 2019-2020 school year will be 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. Please note: Due to changes from the College Board, students who will be taking the AP Examination in the spring, must register by no later than November 1st. Examination fee is $94/per examination. There is a $40 late fee assessed for students that register after the fall order date. There is a $40 fee if a student does not take an exam for which they are registered. **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
- 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

Wooster High School offers the following AP Courses:

AP English Language and Composition
AP English Literature and Composition
AP Seminar
AP Research
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 Physics 1
AP Physics 2
AP Physics C - Mechanics
AP Physics C - Electricity and Magnetism
AP French Language and Culture
AP German Language and Culture
AP Spanish Language and Culture
AP Art Studio 2D
AP Art Studio 3D
AP Computer Science A
AP Computer Science Principles

AP Scholar Awards: Recognize the hard work and achievements of your AP Scholars

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

Students may enroll at any Ohio state university and participate in College Credit Plus. Student must declare their intent and be enrolled in the college they want to attend. Some students remain at Wooster High School and receive both high school and college credit. For more information, contact a school counselor or visit http://education.ohio.gov/Topics/School-Choice/College-Credit-Plus.

Courses are offered at Wooster High School through University of Akron, Wayne College and Start State University. **Students must be enrolled in the University to sit in CCP classes.**

Classes offered at WHS are: Biology, US History, English Comp. I, English Comp. II, Biology, College Algebra, Pre-Calculus, Graphic Arts Design, and Java Programming.

Students have the opportunity to take CCP classes through other institutions if they are accepted. Contact your counselor for more details.

Only the semester in which the university credit is sought will be calculated on a 5-point scale.

CCP Eligibility requirements used for classes housed at WHS through the University of Akron, Wayne:

- Declared intent form must be returned to School Counselor by April 1.
- Must have completed application by April 15 (Fall) or October 15 (Spring) and have taken ACT. Cumulative 3.0 GPA with a 21 ACT composite or combined SAT (Math & Evidence-Based Reading and Writing) of 1060.
- A minimum ACT English score of 18 and a Reading score of 18 or SAT Critical Reading score of 440.
- Pre-Calculus students must obtain a 24 on the Math portion of the ACT, College Algebra students must acquire a 21 on the Math portion of the ACT
- Office of Admissions will evaluate the cumulative GPA, ACT and/or SAT scores to determine college readiness for applicants not meeting the preferred requirements.
- Student must attend an orientation with the university.

Stark State requirements are different than University of Akron. Please see counselor for details.

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

Each college has different requirements for CCP enrollment. Talk to your guidance counselor for specific information about individual colleges.

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.

Cadet Teaching

This course is designed for high school juniors and seniors interested in exploring and investigating careers working with school age children and education related settings. Students are placed at a Kean Elementary classroom in order to gain practical teaching experience with observations, teaching techniques, mentoring, classroom management and other developmentally appropriate activities within the classroom. Students' responsibilities will include student observations and analysis, creating and implementing developmentally appropriate lessons and activities, self-reflection and analysis, correspondence with cooperating teacher and supervising teacher on a weekly basis, and completion of additional class assignments and projects that further prepare and support work with educational settings and/or school-age children. Students must receive permission from their school counselor and be in good standing. Students will receive credit and a grade for this course.

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 unless special permission is granted by Wooster High School counselor or administrator.

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

Work Study

Work Study is an option for student in grades 9-12 by permission.

The Work Study Program at Wooster High School is essential in helping students meet their future goals. It provides students opportunities to work with adults and learn valuable employability skills. Students may earn credit towards graduation according to the number of hours worked.

- 120 hours of work equals 1 credit hour
- Maximum of 4 credit hours per academic year

A referral process is used for students to be in the program. Intervention specialists, teachers, school counselors, administrators, and parents may recommend students for the program.

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 creditworthiness.

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.

Generals' Academy

The Generals' Academy is a quality, personalized online school for students who excel in an online learning environment. The Generals' Academy is designed for the student who wants to experience school in a very personalized way. Consider trading the traditional bricks and mortar classroom with an online experience, small group learning, or one to one learning sessions. The requirements for online learning are no less than that of any other quality educational program. The successful student will view online learning as an alternative way to receive his or her education, not an easier way. Together, a personal learning plan will be created for each student, no matter the goal. The Generals' Academy is for the student who wants to put him or herself on an individual plan for success.

The Generals' Academy offers a full menu of courses for students in grades 6-12. The program features four core teachers, one intervention specialist and a coordinator. The Generals' Academy provides the distinct advantage of allowing students to graduate from Wooster High School while giving them the flexibility and personalized learning that an online education provides.

In order to succeed in an online learning environment, you must possess the following characteristics:

1. Be motivated and organized.
2. Be willing to ask questions and communicate with teachers if issues or problems arise.
3. Possess the skills and abilities to complete coursework online.
4. Have an identified purpose for seeking an online education.

ARTS

Dramatic Arts

Introductory Level	Intermediate Level – Performance	Intermediate Level – Playwriting/Production	Advanced Level
Adventures in the Arts- 8 Adventures in the Arts- 9	Acting	Writing for the Stage and Screen	Advanced Theatre Seminar
Theatre Foundations (10-12)	Improvisation and Comedy	Stage Crafts	Theatre Aide

This pathway would meet requirements for an Arts Honors Diploma when taken with correct academic classes.

** All Dramatic Arts courses do not meet NCAA eligibility requirements.

Introductory Level Courses

Adventures in the Arts- 8: (718) Semester Course – ½ credit for grades 8

This course is an introduction to the visual and performing fine arts courses at WHS: drawing, painting, ceramics, acting, and improvisation. There is no prerequisite for this course, as this is an introductory level program for students to explore within the fine arts. This semester course will acquaint students with a wide variety of art media and techniques, introduce them to the performing arts through providing an overview of all facets of theatre, and offer a background for further fine art appreciation and study. Three fine arts instructors will teach this class, one per six weeks. Some reading and writing covering relevant topics is required.

Adventures in the Arts- 9: (720) Semester Course – ½ credit for grades 9

This course is an introduction to the visual and performing fine arts courses at WHS: drawing, painting, ceramics, acting, and improvisation. There is no prerequisite for this course, as this is an introductory level program for students to explore within the fine arts. This semester course will acquaint students with a wide variety of art media and techniques, introduce them to the performing arts through providing an overview of all facets of theatre, and offer a background for further fine art appreciation and study. Three fine arts instructors will teach this class, one per six weeks. Some reading and writing covering relevant topics is required.

Theatre Foundations: (760) Semester course – ½ credit
Grades 10-12
The Theatre Foundations course is an introduction to performing arts. In the course, we will cover basic stage techniques, theatre terminology, and theatre history, providing an overview of all facets of theatre: performance, history, stage crafts, and playwriting. 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, scene work, and reader's theatre. In addition, 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), and costume rendering. The culmination of the course is writing, designing, and performing an original scene.

Intermediate Level Courses - *Performance Pathway*

Acting: (761) Semester course – ½ credit
Grades 9-12
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.

Improvisation and Comedy: (762) Semester course – ½ credit
Grades 9-12
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.

Intermediate Level Courses – *Playwriting & Production Pathway* Classes will run every other year

Writing for the Stage and Screen: (763) Semester course – ½ credit
Grades 9-12
This class is a writing-based course where students learn skills in writing various genre within the performing arts: monologues, short scenes, one-act plays, screenplays, Children's Theatre, radio drama, sketch comedy, and musicals. Completed works are shared with an audience via staged readings and Reader's Theatre formats.

Stage Crafts: (764) Semester course – ½ credit
Grades 9-12
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 Course – *Culmination/Capstone*

Advanced Theatre Seminar:(765) Two Semesters –1 credit
Grades 11-12
*Pre-requisite: Permission from instructor, 2 courses in Dramatic Arts
Advanced Theatre Seminar 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 the Biomedical Science classes to portray persons of interest in an investigation, 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.

Theatre Aide: (AIDE10) Semester course – ½ credit
Grades 11-12
*Pre-requisite: Permission from instructor, 3 courses in Dramatic Arts

Students wishing to serve as a Theatre Aide should possess a deep understanding of dramatic arts related concepts, as well as a willingness to assist and connect with students in the learning process. A Theatre Aide assists in the facilitation of course-related exercises, the demonstration of course-related skills/concepts, the modeling of expectations for behavior and participation, and the helping of students as needed. Theatre Aides will develop skills in leadership, effective communication, problem-solving, and giving feedback. A student wishing to become a Theatre Aide must obtain permission from the instructor, to determine the proper placement for the student and the course.

Visual Arts

Introductory	Intermediate	Advanced
Adventures in the Arts (grades 8-9) or Art Foundation (grades 10-12)	Drawing I Drawing II	Drawing III AP Studio Art
Crafts	Painting I Painting II	Painting III
	Sculpture Ceramics I	Ceramics II Ceramics III

** All Visual Arts courses do not meet NCAA eligibility requirements.

Adventures in the Arts- 8: (718) Semester Course – ½ credit for grades 8

This course is an introduction to the visual and performing fine arts courses at WHS: drawing, painting, ceramics, acting, and improvisation. There is no prerequisite for this course, as this is an introductory level program for students to explore within the fine arts. This semester course will acquaint students with a wide variety of art media and techniques, introduce them to the performing arts through providing an overview of all facets of theatre, and offer a background for further fine art appreciation and study. Three fine arts instructors will teach this class, one per six weeks. Some reading and writing covering relevant topics is required.

Adventures in the Arts- 9: (720) Semester Course – ½ credit for grades 9

This course is an introduction to the visual and performing fine arts courses at WHS: drawing, painting, ceramics, acting, and improvisation. There is no prerequisite for this course, as this is an introductory level program for students to explore within the fine arts. This semester course will acquaint students with a wide variety of art media and techniques, introduce them to the performing arts through providing an overview of all facets of theatre, and offer a background for further fine art appreciation and study. Three fine arts instructors will teach this class, one per six weeks. Some reading and writing covering relevant topics is required.

Art Foundations: (721) Semester Course – ½ credit
Grades 10-12.

This course is designed to give students a firm foundation in basic design principles, to acquaint students with a wide variety of art media and techniques, and to offer a background for further art appreciation and study. Students may work in the areas of design, drawing, painting, printmaking, collage, and *sculpture. Some reading and writing, covering relevant topics required.

Crafts: (719) Semester Course - ½ credit
Recommended for grades 10-12.

Art of Crafts is a craft based 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 I: (728) Semester Course – ½ credit
Prerequisite: Art Foundations and/or Adventures in the Arts

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.

Ceramics II: (729) Semester Course – ½ credit
Prerequisite: Ceramics I (grade C or better)

This course is a more advanced ceramics class. More complex solutions to three-dimensional design problems will be required. The course will build on skills learned previously in Ceramics I. Various glazing, firing, hand-building, and throwing techniques will be covered. Students will be involved in written and oral assignments as well as the production of ceramic projects. Some reading and writing covering relevant topics required.

Ceramics III: (730) Semester Course – ½ credit
Prerequisite: Ceramics I and II (grade C or better)

Ceramics III builds upon skills and techniques gained in the previous ceramics classes. It will allow for student directed projects approved through written proposals. Students can pursue a wide variety of assignments include hand-building, sculpture and throwing. Exploration of glazing techniques and experimentation are encouraged.

Sculpture: (731) Semester Course – ½ credit
Prerequisite: Ceramics I

This course will focus on idea development, using both traditional and non-traditional three-dimensional materials such as: paper mache, clay, metal and textiles. It will emphasize conceptual reasoning and consideration of material choice, craft, form, space, site, presentation and context. It will provide a forum for the discussion and exploration of sculptural practices and the possibilities made available by such an expansive field.

Drawing I: (722) Semester Course – ½ credit
Prerequisite: Art Foundations and/or Adventures in the Arts

This course focuses on the fundamentals of drawing and explores a variety of materials (pencil, charcoal, pen and ink), techniques (hatching, shading, pointillism, dilation), and subject matter (which may include still life, landscape, animals and nature, people). Some reading and writing covering relevant topics is required.

Drawing II: (723) Semester Course – ½ credit
Prerequisite: Drawing I (grade C or better)

This course emphasizes the continued development of good drawing techniques with special attention on figure drawing and rendering of natural/found objects. Students will work with a variety of materials and subjects, with more individual expression and interpretation encouraged. Some reading and writing covering relevant topics is required.

Drawing III: (724) Semester Course – ½ credit
Prerequisite: Drawing II (grade C or better)

This course further develops drawing techniques and focuses on composition and uses of color. A variety of materials and subjects will be explored. Some reading and writing covering relevant topics is required

Painting I: (725) Semester Course – ½ credit
Prerequisite: Art Foundations and/or Adventures in the Arts

This is a painting course covering all of the major media: tempera, watercolor, oils, and acrylics. Students will learn how to mix and blend colors, varied techniques of each medium, and work with a variety of subjects. Some art history and appreciation is included in this class. Some reading and writing covering relevant topics is required

Painting II: (726) Semester Course – ½ credit
Prerequisite: Painting I (grade C or better)

This semester course is a continuation of Painting I with special emphasis on watercolor and canvas (oil or acrylic) painting, and the special effects and techniques of both media. Students will be encouraged to experiment with a variety of painting styles. Some reading and writing covering relevant topics is required.

Painting III: (727) Semester Course – ½ credit
Prerequisite: Painting II (grade C or better) and Drawing I is recommended

This course further develops the artist's mediums of choice. Subjects will include the figure, still life, and personal selections. Some reading and writing covering relevant topics is required.

Advanced Placement Art Studio 2D: (732) Two semesters – 1 credit
Prerequisite: Permission of Instructor

Instructor PERMISSION ONLY-- which MUST include at least Drawing I and Painting I, examples of student artwork/portfolio, with a grade of "B" or better in all related courses.

This advanced-level course provides serious art students with an opportunity for intense study and a concentration of work in art. It is taken ONLY with permission from the instructor. Students design their own curriculum; yet follow a rigorous syllabus with the final goal of submitting their portfolios for evaluation. Students may choose one of the following two portfolio-types to submit in May for possible college credit: Drawing or 2-D Design. Expenses for submission of the portfolio are the responsibility of student.

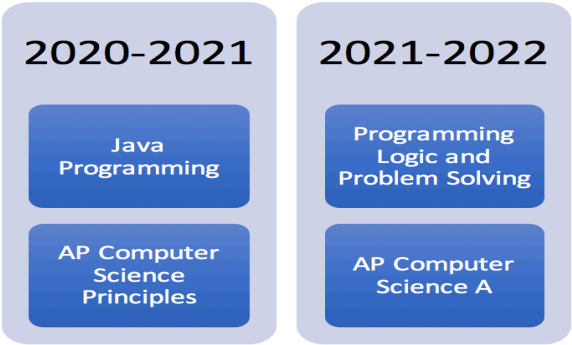
Advanced Placement Art Studio 3D: (736) Two semesters – 1 credit
Prerequisite: Permission of Instructor

Instructor PERMISSION ONLY-- which MUST include at least two courses of 3-D (sculpture and/or ceramics) art, examples of student artwork/portfolio, with a grade of "B" or better in all related courses.

This advanced-level course provides serious art students with an opportunity for intense study and a concentration of work in art. It is taken ONLY with permission from the instructor. Students design their own curriculum; yet follow a rigorous syllabus with the final goal of submitting their portfolios for evaluation. Students will create a 3-D portfolio to submit in May for possible college credit. Expenses for submission of the portfolio are the responsibility of student.

COMPUTER SCIENCE

Note: Computer Science Pathways have been updated for the 2019-2020 school year and will model course syllabi from Stark State. Course options will prepare students for the AP Computer Science Principles course to be offered 2020-2021 (Must successfully complete Programming Logic and Problem Solving). Java Programming (Must successfully complete Programming Logic and Problem Solving) will also be offered 2020-2021.



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

Digital Film Production I: (558) Semester Course – ½ credit
Recommended for grades 10-12
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.

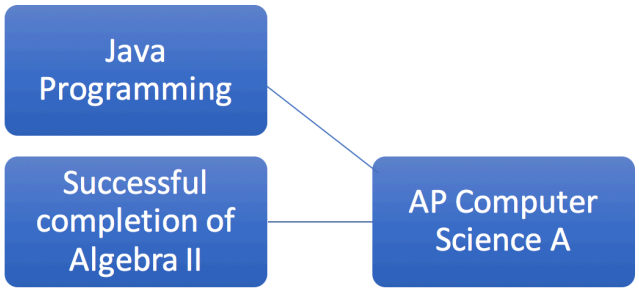
TV Production: (559) Semester Course – ½ credit
Prerequisite: Digital Film Production and instructor permission
This course does not meet NCAA eligibility requirements.

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
CCP Graphic Arts Design: (550CCP). THIS COURSE IS AVAILABLE FOR College Credit through Stark State.

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.

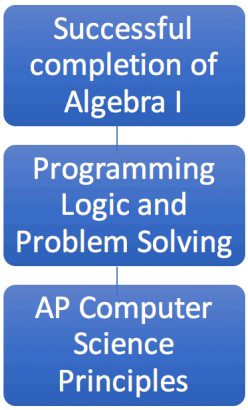
Students must be accepted through Stark State to receive CCP credit for this course. Please see counselor for Stark State acceptance requirements. Any student wishing to take the course for Non-CCP credit may do so as well.



<u>Java Programming:</u> (552) Semester Course ½ Credit
<u>CCP Java Programming:</u> (552CCP)
THIS COURSE IS AVAILABLE FOR College Credit through Stark State.
Prerequisite: Successful completion of Programming Logic & Problem Solving (Programming I or II also accepted) **Offered in 2020-2021**

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 pre-requisite for AP Computer Science Principles. Please see counselor for Stark State acceptance requirements. Any student wishing to take the course for Non-CCP credit may do so as well.



<u>Advanced Placement Computer Science Principles</u>: (561) Two semesters – 1 credit
Prerequisite: Algebra I (Grade C or better), Programming Logic & Problem Solving (or Programming I) **Offered in 2020-2021**

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.

<u>Programming Logic and Problem Solving:</u> (551) Semester Course ½ Credit **Offered in 2021-2022**
<u>CCP Programming Logic and Problem Solving</u>: (551CCP)
THIS COURSE IS AVAILABLE FOR College Credit through Stark State.

This course introduces students to program logic and problem-solving techniques. Primary emphasis is on achieving familiarity with structured programming principles thorough 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 Pre-Requisite for AP Computer Science Principles (to be offered 2020-2021).
Students must be accepted through Stark State to receive CCP credit for this course. This course will serve as a pre-requisite for CSE231 Java Programming (to be offered 2020-2021). Please see counselor for Stark State acceptance requirements. Any student wishing to take the course for Non-CCP credit may do so as well.

<u>Advanced Placement Computer Science A</u>: (557) Two semesters – 1 credit **Offered in 2021-2022**
Prerequisite: Programming I and II (Grade C or better) and Algebra II (Grade C or better)

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.

ENGLISH

All WHS literature courses will combine instruction in literature with substantial amounts of composition. Reading, reasoning, responding and writing are integral parts of a successful future.

Language Arts 8: (100) Two semesters
Grade 8- No High School credit awarded

Language Arts 8 is fully aligned with the Ohio Academic Content Standards. This course includes Acquisition of Vocabulary; Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies; Reading Application: Informational, Technical and Persuasive Text; Reading Application: Literary Text; Writing Process; Writing Applications; Writing Conventions; Research; and Communication: Oral and Visual.

English I: (101) Two semesters – 1 credit
Grade 9

In English I, 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 I: (101H8) (101H) Two semesters – 1 credit
Prerequisite: Current teacher recommendation and accelerated or advanced score on previous end of course exam.

In Honors English I, 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 I course with more independent work. All areas of study are standards based in preparation for rigors of upper-level English courses. This course involves a summer reading assignment and extensive writing requirements.

English II: (102) Two semesters – 1 credit
Prerequisite: English I

This course builds upon the English I curriculum and is designed to prepare students for the junior and senior English courses. 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 II: (102H) Two semesters – 1 credit
Prerequisite: Current teacher Recommendation and accelerated or advanced score on previous end of course exam.

This course builds upon the Honors English I curriculum and is designed to prepare students for the end of course exam and Advanced Placement junior and senior English courses. Honors English II involves summer reading assignments and extensive writing requirements. This course will increase the rigor of reading selections and writing above the English II course with more independent work.

English III: (103) Two semesters – 1 credit
Prerequisite: English II

This full year survey course presents an overview of American literature with selections from major periods of our country's literary development. Students will read and analyze a variety of selections and will combine the study of literature, vocabulary and composition. Students will be required to analyze, discuss, and write about a wide variety of literary works by selected American authors. The course will emphasize the development of a national literature, which reflects the continuing values and philosophies of American society. The literature will be studied in the context of chronological literary movements. Emphasis will be on close reading and process writing about literature. Summer reading is required.

<u>The American Voice in Literature</u>: (104) Two semesters – 1 credit
Prerequisite: English II

This full-year survey course is for college-bound students looking for advanced reading and writing skills. This enriched American literature class is designed to prepare high achieving and motivated students desiring a thematic approach. This course also offers solid preparation for Advanced Placement English Language and Composition or Advanced Placement English Literature and Composition. 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. Vocabulary will focus on representative words on the ACT and SAT exams. Throughout the course, students will write extensively, complete research-based assignments, and read literature written by influential American authors. Students will study the trends of thought that influence American literature: Puritan, Colonial, Romantic, Transcendentalist, Realist, Modernist and Contemporary. 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. Summer reading is required.

<u>CCP English Composition I:</u> (PS101) Semester Course- 1 High School Credit.
*Must Meet Requirements to attain college credit. *College Credit Plus – Wayne College 3 Credits

CCP Comp I follows the University of Akron English Composition sequence. Comp I engages students in the process of pre-writing, drafting, editing, and revising. Students will respond to a range of rhetorical situations by making purposeful and appropriate choices about structure, voice, tone, level of formality, format, and conventions. Students will practice writing in different genres and for difference audiences and purposes (description, exemplification, process-analysis, division-classification, definition, etc.). Comp I encourages students to incorporate primary and experiential research into their essays (interviews, observations, analysis of pop culture, etc.), and engage in critical reading and analytical writing. The primary objective in this course is students developing and integrating their own ideas. Library research will be covered in Comp II. Students must be accepted by and enrolled through the University of Akron in order to receive CCP Credit.

<u>CCP English Composition II</u>: (PS102) Semester Course- 1 High School Credit
Prerequisite: English Composition I
*Must Meet Requirements to attain college credit. *College Credit Plus – Wayne College 3 Credits

CCP Comp II follows the University of Akron English Composition sequence. It builds on the skills of English Comp I, with a continued emphasis on the writing process and rhetorical awareness. Its primary focus is on research, argumentation, and critical reading. Comp II gives students practice in developing arguments for different purposes and different audiences, with a strong emphasis on academic writing. It provides instruction in independent research, evaluation of primary and secondary sources, and incorporation and documentation of outside texts. Students must be accepted by and enrolled through the University of Akron in order to receive CCP Credit.

<u>Advanced Placement English Language and Composition</u>: (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 junior or senior 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. If a high score is achieved, it is possible that students will earn college credit without having to take the college English course. Because of the amount of material to be covered, its difficulty, and the limited enrollment, students seriously interested in the course must consult an English teacher prior to scheduling this course. The exam, though optional, is highly recommended and the student bears the expense. A summer reading and writing assignment is required.

Advanced Placement English Literature and Composition: (108) Two semesters - 1 credit

Advanced Placement English Literature is a full-year, college-level course for seniors 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. Because of the amount of material to be covered, its level of difficulty, and the pacing of the course, students seriously interested in the course must consult their English teachers before scheduling this course. The exam, though optional, is highly encouraged, and the student bears the expense. A summer reading and writing assignment, as well as two independent semester projects are required

English Electives for students

AP Seminar: (109) Two semesters – 1 credit
(This class is not intended for Seniors)

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, student 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.

AP Research: (112) Two semesters – 1 credit
Prerequisite: Successful completion of AP Seminar and teacher recommendation

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 the AP Research 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 approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

Senior Reading Electives: One Semester Required

Leadership Literature (Appreciation of Literature): (113) Semester Course – 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, and speeches of renowned leaders, coaches, and athletes. This course prompts students to reflect, question, analyze, and appreciate the role and influence athletics play in our culture.

Reading Literature for College (Film Studies): (114) Semester Course - ½ credit

This course explores the complex interplay in literature with the intent to develop critical readers and consumers of media. Selected novels (fiction and nonfiction), short stories, plays and graphic novels are analyzed in relation to other versions of the same works in order to gain an understanding of the possibilities—and problems—involved in the transposition to other forms of media. Students will also study basic media history, vocabulary and production, and compare and contrast literary elements with media elements and the ways in which these literary techniques have been adapted to media. As this is a course in literature analysis, students are expected to have the necessary background and experience in analyzing, discussing, and responding to literature, as well as the ability to conduct independent research and to write correctly documented research essays using MLA format.

Mythology: (115)- Semester Course – ½ Credit
Open to grades 9-12.
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.

British Literature: (105) Semester Course – ½ credit **Will be offered in 2021-2022**

This is a survey course that presents an overview of the first half of British literary development: The Anglo-Saxon, the Medieval, and the English Renaissance periods. The course will emphasize developmental stages of a national literature. Students will read and analyze literature both in and outside of class while developing and using critical thinking skills. Students will be required to annotate, analyze, discuss, reflect, and write about a wide variety of literary works from a selection British authors. Emphasis will be on close reading and writing about literature.

Senior Writing Electives: One Semester Required

Contemporary Composition: (118) Semester Course - ½ credit

Contemporary Composition will explore ideas, issues, and themes from contemporary society through writing. Students will create coherent and complex texts that convey well-defined perspectives and tightly reasoned arguments as a means to solve societal issues. With a focus on digital age communication, students will develop their skills and understanding of writing for and leveraging the power of social media outlets, news, entertainment and opinion. In addition, students will engage 21st Century skills to develop the critical thinking and communication skills necessary for the demands of college and work.

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.

Introduction to Media: (150) Semester Course – ½ Credit
Open to grades 9-12

This course does not meet NCAA eligibility requirements.

This introductory course combines journalism and mass media and serves as the prerequisite for students who want to be on future production staffs (including newspaper and yearbook) or want an introduction to journalistic writing/communication techniques. As such, the course will cover basic journalistic writing skills and forms to include newspaper, yearbook, and broadcast writing as well as critical thinking/reading skills. Daily newspaper reading, media history, law/ethics, interviewing, current practices/vocation and an understanding of the electronic/broadcast communications field will be covered. Students can expect significant news and related writing assignments and projects related to media to prepare them for future production classes. This course is required, along with an application and instructor permission, for all newspaper and yearbook production courses.

FAMILY AND CONSUMER SCIENCES

** All Family and Consumer Science Courses do not meet NCAA eligibility requirements.

Leadership and Community Engagement: (499) Semester Course – ½ credit
Required for Grade 8

In this course, students will learn how to become an active community member and citizen. An emphasis will be placed on service learning, leadership training and teambuilding opportunities. Additional topics will include public policy issues, community and global engagement. Students in the class will be able to work toward the Community Engagement Seal as outlined in Ohio Department of Education's new graduation requirements.

Intro to Family Consumer Sciences: (500) Semester Course – ½ credit
Open to grades 9 and 10

This first course, will provide students with an overview of the four major content areas of Family and Consumer Sciences. Students will be introduced to child development, family relationship concepts and how they relate to family dynamics. Additionally, students will identify financial literacy and consumer economic principles. Students will analyze interests, aptitudes and skills to prepare for careers and transition through life. An emphasis will be placed on work ethics, team building, communication and leadership skills. Additional topics will include technology etiquette and career planning. Throughout the course, students will develop communication, leadership and career investigation skills.

Interior Design and Textiles: (503) Semester Course – ½ credit
Open to grades 10-12

In this FCS career field course, students will examine design principles used in residential interiors. An emphasis will be placed on incorporating anthropometrics, ergonomics and psychological responses. Additional topics will include the selection and organization of furnishings, floors and wall coverings in living spaces, kitchens and baths.

Principles of Food: (504)Semester Course – ½ credit
Open to grades 10-12

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
Open to grades 10-12

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
Open to grades 10-12

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.

FINANCIAL LITERACY AND ENTREPRENEURSHIP

** All Financial Literacy and Entrepreneurship Courses do not meet NCAA eligibility requirements.

Economics: (431) Semester Course – ½ credit
Recommended for grades 11-12

This course is a survey course of basic principles of economics. Basic microeconomics concepts consider factors that affect individual economic choices, such as supply and demand, forms of business organization, entrepreneurship, and the marketplace. Macroeconomic concepts consider factors affecting choices involving the whole economy - GDP, unemployment, inflation, money supply and banking, and monetary, tax and fiscal policy. Economic issues of current or local concern, such as poverty, greed, corporate mergers, school finance, global economic crises, etc., will be integrated into class discussion as appropriate and timely. Students participate in a 10-week stock market simulation to become familiar with the workings of the stock market and personal investment principles as well as other simulation experiences.

Financial Literacy: (430) Semester Course – ½ credit
Recommended for grades 11-12

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 every day 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.

Financial Literacy: (430S) Summer Course – ½ credit
Recommended for grades 11-12
There is a fee of $75 students must pay before May 18 to be enrolled in the summer class.

Online Summer Learning Course. This is a graduation requirement done during June and early July. 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 every day 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 entirely online after the initial orientation meeting.

Entrepreneurship Foundations: (432) Semester Course – ½ credit
Recommended for grades 11-12

This course is a survey course of basic principles of economics with a heavy influence of entrepreneurship. Entrepreneurship encompasses economic principles, business fundamentals, marketing principles, innovation and invention. Students will understand concepts and processes associated with successful entrepreneurial performance. Entrepreneurial skills provide the unique expertise that entrepreneurs use during the entire process of creating and managing a business. This course will provide students time for discovery, concept development, resourcing, actualization, leadership, personal assessment and personal management. Students will be instructed on understanding fundamental business concepts that affect business decision-making, communication, interpersonal skills, digital skills and financial literacy. Additional business management functions regarding human resources, information, marketing, operations and risk will complete the course requirement. A necessary prerequisite for this course is the ability to be self-directed and an independent worker to accommodate the faster content pace of this section of economics. Entrepreneurial projects are required.

FOREIGN LANGUAGE

French

French I: (601) Two semesters – 1 credit
Prerequisite: Recommendation of School Counselor and English Teacher

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.

Advanced Placement French: (605) Two semesters – 1 credit
Prerequisite: French IV

The Advanced Placement French Language and Culture course is a rigorous course taught exclusively in French that requires students to improve their proficiency across the three modes of communication. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources; as well as traditional print resources that include literature, essays, and magazine and newspaper articles; and also, a combination of visual/print resources such as charts, tables, and graphs; all with the goal of providing a diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level. The AP French Language Exam is taken in May each year. The exam is optional but strongly encouraged. The student will be financially responsible for AP exams.

German

<u>German I:</u> (621) Two semesters – 1 credit
Prerequisite: Recommendation of School Counselor and English Teacher

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.

<u>German II:</u> (622) Two semesters – 1 credit
Prerequisite: German I

Recommendation: Student passes second semester before moving to German II

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.

<u>German III:</u> (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.

<u>German IV:</u> (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.

<u>Advanced Placement German:</u> (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.

Spanish

Spanish I: (611) Two semesters – 1 credit
Prerequisite: Recommendation of School Counselor and English Teacher

This course is intended for the serious, organized and motivated student who is truly interested in learning a foreign language. By the end of the year, a Spanish 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.

Spanish II: (612) Two semesters – 1 credit
Prerequisite: Spanish I
Recommendation: Student passes second semester before moving to Spanish II

By the end of the year, a Spanish 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. 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.

Spanish III: (613) Two semesters – 1 credit
Prerequisite: Spanish II

By the end of the year, a Spanish 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.

Spanish IV: (614) Two semesters – 1 credit
Prerequisite: Spanish III

This is a college preparatory (Pre-AP) course designed to be an overall review and expansion of the basic skills mastered in Spanish I, II and III, as well as introduce the student to the AP Spanish 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 Hispanic 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.

Advanced Placement Spanish: (615) Two semesters – 1 credit
Prerequisite: Spanish IV

The Advanced Placement Spanish Language and Culture course is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources; as well as traditional print resources that include literature, essays, and magazine and newspaper articles; and also, a combination of visual/print resources such as charts, tables, and graphs; all with the goal of providing a diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level. The AP Spanish Language Exam is taken in May each year. The exam is optional but strongly encouraged. The student will be financially responsible for AP exams.

HEALTH AND PHYSICAL EDUCATION

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 8 or 9

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 there 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.

Health: (801S) Summer Course – ½ credit
Recommendation: Complete in grades 8 or 9
There is a fee of $75 students must pay before May 18 to be enrolled in the summer class.

Online Course Only. This is a graduation requirement done during June and early July. The instructor will assist and work with students by using Blackboard Management System. Students will contact the teacher during office hours or via student posts on the system. There will be an introduction meeting at the beginning of each semester. 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 there 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
Recommendation: Complete in grades 8 or 9

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.

Weightlifting and Advanced Individual Fitness: (804) Semester Course – ¼ credit
Prerequisite: Permission only, must be in good academic standing and have Junior or Senior Privilege.

This class designed is for those students who wish to enhance their physical and mental fitness in competitive situation. Through class and individual lessons the students will learn advanced physical training programs and techniques. These programs and techniques will cover topics ranging from lifting cycles to plyometrics. Another feature will involve goal setting and sports psychology topics. Each student will learn through hands on experiences and through class discussions and readings.

Physical Education Waiver: (805) Two Athletic/Band Seasons
Open to grades 9-12

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 student in grades 9-12. Students will not receive credit for the waiver; all required credits for graduation, including elective credits are still necessary.

The PE Waiver request form can be found at www.woostercityschools.org, click on FORMS, and then choose PE WAIVER under the Wooster High School forms.

MATHEMATICS

Four credits of mathematics are required for graduation; including the requirement of passing Algebra II. It is important for students to build upon a good foundation of mathematical concepts.

Applied Algebra I (8th Grade): (201) Two semesters - 1 credit
Prerequisite: By placement with previous math scores and teacher recommendation
*Note for 8th graders: High school credit will be awarded for successful completion of this course and the final grade will count toward high school GPA. Credit and GPA for this course will appear on the student's high school transcript.

This course runs prior to Algebra I and will help students build a solid foundation to support and bring success in Algebra I. Students will learn linear algebraic skills to support concepts that will be taught during Algebra I. Students will be taking the 8th grade end of course exam.

Algebra I (8th Grade): (202) Two semesters – 1 credit
Prerequisite: By placement with previous math scores and teacher recommendation
*Note for 8th graders: High school credit will be awarded for successful completion of this course and the final grade will count toward high school GPA. Credit and GPA for this course will appear on the student's high school transcript.

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. Course topics will prepare students for the end of course exam.

Students receiving a D or lower during the first quarter will be recommended to transition to Applied Algebra I for the remainder of the year.
Students receiving a C- or lower will be recommended to retake Algebra I in 9th grade

Algebra I (9th grade): (203) Two semesters – 1 credit
Prerequisite: Completion of Applied Algebra I in 8th grade

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. Course topics will prepare students for the end of course exam.

Honors Algebra I: (203H) Two semesters – 1 credit
Prerequisite: By permission and placement with previous math scores
*Note for 6th-8th graders: High school credit will be awarded for successful completion of this course and the final grade will count toward high school GPA. Credit and GPA for this course will appear on the student's high school transcript.

This course is for students who show high ability and interest in mathematics and are prepared for more rigor. Students need to have mastered arithmetic concepts, pre-algebra skills and have a strong work ethic. 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. Course topics will prepare students for the end of course exam.

<u>Geometry:</u> (204) Two semesters – 1 credit
Prerequisite: Algebra I

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, congruencies, 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.

Students receiving a C or lower will be recommended to take Applied Algebra II the following year.

<u>Honors Geometry:</u> (204H) Two semesters – 1 credit
Prerequisite: Honors Algebra I

Geometry is the study of points, lines, planes, circles and angles. Topics include coordinate geometry, transformations, measurements, areas and volumes, logical reasoning, congruencies, similarities, constructions and trigonometry. This course is for college intending students with a strong background in Honors Algebra I and a strong work ethic. Course topics will prepare students for the end of course exam.

<u>Applied Algebra II</u>: (205) Two semesters – 1 credit
Prerequisite: Geometry
*This course does not meet NCAA eligibility requirements.

This course is a bridge to higher-level mathematics for students who have passed Algebra I and Geometry with grades of C or lower. Topics from Algebra and Geometry will be reinforced, and applications of mathematics in the real world will be an emphasis. Topics covered in Applied Mathematics include solving one-variable equations, solving linear systems, problem-solving with proportional reasoning, writing and interpreting linear equations, representing functions in various ways, applying exponential models to real-world situations, analyzing data, and finding simple and compound probabilities. Students will use a graphing calculator in this course. This course is used to strengthen mathematics skills in preparation for Algebra II.

<u>Algebra II:</u> (206) Two semesters – 1 credit
Prerequisite: Completion of Geometry with Teacher Recommendation, Completion of Applied Algebra II

This course is designed for students who plan to major in areas other than pure mathematics or science. Course topics will be aligned to Ohio's New Learning Standards. Topics include sequences, linear systems, circular trigonometry, and quadratic, polynomial, logarithmic, rational functions, radical functions and inequalities. The pace is not as fast as Honors Algebra II.

Students receiving a D or lower during the first quarter will be recommended to transition to Applied Algebra II for the remainder of the year (if they have not taken the class previously).

<u>Honors Algebra II:</u> (206H) Two semesters – 1 credit
Prerequisite: Honors Geometry

This course is designed for students who show high ability and interest in mathematics. The student should have a strong foundation of Honors Algebra I and Honors Geometry. Honors Algebra II is a rigorous course with an advanced level of difficulty. Course topics are aligned to Ohio's Learning Standards. Topics include: equations, inequalities, linear functions, systems of equations and inequalities, quadratic functions, polynomials and polynomial functions, radical functions, exponential and logarithmic functions, rational functions, sequences and series, and circular trigonometric functions.

<u>Statistics and Transitions to College Math:</u> (207) Two Semesters-1 credit
Prerequisite: Algebra II

Statistics is relevant and applicable to almost every undergraduate degree. It is to the student's advantage to have an understanding of the basic concepts of statistics and have had practice making informed statistical decisions about real data. This is a transition to college math course that will enable students to interpret categorical and quantitative data, make inferences and justify conclusions, conditional probability and rules of probability, and use probability to make decisions.

College Algebra: (208) Two semesters – 1 credit
Prerequisite: Algebra II– May not be taken after Pre-Calculus.

This course is designed to extend the concepts and algebraic properties taught in Algebra II, while providing an introduction to several Pre-Calculus concepts. Topics include real numbers, equations and inequalities, linear, quadratic, polynomial, exponential, and logarithmic functions. enable students to display, describe, transform and interpret numerical information represented as data, graphs or equations. Techniques in graphing all of these functions along with proper mathematical vocabulary are stressed to promote good mathematical communications.

CCP College Algebra: (CCP2): Two semesters –1.5 High School credits
Prerequisite: Must meet university requirements. *College Credit Plus – Wayne College 3 College Credits
Students meeting the University of Akron requirements and enrolled in the university will also receive CCP credit.

This course will enable students to display, describe, transform and interpret numerical information represented as data, graphs or equations. Descriptive statistics, statistical modeling, probability and simulation are all covered. A major theme of this course is the use of polynomial, exponential, and trigonometric functions to model real world situations.

Pre-Calculus: (209) Two semesters – 1 credit
Prerequisite: Algebra II

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: (CCP5) Two semesters –1.5 High School credits
Prerequisite: Must meet university requirements. *College Credit Plus – Wayne College 3 College Credits
College Credits Students meeting the University of Akron requirements and enrolled in the university will also receive CCP credit.

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

Advanced Placement 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. The course is designed as an advanced placement course so that the student may obtain college credit or placement after successfully writing an advanced placement examination in May. The examination is at the expense of the student; however, it is not a requirement of the course. 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. The graphing calculator is a requirement in AP Calculus AB. Those students taking the AP Calculus exam may be exempt from the comprehensive final.

<u>Advanced Placement Calculus BC</u>: (211) 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 is a rigorous course covering those topics normally included in the first and second courses of calculus at the college level. This course is designed as an advanced placement course so that the student may obtain college credit or placement after successfully writing an advanced placement examination in May. The examination is at the expense of the student; however, it is not a requirement of the course. The study of calculus requires a thorough understanding of algebra, geometry, and trigonometry. The graphing calculator is a requirement in AP Calculus BC. Those students taking the AP Calculus exam may be exempt from the final exam.

<u>Advanced Placement Statistics</u>: (213) Two semesters – 1 credit
Prerequisite: Algebra II
AP Statistics may be taken concurrently with either Pre-Calculus or Calculus.

Statistics is relevant and applicable to almost every undergraduate degree. In this age of information technology, it is to the student's advantage to have an understanding of the basic concepts of statistics and have had practice making informed statistical decisions about real data. AP Statistics is a discussion, activity, and project- based course – truly "hands on" in nature. Students will be immersed in real problems to learn to explore, summarize, and display data; design surveys and experiments; use probability to understand random behavior; make inferences about populations by looking at samples from those populations; and make inferences about the effect of treatments from designed experiments. As in real situations, students will be expected to justify the techniques they use, fully explain their process, and interpret their results in the context of the problem. A graphing calculator is required for this course. Although taking the AP Statistics exam is not a requirement, students will prepare for the exam and will practice the formulas and released free-response questions from the AP Statistics exam throughout the course. Therefore, students are encouraged to take the exam as scoring well on the exam may enable them to either meet their college math requirement or start their college studies at a higher level of placement.

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 students wishing to be on the newspaper staff or yearbook staff will be required to have taken one semester of the basic course Introduction to Media to be considered for any production level class. This course focuses on the various types of writing and background information required for media.

**All Media/Production classes do not meet the NCAA eligibility requirements.

Introduction to Media: (150) Semester Course – ½ Credit
Open to grades 9-12

This introductory course combines journalism and mass media and serves as the prerequisite for students who want to be on future production staffs (including newspaper and yearbook) or want an introduction to journalistic writing/communication techniques. As such, the course will cover basic journalistic writing skills and forms to include newspaper, yearbook, and broadcast writing as well as critical thinking/reading skills. Daily newspaper reading, media history, law/ethics, interviewing, current practices/vocation and an understanding of the electronic/broadcast communications field will be covered. Students can expect significant news and related writing assignments and projects related to media to prepare them for future production classes. This course is required, along with an application and instructor permission, for all newspaper and yearbook production courses.

Newspaper I: (152) Two semesters – 1 credit
Prerequisite: Introduction to Media

This laboratory-type course produces the WHS student newspaper *The Wooster Blade*. Class size is limited and students must apply. 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 or removal from class.

Newspaper II: (153) Two semesters – 1 credit
Prerequisite: Newspaper I and instructor permission

Students successfully completing a year in Newspaper Production I can take this advanced level opportunity. Staff members will be expected to assume editorial and leadership positions contributing to all aspects of the Wooster 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 or removal from class.

Newspaper III: (154) Two semesters – 1 credit
Prerequisite: Newspaper II and instructor permission

See description for Advanced Newspaper Production II. This third level of newspaper 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 or removal from class.

Yearbook Production I: (155) Two semesters – 1 credit
Prerequisite: Introduction to Media or Creative Writing, instructor permission

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 to 20 and students must apply. Applications are available in the high school guidance office. This course may be repeated for elective credit.

Yearbook Production II: (156) Two semesters – 1 credit
Prerequisite: Yearbook I and instructor permission

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 to 20 students and permission is given by the advisor to reenter the yearbook course. 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 and instructor permission

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 and instructor permission

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.

Digital Film Production I: (558) Semester Course – ½ credit
Open to grades 10-12

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 and instructor permission

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.

MUSIC

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

Band 8: (698) Two semesters

Band 8 is designed as a continuation of Band 7. Band 8 meets daily for the entire academic year and consists of students who were previously enrolled in band, or by permission of the instructor.
Instrumental techniques, as well as large group performance skills, are taught. Requirements of this class include attendance at all evening performances. There is a pay-to-participate fee for this course.

Orchestra 8: (699) Two semesters

Orchestra 8 meets daily for the entire academic year. It is a continuation of Orchestra 7 and consists of students who have completed the Orchestra 7 class or by permission of the instructor. Orchestra 8 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. There is a pay-to-participate fee for this course.

Band/Orchestra 8: (698/699) Two semesters

Students play instruments in both the band and orchestra. Students meet with each group on alternating days. There is a pay-to-participate fee for this course. Permission from instructor is required.

Chorus 8: (697) Two semesters

Chorus 8 meets daily for the entire academic year. It is a continuation of 7th grade choir. However, all students interested in performing in a vocal ensemble are welcome. Chorus 8 is taught music reading and note writing, basic vocal techniques, and a continuing review of basic musical terminology. Requirements include attendance at several evening performances and daily in-class effort. There is a pay-to-participate fee for this course.

High School Band: (700) Freshman/(703) 10-12 Graders, (701) Majorettes, (702) Flag Corps
Two semesters – 1 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.

Marching Band: The marching band is composed of more than 200 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 comprised 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 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 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 comprised entirely of grade 9 students with previous experience in the middle school band program. Students must participate in 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.

String Orchestra: **(704) Two semesters – 1 credit**
Prerequisite: Year Experience

This group rehearses daily as a string ensemble only. 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. String players are expected to participate in all performances and extra rehearsals.

Concert Choir: (707) Two semesters – 1 credit
Open to all students grades 9-12 – no prerequisite

Concert Choir is open to all students in grades 9-12. This course will include the development of the singing voice, music-reading, choral performance practice, listening skills, and the performance of a wide variety of repertoire. Concert Choir learns and performs music from the 17th century through the present, including spirituals, Broadway and pop music. Performance opportunities include evening concerts and festival adjudication. Students must attend one after school sectional per week (October through May), extra rehearsals and all performances.

Chamber Choir: (709) Two semesters – 1 credit
Prerequisite: Permission only. This group is selected by audition at the end of the school year.

Chamber Choir is open to students in grades 9-12 who have been selected by the director after an audition process. This course will include the further development of the singing voice, music-reading, choral performance practice, listening skills, and the performance of a wide variety of repertoire. The Chamber Choir learns and performs music from the 17th century through the present, including spirituals, Broadway and pop music. Performance opportunities include evening concerts, out of school performances and festival adjudication. Students must attend one after school sectional per week (October through May), extra rehearsals and all performances.

Jazz Band: **(706) Semester Course – ½ Credit**
Prerequisite: None

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 band to be in jazz band. Auditions will also be required for participation in the group.

Music Theory and Practice: **(705) Semester Course – ½ Credit**
Prerequisite: None

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 needed for this class.

SCIENCE

Science 8: (300) Two semesters

Science 8 is aligned with Ohio's New Learning Standards. This is a course designed for students to explore Earth, Life and Physical Science. The Earth Science content will focus on the physical features of earth and how they formed. Students will describe the interior of the earth, the rock record, plate tectonics and landforms. Physical Science content focuses on motion and forces around and within the universe. Life Science focuses on reproduction, genetics, and adaptations as it relates to the continuation of the species.

Honors Science 8: (300H) Two semesters

Honors Science 8 is aligned with Ohio's New Learning Standards. This will be an advanced skills and material will be covered at a faster pace. This course offers more rigorous and in depth laboratory experiences. This is a course designed for students to explore Earth, Life, and Physical Science. The Earth Science content will focus on the physical features of earth and how they formed. Students will describe the interior of the earth, the rock record, plate tectonics and landforms. Physical Science content focuses on motion and forces around and within the Universe. Life Science focuses on reproduction, genetics, and adaptations as it relates to the continuation of the species. This course requires more independent reading, higher math skills, and responsibility to handle a more demanding homework load.

Physical Science: (301)Two semesters - 1 credit
Grade 9

Earth & Matter – 1st semester, a laboratory course in physical science emphasizing matter and its interactions, as it relates to earth and space. The course emphasizes learning by discovery through the development of science skills and lab techniques. Student progress will be evaluated to determine proper course placement.
Energy & Motion – 2nd semester, a laboratory course in physical science emphasizing energy, forces, and motion. The course emphasizes learning by discovery through the development of science skills and lab techniques. Student progress will be evaluated to determine proper course placement.

Honors Physical Science: (301H) Two semesters - 1 credit
Grade 9
Prerequisite: Taking Honors Geometry Concurrently

This course offers more rigorous and in-depth laboratory course in physical science, emphasizing energy, forces, and motion. The first semester emphasizes matter and its interactions, as it relates to earth and space. The course emphasizes learning by discovery through the development of science skills and lab techniques. This course requires more independent reading, higher math skills, and responsibility to handle a more demanding homework load. Student progress will be evaluated to determine proper course placement.

Advanced Placement Physics 1 – Freshman Option: (321F) Two semesters – 1.5 credit
Grade 9
Prerequisite: Completed Honors Geometry with a A- or better, completed Honors Algebra II, or Physics Instructor's Permission

Designed to be equivalent to the first semester of an algebra-based college physics course. Topics include kinematics, Newton's Laws, work, energy and power, momentum, circular motion and rotation, gravitation, oscillations, waves, electrostatics, current electricity and circuits. Emphasis will be placed on theory, problem solving, and laboratory investigations. This course culminates in the optional AP Physics 1 Exam administered in the spring that enables students to obtain college credit. 9th grade chemistry material covered.

Biology: **(305) Two semesters - 1 credit**
Grade 10

A course emphasizing ecological principles, cell structure and function, inheritance, evolution, the diversity of life, and issues in the living world. The course emphasizes learning by discovery through the development of skills and lab techniques.

CCP Biology: (CCP3) Two semesters –1.5 High School credits.
Prerequisite: Must meet university requirements. *College Credit Plus – Wayne College 4 College Credits
Students meeting the University of Akron requirements and enrolled in the university will also receive CCP credit.

This course offers more rigorous and in depth emphasis in biology. The first semester emphasizes ecological principles, cell structure and function, and inheritance. The second semester emphasizes evolution, the diversity of life, and issues in the living world. The course emphasizes learning by discovery though development of skills and lab techniques. This course requires more independent reading, and responsibility to handle a more demanding homework load. After successful completion of CCP Biology, student is prepared to take AP Biology as a second year biology course (see AP Biology course description for info on course and prerequisites).

Advanced Placement Biology: **(306) Two semesters – 1.5 credit**
Open to grades 10-12 Prerequisite: B or better in Honors English I

Designed to offer the high school student the equivalent of a collegiate first year biology course. AP Biology can be taken as a first-year biology course for the advanced student but it's recommended to be taken as a second-year biology course. Topics include genetic technology, evolution, biochemistry, animal and plant physiology, and taxonomy. The large amount of reading and pace of the course requires the student to devote considerable time and effort to mastering concepts presented. Laboratory work provides the student with experience in a variety of advanced laboratory techniques that supplement understanding of coursework. The culmination of the coursework is the AP Biology Test administered in May. Performance on this test may enable the student to obtain college credit in biology.

Conceptual Chemistry: **(311) Two semesters - 1 credit**
Prerequisite: Biology. Open to grades 11-12

This is a laboratory course designed for students that do not plan on majoring in science or a science related field and requires only basic math skills. The course is designed to help students to realize the important role that chemistry plays in their lives; to use societal questions and decision-making activities to explore the principles of chemistry. The goal of the curriculum is to present to the students the needs and the skills to acquire technical knowledge to make intelligent decisions for themselves and for the communities in which they belong.

Chemistry College Prep: **(312) Two semesters - 1 credit**
Prerequisite: A in Physical Science or B or better in Honors Physical Science or AP Physics. Open to grades 10-12

This is a college preparatory course that involves a detailed study of matter, its compositions and properties, solutions, equilibrium, organic chemistry and nuclear chemistry. This course uses skills in scientific inquiry and problem solving skills that will also involve the use of factual knowledge. Emphasis is placed on making a variety of scientific measurements and solving mathematical problems. The material presented in this course is designed to prepare students for college level work in the area of chemistry. After successful completion of Chemistry CP, student is prepared to take AP Chemistry as a second-year chemistry course.

Advanced Placement Chemistry: (313) Two semesters - 2 credits
Prerequisite: Chemistry College Prep or Physics completed

This will be a 2-period blocked course.

Advanced Placement Chemistry is a one year course that is central to the students understanding of the physical and biological world around them. AP Chemistry can be taken as a first year chemistry course for advanced students, but it's recommended to be taken as a second year chemistry course. The course is heavily laboratory based with 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. Students should expect to be engaged in three hours of study outside the classroom per week. Topics covered include: Atomic Theory and structure, states of matter, periodicity, Bonding Theory, gas laws, solutions, thermodynamics, types of reactions, stoichiometry, equilibrium, kinetics organics and descriptive chemistry. The course will help the students develop independent thinking, problem solving, math and laboratory skills required for a successful college experience.

Physics College Prep: (320) Two semesters – 1 credit
Prerequisite: Open to grades 11-12 who completed Algebra II with a B or better

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.

Advanced Placement Physics 1: (321) Two semesters – 1.5 credit
Prerequisite: Open to grades 10-12 who completed Honors Algebra II with an A.

Designed to be equivalent to the first semester of an algebra-based college physics course. Topics include kinematics, Newton's Laws, work, energy and power, momentum, circular motion and rotation, gravitation, oscillations, waves, electrostatics, current electricity and circuits. Emphasis will be placed on theory, problem solving, and laboratory investigations. This course culminates in the optional AP Physics 1 Exam administered in the spring that enables students to obtain college credit. Light, lenses and mirrors covered after AP exam.

Advanced Placement Physics 2: (322) Two semesters – 1 credit
Prerequisite: Open to students in grades 10-12 who completed AP Physics 1

Designed to be equivalent to the second semester of an algebra-based college physics course. Topics include thermodynamics, ideal gases and kinetic theory, fluids, electrostatics, circuits, magnetism and electromagnetic induction, geometric and physical optics, quantum, atomic and nuclear physics. Emphasis will be placed on theory, problem solving, and laboratory investigations. This course culminates in the optional AP Physics 2 Exam administered in the spring that enables students to obtain college credit.

Advanced Placement Physics C - Mechanics: (323) Semester Course – .75 credit
Prerequisite: Algebra II completed, taking Calculus concurrently
Offered fall semester

Designed to be equivalent to the first semester of a calculus-based college physics course. Topics include kinematics, Newton's Laws, work, energy and power, momentum, circular motion and rotation, gravitation, and oscillations. Emphasis will be placed on theory, problem solving, and laboratory investigations. This course culminates in the optional AP Physics C - Mechanics Exam administered in the spring that enables students to obtain college credit.

Advanced Placement Physics C - Electricity and Magnetism: (324) Semester Course – .75 credit
Prerequisite: Algebra II completed, taking Calculus concurrently
Offered spring semester

Designed to be equivalent to the second semester of a calculus-based college physics course. Topics include electrostatics, conductors and dielectrics, electric circuits, magnetic fields, and electromagnetic induction. Emphasis will be placed on theory, problem solving, and laboratory investigations. This course culminates in the optional AP Physics C - Electricity and Magnetism Exam administered in the spring that enables students to obtain college credit.

Advanced Placement Environmental Science: (327) Two semesters – 1.5 credit
Prerequisite: Biology and CP Chemistry (can be concurrent) or B or better in Conceptual Chemistry

Advanced Placement Environmental Science is a rigorous laboratory-based 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, trips and guest speakers will be used so that the learning focus is on the synthesis of ideas and analytical thought. Designed to offer the high school student the equivalent of a collegiate first year environmental science course. Topics include laboratory work that provides the student with experience in a variety of advanced laboratory techniques that supplement understanding of coursework. The culmination of the coursework is the AP Environmental Science administered in May. Performance on this test may enable the student to obtain college credit in biology.

Astronomy: (310) Semester Course - ½ credit
Prerequisite: Algebra I

This course emphasizes astronomy with a few key concepts in a lab-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 and angles, light, paths of planets, gravity, the solar system, and stars.

Applied Botany: (309) Semester Course - ½ credit
Prerequisite: Biology. Open to grades 11-12

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.

Geology I (Physical): (315) Semester Course - ½ credit
Open to grades 11-12

This is a one-semester course investigating the dynamics of the earth in such areas as volcanoes, mountain building, erosion, rock and mineral formation, glaciation, and fossils. A major part of the course will be to correlate these topics with the theory of plate tectonics.

Geology II (Historical): (316) Semester Course - ½ credit
Prerequisite: Geology I and instructor permission

A study of historical geology and earth systems and processes, such as streams and landscapes, earthquakes, glaciers, mountain building, geomorphology, structural geology, mapping, interpretation and resource exploration. This course will be offered during the second semester only.

Human Anatomy and Physiology I: (317) Semester Course - ½ credit
Prerequisite: Biology. Open to grades 11-12

The course of study will provide 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. It will include discussions, laboratory work, related readings and field experience as allowed. 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 in their future.

Human Anatomy and Physiology II: (318) Semester Course - ½ credit
Prerequisite: Human Anatomy and Physiology I and instructor permission

A continuation of Human Anatomy and Physiology I with emphasis placed on systems not covered in Human Anatomy and Physiology I. This course culminates in a detail of dissection of the fetal pig and a student designed physiology research project. This course will be offered during the second semester only.

Zoology I: (319) Semester Course - ½ credit
Prerequisite: Completed Biology.

This advanced biology course is the study of the animal kingdom with emphasis placed on vocabulary and the evolutionary divergence of species. This course is designed for the serious-minded student who wishes to pursue a study/employment with animals. The course will address all types of animals starting with the simple sponge and culminating with mammals.

STEMM
(Science, Technology, Engineering, Mathematics and Medical)
PLTW
(Project Lead The Way)

PLTW Engineering

PLTW Engineering is more than just another high school engineering program. It is about applying engineering, science, math, and technology to solve complex, open-ended problems in a real-world context. Students focus on the process of defining and solving a problem, not on getting the "right" answer. They learn how to apply STEMM knowledge, skills, and habits of mind to make the world a better place through innovation.

PLTW students have said that PLTW Engineering influenced their post-secondary decisions and helped shape their future. Even for students who do not plan to pursue engineering after high school, the PLTW Engineering program provides opportunities to develop highly transferable skills in collaboration, communication, and critical thinking, which are relevant for any coursework or career.

In PLTW Engineering, students engage in open-ended problem solving, learn and apply the engineering design process, and use the same industry-leading technology and software as are used in the world's top companies. Students are immersed in design as they investigate topics such as sustainability, mechatronics, forces, structures, aerodynamics, digital electronics and circuit design, manufacturing, and the environment, which gives them an opportunity to learn about different engineering disciplines before beginning post-secondary education or careers. This course is part of the national Project Lead the Way project sponsored by the Ohio Department of Education. Additional information on PLTW is available at www.pltw.org

Introduction to Engineering Design (IED): (350) Two semesters - 1 credit
Open to students grades 9-12 and 8th grade students in any honors math course with teacher recommendation.

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.

Women in Engineering (WIED): (349) Two semesters - 1 credit
Open to students grades 9-12 and 8th grade students in any honors math course with teacher recommendation.

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.

Computer Integrated Manufacturing (CIM): (352) Two semesters - 1 credit
Prerequisite: Intro to Engineering Design

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.

Digital Electronics (DE): (353) Two semesters - 1 credit
Prerequisite: Intro to Engineering Design

From smart phones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

Advanced Robotics-(AR): (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.

8th Grade Robotics-(MSR): (361) Two semesters– 1 credit
Prerequisite: IED Concurrently

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 required practice outside of the school day during the entire competition season. Students should consider their availability and commitment before enrolling.

Capstone Course - Engineering Design and Development (EDD) (354) Two semesters - 1 credit
Prerequisite: IED, POE, and CIM or DE

The knowledge and skills students acquire throughout PLTW Engineering come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing EDD ready to take on any post-secondary program or career.

PLTW Biomedical Science

The rigorous and relevant four-course PLTW Biomedical Science sequence allows students to investigate the roles of biomedical professionals as they study the concepts of human medicine, physiology, genetics, microbiology, and public health. Students engage in activities like investigating the death of a fictional person to learn content in the context of real-world cases. They examine the structures and interactions of human body systems and explore the prevention, diagnosis, and treatment of disease, all while working collaboratively to understand and design solutions to the most pressing health challenges of today and the future. Each course in the Biomedical Science sequence builds on the skills and knowledge student's gain in the preceding courses. Schools offer the three PLTW Biomedical Science foundation courses within a period of three academic years from the start of implementation and may also offer the capstone course.

This course is part of the national Project Lead the Way project sponsored by the Ohio Department of Education. Additional information on PLTW is available at www.pltw.org

Principles of Biomedical Science (PBS): (355) Two semesters - 1 credit
Open to grades 9-12 and 8th grade students in Honors Geometry with teacher recommendation.

In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

Human Body Systems (HBS): (356) Two semesters - 1 credit
Prerequisite: Principles of Biomedical Science (PBS)

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

Medical Interventions: (357) Two semesters - 1 credit
Prerequisite: Principles of Biomedical Science (PBS)

Students follow the life of a fictitious family as they investigate how to prevent, diagnose and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices and diagnostics.

Capstone Course - Biomedical Innovation (BI): (358) Two semesters - 1 credit

In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution.

SOCIAL STUDIES

American History 8: (400) Two semesters

American History is fully aligned with Ohio Academic Content Standards and the Common Core Standards in Social Studies. This historical sequence continues in the 8th grade with an in-depth study of the early years of our country. This study incorporates each of the seven standards into chronology. While students are studying a particular historic event in the United States, students will also look at its geographic settings, economic implications, developments in government and the role of citizens.

World Geography: (414) Semester Course - ½ credit
Recommended for grade 8

This course is the study of the interaction of living things with their environment and the ways in which the structure of the earth determines human activities and cultural development. As geography explores the ways that economic, cultural, political, natural, and physical processes relate in a global system, it holds the key to a comprehensive understanding of the conflicts and challenges that face the world today. The course is designed for the student who is not only interested in the "where" and "who" but also the "why" and "how" of the human physical patterns of the earth.

World Studies: (401) Two semesters - 1 credit
Grade 9

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.

Honors World Studies: (401H) Two semesters - 1 credit
Grade 9
Prerequisite: Recommendation by 8th grade social studies teacher and English teacher.

This course offers a more rigorous and in-depth look at 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. This course offers more independent reading, greater expectations of written work, and greater responsibility of the student to handle a more demanding homework load.

Advanced Placement European History: (420) Two semesters - 1 credit
Grade 9. Open to grades 11-12

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
Grade 10

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.

CCP US History: (CCP4) Two semesters –1.5 High School credit
Prerequisite: Must meet university requirements. *College Credit Plus – Wayne College 3 College Credits
Students meeting the University of Akron requirements and enrolled in the university will also receive CCP credit.

American History course will not only cover the United States History topics, but done in such a way that will encourage students to think and write critically about the challenges and problems of US society through the ages. The purpose of this class is to present an overview of the main events, people, ideas and social, economic and political forces that shaped the early history of the United States. Themes addressed in the course will include the relationship of people to power, racism, the development of a market economy and the market economy as a world view and the development of a federal government. The course will present a topical approach within the chronology of the period. Instruction methods will include class discussion, lecture, writing and group work. Students will be expected to think, read and write critically by applying facts and ideas from readings, lecture and class discussions. This course will be similar to courses that students would take as an entry-level college course.

Advanced Placement United States History: (403) Two semesters - 1 credit
Recommended for grades 10-12

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.

American Government: (404) Two semesters - 1 credit
Recommended for grades 11-12

This course analyzes the structure, operations, and philosophy of 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.

Advanced Placement American Government and Politics: (405) Two semesters - 1 credit
Recommended for grades 11-12

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.

American History A Pop Culture Journey: (409) Semester Course - ½ credit
Recommended for grades 11-12

This course does not meet NCAA eligibility requirements.

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 a 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 the 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? Most assignments will be offered and completed electronically through Google Classroom. The class will culminate with students completing their own popular culture journey that will then highlight the events that have shaped their lives. This course will meet in the traditional classroom, but a lot of the material will come through Google Classroom and the class Google Site. There are no books nor traditional tests. All assessments are project and writing based.

Classical and Middle Ages: (411) Semester Course - ½ credit
Recommended for grades 10- 12

This course fills the gap of the early history of Europe that is not covered in World Studies. The first nine weeks will begin with the rise of the Greek city states, growth of democracy, clash between the Athenians and Spartans, the Persian Wars, and the decline of the city-states and the rise of Alexander the Great and the Hellenistic Age. Also, the Greek culture will be examined with a focus on scientific and philosophical contributions with emphasis on reason, moderation, and the role of the individual, and conclude with Greeks by investigating Greek drama, art, architecture, and major philosophies and their contributions to Western Civilization. The course will then examine the Roman Republic, the Roman Empire and the Pax Romana. It will also explore Roman achievements in the arts, architecture, engineering, philosophy, and law, and then conclude by analyzing the reasons for the decline of the Roman world. The second nine weeks examine Europe after the fall of Rome focusing on Germanic tribes, the Christian Church, Charlemagne, the development of feudalism, trade, business practices, growth of towns, and the rise of the middle class. The focus will then begin on the High Middle Ages with the revival of agriculture. There will be an examination of the growth of England and France, the division of the Italian and German states, the growth of papal power, and the development of the Crusades and the Spanish Inquisitions. The course will conclude with the revival of learning and medieval achievements in literature, art, church architecture (Romanesque and Gothic), and the influences of medieval civilization on modern thought, and time allowing, a brief view of the Byzantine culture. This class is heavily influenced by simulations and projects that will help immerse in the time period.

Psychology: (407) Semester Course - ½ credit
Recommended for grades 11-12

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.

Advanced Placement 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 sub-fields 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**
Recommended for grades 11-12

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, enfaced 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.

Revolutionary History: **(415) Semester Course - ½ credit**
Recommended for grades 11-12

This course does not meet NCAA eligibility requirements.

This course will analyze the factors that lead to revolution, the politics of revolutionary governments, and why they succeed and why they fail. We will then look at several revolutions throughout history as case studies and identify how the theories act on the real world. Students will study the causes of the American Revolution, what contributed to its success, and its continued impact on political and social life. Next students will cover the French Revolution through the Napoleonic Era. Finally, students will conclude their case studies with the Russian Revolution, with emphasis on the stages of the revolution and its stagnation. The course will conclude with a Contemporary Revolutions media project, in which students will create a video presentation of current revolutionary movements around the world. This course will meet in the traditional classroom one quarter of the course and require students to complete work online three quarters of the course.

Sociology: **(408) Semester Course - ½ credit**
Recommended for grades 11-12

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.

EIGHTH GRADE ELECTIVES

Band 8: Two semesters	No High School credit awarded
Orchestra 8: Two semesters	No High School credit awarded
8th Grade Chorus: Two semesters	No High School credit awarded
Leadership and Community Engagement: Semester Course	High School credit awarded
World Geography: Semester Course	High School credit awarded
Adventures in the Arts: Semester Course	High School credit awarded
Physical Education: Semester Course	High School credit awarded
Health: (summer and in-class)	High School credit awarded
Spanish I: Two semesters	High School credit awarded
Spanish II: Two semesters	High School credit awarded
German I: Two semesters	High School credit awarded
German II: Two semesters	High School credit awarded
French I: Two semesters	High School credit awarded
Principles of Biomedical Science: Two semesters	High School credit awarded
Introduction to Engineering Design: Two semesters	High School credit awarded
8th Grade Robotics: Two Semesters	High School credit awarded
Women in Engineering: Two semesters	High School credit awarded
Study Tables: Semester Course May choose twice for a full year	No High School credit awarded

Recommended Five-Year Graduation Plan

High School credit-bearing courses only

	English	Mathematics	Science	Social Studies	PE/Health/FCS/	Foreign Language	Fine Arts
8th Grade	Honors English I	Applied Algebra I or Higher			PE /Health/ Leadership	Level I Language* By Recommendation	Introductory Art Course
9th Grade	English I or Higher	Algebra I or Higher	Physical Science or AP Physics I	World Studies	PE /Health	Level I Language or Higher	Introductory Art Course
10th Grade	English II or Higher	Geometry or Higher	Biology	US History		Level II Language or Higher	Secondary Art Course
11th Grade	American Lit or Higher	Applied Algebra II or	Chemistry or Higher	American Government	Financial Literacy		Complete Elective Requirements
12th Grade	Senior Level Class	Algebra II or Higher	Physics or Electives	Social Studies Elective			

*Students following a career/technical pathway are exempted from the fine arts requirement.
*Foreign Language is not a requirement for graduation, but is encouraged for students entering college.

English (4):	***year***	***Required***	***Math (4):***	***year***	***Required***
English I		1.0	Algebra I		1.0
English II		1.0	Geometry		1.0
American Lit		1.0	Algebra II		1.0
Sr. Level		1.0	Other Math		1.0
Science (3):	***year***	***Required***	***Social Studies (3):***	***year***	***Required***
Physical Science		1.0	World Studies		1.0
Biology		1.0	US History		1.0
Other Science		1.0	American Government		1.0
Health (0.5):	***year***	***Required***	***Fine Arts (1.0):***	***year***	***Required***
Health		0.5			0.5
Physical Ed (0.5):	***year***	***Required***			
PE I		0.25			
PE II		0.25			
PE Waiver		NC			
Foreign Language	***year***	***Not Required***	***Electives (1.0):***	***year***	***Required***
			Leadership and Community Engagement		0.5
			Financial Literacy		0.5

SCHEDULE CHANGE NOTICE

ALL REQUESTS for schedule changes will be governed by the following guidelines for the 2020-2021 school year

1. Students will receive verification of registered courses by mid-May.
2. Students will have until May 26 for a "Change of Mind" schedule change. Review both first and **second** semesters.
3. After **June 1, only** the following changes will be allowed during the first eight (8) days of school and the first three (3) days of second semester.
    a. Upgrading your schedule – adding a class in place of study hall.
    b. Dropping a class because of no study hall was scheduled.
    c. Level change – Teacher Recommendation only.
    (Example: Honors Geometry to Geometry or Foreign Language level adjustment.)

The following scheduling procedures also apply:

1. A full-time student is required to take five courses per semester. Exceptions are work-study, College Credit Plus, and other special situations.
2. Students will receive a "WF" on their transcript for courses dropped after the posted deadlines. The exception to this is approved level changes.

Please use the following form after reviewing the above policy, or pick up a form in the Guidance office.

Students: Please initial _____**As a student athlete, I am responsible for meeting all NCAA/OHSAA requirements. I have discussed with my school counselor and athletic director how the outcome of this schedule change will impact the NCAA/OHSAA requirements and my eligibility. Students-athletes must be enrolled and pass five courses in order to obtain five credits. Physical Education and College of Wooster courses do not count toward the five classes.**

SCHEDULE CHANGE FORM

Name _____ Grade_____ Student ID# _____

Class to Drop_____

_____

Class to Add_____

_____

Reason for Change_____

_____

Present study hall period _____

Parent Signature _____ Date _____

Student Signature _____ Date _____

Counselor Signature _____ Date _____

Teacher's Signature (Level change only) _____ Date _____