

**Brooklyn High School
2021-22
Program of Study**

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SCHEDULING AND REQUIREMENTS

Selection of programs and courses should be based upon a thorough consideration of a four-year program of studies. Think about your plans after high school and select courses and programs that will help you achieve your goals. With the information in this guide and the help of parents, teachers and counselors, you should be able to select a program of studies suited to your particular needs.

Registration is an important step for each student and should be done with the student's personal objectives in mind. Registration choices should be made with the assistance of the student's parents before a student requests courses online.

Assistance for making decisions, for additional information concerning graduation requirements, college entrance requirements, and/or career planning, is readily available to each student through the school counselor or the classroom teacher.

SCHEDULE ADJUSTMENTS

Planning a schedule for the next school year is a difficult task and situations may occur requiring a change in that schedule. These schedule adjustments, however, have a serious effect on class size, teacher assignments and the overall master schedule, and are, therefore, made on an individual basis and only after careful deliberation. Class changes will ONLY be made for the following reasons: computer error, academic misplacement (teacher initiated), or a failure to pass the prior levels of a course.

STUDENT WITHDRAWAL POLICY

A student with parent/guardian & principal permission may choose to withdraw from a class at any time during the school year. However, this withdrawal may result in the student receiving a "WF" on their report card and transcript, unless any of the following conditions are met:

1. The student withdrawal is due to a verified medical illness and he/she is unable to continue in the class.
2. The student was academically misplaced due to a scheduling error.
3. Staff originates the reason for withdrawal due to extenuating circumstances.

Any student wishing to withdraw from a course for ANY reason must fill out the necessary form available in the Counseling Office.

GRADUATION REQUIREMENTS

All students are required to earn 21 credits.

English	4
Social Science	3+
Mathematics	4*
Science	3**
Fine Arts	1****
Physical Education	0.5***
Health	0.5
Electives	5; 1 must include technology

+ Social Science Units must include U.S. History and American government

*The mathematics requirements must include Algebra II.

**Science units must include 1 unit of physical sciences, 1 unit of life sciences and 1 unit of advanced study.

***Students who, during high school (grades 9-12), participate in interscholastic athletics, band or cheerleading for two full seasons may be exempt from the physical education requirement.

****Students may be exempt from the fine arts requirement if at least two semesters of fine arts were taken any time in grades 7-12 or the student is following a career-technical pathway.

All students must receive instruction in financial literacy during grades 9-12.

END OF COURSE EXAMS

By Ohio State Law, in order to receive a diploma, students must meet the following requirements:

Class of 2021 and 2022

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

Option 1

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.

Class of 2023 and Beyond

Requirement 1: Earn 21 High School Credits.

4 ELA,
4 Math,
3 Science,
3 Social Studies,

1 Fine and Practical Art,
½ Health,
½ Physical Education,
5 Electives

Requirement 2:

- Earn a passing score on the Ohio's high school Algebra I and English II test. Students who do not pass the test will be offered additional support and must retake the test at least once.

OR

- Complete 1 of the 3 following options:
 1. Demonstrate two Career-Focused Activities
 2. Enlist in the Military
 3. Complete College Courses - 1 college-level course in Math and/or 1 college-level course in ELA

Requirement 3: Earn a minimum of 2 Graduation Seals (at least 1 must be an Ohio-designed seal)

OhioMeansJobs Readiness Seal (Ohio-designed)- Meet the requirements and criteria established for the readiness seal, including demonstration of work-readiness and professional competencies.

Industry-Recognized Credential Seal (Ohio-designed)- Earn an approved industry-recognized credential that is aligned to a job considered in demand in this state and its regions.

College-Ready Seal (Ohio-designed)- Earn remediation-free scores on the ACT or SAT.

Military Enlistment Seal (Ohio-designed)- Provide evidence that a student has enlisted in a branch of the U.S. Armed Forces; or Participate in an approved JROTC program.

Citizenship Seal (Ohio-designed) - A student can:

1. Earn a score of proficient or higher on both the American history and American government end-of-course exams;
2. Earn a score that is at least equivalent to proficient on appropriate Advanced Placement or International Baccalaureate exams; or
3. Earn a final course grade that is equivalent to a "B" or higher in appropriate classes taken through the College Credit Plus program.

Science Seal (Ohio-designed) - A student can:

1. Earn a score of proficient or higher on the biology end-of-course exam;
2. Earn a score that is at least equivalent to proficient on appropriate Advanced Placement or International Baccalaureate exams; or
3. Earn a final course grade that is equivalent to a "B" or higher in an appropriate class taken through the College Credit Plus program.

Honors Diploma Seal (Ohio-designed) - Earn one of six Honors Diplomas outlined below:

1. Academic Honor Diploma
2. International Baccalaureate Honors Diploma
3. Career-Tech Honors Diploma
4. STEM Honors Diploma
5. Arts Honors Diploma
6. Social Science and Civic Engagement Honors Diploma

Seal of Biliteracy (Ohio-designed) - Meet the requirements and criteria, including proficiency requirements on assessments in a world language and English.

Technology Seal (Ohio-designed) - A student can:

1. Earn a score that is at least equivalent to proficient on an appropriate Advanced Placement or International Baccalaureate exam;
2. Earn a final course grade that is equivalent to a "B" or higher in an appropriate class taken through the College Credit Plus program; or
3. Complete a course offered through the district or school that meets guidelines developed by the Department. (A district or school is not required to offer a course that meets those guidelines.

Community Service Seal (Locally-designed) - Complete a community service project aligned with the guidelines adopted by the student's local board of education or school governing authority. Please refer to the criteria guidelines on **page 44**

Fine and Performing Arts Seal (Locally-designed) - Demonstrate skill in the fine or performing arts according to an evaluation aligned with guidelines adopted by the student's local board of education or school governing authority. Please refer to criteria guidelines on **page 45**

Student Engagement Seal (Locally-designed) - Participate in extracurricular activities such as athletics, clubs or student government to a meaningful extent, as determined by guidelines adopted by the student's local board of education or school governing authority. Please refer to criteria guidelines on **page 46**

COMMUNITY SERVICE

The Brooklyn Board of Education is committed to the concept of student community service. It is required that each student in grades 8 - 12 will participate in at least 20 hours of community service prior to graduation and will turn in the appropriate signed paperwork to his/her counselor. *These hours may be applied to complete the Community Service Seal listed above.*

RETENTION

In accordance with Board Policy, students who are in their 4th year of high school and have NOT met the following criteria will be prohibited from participating in Commencement Activities.

1. Meet competency requirements for State of Ohio
2. Completed the requirements for at least two seal, with one of the seals being Ohio-designed.
3. Fulfill community service requirements
4. Paid Fees/ fines
5. Cleared discipline obligation
6. Passing all classes necessary/ required for graduation

In addition, fourth year students who have not obtained sufficient credits to be classified as a senior at the beginning of the school year will be prohibited from participating in certain senior activities (Senior class picture, Senior Homecoming luncheon, etc.).

At the beginning of the second semester, if a student has acquired enough credits to reach senior status and graduate with their class, they will be moved to a senior status, and will be permitted to participate in senior activities.

Any student in grades 9-11, who has not obtained the necessary credits to move to the next grade level, will be retained in the previous grade for the entire academic year. Once a student obtains the proper credits to be recognized with their class, they can attend all relative events associated with their class. However, they will remain in that grade for the entire year. Only senior status will be changed mid-year.

HONORS, CCP, AP COURSES

The following courses will be offered as honors level courses and will be graded with a weighted grading scale. **Please note that grades below a C- in honors courses will not be granted any weighted value.**

Language Arts

- Honors English I
- Honors English II
- CCP Compositions 1 & 2
- CCP Introduction to Fiction
- CCP Introduction to Poetry

Science

- Honors Biology
- Honors Chemistry
- AP Biology
- AP Chemistry
- Honors Physics

World Language

- Honors Spanish II
- Honors Spanish III
- Honors Spanish IV
- Honors Mandarin Chinese IV
- AP Chinese Language & Culture
- AP Spanish Language & Culture

Mathematics

- Honors Algebra I
- Honors Geometry
- Honors Algebra II
- AP Calculus AB
- AP Statistics
- CCP College Alg.
- CCP Pre - Calc

Social Studies

- Honors World History
- AP Government
- AP U.S. History
- CCP State and Local Government
- CCP Contemporary World Problems
- CCP Comparative Politics

HONORS PLACEMENT

A team of teachers and counselors will meet and arrive at a final decision concerning the students' ability to be placed in any 10th, 11th, or 12th Grade Honors class.

Minimum Criteria for entrance into 9th grade honors classes

- Minimum grades of A or B in that particular subject
- Acceptable score on Ohio State Tests
- Recommendation of present instructor in that subject
- Acceptable score on Honors placement test (if applicable)

GRADING SCALE

Percent Grade Value	Letter Grade	Regular Value	Honors Weighted
100-93	A	4.0	4.5
92-90	A-	3.7	4.3
89-87	B+	3.3	4.0
86-83	B	3.0	3.7
82-80	B-	2.7	3.3
79-77	C+	2.3	3.0
76-73	C	2.0	2.5
72-70	C-	1.7	2.0
69-67	D+	1.3	1.3
66-63	D	1.0	1.0
62-60	D-	0.7	0.7
59-0	F	0	0

COLLEGE CREDIT PLUS/DUAL ENROLLMENT

In addition to the variety of on campus, online, and distance learning opportunities for college course offerings, Brooklyn High School would like to offer the following courses for dual enrollment credit. Courses would be offered at Brooklyn High School, through an agreement with the University of Akron.

Students wishing to earn college credit would need to be accepted as a College Credit Plus student through the traditional application procedures at the University of Akron. CREDIT FLEXIBILITY

The District Credit Flexibility Plan offers a variety of learning opportunities for students with a focus on performance, acknowledges students' differing learning styles, paces, and interests, and enables students to demonstrate creativity, explore academic and career interests, and practice critical thinking. Students may earn credits by:

- A. completing coursework;
- B. testing out of or demonstrating mastery of course content; and/or
- C. Pursuing one (1) or more educational options in accordance with the District Credit Flexibility Plan.

If you are interested in credit flexibility, please see your counselor.

HONORS DIPLOMA

Students need to fulfill all but one criterion to earn a Diploma with Honors as set forth by the Ohio Department of Education*

English	4 Units
Mathematics	4 units, including Algebra I, Geometry, Algebra II, and another higher-level course or a four-year sequence of courses that contain equivalent content
Science	4 units, including 1 unit each of physics and chemistry
Social Studies	4 Units
World Language	3 units, including at least 2 units in each language studied
Fine Arts	1 Unit
Grade Point Average	3.5 on a 4.0 scale
ACT/SAT Score	27 ACT / 1210 SAT (excluding writing)

*Students enrolled in a Career-Technical Program must meet the same criteria, with the following adjustments:

- Four units on science are required, with two units in any advanced science (not necessarily chemistry & physics)
- Foreign Language & Fine Arts are **not** included in requirements for the Career-Technical Honors Diploma
- 4 units of Career-Technical education must be achieved.
- Students must achieve a proficiency benchmark established for appropriate Ohio Career-Technical Competency Assessment or equivalent.

RECOGNITION OF SENIORS

Top Ten Percent—Awards will be given on the basis of eight semesters with a minimum of 3.50 GPA and in good standing at Brooklyn High School. Students who transfer to Brooklyn High School from an accredited Ohio high school will be eligible, **PROVIDED THAT THEY FULFILL REQUIREMENTS FOR GRADUATION AND GRADUATION HONORS AS OUTLINED IN BROOKLYN BOARD OF EDUCATION POLICY.**

COLLEGE ADMISSIONS

It is difficult to make precise statements about college requirements. Much depends on the requirements of the particular college and on the course of study selected. Most four-year colleges and universities recommend the following high school courses as a minimum for admission:

English	4 Units
Math	3 Units (Algebra I, II, Geometry)
Science	3 Units (Physics, Biology, Chemistry)
Social Studies	3 Units
Foreign Language	3 Units in the same language or 2 units of 2 different languages
Fine Arts (Music, Art, Theatre, Media)	1 Unit

Students who plan to major in college in a specific area should take as many courses during high school in that discipline as possible. This is true no matter what the chosen goal or anticipated career.

Complete information regarding admission procedures and requirements for specific colleges is listed in the college catalogs, which are shelved in the Counseling Department or can be found online.

Juniors and seniors are encouraged to attend the many college meetings that are held during the school year. Representatives from many colleges and technical institutes visit Brooklyn High School annually. Juniors and seniors are also urged to visit colleges and universities. Excused absences are permitted for up to three visits per year, scheduled in advance through the school counselors.

REPEATING A SUBJECT

When repeating a failed subject for credit, the grade earned upon repeating the subject will become a part of the student's record, as well as the original "F". If a student fails a class, it is recommended that the subject is repeated in Hurricane Tech or in person learning. Students will only be placed into courses at the High School if there is sufficient space available.

SUMMER SCHOOL

Permission to attend summer school must be obtained in writing from the Guidance Department prior to registration for summer school. An online service will be provided through Brooklyn High School in order to allow students to make up credit for failed courses. Registrations for these courses are arranged through the guidance department. A class can be taken in summer school/PLATO for remediation and enrichment purposes. For remediation you must have already taken the course during the school year and failed it. Enrichment courses are those courses that are **beyond** graduation requirements. A class may also be taken through summer school if it is needed for graduation and cannot fit into the regular school day.

EDUCATIONAL OPTIONS

College Credit Plus replaces the Post-Secondary Education Option, also known as PSEO, and redefines "alternative dual enrollment" programs as advanced standing programs. All high school students in grades nine through twelve may elect to take part in the College Credit Plus Program, which provides an opportunity for these students to take classes at eligible post-secondary institutions. The course must apply to a degree or professional certificate. The purpose of this program is to promote rigorous academic pursuits and to provide a wider variety of options to high school students. By **March 30**, students must notify Brooklyn High School, in writing, of their intent to participate in the College Credit Plus program. Each of the post-secondary institutions has special entrance requirements, which a student must meet in order to participate. For further information, see the Counseling Department. First-time students and parents are also required to attend a Post-Secondary informational evening held in February. FAILURE TO ATTEND THE MEETING PROHIBITS A STUDENT FROM PARTICIPATING IN THE COLLEGE CREDIT PLUS PROGRAM FOR THE NEXT YEAR.

Course Offerings

ART

COURSE #	SUBJECT PREREQUISITES	GRADE	CREDIT	LENGTH	
FA5110	Studio Art	8	½	Semester	
FA5311	Drawing/Painting	9-12	½	Semester	
FA5510	Murals/Env. Art I	9 - 12	½	Semester	
FA5511	Murals/Env. Art II	9 - 12	½	Semester	Murals 1
FA5240	Photo I	10-12	½	Semester	
FA5250	Photo II	10-12	½	Semester	Photo I
FA5260	Advanced / Independent Photo	10-12	½	Semester	Photo II
FA5220	Theatrical Design	9-12	½	Semester	Studio Art
FA5430	Screen Printing	9-12	½	Semester	

Art Notes:

All Art classes may be used to meet the fine arts requirement for graduation as defined by the State of Ohio and the Brooklyn Board of Education.

Please note that a Level 1 course must be taken before enrollment in a level 2 course. Once students have completed a level 1 and 2 course, students are eligible for a level 3 course offering. *Refer to sequencing chart on page 11.*

Art Courses Sequencing Chart		
Level 1	Level 2	Level 3
Any Level 1	Murals 1	Murals 2
Photo 1	Photo 2	Independent Study
Ceramics 1	Ceramics 2	Independent Study
Studio Art Drawing/ Painting Screen Printing	Theatrical Design	Independent Study

Course Descriptions:

Studio Art

Studio is a foundation course, which presents a series of experiences. This course introduces the basic elements of art allowing students to develop a working knowledge of design principles. This course offers opportunities to develop studio techniques in working with different media for future coursework. Students in Studio Art do not have to be considering a career in the fine arts but should demonstrate a sincere interest in art. This course will introduce art criticism and art aesthetics for the development of art appreciation. Studio Art students are involved in written criticism, tests, quizzes and homework assignments. This course is meant for 8th and 9th grade students. The course is worth ½ a credit.

Drawing / Painting

The first quarter of this course will provide an enlightened and successful approach to drawing and illustration. This course will concentrate on line, gesture, value, perspective and composition. Students will focus on media such as ink, colored pencil, charcoal, and pastels. Students will also be asked to consider the products of the class as personal, social and cultural expression. The second quarter of this course is structured around a combination of traditional and non-traditional painting techniques designed to give the students successful experience in painting. Students will focus on media such as watercolor, tempera, and acrylic. This course is meant for 9th through 12th grade students. The course is worth ½ a credit.

Murals/Environmental Art

This course will study the importance of murals and their impact on culture throughout history. This course will use this information to create projects that will have a positive impact on the school environment. Students will work cooperatively in groups to create various murals using a variety of materials. Students will work with faculty and administration to create murals that will uniquely benefit the various courses by addressing the diverse makeup of our student population. This course will also work with community leaders with the idea of bringing our talents to the city of Brooklyn.

Photo I

This course is designed to give students the fundamental ideas required for basic digital photography. The students will explore the technical aspects of smart phone technology as well as various photographic applications. This course will explore the meaning of, but not exclusively, portraiture, close-up photography, landscape, documentary, and natural forms in nature. It is recommended that students own their smartphone device or non-phone device like an iPod or iPad.

Photo II

Photo II is a course based on the further development of skills learned in photo I. This course will further explore digital photographic manipulation using various photographic applications. Photo II will greatly stress the importance of the art of digital photography concentrating on themes created by the students. It is recommended that students own their smartphone device or non-phone device like an iPod or iPad. It is recommended that students own their own DSLR camera but is NOT required.

Advanced / Independent Photo

Advanced/ Independent Photo is designed to push the conceptual boundaries learned in Photo II. Ideas will be the mainstay of a visual documentation of the student's view of life. Independent projects, written and oral presentations, homework, and self-assessment will play a large role in this digital Photo class. It is recommended that students own their smartphone device or non-phone device like an iPod or iPad. It is recommended that students own their own DSLR camera but it is NOT required.

Theatrical Design

Theatrical Design is a course based in the Visual and Performing Arts that combines the fields of visual art, performance, technology, vocational training, industrial arts, design, architecture, drafting, cultural history, and of course, theatrical arts. This is a "Project Based Learning" course where students will work cooperatively with each other as well as the faculty and staff to fulfill the needs of the school and community. Students will learn the purpose and safety aspects of power tools as well as the importance of using their imagination to create real and tangible items. Studio Art is a prerequisite. This course is offered to 9-12 grade students. The course is worth ½ a credit.

Screen Printing: An introduction to art and the world of work

Screen Printing is a course whereby students will become familiar with screen printing through varied hands-on activities involving the many different methods and processes of screen printing. Beginners will find it easy to learn the process and produce excellent work. Ingenuity and originality will come as more experience is gained, and as the student becomes more conscious of printing and lettering styles which are adaptable to the job at hand and to screen reproduction. Students will utilize a wide range of materials and processes ranging from hand-cut stencils to photographic screen production. Some of the activities will include the printing of bumper stickers, posters, portfolios, and t-shirts, all ranging from single color to multi-color printings. Students will work with teachers, administration as well as community members to drive the content of the work the students will do throughout the semester.

Course Offerings

ENGLISH

COURSE#	TITLE	CREDIT	LENGTH	PREREQUISITES
EN1110	English I	1	Year	Required
EN1130	Honors English I	1	Year	See Criteria
EN1210	English II	1	Year	Required
EN1230	Honors English II	1	Year	See Criteria
EN1310	English III	1	Year	Required
PSEN111 or Acceptance PSEGL161	English Comp. I	1 + college credit	Semester	CC+
PSEN112 or PSENGL162	English Comp. II	1 + college credit	Semester	PSEN111
EN1410	English IV	1	Year	Required
PSENGL255G	Introduction to Fiction	1 + college credit	Semester	PSENGL161
PSENGL257G	Introduction to Poetry	1 + college credit	Semester	PSENGL161
<u>ENGLISH ELECTIVE</u>				
EN1125 graders	Speech	½	Semester	Open for 9-12
PSCO105 Acceptance or PSCMMC Acceptance	Intro to Public Speaking Oral Communication	1 + college credit 1 + college credit	Semester Semester	CC+ CC+
EN1530	Creative Writing	½	Semester	Grade 9
EN1540	Publications/Journalism I	1	Year	
EN1541	Publications/Journalism II	1	Year	Journalism 1
EN1580	Sports In Literature	½	Semester	Grades 10-12
EN0110	Exploratory Reading	none	Semester	8th Grade
EN1590	Novels into Films	½	Semester	Grade 10 - 12
YB1000	School Annual Publication	1	Year	Grade 9-12

English Notes:

- Summer reading is required for all core English classes at Brooklyn High School. A test and/or writing assignment will be given/due during the first two weeks of the 2016-2017 school year. The summer reading assignment will reflect approximately 10% of the first quarter English grade.

Criteria for Honors English Classes:

- Incoming freshman honors students must have at least a 3.5 average for both seventh and eighth grade Language Arts, and at least a 3.0 overall average.
- Current high school students wishing to enter the Honors English program the following year must have a 3.50 in each semester of his/her current English class and a 3.0 overall grade point average.
- To remain in an Honors English course, a student must maintain a 3.0 average in that course.
- Students not meeting the grade point average criteria, but who are enrolled in the College Readiness elective program, may be selected for an honors course.
- A parent or student may submit a written request for placement in an honors class to the English Department Head; however, this request does not guarantee entry into the course.
- A student may be reclassified from regular English to an Honors English class or from an Honors class to a regular English class. Reclassification requires teacher and departmental approval.

ELA Sequencing Chart					
	8th	9th	10th	11th	12th
AP/Honors	Honors ELA	Honors ELA I	Honors ELA II	CCP Composition I & II	Intro to Poetry Intro to Fiction
Standard	ELA 8th	ELA I	ELA II	ELA III	ELA IV

Course Descriptions:

English I

In English I, students will enhance their reading, writing, speaking, and listening skills as they study fiction, nonfiction, poetry, and drama. Throughout this year-long course, students will be expected to write in a variety of ways for different purposes and audiences, while adhering to standard written English conventions. Students will read and analyze texts that span a wide range of genres, topics, and contexts. They will be asked critical questions, to summarize and analyze texts, and make connections to their own experiences and to the world around them. Students will be required to participate in small and large group discussions surrounding course content.

Honors English I

Following the same standards as English I, students will be expected to demonstrate a high level of maturity, self-discipline, and responsibility for the rigorous, fast paced curriculum in the honors section. This course is designed for those students who have previously demonstrated outstanding language arts skills. In English I Honors, students will enhance their reading, writing, speaking, and listening skills as they study fiction, nonfiction, poetry, and drama. Throughout this year-long course, students will be expected to write in a variety of ways for different purposes and audiences, while adhering to standard written English conventions. Students will read and analyze texts that span a wide range of genres, topics, and contexts. They will be asked critical questions, to summarize and analyze texts, and make connections to their own experiences and to the world around them. Students will be required to participate in small and large group discussions surrounding course content.

English II

Students will be responsible for reading grade level fiction, nonfiction, poetry, and drama. Students will be expected to write routinely with varying expectations from single paragraphs to multiple pages with prompts specifically targeting argumentative, explanatory, and narrative writing styles, while adhering to the standard written English conventions. Students will initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Throughout this year-long course, students will acquire general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at college and career readiness levels.

Honors English II

Students will be responsible for reading grade level fiction, nonfiction, poetry, and drama. Students will be expected to write routinely with varying expectations from single paragraphs to multiple pages with prompts specifically targeting argumentative, explanatory, and narrative writing styles, while adhering to the standard written English conventions. Students will initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Throughout this year long course, students will acquire general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at college and career readiness levels.

English III

Students will be responsible for interpreting and analyzing grade level fiction, nonfiction, poetry and drama. Teacher-led, whole group, and small group discussions will occur, in addition to routinely writing over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Students will acquire general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at college and career levels. Preparation for ACT will be included.

English 161: College Composition I (LCCC)

An introduction to fundamental college-level skills in academic reading and writing. Summary, analysis, synthesis, and research documentation are emphasized, along with critical thinking and collaborative learning. English Core Course. (OTM)

English 162: College Composition II (LCCC)

A writing course continuing the practice of skills introduced in ENGL 161, as well as strategies of argumentation and secondary research leading to a research paper. English Core Course. (OTM)

English IV

A course structured for college-bound juniors who have excelled in past English courses. First semester focuses on American Literature. Second semester focuses on the American Drama and Composition with a stress on the MLA style of analytical writing and an introduction to the APA format. Preparation for the ACT and SAT tests will be included. Students will be responsible for reading and analyzing a variety of grade level fiction, nonfiction, poetry, and drama independently each quarter. Teacher-led, whole group, and small group discussions will occur in addition to routinely writing over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Students will acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

English 255: Introduction to Fiction (LCCC)

Study of short stories and novels to acquaint the general student with important themes and critical perspectives applicable to fiction. Humanities Core Course. (OTM)

English 257: Introduction to Poetry (LCCC)

Designed to help students understand and appreciate poetry through intensive study of representative poems. Humanities Core Course

English Electives:

Speech

This semester course covers the art of oral presentation. Students will present a variety of oral presentations including impromptu and formal speeches before peers. Students will also self-evaluate their presentations and fellow classmates.

Introduction to Public Speaking (University of Akron)

Introduction to principles and practice of speaking by reading examples of speeches, studying techniques and methods employed and applying them in a variety of speaking situations.

Creative Writing

This course is for students who have shown the necessary background and experience in narrative writing and analyzing literature. Students in this class must be self-motivated and have the ability to write multi page stories. Creative writing is a semester course, which places emphasis on improving each student's ability to communicate using the written word. Students will communicate the written word through a variety of methods, including exploring the writing process, journal writing, poetry, short stories, and plays. Students will read, interpret, and analyze a variety of poems and short fictional works by a variety of authors. Through reading and writing activities, students will gain a sound understanding of the elements and forms of writing to create their own portfolio. Students will be responsible for submitting at least two perfectedll pieces into contests over the course of two marking periods. Aside from broadening students' literary scope, helping them read with a critical eye, and exposing them to constructive criticism, this class will most importantly cultivate an artistic appreciation for the beauty of language.

Publications/Journalism

Students engage in the art of written communication for a variety of audiences and purposes. This course prepares them by producing or being a part of the production of a school newspaper and yearbook as well as other writing venues. Students in this class will explore all aspects of modern media production and design. Students will master basic design skills for print, social media and web using a variety of current software. In addition, students will work in teams using critical thinking skills to conceive, develop, report and produce projects on a variety of topics. The work is largely project-based, requiring both independent work and business skills for success — a critical career skill in an ever-evolving work environment. Formats explored will be modern multimedia and social media for storytelling, which includes photography and video, preparation for web production and print readiness for magazines and yearbooks. This course will include the production of a website to be shared with 15 other schools in the first ring collaborative.

Sports in Literature and Society

Students read the literature of sport as it appears in various forms, including novels, biographies, poetry, short stories, drama, film, and magazine, and newspaper journalism. Students explore high-interest readings and projects that challenge readers to see sports as more than simply entertainment; the social issues explored through sports are as diverse as the participants. *Offered in the Fall so students can participate in Fantasy Football as a class, where, each week, they have a different writing assignment based on the league (team creation, game recaps, trade announcements, player profiles, etc.).

Novels into Film

Students explore two forms of storytelling--novels and movies--and learn what happens when a distinguished filmmaker adapts a distinguished novel to film. Students compare novels or shorter fiction with movie versions of each, analyzing the narrative and artistic decisions of the writers and directors to better understand the art of storytelling and its purposes. Students gain a more sophisticated understanding of their society and its cultural products by considering such oppositions as art and commerce, individual creativity and collaborative fabrication, culture and mass culture, and the verbal and the visual.

Journalism 2

Students engage in the art of written communication for a variety of audiences and purposes. This course prepares them by producing or being a part of the production of a school newspaper and yearbook as well as other writing venues. Students in this class will explore all aspects of modern media production and design. Students will master basic design skills for print, social media and web using a variety of current software. In addition, students will work in teams using critical thinking skills to conceive, develop, report and produce projects on a variety of topics. The work is largely project-based, requiring both independent work and business skills for success — a critical career skill in an ever-evolving work environment. Formats explored will be modern multimedia and social media for storytelling, which includes photography and video, preparation for web production and print readiness for magazine and yearbook. This course will include the production of a website to be shared with 15 other schools in the first ring collaborative.

Exploratory Reading

Exploring the use of literature to encourage and enhance student knowledge of literature while improving their ability to use language across the curriculum.

School Annual Publication

Yearbook is a hands-on course where the students and teacher work closely together to produce Brooklyn High School's annual. Journalism writing techniques and other basics will be covered during the first weeks of school. Students will learn many aspects of publication production as the yearbook is designed and produced from: headline writing, photo captions, page design, photo cropping and more. Students will gain useful, real world skills in time management, marketing, teamwork, and design principles. **This course will count towards elective credit, and will not fulfill any English credit requirement.**

Course Offerings

WORLD LANGUAGES

COURSE #	SUBJECT	GRADE	CREDIT	LENGTH	PREREQUISITES
FL6160 English/Permission	Spanish I	8-12	1	Year	2.0 in
FL6260 I/Permission	Spanish II	9-12	1	Year	2.0 in Spanish
FL6270 I/Permission	Hon. Spanish II	9-12	1	Year	3.0 in Spanish
FL6360 II/Permission	Spanish III	11-12	1	Year	2.0 in Spanish
FL6370 II/Permission	Hon. Spanish III	10-12	1	Year	3.0 in Spanish
FL6460 III/Permission	Honors Spanish IV	12	1	Year	3.0 in Spanish
FL6560 IV/Permission	AP Spanish Language/Culture	11-12	1	Year	3.0 in Spanish
FL6140 English/Permission	Mandarin Chinese I	8-12	1	Year	2.0 in
FL6240 I/Permission	Mandarin Chinese II	9-12	1	Year	2.0 in Chinese
FL6340 II/Permission	Mandarin Chinese III	10-12	1	Year	2.0 in Chinese
FL6440 III/Permission	Honors Mandarin Chinese IV	11-12	1	Year	3.0 in Chinese
FL6540 IV/Permission	AP Chinese Language/Culture	11-12	1	Year	3.0 in Chinese

World Language Notes:

- Students who earn a D in World Language will be recommended for the same course the following year. Students who earn a D have not reached a level of competency that will enable them to be successful in following years. If a student chooses to not repeat the course, they will have to complete an at-risk form.

Course Descriptions:

Spanish I

This course covers approximately 500-700 vocabulary words (numbers, days of the week, time, etc.). An introduction of the present tense, present progressive, stem-changing verbs, commands and basic grammar concepts are also included. Oral conversations of everyday situations and the writing of basic sentences and questions are covered. The class provides an introduction to Mexican and Latin American cultures and their influences in the United States.

Spanish II

This course concentrates on the present, preterit, and imperfect tenses with increased emphasis on grammar, vocabulary, reading and short speeches. Students will begin short essay writing using correct word order/placement. The class provides continued exploration of Spanish and Latin American cultures and their influences in the United States.

Honors Spanish II

Honors Spanish II is designed for students who have demonstrated outstanding skills in reading, writing, speaking and listening during Spanish I. This course concentrates on the present, preterit, and imperfect tenses with increased emphasis on grammar, vocabulary, reading and short speeches. Emphasis will be placed on developing writing skills, independent reading and speaking in the target language. The class provides continued exploration of Spanish and Latin American cultures and their influences in the United States. **This course is considered an Honors Course, and weighted grades will be used.**

Spanish III

The student will review essential grammar and verbs in this course. In addition to compound tenses and the future/conditional tenses, the subjunctive and imperfect subjunctive moods are also studied. Reading selections represent a survey of classical/contemporary literature from Spain, Central and South America. The history and culture of Spain from its beginning to the 19th century are studied. Students will study and view films from Spanish-speaking countries and discuss the cultural/social aspects of the Spanish-speaking world.

Honors Spanish III

Honors Spanish III is a course designed for students who have demonstrated outstanding skills in reading, writing, speaking and listening in the target language during Spanish II. The student will review essential grammar and verbs in this course. In addition to compound tenses and the future/conditional tenses, the subjunctive and imperfect subjunctive moods are also studied. Reading selections represent a survey of classical/contemporary literature from **Spain, Central and South America. The history and culture of Spain from its beginning to the 19th century are studied. Students will study and view films from Spanish-speaking countries and discuss the cultural/social aspects of the Spanish-speaking world.** Emphasis will be placed on advanced development of writing skills, independent reading and speaking in the target language. The expectation of this course is to prepare students for the AP level. **This course is considered an Honors Course, and weighted grades will be used.**

Honors Spanish IV

In addition to reviewing essential grammar, students will focus on past progressive and advanced perfect tenses. There is increased work on reading, speaking and writing in the target language. The history and culture of Spain from the 19th century to the present are studied. Students will study and view additional films from Spanish-speaking countries and discuss cultural and social aspects. The expectation of this course is to prepare students for the AP level. **This course is considered an Honors Course, and weighted grades will be used.**

AP Spanish Language/Culture

The AP Spanish Language and Culture Course is designed to help students become proficient in the Spanish language, and to also successfully complete the AP Spanish Language and Culture Exam. Students demonstrate their proficiency in the modes of communication from the Intermediate to the Pre-Advanced range, as defined in the learning objectives in the course standards. Each student will work towards this proficiency through communicative activities, using authentic materials, a thematic approach, and the practice of the 3 modes of communication: interpretive, interpersonal and presentational. **This course is considered an Honors Course, and weighted grades will be used.**

Mandarin Chinese I

Mandarin Chinese I is a full year, beginning level course that will introduce students to a basic area of the language. Students will learn listening, speaking, reading, and writing skills through activities. Throughout the full year, students learn to express themselves using an ever-increasing vocabulary. Grammar and characters are introduced and practiced in diverse ways with a variety of learning styles in mind. By the end of the course, students are expected to learn 100-120 Chinese characters that will be used to introduce themselves, family, and friends. Chinese literacy skills and cultural exploration are incorporated in the curriculum. The course is aligned to the Ohio World Language Content Standards.

Mandarin Chinese II

This course is a continuation of Chinese I with a review of grammar and further development of reading and writing skills in Mandarin Chinese. The course will further emphasize communication skills. Students will gain additional proficiency in understanding, speaking, reading, and writing Chinese in practical situations. Chinese literacy skills and cultural exploration are continuously to be incorporated in the curriculum. By the end of the course, students are expected to increase 120-150 new Chinese characters related to their school and community. The course will also continue to enhance computer skills with Chinese programs. The student's grade will reflect both oral and written communication.

Mandarin Chinese III

The objective of this course is to further strengthen students' language competence and broaden their knowledge of Chinese cultural practices and products. A variety of activities, materials and media will be used to reinforce students' skill in interpersonal, interpretive and presentational modes of communication. Students will be able to extend their language skills to discuss topics in the society around them. Evaluation tools include but are not limited to written tests, speaking tests, reading tests, listening tests, daily participation, self-evaluations/performance rubrics, performances and teacher observation.

Honors Mandarin Chinese IV

This honors class is designed to provide **students the opportunity to develop advanced skills in reading, writing, listening and speaking under** the National Standards for World Language Learning. Students will explore multiple readings from the textbook, literary texts, movie scripts, as well as online class materials by means of multimedia technology. The program will contain a thematic focus, involving all three communication standards under which students' interpretive, interpersonal and presentational skills will be enhanced and assessed. The methods of evaluation used will focus on students' individual efforts and progress. **This course is considered an Honors Course, and weighted grades will be used.**

AP Chinese Language/Culture

AP Chinese is a full-year course that covers the equivalent of a second-year (and /or the fourth semester) college Chinese course. It is an advanced Mandarin Chinese course aimed at equipping students both linguistically and culturally to communicate successfully in Chinese within and beyond the school setting. This course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes (interpersonal, interpretive, and presentational) as outlined in the Standards for Foreign Language Learning in the 21st Century. Students are expected to preview the vocabulary section of the material and read the grammar notes before class. Active involvement in class discussion is expected of all students, so students should come to class prepared to take part. **This course is considered an Honors Course, and weighted grades will be used.**

Course Offerings

HEALTH & PHYSICAL EDUCATION

COURSE #	SUBJECT	GRADE	CREDIT	LENGTH	PREREQUISITES
HP8230	Phys. Ed. I*	9	¼	Semester	Required
HP8220	Health*	10	½	Semester	Required
HP8161	Phys. Ed. II*	10	¼	Semester	Required
<u>Electives</u>					
HP8270	Phys. Ed. III	11-12	¼	Semester	Physical Education I & II, Health
HP8280	Strength and Conditioning		¼	Semester	Elective

Health/Physical Education Notes

- *Required for Graduation.
- 10th grade students should take both Health and Physical Education II
- Students who complete 2 seasons of a school sport, cheerleading, or marching band may be exempted from the PE graduation requirements, but may still take courses as an elective.
- **Health is still a required course for all students**

COURSE DESCRIPTIONS

Physical Education I & II

Topics include: Cardinal Principles of Exercise, Target Heart Rate, Health-Related Fitness, Skill-Related Fitness, and Biomechanical Principles, Assessing One's Own Fitness Level, Design & Implementation of a Personal Fitness Program.

Health

Health Education is based on developing skills in relation to age appropriate health topics. Students will develop skills related to decision making, setting goals, communicating, conflict resolution, effectively accessing health resources, analyzing peer and media influences, goal setting, reducing health risks and health advocacy. Students will develop skills that will enable them to achieve and maintain optimal wellness. **Health education will include** instruction in, but are not limited to, the following topics: nutrition, tobacco, alcohol and substance abuse (including prescription, over the counter and opioid abuse), sexually transmitted infections, healthy relationships, dating violence and prevention, organ donation, grief, CPR and first aid.

Physical Education III

These are elective courses for students who have completed their HPE requirements. Participants contribute to the design of this semester course. Students may take Junior P.E. and Senior P.E. for separate credit.

Strength and Conditioning

The Strength and Conditioning course is designed to educate students in key areas of health and fitness. Main areas of focus include muscular strength and endurance, cardiovascular endurance, power, flexibility and balance. Students will learn weightlifting techniques and will be able to design a weight training and conditioning program that is realistic and attainable for their specific goals.

Course Offerings

PRE-ENGINEERING (Project Lead the Way)

COURSE #	SUBJECT	GRADE	CREDIT	LENGTH	PREREQUISITES
IT7370	Introduction to Engineering Design	9-12	1	Year	Algebra I or concurrent enrollment
IT7372	Principles of Engineering	10-12	1	Year	Successful completion of Year 1
IT7374	Digital Electronics	11-12	1	Year	Successful completion of Years 1 & 2 (Concurrent enrollment with Year 2 with permission)
IT7378	AP Computer Science Principles	11-12	1	Year	Successful Completion of Years 1 & 2
IT0734	Medical Detectives	8th	none	Semester	
IT0732	Automation and Robotics	8th	none	Semester	

PROJECT LEAD THE WAY (PLTW) is offered as a satellite program through cooperation with Polaris Career Center

Project Lead the Way (PLTW) Pathway to Engineering, is a four-year course of study integrated into the students' core curriculum. The combination of traditional math and science courses with innovative Pathway to Engineering courses prepares students for college majors in engineering and E/T fields and offers them the opportunity to earn college credit while still in high school. Pathway to Engineering courses engage high school students through a combination of activities-based, project-based, and problem-based learning.

Intro of Engineering Design, Principles of Engineering, and Digital Electronics all offer an honors equivalent course that students may pursue. This is done with collaboration and permission from the instructor.

Introduction to Engineering Design

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 3-D modeling software, and use an engineering notebook to document their work.

- IED is open to students in 9th-10th grade. Students in the 11th and 12th grade need permission from their instructor and school counselor.
- PLTW Honors Credit Option
- The PLTW honors course option is designed to provide students with an enhanced and enriched learning experience. The PLTW honors course curriculum is extended beyond the core student learning outcomes. Honors credit places additional emphasis on independent study, critical thinking, and student research. Students enrolled in the honors credit option will be required to complete additional activities outlined in each course. See your school counselor and/or the instructor for specific honors criteria and requirements.

Principles of Engineering

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.

- POE is open to students in 10th-12th grade. Students in 9th grade need permission from the instructor and school counselor. Successful completion of Algebra I recommended.
- PLTW Honors Credit Option
- The PLTW honors course option is designed to provide students with an enhanced and enriched learning experience. The PLTW honors course curriculum is extended beyond the core student learning outcomes. Honors credit places additional emphasis on independent study, critical thinking, and student research. Students enrolled in the honors credit option will be required to complete additional activities outlined in each course. See your school counselor and/or the instructor for specific honors criteria and requirements.

Digital Electronics

From smartphones 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.

- DE is open to students in 10-12th grade. Students in 9th grade need permission from the instructor and school counselor.
- PLTW Honors Credit Option
- The PLTW honors course option is designed to provide students with an enhanced and enriched learning experience. The PLTW honors course curriculum is extended beyond the core student learning outcomes. Honors credit places additional emphasis on independent study, critical thinking, and student research. Students enrolled in the honors credit option will be required to complete additional activities outlined in each course. See your school counselor and/or the instructor for specific honors criteria and requirements.

AP® Computer Science Principles

Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP® Computer Science Principles (AP CSP). This endorsement affirms that all components of PLTW CSP's offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment.

- AP-CSP is open to students in 11th – 12th grade. Students must have taken 1 previous PLTW Engineering course earning a passing grade. Students in grades 10th – 12th can be awarded special permission from the instructor and school counselor.

Medical Detectives

Students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a "crime scene." They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

Automation and Robotics

Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

Course Offerings

BUSINESS / COMPUTER TECHNOLOGY

COURSE #	SUBJECT	GRADE	CREDIT	LENGTH	PREREQUISITES
BU2140	Personal Finance	10-12	½	Semester	None
BU225	International Business	10-12	1	Year	None
CT2171	Spreadsheets/ Databases/ Programming**	9-12	½	Semester	None
CT2172	Digital Image Editing/ Multi-Media**	9-12	½	Semester	None
CT2180	Web Page Design**	9-12	½	Semester	None
CT2200	Introduction to Computer Science**	10-12	½	Semester	None
CT2201	Computer Science 2	10-12	½	Semester	None
CT0207	Computer Apps/ Fin. Literacy	8	none	Semester	Required

Course Descriptions

Personal Finance (grades 9-12)

Personal Finance will give students the skills necessary to function within our economic system. Topics covered will include choosing and planning a career, consumer decision making, money management (savings and checking accounts, income taxes, & budgets), credit (loans and credit card management), renting a residence, buying a car, and insurance planning. Concepts and terminology associated with business and our economic system will be covered as well as developing critical thinking skills related to these topics.

International Business

International Business is a full-year course. This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

Computer Apps/Financial Literacy (grade 8)

Students will learn the basics of how to use Google Suite and MS Office applications to complete projects. This introductory course will cover Google Drive, Google Docs, Google Slides, Google Sheets, Google Drawing, MS Word, and MS PowerPoint. Students will also learn how to type. This Course is only for 8th grade students.

Spreadsheets/Databases (grades 9-12)

Spreadsheet and Database skills are demanded by businesses of all types to help manage daily operations and cost analysis. Students will learn the fundamentals of creating efficient and useful spreadsheets. Students will learn to incorporate functions, formulas, charts and graphics into their spreadsheets. Database projects will involve creating customized tables, queries, forms, and reports in order to store and track information.

Introduction to Computer Science (grades 10-12)

Computing has changed the world in profound ways: it has opened wonderful new ways for people to connect, design, research, play, create, and express themselves. However, using the computer is just a small part. This survey course offers students a hands-on introduction to computer science. Students will learn about big ideas in computing such as abstraction and design, and will explore various aspects of computing relevant to themselves and to society.

Computer Science 2 (grades 10-12)

****Prerequisite: Must complete Introduction to Computer Science**

In this course, students will continue to build upon the foundations from Introduction to Computer Science. Students will be introduced to the Python Programming language.

Digital Imaging/Multimedia (grades 10-12) ODD GRADUATION YEARS

This course will show students how to create and enhance digital images & movie clips. Students will use digital cameras and software to create original graphics in a variety of formats as well as enhance existing images and graphics. Students will learn to effectively incorporate the images into multimedia presentations.

Web Page Design (grades 10-12) EVEN GRADUATION YEARS

This course is for students interested in creating web pages and web page programming. Students will learn to use html and web editors to create web pages. In addition, students will also learn to incorporate JavaScript and Cascading Style Sheets (CSS) to add interactivity and formatting elements to their designs. Students will also learn to create and edit graphics for the web.

Course Offerings

MATHEMATICS

COURSE #	SUBJECT	GRADE	CREDIT	LENGTH	PREREQUISITES
MA2000	Applied Algebra	9	1	Year	None
MA2I20	Algebra I	9-12	1	Year	Required
MA2130	Honors Algebra I	8-9	1	Year	Permission
MA2230	Geometry	9-12	1	Year	Algebra I
MA2235	Honors Geometry	9-10	1	Year	B in Algebra I/ Permission
MA2320	Algebra II	10-12	1	Year	Geometry
MA2324	Honors Algebra II	10-11	1	Year	B in Geometry/ Permission
MA2340	Statistics, & Probability	11-12	1	Year	Geometry
MA2420	AP Calculus AB	12	1	Year	C in PreCalculus/ permission
MA2480	Statistics	11-12	1	Year	Algebra II
PSMA145	Algebra for Calculus	9-12	1	Semester	CC+ acceptance or + College Credit
PSMTHM171	College Algebra				
PSMA149	Precalculus Math	9-12	1	Semester	PSMA145 or + College Credit
PSMTHM172	Precalculus				PSMTHM171
MA2580	AP Statistics	11-12	1	Year	Honors Algebra II/ Permission
MA2330	Consumer Math	11-12	1	Year	Algebra II

Math Notes

- State standards require that all students must take Algebra II and have four credits of math for graduation.
- Algebra I counts as a high school math credit, regardless of when it is taken.

Mathematics Sequencing Chart					
	8 th	9 th	10 th	11 th	12 th
AP/Honors	Honors Algebra I	Honors Geometry	Honors Algebra II	<u>Primary</u> CCP Math <u>Secondary</u> AP Stats	AP Calculus AP Stats
Standard	8th Grade Math	Algebra I	Geometry	Algebra II	<u>One from below:</u> Stats Consumer Math
Emerging	8th Grade Math	Applied Algebra	Algebra I	Geometry	Algebra II

Course Descriptions

Applied Algebra

Designed to be a bridge course between Pre-Algebra and Algebra I, Applied Algebra will utilize a hands-on approach for students who require additional support to complete Algebra I successfully. Applied Algebra will meet the various needs of students with different abilities and learning styles. Recommendation will come from the previous math instructor or scoring below proficient on the 8th grade math Ohio State Test.

Honors Algebra 1

Offers an in-depth analysis of the real number system including solving and graphing linear equations and inequalities; operations with expressions, exponents, and polynomials; factoring polynomials; writing, graphing and interpreting functions including quadratics; solving systems of equations and inequalities; and work with statistical analysis regarding correlation of a linear fit. The course emphasizes real-world application of concepts and requires students to interpret and explain algebraic relationships within each topic. **This course will be considered an honors course and weighted grades will be used.**

Algebra 1

Offers an introduction to the real number system including solving and graphing linear equations and inequalities; operations with expressions, exponents, and polynomials; factoring polynomials; writing, graphing and interpreting functions including quadratics; solving systems of equations and inequalities; and work with statistical analysis regarding correlation of a linear fit. The course emphasizes real-world application of concepts. **This is the standard first-year math course for a college preparatory student.**

Geometry

The course includes the study of the basic theorems, postulates and definitions of Euclidean geometry. Emphasis will be placed on geometric problem solving, application, higher levels of reasoning, especially induction and deduction. **This is the standard second-year course for a college preparatory student.**

Honors Geometry

The course takes a discovery-based approach to learning Euclidean Geometry. Emphasis will be placed on inductive and deductive proof, using computer software, and geometric problem solving. **This course will be considered an honors course and weighted grades will be used.**

Algebra II

The course offers a more in-depth study of algebra, including the study of linear and quadratic functions, inequalities, and systems of equations. Emphasis will be placed on mathematical modeling, applications, technology, and problem solving. **This is the standard third-year course for a college preparatory student.**

Honors Algebra II

The course offers a more in-depth study of algebra, including the study of linear functions and systems, matrices, quadratic functions, exponential and logarithmic functions, rational and radical functions, as well as series and sequences. A graphing calculator will be required for this course (TI-83 Plus or TI-84 Plus is recommended). **This course will be considered an honors course and weighted grades will be used.**

Honors Precalculus

The course involves the study of various mathematical functions from an analytical point of view. Types of functions that will be covered include polynomial, rational, logarithmic, and exponential. Additional topics include an emphasis on trigonometry, systems of equations and inequalities, and matrices and determinants. A graphing calculator will be required for this course (TI-83 Plus or TI-84 Plus is recommended). This course is a prerequisite for Calculus. **This course will be considered an honors course and weighted grades will be used.**

Functions, Statistics, and Probability

This course will expand on previously introduced algebraic concepts and focus on algebraic and geometric modeling. Students will also study probability concepts and statistical methods and real-world applications of these concepts. A collaborative approach to problem solving will be frequently used. **This is a fourth year math elective.**

AP Calculus A & B

This Advanced Placement course will use approved College Board AP Calculus curriculum, which involves the study of limits, derivatives, integrals, and their applications. A graphing calculator will be a required technological tool for this course. The AP Calculus curriculum is designed to enable students to take the AP Calculus Test in the spring. This test will be required of all students enrolled in AP Calculus. This test has a 1-5 scaling; if a student scores a three or better, they may, at the discretion of the college, receive college credit for this high school Calculus course. **This course will be considered an honors course and weighted grades will be used.**

Statistics

An introductory course designed to promote the understanding of basic statistical concepts. Both descriptive and inferential statistics will be covered. Students will learn how data (both univariate and bivariate) is collected, organized, described, displayed and interpreted. Topics will include measures of central tendency and dispersion, sampling techniques and bias, hypothesis testing and confidence intervals. Graphing calculators and computers will be used in this course. This course is a good alternative for college bound students to help them prepare for a college level math course

Algebra for Calculus - Univ. of Akron

Prerequisite: Mathematics Placement Test or ACT Math score of 22 or higher

Real numbers, equations and inequalities, linear and quadratic functions. Exponential and logarithmic functions. Systems of equations, matrices, determinants. Permutations and combinations.

- Honors Weight will be used for the HS Credit awarded for this course.
- 4 Credit Hours will be awarded by The University of Akron for College Credit Plus students.

Precalculus Math - Univ. of Akron

Prerequisite: Mathematics Placement Test or completion of College Algebra with a grade of C- or better.

Functions, polynomial functions, complex numbers, exponential and logarithmic functions, systems of equations, trigonometric functions, mathematical inductions, sequences, and binomial theorem.

- 4 Credit Hours will be awarded by The University of Akron for College Credit Plus students.

AP® Statistics

The topics for AP Statistics are divided into four major themes: exploratory analysis (20–30 percent of the exam), planning and conducting a study (10–15 percent of the exam), probability (20–30 percent of the exam), and statistical inference (30–40 percent of the exam). Students enrolled in the course are expected to take the AP® Statistics exam in May. This course will be considered an honors course, and weighted grades will be utilized.

Math Foundations

This math course will deal with basic skill needs that support student growth by focusing on identified skill needs from previous math courses as well as current needs from their primary math course.

Consumer Math

This course, for upperclassmen, is designed around basic math literacy and how to use math in daily life. This course will focus on a variety of math skills that support students being able to use math in their daily lives. This includes balancing checkbooks, investing money, and other daily living skills centered around financial literacy.

Mathematics 171: College Algebra

Study of algebraic functions, equations, systems of equations, inequalities, matrices, partial fractions, exponential and logarithmic functions. Designed primarily for the calculus-bound student. Not to be taken if credit for MTHM 175 has been earned. Graphing calculator required. Mathematics Core Course. (OTM)

Mathematics 172: Precalculus

For the calculus-bound student. A study of trigonometric functions and their graphs; trigonometric identities and equations; conic sections; polar and parametric equations; mathematical induction; and the Binomial Theorem. Not to be taken if credit for MTHM 175 has been earned. Graphing calculator required. Mathematics Core Course. (OTM)

Course Offerings

MUSIC

COURSE #	SUBJECT	GRADE	CREDIT	LENGTH	PREREQUISITES
MU5150	Band	9-12	1	Year	M.S. Band Experience
MU5180	Chorale	9-12	1	Year	Previous experience in music course
MU058	Concert Choir 8	8	0	Year	None
MU0550	Band 8	8	0	Year	M.S. Band Experience
MU5151	Marching Band Aux.	9-12	½	Semester	M.S. Band Experience
MU5170	Concert Choir	8-10	1	Year	None
MU4500	Music Appreciation	8	0	Semester	None
MU4700	Classical Musical Theatre	9-12	1	Year	None
MU4900	Music History	9-12	1	Year	None
MU4800	Contemporary Music Theater	9-12	1	Year	None
MU4600	Music in the Movies	9-12	½	Semester	None

Music Notes:

- All music courses may be used to meet the Fine Arts graduation requirement as defined by the State of Ohio and the Brooklyn Board of Education.
- Band & Chorale may be repeated throughout high school and additional credit will be awarded upon the completion of each year.

Course Descriptions

Marching Band Auxiliary

Marching band auxiliary meets during the first nine-week grading period of the school year. An adjudicated audition is a requirement for this course. In addition, there are various rehearsals and clinics held throughout the summer prior to the start of school. Attendance at all scheduled rehearsals and performances is required. Selected participants may schedule Marching Band Auxiliary after their audition and with the permission of the instructor.

High School Band

Band is a combination of both marching band and concert band scheduled as a yearlong course. Marching band begins with two weeks of summer rehearsals prior to the start of school. Typically, this occurs in the last week of July and the first week of August. The marching band performs at all high school football games, parades, festivals, and various other events. Evening marching band rehearsals are also scheduled during the first quarter of the school year. Immediately, following the marching band season, the band begins the concert season. They will study, rehearse, and perform concert band literature from various periods of music history. Technical and musical skills will also be further developed and refined through supplementary materials and testing. The band performs several concerts annually as well as at large group and solo and ensemble adjudication. Attendance at all scheduled rehearsals and performances is required for the entire year.

Band 8

Band 8 rehearses and performs with the 7th grade Band, and builds upon skills learned in beginning band and middle school band, and prepares students to be a part of the elite High School Band program.

Chorale

Chorale is an advanced men's and women's ensemble that studies and performs challenging choral works from various historical periods & contrasting genres. Students should have a strong choral or instrumental background, possess strong vocal technique, and be skilled in sight-reading individual vocal parts. This ensemble performs several mandatory concerts annually. Opportunities for OMEA Honors choir and Solo/Ensemble adjudication are made available to members of this ensemble. Attendance at all scheduled rehearsals and performances are required for the entire year. Appropriate placement into each choir is at the discretion of the director according to vocal ability, musical knowledge, and group participation skills.

Concert Choir/Concert Choir 8

Concert Choir 8 is a mixed men's and women's ensemble that studies and performs music from various historical periods and contrasting musical genres. Developing vocal technique and sight-reading skills will be stressed. This group performs at two concerts annually. Attendance at all scheduled rehearsals and performances is required for the entire year. Appropriate placement into each choir is at the discretion of the director according to vocal ability, musical knowledge, and group participation skills.

NON-PERFORMANCE BASED MUSIC COURSES

Music History

Music History is a yearlong course outlining the key moments in the history of western music. This would include an overview of medieval, renaissance, baroque, classical, romantic and 20th century musical genres. Students will also be exposed to the great American artists from Louis Armstrong to The Beatles, as well as GrandMaster Flash, RUN DMC and the beginnings of rap and hip-hop. Students will develop not only an understanding, but also an appreciation of the great composers, artists and their musical works.

Music at the Movies

Music Appreciation

Music Appreciation is a one-year course, which will give an overview of basic musical concepts. This course is designed for students to explore and learn about the foundations of music theory, notation, composition, musical genres, music history, and performance.

Classical Musical Theatre

This course will not be offered during the 2020-2021 school year. This course will be offered during the 2021-2022 school year. This course is a one year course that is designed for students interested in any of the following: acting, dancing, singing, stage combat, directing, designing costumes, or creating special effects with make-up/hair. The history, through the Golden Age of musical theatre, techniques, genre, and careers in the performing arts will be studied and explored. Students will be given an opportunity to produce their own short play. Theatre experience is NOT a requirement for this course.

Contemporary Musical Theater

This course will not be offered during the 2021-2022 school year. This course will be offered during the 2022-2023 school year. This course is a one year course that is designed for students interested in any of the following: acting, dancing, singing, stage combat, directing, designing costumes, or creating special effects with make-up/hair. The history, from the Golden Age of musical theatre through present, techniques, genre, and careers in the performing arts will be studied and explored. Students will be given an opportunity to produce their own short play. Theatre experience is NOT a requirement for this course.

Music in the Movies

Music at the Movies is a semester long course outlining the fundamental elements of music in films. How does music enhance your experience of a film? How are musical elements tied together to make you jump, to make you laugh, to make you cry? The course will trace a basic history of film music scoring, sound effects and films from the silent film era up to today's blockbuster films.

SCIENCE

COURSE #	SUBJECT	GRADE	CREDIT	LENGTH	PREREQUISITES
SC4110	Physical Science I	9	1	Year	Required
SC4240	Biology	10	1	Year	Required
SC4230	Honors Biology	9	1	Year	B in 8th Science or Permission
SC4330	Chemistry	11-12	1	Year	C in Bio I; Algebra I/Geometry
SC4360	Honors Chemistry	10	1	Year	B in Bio I or C in Hon Bio; Alg. I & Geometry; Permission
SC4300	Honors Physics of II/Permission	11-12	1	Year	2 yrs. HS science & successful completion Algebra
SC4340	Forensics*	11-12	1	Year	Physical Science; Biology I
SC4370	Anatomy/Physiology	11-12	1	Year	Physical Science; Biology I; Permission & Physiology*
SC4460	Earth and Space Biology Science	11-12	1	Year	2 years HS science or Honors current enrollment in
SC4250	AP Biology	11-12	1	Year	2 Years HS science, Biology
SC4380	AP Chemistry	11-12	1	Year	Successful completion of AP Biology/Permission

Criteria for Honors Science Classes:

- Incoming freshman honors students must have at least a 3.3 average for both seventh and eighth grade Science classes, at least a 3.0 overall average, and also must have taken Algebra I in the eighth grade. Teacher recommendation will also be used in determining placement.
- Current high school students wishing to enter the Honors Science program the following year must have a 3.0 average in their previous science class and must be recommended by their science teacher.
- Students who do not meet the grade point average requirement, but are enrolled in the AVID elective program, may be admitted into an honors course.
- To remain in an Honors Science course, a student must maintain a C average or teacher recommendation.
- A parent or student may submit a written request for placement in an honors class to the Science Department Head; however, this request does not guarantee entry into the course.
- A student may be reclassified from an Honors class to a regular Science class. Reclassification requires teacher and departmental approval.

Science Sequencing Chart					
	8th	9th	10th	11th	12th
AP/Honors	Honors 8th-grade science	Honors Biology	Honors Chemistry	AP Biology <u>Double</u> Physics	AP Chemistry <u>Double</u> Physics
Standard	8th-Grade Science	Physical Science	Biology	Chemistry	Physics Forensics

Course Descriptions:

Physical Science

This course will be a comprehensive introduction to high school Physics, Chemistry, and Earth Science. Topics addressed will follow the State of Ohio Standards document for ninth grade. College Prep/Career Prep.

Biology I

Students will study living things and their interactions with biological and geological processes. This course will follow the State of Ohio Standards document for tenth grade in preparation for the Biology End of Course Test. Inquiry techniques are employed in laboratories, Internet research activities, and field experiences. College Prep/Career Prep.

Honors Biology I

This course considers the same topics that are studied in Biology I, but in greater depth. This course will follow the State of Ohio Standards document for tenth grade in preparation for the Biology End of Course Test. The course is distinguished from regular Biology I by an accelerated pace, in-depth experiment, and advanced Internet research. Students will be required to design their own experiments, complete several projects and write research papers. College Prep. **This course will be considered an Honors course and weighted grades will be used.**

Chemistry I

This course is designed to be a study of the nature of atoms, elements, and compounds and how they behave in inorganic systems. Students will learn the fundamental principles, concepts, theories, and mathematical applications to modern chemistry. The laboratory will teach the techniques used by chemists in analyzing and synthesizing products, interpret cause and effect relationships, and sharpen the powers of observation in order to facilitate valid inferences and deductions. This is a College Prep course.

Honors Chemistry I

This course is distinguished from Chemistry I by an accelerated pace, more in-depth study, and additional topics. This honors course is recommended for students planning on college majors in science, engineering, or medicine. This is a College Prep course. **This course will be considered an Honors course and weighted grades will be used.**

Physics

Students will explore motion, the causes of motion, various types of energy and their transformations from one form to another. Activities will include demonstrations, laboratory work, computer analysis of data, presentation of data to the class, and quarter projects. Two years of high school science and mathematics are required for this class. This is a College Prep course. **This course will be considered an Honors course and weighted grades will be used.**

Anatomy and Physiology

This course is designed to introduce students considering a career in the health field to the structure and function of the human body. Anatomy and Physiology explores the general organization of the human body, how each organ system functions, and diseases related to each organ system. (Not offered in 2016-2017)

Forensics

Topics explored in this course include: basic crime scene analysis, evidence collection, DNA fingerprinting, hair analysis, fingerprinting, and making casts. Students will also have the opportunity to explore the law, build a case, and engage in a mock trial.

Earth and Space Science

Earth and Space Science will focus on our nonliving environment. The course will focus on astronomy, meteorology, and geology. All topics will explore current concerns about conserving natural resources and current events concerning earth science topics. There are numerous Internet explorations and activities, along with many research projects throughout the semester. This is a College Prep/Career Prep course.

AP Biology

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. The AP Biology course is equivalent to a two-semester college introductory biology course for biology majors. Students should have successfully completed high school courses in biology and chemistry. This course requires that 25% of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

AP Chemistry

AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy.

Course Offerings

SOCIAL STUDIES

COURSE #	SUBJECT	GRADE	CREDIT	LENGTH	PREREQUISITES
SS3120	World History	9	1	Year	Required
SS3130	Honors World History	9	1	Year	Permission
SS3310	U.S. History	10	1	Year	Required
SS3350	AP U.S. History	10	1	Year	Permission
SS3470	AP U.S. Government & Politics	11-12	1	Year	Permission
SS3420	Government/ Financial Lit.	11-12	1	Year	Required
PSPLSC 155	State & Local Govt.	11-12	1+College	Semester	CC+ Acceptance
PSPLSC 157G	Cont. World Probs.	11-12	1+ College	Semester	CC+ Acceptance
PSPLSC 151G	Comparative Politics	11-12	1+ College	Semester	CC+ Acceptance
<u>ELECTIVES</u>					
SS3422	Economics	11-12	½	Semester	Recommended for college-bound seniors
SS3460	Current World Issues	12	½	Semester	Recommended for college-bound seniors
SS3430	Psychology	10-12	½	Semester	
SS3480	America at War	10-12	½	Semester	
SS3220	Sociology	10-12	½	Semester	

SOCIAL STUDIES NOTES

- Social Science requirements must include World History, Government and U.S. History.

CRITERIA FOR HONORS SOCIAL STUDIES CLASSES:

- A student must have the Social Studies Department teacher recommendation.
- A parent or guardian may submit copies of a written request for placement in an honors class to the guidance and social studies departments. Final approval for that placement lies with the department and the principal.
- Within the confines of the schedule, a student may be reclassified (from an honors social studies to a regular social studies class) during the school year or at the end of the previous school year. Reclassification requires department recommendation and principal approval.
- Incoming freshmen honors students must have a Social Studies Department teacher recommendation.

Social Studies Sequencing Chart					
	8th	9th	10th	11th	12th
AP/Honors Option	Honors 8th	Honors World	APUSH	AP Government	CCP PS 155 CCP PS 157
Standard	8th Grade SS	World History	US History	Government/ Financial Lit	See Electives for Current Offerings

COURSE DESCRIPTIONS**World History**

This is a course designed to give students a better understanding of World History. Students learn how important events in World History impact their lives. Major topics include the Enlightenment thinking, American and French Revolutions, Industrial Revolution, Imperialism, World Wars I and II, Russian Revolution and the Cold War.

Honors World History

A course designed for students who have excelled in the social sciences. This course will enable students to compare and contrast conceptual material, to critically evaluate the topics in World History and to deepen their understanding of culture, society and various institutions on the world level. **Weighted grades will be used for this course (see page 4).**

U.S. History

This is a required course designed to give students a better understanding of American History. The course will emphasize historical inquiry using primary and secondary sources and use critical thinking skills to evaluate history. Students learn how important events in American History impacted their lives. Major topics include the Historical Documents including the Declaration of Independence and The U.S. Constitution, Industrial Revolution, Progressive leaders, The US Growing into a World Power, The Great Depression, World War II, the Cold War and the Global Community post September 11, 2001.

AP US History

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. AP U.S. History is equivalent to a two-semester introductory college course in U.S. history

Government/Financial Literacy

This is a required course offered to primarily junior students. Each student must complete one year of government for graduation. The purpose of the Government course is to study the powers and responsibilities of the main branches of government at the local, state and national levels, and demonstrate through current events how The Constitution impacts the lives of students. This class also includes a Financial Literacy chapter that is required by the state of Ohio. Topics include the organization of government, the US Constitution, media and government, government in action, local government, government in the economy, and financial literacy.

AP® U.S. Government and Politics

AP United States Government and Politics is modeled upon a comparable college course. The course will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U S government and politics and the analysis of specific examples.

- The course's college-level studies culminate in a rigorous exam with the opportunity to earn college credit. Research consistently shows that students who receive a score of 3 or higher on AP Exams typically experience greater academic success in college and have higher graduation rates than their non-AP peers. Teacher recommendation is required.

SOCIAL STUDIES ELECTIVES

Economics

This is an 11th or 12th grade elective. The purpose of the Economics course is to study basic fundamentals of the economy and show how economic choices impact the lives of students. Topics include steps in making economic decisions, the role of supply, demand and prices, Macroeconomics, government involvement in the economy, developing countries and international trade.

Current World Issues

This class is a twelfth grade elective recommended for students who plan on attending college or for the student who wants to understand how the nations of the world meet and form international organizations to discuss world issues that affect all citizens. Students will discuss current events, current issues and identify how different political parties view and plan to resolve disagreements about these issues. This class will identify and evaluate how people receive news and the bias that may be present in news reports. Students will have to research a world issues, identify the different perspectives of that issue, and create a presentation of the issue.

Sociology

This is an elective course designed to evaluate human society. This class will study how groups of people relate to one another and influence each other's actions. Major topics will include the meaning of culture, American values, groups within society, the structure and functions of institutions including social control, crime, systems of stratification, class systems, family systems, racial relations, gender roles and how these topics contribute to different organizations and expectations of culture in our society. This course is recommended for college or career prep student and students who are curious about how a society operates and creates a culture that people follow.

Psychology

An elective course designed to provide the psychological explanations of individual human behavior. This course focuses on human development and topics including brain development, behavior, learning and memory, personality, developmental psychology and social psychology. This course is recommended for college or career prep students who want to understand why people think and behave in different social situations.

AP World History

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

AP European History

In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations.

College Credit Plus

Political Science 151: Comparative Politics

This course provides a general survey introducing the fundamentals of political theories, institutions, processes, and methods of analysis. Social Sciences Core Course.

Political Science 155: State and Local Government

This course offers an opportunity to examine the origin, development, and functions of state and local governments, with special reference to Ohio political institutions and the interworking of metropolitan governments. The course examines our rich history beginning with Federalism, the evolution of state government and constitutions, local citizen participation, political parties, elections, and public administration. Social Sciences Core Course. (OTM, TAG)

Political Science 157: Contemporary World Problems

This course provides an overview of international relations and the forces which bring about conflicts. Emphasis will be focused on United States foreign policy and the United Nations since World War II. Social Sciences Core Course. (OTM, TAG)

8TH GRADE COURSE DESCRIPTIONS

Required Core Classes

8th Grade Language Arts (EN0100)

In 8th grade Language Arts students will be exploring and enhancing their explanatory, persuasive, and narrative writing skills. Students will effectively engage in a range of collaborative discussions to advance effective speaking and listening skills. 8th Grade Language Arts will assess gerunds, participles, infinitives and verb tense. Students will interpret figurative speech and analyze story elements throughout multiple pieces of classic and modern literature and informational text.

8th Grade Accelerated Language Arts (EN0150)

Students will be exploring and enhancing their explanatory, persuasive, and narrative writing skills. They will effectively engage in a range of collaborative discussions to advance effective listening and speaking skills. Students will assess gerunds, participles, infinitives, and verb tense. Students will interpret figurative speech and analyze story elements through multiple pieces of classic and modern literature and informational text. In the accelerated courses, students will use higher level texts and vocabulary within their reading and writing to study deeper into complex themes and topics within the curriculum.

Honors Algebra I (MA2130)

Offers an introduction to the real number system, working with polynomials, and an emphasis on solving word problems. Also included are linear equations, quadratic equations, systems of equations and work with inequalities, both numerically and graphically. This is the standard first-year course for a college preparatory student. This course will be considered an honors course and weighted grades will be used.

Pre-Algebra (MA0200)

Pre-Algebra will focus on three critical areas: (1) formulating and reasoning about expressions and equations; (2) grasping the concept of a function and using a function to describe the relationship among data points; (3) analyzing two and three dimensional space and figures using distance, angles, similarity and congruence. This is the standard course for 8th grade students.

8th Grade Social Studies (SS0300)

U.S. Studies from 1492 to 1877: Exploration through Reconstruction

This course covers material related to American history ranging from Columbus' exploration in 1492, to the period of Reconstruction after the Civil War. Students analyze primary and secondary sources to gain perspective on events in American history and how they helped shape our nation. The historical topics studied include: Colonization to Independence, A New Nation, Expansion, Civil War and Reconstruction. Social Studies skills studied include: Government, Economics, Geography, Civil Participation, and Financial Literacy.

8th Grade Accelerated Social Studies (SS0350)

U.S. Studies from 1492 to 1877: Exploration through Reconstruction

This course covers material related to American history ranging from Columbus' exploration in 1492, to the period of Reconstruction after the Civil War. Students analyze primary and secondary sources to gain perspective on events in American history and how they helped shape our nation. The historical topics studied include: Colonization to Independence, A New Nation, Expansion, Civil War and Reconstruction. Social Studies skills studied include: Government, Economics, Geography, Civil Participation, and Financial Literacy. In the accelerated course, students study deeper into complex themes and issues in the curriculum. Accelerated students are expected to produce well-developed extended responses for all assessments, and participate in several independent study projects throughout the course.

8th Grade Science (SC0400)

In 8th grade science, students study earth science, physical science, and life science. Students will be able to demonstrate an understanding of how the concepts and principles of energy, matter, motion and forces explain Earth systems, the Solar System, and the Universe. Students will also get a deeper understanding of the principles of heredity, biological evolution, and the diversity and interdependence of life.

8th Grade Accelerated Science (SC0450)

In 8th grade accelerated science, students study earth science, physical science, and life science. Students will be able to demonstrate an understanding of how the concepts and principles of energy, matter, motion and forces explain Earth systems, the Solar System, and the Universe. Students will also get a deeper understanding of the principles of heredity, biological evolution, and the diversity and interdependence of life. In the accelerated course, students will participate in labs and other class activities to gain a deeper understanding of the material.

Elective Courses

Semester courses will be paired. (Pick 4)

Spanish 1	8th Grade Band	Leadership / Computer Applications	Design & Modeling / Automation & Robotics
Chinese 1	8th Grade Choir	PE	Studio Art

Computer Applications/Financial Literacy (CT0270)

In this class, students will explore and integrate various computer programs with Personal Finance concepts. Students will create various projects that relate to topics such as our economy, banking, credit, insurance, and job searches. Other topics will include Design, Graphics, Computer maintenance, and Copyright information. **Required of all 8th grade students**

8th Grade Leadership

This is a required course for all 8th grade students. Students will be introduced to methods and techniques that will insure success in high school and beyond. Students receive instruction and practice in organization, future planning, goal setting, patterns of success, communication, and models of success. Weekly grade checks and locker clean-outs will also be utilized in this course.

8th Studio Art

Studio is a foundation course, which presents a series of experiences. This course introduces the basic elements of art allowing students to develop a working knowledge of design principles. This course offers opportunities to develop studio techniques in working with different media for future art coursework. Students in Studio Art do not have to be considering a career in the fine arts but should demonstrate a sincere interest in art. This course will introduce art criticism and art aesthetics for the development of art appreciation. Studio Art students are involved in written criticism, tests, quizzes and homework assignments. This course is meant for 8th and 9th grade students.

8th Physical Education

Topics include: Cardinal Principles of Exercise, Target Heart Rate, Health-Related Fitness, Skill-Related Fitness, and Biomechanical Principles, Assessing One's Own Fitness Level, Design & Implementation of a Personal Fitness Program

Band 8 (MU0550)

The 8th grade band continues with the skills and techniques learned in younger grades, while preparing students for the difficulty and demands of High School Band. The group performs 2 concerts per year, and attendance is mandatory.

Chorus 8 (MU0580)

Chorus 8 performs with the HS Concert Choir for 2 mandatory concerts per year. Different levels of vocal music are performed, with the eventual goal of being prepared for membership in the High School Chorale in the future.

**PROJECT LEAD THE WAY GATEWAY CURRICULUM
(Taught through agreement with Polaris Career Center)**

Design & Modeling (IT0730)

Students apply the design process to solve problems and understand the influence of creativity and innovation in their lives. They work in teams to design a playground and furniture, capturing research and ideas in their engineering notebooks. Using Autodesk® design software, students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions. **Required of all 8th grade students**

Automation & Robotics (IT0732)

Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects, such as traffic lights, toll booths, and robotic arms. **This is an optional class for 8th grade students who complete the Design and Modeling class.**

Leadership Skills/Preparing for Success

COURSE #	SUBJECT	GRADE	CREDIT	LENGTH	PREREQUISITES
AD0800	8th Grade Seminar	8	None	Semester	Required
AV1000	Preparing for College Success I	9	1	Year	Application
AV2000	Preparing for College Success II	10	1	Year	Permission
AV3000	Preparing for College Success III	11	1	Year	Permission
AV4000	Preparing for College Success IV	12	1	Year	Permission
Student Intervention					
	0 Block	8 -12	None	Year	Assigned

8th Grade Leadership

This is a required course for all 8th grade students. Students will be introduced to methods and techniques that will insure success in high school and beyond. Students receive instruction and practice in organization, future planning, goal setting, patterns of success, communication, and models of success. Weekly grade checks and locker clean-outs will also be utilized in this course.

Preparing for College and Career Success

This program is designed to provide students with skills and support for schoolwork, future planning, and college goals. In order to be a part of this program, students must submit an application and interview with key staff members. This interview process is required YEARLY for continued involvement in the program. Students who plan on attending college after graduation are the target demographic for this program.

All levels of the course will include college research, team-building, career development, service activities, and possible college visits. Students will also be required to participate in tutoring sessions throughout the program.

Preparing for College and Career Success I and II - will focus mainly on basic techniques and skills necessary for success in a post-secondary education. These include proper writing techniques, note-taking, organization, critical reading, and research.

Preparing for College and Career Success III - will focus on the preparation for the college application process. This includes preparing for college entrance exams, writing college essays, narrowing down college choices, and other prep work.

Preparing for College Success IV - focuses on preparing for the college experience. Students will have assistance in applying for college, filing the FAFSA, applying for scholarships, and analyzing financial aid packages. In addition, students will prepare for college life with activities focused on campus life, budget planning, scheduling, study skills, etc.

0 Block - This is a non - graded time for teachers to support students in small groups and one on one. Teachers will use this time to review students' grades and attendance. Teachers will provide the students with a positive climate to meet students' socio emotional needs. This time can also be used for extension and exposure activities to help grow students.

Local Seal Descriptions

Community Service Seal

In order to earn the Community Service Seal at Brooklyn High School under the Ohio graduation requirements for students in graduating class 2023 and beyond. Each student will need to complete 40 hours of community service. It is recommended that students complete 10 hours of community service each year. Community Service Hours must be pre-approved by school counselors through the completion of a plan. Below are several guidelines to review before choosing this seal as a potential graduation pathway:

- Our preference as a district is that 20 hours be completed with a single organization or split between two organizations of at least 10 hours each. The remaining 20 hours can follow the current model for Brooklyn High School students to fulfill for graduation.
- Incoming transfer students and/or the class of 2023 will be required to complete 30 hours. 15 hours should be completed with a single organization or split between two organizations at 15 hours total. The remaining 15 hours can follow the current model for Brooklyn High School students to fulfill their graduation.
- This/these organization(s) must be a registered 501(c)(3) with the Ohio Attorney General. To locate these organizations, please review the following links from the Ohio Attorney General and the Internal Revenue Service:
 1. <https://charitableregistration.ohioattorneygeneral.gov/Charities/Research-Charities.aspx>
 2. <https://apps.irs.gov/app/eos/>
- Prior to completing the Community Service Seal, students and families must complete the Pre-Approval Form and submit to the student's guidance counselor.
- Students must complete the hour log and have the supervisor of the organization sign to confirm the hours are accurate.
- Upon completion of the community services hours, the student must complete and submit a reflection paper. This paper should be 250-300 words, preferably typed and answer the following questions and prompts:
 1. Briefly describe the tasks you completed and the skills gained from this/these experience(s).
 2. How did your activities benefit the community or the individuals you served?
 3. What impact did this experience have on you as you move forward in life?
- All hour logs, signatures, and reflections must be completed and submitted to your counselor by the end of the third quarter of the student's graduation year.

Fine and Performing Arts Graduation Seal

Listed below are the details in order to earn the Fine and Performing Arts Seal in Brooklyn High School under the Ohio graduation requirements for students graduating in the class of 2023 and beyond. If you are unsure if the credit/activity you are completing is acceptable, please seek guidance from a school counselor. Here are several guidelines to review before choosing this seal as a potential graduation pathway:

- Each student will two possible pathways to earn this seal:
 1. Option 1: The student will complete 6 credit hours in the Fine and Performing Arts course as labeled in the course guide
 2. Option 2: The student will complete 4 credit hours in the Fine and Performing Arts course as labeled in the course guide and two non-credited fine or performing arts activities. Examples include, but are not limited to, theater performances, stage crew, solo and ensemble performance, approved independent study activity, etc.
- A non-credited fine or performing arts activity cannot be used toward both the Student Engagement Seal and the Fine and Performing Arts Seal. The student, parent/guardian, and counselor must decide how the student will apply their involvement toward graduation.
- CC+ Courses must include creating or performing (For example, courses with the word "Appreciation" in the title will not count.
- Upon completion of the Student Engagement Graduation Seal, the student must complete and submit a reflection paper. This paper should be 250-300 words, preferably typed and answer the following questions and prompts:
 1. What are the skills I learned as a result of being involved in a Fine Arts or Performing Arts course?
 2. Briefly describe the importance of having these courses offered at my high school.
- All confirmation of activity sheets, signatures, and reflections must be completed and submitted to your counselor by the end of the third quarter of the student's graduation year.

List of Acceptable Courses:

Fine Arts Courses	Performing Arts Courses
Studio Art (1 credit)	Band (1 credit)
Photo I (.5 credits)	Chorale (1 credit)
Photo II (.5 credits)	Concert Choir (1 credit)
Drawing/Painting (.5 credits)	Marching Band Auxiliary (.5 credits)
Drawing/Printmaking (.5 credits)	Classical Musical Theatre (1 credit)
Ceramics/Sculpture I (.5 credits)	Contemporary Musical Theatre (1 credit)
Ceramics/Sculpture II (.5 credits)	Independent Study (.5 credits)
Murals/Environmental Art I (.5 credits)	
Murals/Environmental Art II (.5 credits)	
Theatrical Design (.5 credits)	
Independent Study (.5 credits)	

Student Engagement Seal

In order to earn the Student Engagement Graduation Seal in Brooklyn High School under the Ohio graduation requirements for students graduating in the class of 2023 and beyond. Each student will need to complete six activities in an extracurricular (non-credited) activity. If you are unsure if the activity you are taking is acceptable, please seek guidance from a school counselor. Below are several guidelines to review before choosing this seal as a potential graduation pathway:

- In an effort to encourage consistency and continuity, the district will prefer that students complete one of the two following pathways:
 1. Three of the six activities should be the same task. (i.e.- three seasons of the same sport, three separate productions of the musical)
 2. If you are unable to complete three of the six activities within the same task, you could receive credit for completing two of the same activities twice. (i.e.- two seasons of the same sport AND two productions of the musical)
- In order to receive participation credit, the student must have completed the activity as verified by the coach or advisor. The coach or advisor may consider the following criteria when verifying the student's participation:
 1. Attended practices, meetings, fundraisers, games, performances with 95% involvement.
 2. Was a responsible and dependable member of the group, organization, or team.
 3. Was not removed from the group, organization, or team for disciplinary reasons at any time.
- Upon completion of the Student Engagement Graduation Seal, the student must complete and submit a reflection paper. This paper should be 250-300 words, preferably typed and answer the following questions and prompts:
 1. Briefly describe your role in the activities completed.
 2. What are the skills I learned as a result of being involved in extracurricular activities throughout high school?
- All activity logs, signatures, and reflections must be completed and submitted to your counselor by the end of the third quarter of the student's graduation year.