



**Brooklyn High School  
Program of Study  
2024-2025**

## **CONTENTS**

PORTRAIT OF A HURRICANE	2
SCHEDULING AND REQUIREMENTS	3
SCHEDULE ADJUSTMENTS	3
STUDENT WITHDRAWAL POLICY	3
GRADUATION REQUIREMENTS	3-4
GRADUATION REQUIREMENTS AND SEALS	4-5
COMMUNITY SERVICE	6
ADDITIONAL GRADUATION REQUIREMENTS	6
RETENTION	6
EARNING CREDIT FOR COURSES	6
HONORS, CCP, AP COURSES	7
HONORS PLACEMENT	7-8
COURSE OVERRIDE FORM	9
GRADING SCALE	10
COLLEGE CREDIT PLUS/DUAL ENROLLMENT	10
CREDIT FLEXIBILITY	11
HONORS DIPLOMA OPTIONS	11-14
RECOGNITION OF SENIORS	15
COLLEGE ADMISSIONS	15
REPEATING A COURSE	15
SUMMER SCHOOL	15

## **COURSE OFFERINGS AND DESCRIPTIONS**

ART	16-18
ENGLISH LANGUAGE ARTS	19-23
WORLD LANGUAGES	24-26
HEALTH & PHYSICAL EDUCATION	27
PRE-ENGINEERING (Project Lead the Way)	28-29
BUSINESS / COMPUTER TECHNOLOGY	30-31
MATHEMATICS	32-35
MUSIC	36-37
SCIENCE	38-39
SOCIAL STUDIES	40-42
8 <sup>TH</sup> GRADE COURSE DESCRIPTIONS	43-45
LEADERSHIP SKILLS/ PREPARING FOR COLLEGE SUCCESS	46

## **BROOKLYN CAREER CONNECTIONS ACADEMY PATHWAYS**

BROOKLYN CAREER CONNECTIONS ACADEMY PATHWAYS	47-48
BROOKLYN DIGITAL LEARNING ACADEMY	48

## **LOCAL SEAL DESCRIPTIONS**

COMMUNITY SERVICE SEAL	49
FINE AND PERFORMING ARTS SEAL	50
STUDENT ENGAGEMENT SEAL	51

# Brooklyn City Schools

## PORTRAIT OF A HURRICANE!

### **Cultural Acceptance & Citizenship**

- Practices respect and contributes to a positive school and community climate.
- Culturally empathetic and compassionate
- Practices “giving back” to the Brooklyn School Community Acceptance of diverse viewpoints
- Promotes a global perspective that fosters the sharing of ideas and greater understanding of other cultures

### **Connection to Community**

- Practices a sense of pride in one’s self and the Brooklyn community
- Participates in activities that promote service to the Brooklyn community
- Develops a sense of personal connection to the Brooklyn school community
- Understands the importance of the long-standing tradition and pride in the Brooklyn City School District
- Makes connections with current residents and alumni of the Brooklyn community

### **Communication**

- Reads, writes, speaks, listens effectively on a personal level
- Able to responsibly and effectively give and receive information across mediums while considering the needs of different audiences
- Communicate effectively in a public setting
- Self-advocate in an appropriate and respectful manner
- Adapts formally and informally to diverse audiences and settings
- Ability to communicate appropriately and safely in a digital environment

### **Care and Self-Awareness**

- Self-compassion and acceptance
- Aware that physical and mental health is part of being successful
- Recognizes personal barriers and understands how to overcome them
- Self-discipline
- Organization
- Ability to expresses oneself in an appropriate and healthy way

### **Critical Thinking & Problem Solving**

- Experience in problem-based learning
- Asks complex real-world questions that leads to new learning
- Ability to identify a problem and discover multiple paths to a solution
- Applying evidence to make decisions to real-world problems

### **Creativity/Innovation**

- Intrinsic motivation
- Accepts challenges and takes risks
- Takes ownership of learning and progress
- Develops a mindset of high expectations
- Growth mindset

## **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 parent(s)/guardian(s), 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 parent(s)/guardian(s) before a student requests courses online.

Assistance with making decisions and with information concerning graduation requirements, college entrance requirements, and/or career planning, is readily available to each student through their school counselor and classroom teachers. Beginning in 8th grade, all students will take part in developing a Success Plan that will help them plan their educational goals in high school. Beginning in 9th grade, all students will take part in developing a Graduation Plan that incorporates their areas of interests and their future plan.

Late Arrival/Early Dismissal will be offered to seniors only who are on pace to earn their credits to graduate, have shown competency on state tests, and/or have selected a designated pathway for graduation.

## **SCHEDULE ADJUSTMENTS**

Planning a schedule for the next school year is a difficult task and situations may occur requiring a change in schedule. However, schedule adjustments can have a serious effect on class size, teacher assignments and the overall master schedule, and therefore, are 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. Schedule changes must be made prior to students leaving for summer break of the year preceding the schedule.

## **STUDENT WITHDRAWAL POLICY**

A student with parent/guardian and 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 Studies	3+
Mathematics	4*
Science	3**
Fine Arts	1****
Physical Education	0.5***
Health	0.5
Financial Literacy	0.5
Electives	4.5; 1 must include technology

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

\*The mathematics requirements must include Algebra II or its equivalent.

\*\*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.

## GRADUATION REQUIREMENTS AND SEALS

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

**Requirement 1:** Earn 21 High School Credits.

- 4 ELA, ½ Health, 4 Math, ½ Physical Education, 3 Science, 3 Social Studies, 1 Fine and Practical Art, 4.5 Electives, ½ Financial Literacy

**Requirement 2:** Earn a passing score on Ohio's high school Algebra 1 and English 2 tests. Students who do not pass will be offered additional support and must retake the test(s) at least once.

**Alternative Option 2 Requirements:**

- Demonstrate two Career-Focused Activities
- Enlist in the Military
- 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)

1. **OhioMeansJobs Readiness Seal (Ohio-designed)** - Meet the requirements and criteria established for the readiness seal, including demonstration of work-readiness and professional competencies.
2. **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.
3. **College - Ready Seal (Ohio-designed)** - Earn remediation-free scores on the ACT or SAT.
4. **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.

5. **Citizenship Seal (Ohio-designed)** - A student can:
  - a. Earn a score of proficient or higher on both the American history and American government end-of-course exams;
  - b. Earn a score that is at least equivalent to proficient on appropriate Advanced Placement or International Baccalaureate exams; or
  - c. Earn a final course grade that is equivalent to a “B” or higher in appropriate classes taken through the College Credit Plus program.
  - d. Earn a final grade of “B” or higher in **BOTH** U.S. History and Government courses in high school, or a combination of a “B” in one course and a proficient score on the End of Course Exam in the other.
  
6. **Science Seal (Ohio-designed)** - A student can:
  - a. Earn a score of proficient or higher on the biology end-of-course exam;
  - b. Earn a score that is at least equivalent to proficient on appropriate Advanced Placement or International Baccalaureate exams; or
  - c. Earn a final course grade that is equivalent to a “B” or higher in an appropriate class taken through the College Credit Plus program.
  - d. Earn a final grade of “B” or higher in an advanced science course beyond Biology.
  
7. **Honors Diploma Seal (Ohio-designed)** - Earn one of six Honors Diplomas outlined on pages 11-14 and listed 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
  
8. **Seal of Biliteracy (Ohio-designed)** - Meet the requirements and criteria, including proficiency requirements on assessments in a world language and English.
  
9. **Technology Seal (Ohio-designed)** - A student can:
  - a. Earn a score that is at least equivalent to proficient on an appropriate Advanced Placement or International Baccalaureate exam;
  - b. 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
  - c. 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.)
  
10. **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 49.
  
11. **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 50.
  
12. **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 the criteria guidelines on page 51.

## **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.*

## **ADDITIONAL GRADUATION REQUIREMENTS**

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

1. Met the requirements to graduate based on the above criteria.
2. Fulfilled community service requirements
3. Paid Fees/ fines
4. Cleared discipline obligation
5. Passed all classes 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 may 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 senior status and will be permitted to participate in senior activities.

## **RETENTION**

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.

## **EARNING CREDIT FOR COURSES**

Students must pass their courses satisfactorily to earn credit for that course. Courses will be designed in either semester or a full year format. Full year courses will be separated into 'A' and 'B' sections based on the semester in which they are offered. In order for a student to earn credit they must have a passing score for the semester. Grades at the end of the course are based on the following weights:

- Quarter 1: 40% of course grade
- Quarter 2: 40% of course grade
- Semester Final: 20% of course grade

## 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. A fee of \$90 is assessed for all Advanced Placement (AP) courses to cover the cost of the required exam. Waivers may be applied for qualifying students. Please see counselors for details regarding waivers.**

### **Language Arts**

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

### **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
- Pre-Calculus Math
- AP Calculus AB
- AP Statistics
- CCP Algebra for Calculus
- CCP Pre-Calculus Math

### **Social Studies**

- Honors World History
- AP Government
- AP U.S. History
- AP Psychology

## HONORS PLACEMENT

**It is our goal to set students up for success in their placement in Honors, Advanced Placement, and/or College Credit Plus courses. Below you will find the recommended requirements to be enrolled in one of these classes. Students who do not meet the requirements set forth below, but still wish to be enrolled in an Honors, Advanced Placement class must have written permission from the principal. College Credit Plus course enrollment will be at the discretion of the partnering university.**

### Mathematics Honors Placement

Requirements to enter Honors Algebra 1, Geometry, Algebra 2 (Must meet 4 of 5 requirements)

- MAP scores at 75th percentile or greater
- 85% attendance rate
- B average in current math class
- 80% average on classroom assessments
- Teacher recommendation

\*OST scores will be considered for placement into Honors Algebra 1 & 2

- Honors Algebra 1 - 4 or better on 7th grade OST
- Honors Algebra 2 - 4 or better on Algebra 1 OST



### **ELA Honors Placement**

#### **Requirements to enter Honors 8th Grade, ELA 1** (Must meet 4 of 5 requirements)

- OST scores (Accelerated)
- MAPS (7th Grade 210 / 8th Grade 220)
- B- or higher in ELA course 3 of 4 quarters
- Attendance - 85%
- Teacher recommendation

#### **Requirements to enter ELA II Honors** (Must meet 4 of 5 requirements)

- PSAT Scores
- B or higher in ELA course 3 of 4 quarters
- MAPS (High/Average to High-Grade Level RIT)
- Attendance- 85%
- Teacher recommendation

#### **Requirements to enter ELA III - ELA IV- CCP**

- Apply to LCCC through guidance counselors
- Entrance Exam through LCCC
- 18 + ACT or SAT Range: 940-97

### **World Languages Honors Placement**

#### **Requirements to enter Honors Spanish, Chinese:**

- Earn A/B all quarters of previous language year
- Earn 80% or higher on the midterm and final exams
- Teacher recommendation
- Attendance - 85%

### **Science Honors Placement**

#### **Requirements to enter Honors Science Classes:** (Must meet 4 of 5 requirements)

- OST score a minimum of 710 on 8th Grade OST and Biology
- Earn A/B all 4 quarters of the previous science class
- Earn an Algebra I score of a minimum of 700 in the eighth grade.
- Teacher recommendation
- Attendance - 85%

### **Social Studies Honors Placement**

#### **Requirements to enter Honors Social Studies:**

- OST score of Proficient or better
- Teacher recommendation
- Attendance of - 85%



# Brooklyn City Schools

*Tradition. Pride. Excellence.*

## Course Override Form

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Desired Course Name \_\_\_\_\_

Course Prerequisite(s) with grade earned in each:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I have consulted with my child's current teacher in this subject area. I understand the following:

- My child's current teacher has not recommended this course for my child at this time.
- My son/daughter may drop the course following the procedure outlined in the Course Planning Guide. However, the drop may result in a grade of "WF" as the final grade.
- My child may not be able to change to a lower level course.
- Should a dropped course result in excessive study halls, my child will have to add a new course as soon as his/her schedule permits.

Parent/Guardian's signature \_\_\_\_\_

Parent Cell # \_\_\_\_\_ Parent Email \_\_\_\_\_

Student's signature \_\_\_\_\_ Student Cell # \_\_\_\_\_

Current teacher's signature \_\_\_\_\_

Brooklyn High School  
9200 Biddulph Road  
Brooklyn, Ohio 44144

T: (216)485-8162 F: (216) 485-8124

## GRADING SCALE

Percent Grade	Letter Grade	Regular Value	Honors Weighted Value
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 and LCCC. **Students wishing to earn college credit need to be accepted as College Credit Plus students through the traditional application procedures at the selected university.**

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 eight through twelve may elect to participate in the College Credit Plus Program, which allows 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 parent(s)/guardians(s) are also required to attend a Post-Secondary informational evening held in February. ANY STUDENT WHO FAILS TO EARN CREDIT FOR A REGISTERED COURSE WILL BE RESPONSIBLE FOR THE PAYMENT OF TUITION COSTS. STUDENTS WHO QUALIFY AS “ECONOMICALLY DISADVANTAGED” CANNOT BE ASSESSED A FEE FOR THE COURSE. FAILURE TO ATTEND THE MEETING PROHIBITS A STUDENT FROM PARTICIPATING IN THE COLLEGE CREDIT PLUS PROGRAM FOR THE NEXT YEAR.

### **CREDIT FLEXIBILITY**

The District Credit Flexibility Plan offers a variety of learning opportunities for students with a focus on performance. It acknowledges students' varying learning styles 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 OPTIONS**

There are 5 different ways in which students can earn a Diploma with Honors, as set forth by the Ohio Department of Education. For any option, students need to fulfill all but one criterion to earn a Diploma with Honors. Students interested in earning an honors diploma must submit a written proposal for their experience no later than October 31st of their senior year. Portfolios must be submitted to the expert advisor of the student for review no later than April 15th of their senior year. All portfolios, complete with evaluation from the expert advisor, must be submitted to the student's counselor no later than May 1st of their senior year.

### **ACADEMIC HONORS DIPLOMA**

<b>State Requirements</b>	
Math	4 units
Science	4 units, including 2 units of advanced science
Social Studies	4 units
World Languages	3 units of one world language, or no less than 2 units of each of two world languages studied
Fine Arts	1 unit
GPA	3.5 on a 4.0 scale
ACT/SAT	ACT: 27 or higher/SAT: 1280 or higher

## CAREER-TECH HONORS DIPLOMA

<b>State Requirements</b>	
Math	4 units
Science	4 units, including 2 units of advanced science
Social Studies	4 units
World Languages	2 units of one world language
Electives	4 units of career-technical courses
GPA	3.5 on a 4.0 scale
ACT/SAT/WorkKeys	ACT: 27 or higher/SAT: 1280 or higher/WorkKeys: 6 or higher on Reading for Information and 6 or higher on Applied Mathematics
Field Experience	Complete a field experience and document the experience in a portfolio specific to the student's area of focus.
Portfolio	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus.
Additional Assessments	Earn an industry-recognized credential or achieve proficiency benchmark for appropriate Ohio Career-Technical Competency Assessment or equivalent.

### **STEM HONORS DIPLOMA**

<b>State Requirements</b>	
Math	5 units
Science	5 units, including 2 units of advanced science
Social Studies	3 units
World Languages	3 units of one world language, or no less than 2 units of each of two world languages studied
Fine Arts	1 unit
Electives	2 units with a focus in STEM
GPA	3.5 on a 4.0 scale
ACT/SAT	ACT: 27 or higher/SAT: 1280 or higher
Field Experience	Complete a field experience and document the experience in a portfolio specific to the student's area of focus
Portfolio	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus

### **ARTS HONORS DIPLOMA**

<b>State Requirements</b>	
Math	4 units
Science	3 units, including 1 unit of advanced science
Social Studies	3 units
World Languages	3 units of one world language, or no less than 2 units of each of two world languages studied
Fine Arts	4 units
Electives	2 units with a focus in fine arts
GPA	3.5 on a 4.0 scale
ACT/SAT	ACT: 27 or higher/SAT: 1280 or higher
Field Experience	Complete a field experience and document the experience in a portfolio specific to the student's area of focus
Portfolio	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus

**SOCIAL SCIENCE AND CIVIC ENGAGEMENT HONORS DIPLOMA**

<b>State Requirements</b>	
Math	4 units
Science	3 units, including 1 unit of advanced science
Social Studies	5 units
World Languages	3 units of one world language, or no less than 2 units of each of two world languages studied
Fine Arts	1 unit
Electives	3 units with a focus in social sciences and/or civics
GPA	3.5 on a 4.0 scale
ACT/SAT	ACT: 27 or higher/SAT: 1280 or higher
Field Experience	Complete a field experience and document the experience in a portfolio specific to the student's area of focus
Portfolio	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus

## **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	4 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 COURSE**

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". Credit recovery through the BDLA will not be available to students until they have attempted the course twice through traditional scheduling. Students requesting non-traditional course credit must require principal approval. Repeated courses will take precedence over all other course requests.

## **SUMMER SCHOOL**

Permission to attend summer school must be obtained in writing from the Counseling Department prior to registration for summer school. Edgenuity is an online service 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 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. Students wishing to complete courses during the summer school session are expected to attend at the school and can not miss more than two sessions. Students who miss two days without an excuse will be removed from the summer school roster.



## Course Offerings

### ART

COURSE #	SUBJECT	GRADE	CREDIT	LENGTH	PREREQUISITES
FA0510	Studio Art 8	8	0	Semester	
FA5311	Drawing/Painting	9 - 12	½	Semester	
FA5110	Intro to HS Art	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	
FA5440	Screen Printing II	10 - 12	½	Semester	Screen Printing

### **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 courses, students are eligible for a level 3 course offering.

Art Courses Sequencing Chart		
Level 1	Level 2	Level 3
Studio Art	Murals I	Murals II
Photo I	Photo II	Advanced Photo
Drawing/ Painting	Theatrical Design	
Screen Printing I	Screen Printing II	
Intro to HS Art		

## **Course Descriptions:**

### **Introduction to High School Art**

The purpose of this course is to provide a balanced visual arts program, which guides students to achieve the standards in the visual arts. Introduction to High School Art provides a foundation of visual arts knowledge and skills and their connections to other art courses and explores the discipline in depth both intellectually and experientially. Students will determine potential solutions for artistic problems with independence and purpose. Students will initiate sophisticated levels of artisanship through self-motivated persistence. This course will explore aspects of all the other courses offered at Brooklyn High School with the goal of setting high expectations for students entering higher-level classwork. The course serves as a prerequisite for all advanced visual arts courses in high school.

### **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 expressions. The second quarter of this course is structured around a combination of traditional and non-traditional painting techniques designed to give the students a 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 will introduce the students to the fundamental techniques used in photography. This course will explore a variety of topics that will encourage students to use their imaginations to see the world in a different way. Students will work cooperatively with their peers in the production of various photographic sets. Apps and digital filters will be used to manipulate the digital images. Students will be introduced to photographic techniques where chemical reactions and light exposure will balance the use of cell phone technology. This course is worth ½ credit. Studio art is a prerequisite.

### **Photo II**

This course will continue the foundations of Photography I but will now dive deeper into creating images that will cover topics like Love, Hate, Race, and Bullying. The students will begin to develop a specific style geared toward creating a digital portfolio. Students will be encouraged to participate in community outreach as well as local and national competitions such as Scholastics. Students will use smartphone technology and Google Classroom for the majority of the work. Students will be encouraged to use their own DSLR.

### **Advanced/Independent Photo**

Advanced/ Independent Photo is designed to push the conceptual boundaries learned in Photo II. Ideas will be the mainstay of 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 devices 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 that 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.

### **Screen Printing II: An Advanced Look into the World of Art and Work**

Screen Printing II is a course that will utilize the skills of screen printing and producing artwork as work for others in the school and community. Ingenuity and originality will be key to the success of the student's ability to work independently as well in a group. Students will utilize a wide range of materials and processes ranging from hand-cut screen prints to computer-generated images. Some of the activities will include the printing of bumper stickers, posters, utilitarian signage, 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 accomplish throughout the semester.

**ENGLISH LANGUAGE ARTS (ELA)**

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
PSEGL161	English Comp. I	1 + college credit	Semester	CC+ Acceptance
PSENGL162	English Comp. II	1 + college credit	Semester	PSENGL161
EN1410	English IV	1	Year	Required
PSENGL255G	Introduction to Fiction	1 + college credit	Semester	PSENGL161
PSENGL257G	Introduction to Poetry	1 + college credit	Semester	PSENGL161
<b><u>ENGLISH ELECTIVE</u></b>				
EN1125	Speech	½	Semester	Open for 9-12 graders
EN1530	Creative Writing	½	Semester	Grades 9-12
EN1540	Publications/Journalism I	1	Year	
EN1541	Publications/Journalism II	1	Year	Journalism 1
EN1580	Sports In Literature	½	Semester	Grades 10-12
EN0110	ELA II Success	½	Semester	Grades 10-12
EN1590	Film as Literature	½	Semester	Grade 10 - 12
YB1000	School Annual Publication	1	Year	Grade 9-12

**ELA Notes:**

Students enrolled in Brooklyn ELA courses will participate in an incentive based summer reading program. Reading selections will be offered through school selected titles and student choice through the local public library system.

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. **This course is considered an Honors Course, and weighted grades will be used.**

**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. **This course is considered an Honors Course, and weighted grades will be used.**

### **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.

### **CCP English 161: College Composition I**

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)

#### **After taking this course, students will be able to:**

- Employ critical reading strategies to communicate about complex ideas.
- Develop a clear line of reasoning that is supported by evidence from academic sources.
- Utilize a series of writing activities (e.g., planning, responding to feedback, revising) to produce drafts of increasing quality.
- Compose texts that experiment with common rhetorical strategies to address their audience and purpose.
- Use academic writing conventions (e.g., structure, paragraphing, quotation) to support a proposition or thesis.
- Write in language that communicates clearly to readers with few errors in usage.
- Incorporate and cite sources according to standards of academic integrity.

### **CCP English 162: College Composition II**

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)

#### **After taking this course, students will be able to:**

- Employ advanced critical reading strategies as an effective basis for literary inquiry and research.
- Situate a nuanced, original argument in conversation with the ideas of other critics and theorists.
- Utilize a multistep, recursive writing process in response to a variety of academic texts.
- Compose texts that are effective in diverse rhetorical situations.
- Employ academic writing conventions with facility to support a proposition or thesis.
- Write in language that is not only clear and free of error but also skillful and distinctive.
- Employ appropriate research methods to locate, evaluate, organize, and cite sources.

## **English IV**

A course structured for college-bound juniors who have excelled in past English courses. The first semester focuses on American Literature. The second semester focuses on 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 accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. *As a part of the course, students have the potential to earn industry recognized credentials by completing the Student Leadership Excellence program, as well as the Ohio Means Jobs Readiness Seal.*

## **CCP English 255: Introduction to Fiction**

Study of short stories and novels to acquaint the general student with important themes and critical perspectives applicable to fiction. The overarching theme of this course is how to read and analyze how stories make readers think and feel. Students will dive into the elements of fiction writing, including: plot, characterization, dialogue, setting, diction, theme, time, structure, genres, background information, literary theories, and more. This class emphasizes literature as a reflection of culture and focuses on developing students' abilities to respond to and interpret literary texts. Humanities Core Course

## **CCP English 257: Introduction to Poetry**

Introduction to close reading of poetry through a wide range of poems. Students will learn the terminology and techniques used to analyze poetry and employ these in readings of poems, and will become familiar with a variety of poetic forms and traditions. The class will introduce students to the critical process of reading and responding to poetry from a historical, cultural, and gender-based perspective. Emphasis will be on traditional and nontraditional forms as well as mainstream and marginalized writers. Students will become familiar with appropriate terminology and will also encounter the poem as a whole piece of written discourse between poet and reader. Students will therefore conduct an ongoing oral and written dialogue with the poet (Who is the speaker? Who is the audience? What is the purpose?) and the poem (What is the message?). Students will articulate orally and in writing their own ideas of interpretation based on a close reading of the text and an informed perspective concerning the historical and cultural circumstances of its origin. 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.

### **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 portfolios. Students will be responsible for submitting at least two perfected 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. Students will master basic design skills for print, social media, and the 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 sports as it appears in various forms, including novels, biographies, poetry, short stories, drama, film, magazines, 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.

### **Film as Literature**

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.

### **ELA II Success**

Exploring the use of literature to encourage and enhance student knowledge of literature while improving their ability to use language across the curriculum. This course is designed to help increase students' understanding of the foundations of writing, while also increasing their understanding of literary foundations needed to achieve success in the English classroom. **This course will count towards elective credit, and will not fulfill any English credit requirement.**

### **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**



## WORLD LANGUAGES

COURSE #	SUBJECT	GRADE	CREDIT	LENGTH	PREREQUISITES
FL6160	Spanish I	8-12	1	Year	2.0 in English/Permission
FL6260	Spanish II	9-12	1	Year	2.0 in Spanish I/Permission
FL6270	Hon. Spanish II	9-12	1	Year	3.0 in Spanish I/Permission
FL6360	Spanish III	10-12	1	Year	2.0 in Spanish II/Permission
FL6370	Hon. Spanish III	10-12	1	Year	3.0 in Spanish II/Permission
FL6460	Honors Spanish IV	11-12	1	Year	3.0 in Spanish III/Permission
FL6560	AP Spanish Language/Culture	11-12	1	Year	3.0 in Spanish IV/Permission
FL6140	Mandarin Chinese I	8-12	1	Year	2.0 in English/Permission
FL6240	Mandarin Chinese II	9-12	1	Year	2.0 in Chinese I/Permission
FL6340	Mandarin Chinese III	10-12	1	Year	2.0 in Chinese II/Permission
FL6440	Honors Mandarin Chinese IV	11-12	1	Year	3.0 in Chinese III/Permission
FL6540	AP Chinese Language/Culture	11-12	1	Year	3.0 in Chinese IV/Permission
FL6600	World Cultures Through Film	9-12	½	Semester	No prerequisite

### **WORLD LANGUAGES 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 Course Override 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 Hispanic cultures and their influences in the United States.

### **Spanish II**

This course concentrates on the present, preterit, and imperfect tenses with increased emphasis on communication, vocabulary, reading, and short speeches. Students will begin short essay writing using correct word order/placement. The class provides a continued exploration of Hispanic 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 a continued exploration of Hispanic cultures and their influences in the United States. **This course is considered an Honors Course, and weighted grades will be used.**

### **Spanish III**

Spanish III is a continuation of the development of all language modes - speaking, writing, listening, reading. In addition to compound tenses and the future/conditional tenses, the subjunctive and imperfect subjunctive moods are also studied. Skills are developed through more complex reading, writing, and listening activities, as well as opportunities for speaking practice in project-based assessments.

### **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. Honors Spanish III is a continuation of the development of all language modes - speaking, writing, listening, reading. In addition to compound tenses and the future/conditional tenses, the subjunctive and imperfect subjunctive moods are also studied. 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**

Honors Spanish IV focuses on reading, speaking, and writing in the target language. Students are introduced to the six AP course themes and begin working on the AP exam free-response tasks. Essential vocabulary for the six themes is used in communication assessments throughout the year. This course is treated as a Pre-AP course to prepare students for the AP level during the following year. **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. 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. Students enrolled in this course are expected to take the AP Spanish Language and Culture exam in May.**

### **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 incorporated into 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' skills 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. Students enrolled in this course are expected to take the AP Chinese Language and Culture exam in May.**

### **World Cultures through Film**

Film is an ideal way to explore culture and bring the world into the classroom. In this course, students will investigate the history, literature, art, music, and other cultural elements of other countries. Through the study of film, students will gain a cultural understanding along with their language study. Students will develop skills in listening, speaking, reading, and writing. This course may be taken with or without a world language class in the same academic year.

## 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 -12	¼	Semester	PE I
HP8280	Strength and Conditioning	10 -12	¼	Semester	PE I
HP8270	Phys. Ed. III	11 -12	¼	Semester	PE II

### 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, show choir, or marching band may be exempted from the Physical Education graduation requirements, but may still take courses as an elective.

### COURSE DESCRIPTIONS:

#### Physical Education I

*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. *As part of the course, students have the potential to earn industry recognized credentials in Blood Borne Pathogens, Stop the Bleed, and CPR/First Aid.*

#### Physical Education II

Games and activities in individual, dual & team sports; competitive & recreational game play and personal fitness. *As part of the course, students have the potential to earn industry recognized credentials in OSHA 10 and the Ohio High School Athletic Association Officiating License.*

#### 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.

### PRE-ENGINEERING (Project Lead the Way)

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
IT7382	Civil Engineering/ Architecture	10 - 12	1	Year	Successful completion of Year 1 Intro
IT7374	Digital Electronics	11-12	1	Year	Successful completion of Years 1 & 2 (Concurrent enrollment with Year 2 with permission)
IT0734	Medical Detectives	8th	none	Semester	<i>Course description is found on pg. 45</i>
IT0732	Automation and Robotics	8th	none	Semester	<i>Course description is found on pg. 45</i>

**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.

### **Civil Engineering**

Course resumes showcase the technical skills students obtain in each PLTW course. Each resume outlines the computational skills, analytical skills, and knowledge acquired in the course. Course Resumes also detail student experience with tools, software, lab work, and engineering design. The detailed skills listed within course resumes illustrate the immediate, applicable contributions that students can make within a workplace.

### **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.
- 10th – 12th can be awarded special permission from the instructor and school counselor.

## BUSINESS / COMPUTER TECHNOLOGY

COURSE #	SUBJECT	GRADE	CREDIT	LENGTH	PREREQUISITES
BU2140	Personal Finance	11 - 12	½	Semester	None
BU225	International Business	10 -12	1	Year	None
CT2171	Spreadsheets/ Databases	9 -12	½	Semester	None
CT2172	Digital Imaging/ Multimedia	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 II	10 -12	½	Semester	None

### Course Descriptions:

#### Personal Finance (grades 9-12)

Personal Finance will give students an understanding and managing personal finances are key to one's future financial success. This semester course is based on the Ohio Personal Finance Competencies and presents essential knowledge and skills to make informed decisions about real-world finances. Students will be equipped with knowledge and skills necessary to interact successfully in today's complex global market. Insight is given to the basic survival principles involved with earning, spending, saving, and investing. As Americans assume greater responsibility for their own long-term financial security, the importance of making sound financial decisions becomes ever more obvious. Students become more financially savvy and able to make better decisions leading to financial independence.

#### International Business

International Business is a full-year course. This course provides an overview of the business and trade in the economy and explores the factors that influence success in business and international markets. Students will learn about the basic techniques and strategies associated with business management, marketing, finance, distribution, and human resource effectively. This course prepares students for **postsecondary** programs in business, including international business, marketing, and management. *As part of the course, students have the potential to earn an industry recognized credential in Certiport Communication Skills for Business.*

#### 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 II (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)**

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)**

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.



## MATHEMATICS

COURSE #	SUBJECT	GRADE	CREDIT	LENGTH	PREREQUISITES
MA2000	Applied Algebra part I	9	1	Year	Permission
MA2100	Applied Algebra part II	10	1	Year	Applied Algebra part I
MA2I20	Algebra I	9-12	1	Year	8th-grade math
MA2130	Honors Algebra I	8	1	Year	
MA2230	Geometry	9-12	1	Year	Algebra I
MA2235	Honors Geometry	9-10	1	Year	
MA2320	Algebra II	10-12	1	Year	Geometry
MA2324	Honors Algebra II	10-11	1	Year	
MA2480	Statistics	11-12	1	Year	Algebra II
MA2330	Entrepreneurial Math	11-12	1	Year	Algebra II
MA2327	Mathematical Modeling & Quantitative Reasoning (MMQR)	11-12	1	Year	Geometry & Teacher Recommendation
PSMA145	Algebra for Calculus	10-12	1	Semester	CC+ acceptance
PSMA145*	College Algebra	10-12	1	Semester	Geometry
PSMA149	Precalculus Math	10-12	1	Semester	CC+ acceptance
PSMA149*	Precalculus	10-12	1	Semester	Algebra II/College Algebra
MA2420	AP Calculus AB	12	1	Year	C in Precalculus/Permission
MA2580	AP Statistics	11-12	1	Year	Honors Algebra II/permission
MA2050	Algebra I Success	9 -12	1/2	Semester	Algebra 1 or Applied Algebra

\*Course will not receive college credit.

### Mathematics Notes:

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

Math Sequencing Chart					
	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>AP/Honors</b>	Honors Algebra I	Honors Geometry	Honors Algebra II	<u>Primary</u> - CCP Math (College Algebra & Pre-Calculus)  <u>Secondary</u> - AP Statistics	AP Calculus  AP Statistics
<b>Standard</b>	8th Grade Math	Algebra I	Geometry	(Choose One) 1. Algebra II 2. Statistics 3. Math Model Reasoning	(Choose One) 1. Algebra II 2. Statistics 3. Math Model Reasoning 4. Entrepreneurial Math
<b>Emerging</b>	8th Grade Math	Applied Algebra I	Applied Algebra II	Geometry	<u>One from below:</u> 1. Algebra II 2. Statistics 3. Math Model Reasoning

**Course Descriptions:**

**Applied Algebra I**

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. The recommendation will come from the previous math instructor or scoring below proficient on the 8th-grade math Ohio State Test.

**Applied Algebra II**

Designed to be as the continuation on Applied Algebra I, Applied Algebra 2 will utilize a hands-on approach for students who require additional support to complete Algebra I. Applied Algebra 2 will focus on Algebra 1 content standards to meet the various needs of students with different abilities and learning styles. The recommendation will come from the previous math instructor or completion of the Applied Algebra 1 course.

**Algebra I**

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 the correlation of a linear fit. The course emphasizes real-world application of concepts.

### **Honors Algebra I**

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.**

### **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.

### **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.

### **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.**

### **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

### **Entrepreneurial Math**

This course, for upperclassmen, is designed to build on basic math literacy and applies math concepts to owning or operating business. This course will focus on a variety of math skills that support students ability to use math in their daily lives. This includes balancing checkbooks, investing money, and other business-centered skills to enhance financial literacy.

### **Mathematical Modeling & Quantitative Reasoning (MMQR)**

The Mathematical Modeling and Reasoning course is an advanced quantitative reasoning course. Quantitative Reasoning (QR) is the application of basic mathematics skills, such as algebra, to the analysis and interpretation of quantitative information (numbers and units) in real-world contexts to make decisions relevant to daily life. Critical thinking is its primary objective and outcome. It emphasizes interpretation, representation, calculation, analysis/synthesis, assumptions, and communication.

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

### **CCP 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. This course is the high school credit equivalent of the College Credit Plus Algebra for Calculus class.

### **CCP 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 theorems. 4 Credit Hours will be awarded by The University of Akron for College Credit Plus students.

### **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. This course is the high school credit equivalent of the College Credit Plus Precalculus class.

### **AP Calculus AB:**

This Advanced Placement course will use the 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.**

### **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. **This course will be considered an honors course and weighted grades will be used.**

### **Algebra I Success** (Elective Course)

Offers reteaching of 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 the correlation of a linear fit. The course emphasizes foundational skills to ensure that students get what they need to be successful in Algebra 1 and future math courses.

## **MUSIC**

<b>COURSE #</b>	<b>SUBJECT</b>	<b>GRADE</b>	<b>CREDIT</b>	<b>LENGTH</b>	<b>PREREQUISITES</b>
MU5150	Band	9-12	1	Year	M.S. Band Experience
MU5180	Chorale	9-12	1	Year	Previous experience in a music course
MU5151	Marching Band Aux.	9-12	½	Semester	M.S. Band Experience
MU5170	Concert Choir	8-10	1	Year	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 at 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.

### **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

### **Classical Musical Theatre**

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 makeup/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 at 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 blockbusters.

**SCIENCE**

COURSE #	SUBJECT	GRADE	CREDIT	LENGTH	PREREQUISITES
SC4110	Physical Science	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
SC4310	Physics	11-12	1	Year	2 yrs. HS science & concurrently taking Algebra II/Permission
SC4300	Honors Physics	11-12	1	Year	2 yrs. HS science & successful of completion Algebra II/Permission
SC4340	Forensics*	11-12	1	Year	Physical Science; Biology I
SC4250	AP Biology	11-12	1	Year	2 Years HS science, Biology
SC4380	AP Chemistry	11-12	1	Year	Biology ; Chemistry 1

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

**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**

Students will study living things and their interactions with biological and geological processes. This course will follow the State of Ohio Standards document for the 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**

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 experiments, and advanced Internet research. Students will be required to design their own experiments. College Prep. **This course will be considered an Honors course and weighted grades will be used.**

### **Chemistry**

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, interpreting cause-and-effect relationships, and sharpening the powers of observation in order to facilitate valid inferences and deductions. This is a College Prep course.

### **Honors Chemistry**

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**

This course is an algebra based physics course and deals with the natural laws of the universe. It will study physical concepts such as motion, forces, energy, momentum, waves, electricity and magnetism. Experimental verification of the laws will be performed. There is a heavy emphasis in this course on problem solving. This is a College Prep course.

### **Honors Physics**

This is an introductory physics course. It will study physical concepts such as motion, forces, energy, momentum, waves & sound, electricity, and series/parallel circuits. Strong mathematics, critical thinking, and analysis skills are required as in-depth mathematical problems will be explored at an algebra-based level. This is a College Prep course. **This course will be considered an Honors course and weighted grades will be used.**

### **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.

### **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.



**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
SS3420	Government	11-12	1	Year	Required
SS3470	AP U.S. Government & Politics	11-12	1	Year	Permission
BU2150	Financial Literacy	9	½	Semester	Required
<b><u>ELECTIVES</u></b>					
SS3530	AP Psychology	11-12	1	Year	Permission
SS3422	Economics (Recommended for college bound seniors)	11-12	½	Semester	
SS3430	Psychology	10-12	½	Semester	
SS3480	Individual and History	10-12	½	Semester	
SS3220	Sociology	10-12	½	Semester	

**SOCIAL STUDIES NOTES**

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

Social Studies Sequencing Chart					
	8th	9th	10th	11th	12th
AP/Honors Option	Honors 8th	Honors World	APUSH	AP Government	See Electives for Current Offerings
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 Enlightenment thinking, the 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, the 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, the 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.

### **Financial Literacy**

Students will gain the ability to read, analyze, manage and communicate about personal financial conditions that affect one's material well-being. It includes the ability to discern financial choices, discuss money and financial issues without (or despite) discomfort, plan for the future and respond completely to life events that affect everyday financial decisions, including events in the general economy.

### **AP Psychology**

Explore the ideas, theories, and methods of the scientific study of behavior and mental processes. You'll examine the concepts of psychology through reading and discussion and you'll analyze data from psychological research studies. AP Psychology is an introductory college-level psychology course. Students will cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology.

### **Economics**

This is an 11<sup>th</sup> or 12<sup>th</sup> 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.

### **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 the culture in our society. This course is recommended for college or career prep students and students who are curious about how a society operates and creates a culture that people follow.

### **Individual and History**

This course explores how individuals interact with historical events. From presidents to high school students, individuals make choices that shape history. Students will use primary source documents and engaging writing assignments to better understand how and why those choices are made. Particular attention will be paid to the Holocaust, Reconstruction, and the integration of Little Rock High School. Themes to be explored include the rule of law, democratic participation, and human behavior. The course will conclude with an opportunity for students to explore their history and how they can shape the future.

### **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.

## **8<sup>TH</sup> GRADE COURSE DESCRIPTIONS**

### **Required Core Classes**

#### **8<sup>th</sup> Grade Language Arts (EN0100):**

In 8<sup>th</sup> 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. 8<sup>th</sup> 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.

#### **8<sup>th</sup> Grade Advanced 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 tenses. 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 8<sup>th</sup> grade students.

**8<sup>th</sup> 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.

**8<sup>th</sup> Grade Advanced 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.

#### **8<sup>th</sup> Grade Science (SC0400):**

In 8<sup>th</sup> 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.

**8<sup>th</sup> Grade Advanced Science (SC0450):**

In 8<sup>th</sup> 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.**

Spanish 1 or Spanish Exploratory/Culture	8th Grade Band	Leadership / Computer Applications	Medical Detectives / 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 8<sup>th</sup> grade students**

**8th Grade Leadership (AV0800)**

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 (FA0510)**

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.

**Spanish Exploratory/Culture (FL0650)**

This year-long course is designed to prepare 8th grade students for high school Spanish class. Students explore the Spanish language, Spanish-speaking cultures and are provided opportunities to communicate in Spanish with their peers and teacher. In addition, students will understand their own culture better as they learn to appreciate aspects of Spanish-speaking cultures.

**8th Physical Education (H0820)**

**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 8<sup>th</sup> 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****Medical Detectives (IT0734)**

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 & 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 8<sup>th</sup> grade students who complete the Design and Modeling class.**

### **Leadership / College Readiness**

COURSE #	SUBJECT	GRADE	CREDIT	LENGTH	PREREQUISITES
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
BCCA1000	Rise Up Credentialing	12	½	Semester	N/A
GU2021	I.C.E. Block	8 -12	None	Year	Required

#### **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.

*Rise Up Credentialing* - Students will learn foundational employability skills as well as 12 nationally recognized industry credentials through two of the following: retail industry fundamentals, customer service and sales, or warehouse, industry, and logistics.

*ICE 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' social-emotional needs. This time can also be used for extension and exposure activities to help students grow.

## **BROOKLYN CAREER CONNECTIONS ACADEMY (BCCA)**

Brooklyn Career Connections Academy (BCCA) offers students who need support to complete Ohio's graduation requirements to achieve post-graduation success. It includes opportunities for student learning through experiences and for the discovery of talents and interests that will spark a passion for success in future endeavors. To prepare for the future, students should consider various Pathways to develop the necessary skills and specialized knowledge to help them excel in whatever path they choose to follow after high school.

Brooklyn High School offers two Career Pathway Programs in the following industry-recognized credentials: Health and Hospitality and Tourism. After completing the necessary coursework for each career pathway, students will earn a 12-point industry-recognized credential seal.

### **Health Career Pathway**

The health career pathway is designed for students who have an interest in pursuing a career in the healthcare field. Students will gain skills, knowledge, and participate in real-world experiences within the school or community.

***Students will take a combination of the listed Industry-Recognized Credentials equaling 12 points.***

- Bloodborne Pathogens (1) *\*See Course Description for Health*
- Stop the Bleed (1) *\*See Course Description for Health*
- CPR/First Aid (1) *\*See Course Description for Health*
- OSHA 10 Training (1) *\*See Course Description for Physical Education II*
- Ohio High School Athletic Association Officiating License (4) *\*See Course Description for Physical Education II*
- Certiport Communication Skills for Business (1) *\* See Course Description for International Business*
- Student Leadership Excellence (3) *\*See Course Description for ELA IV*

#### **Notes:**

\* Students who have received the American Red Cross Lifeguarding certification elsewhere may use 4 points towards this pathway.

\* Students who have a valid driver's license may apply 1 point towards this pathway.

#### **State Tested Nurse Assistant (STNA) Certification**

- 12-point credential in collaboration with O'Neill Healthcare.



### **Hospitality and Tourism Career Pathway**

This pathway is designed for students who want to work in the hospitality and tourism industry. It provides students with knowledge and skills related to customer service and communication. Students will participate in real-world experiences within the school or community.

**Students will take a combination of the listed Industry-Recognized Credentials equaling 12 points.**

- Rise Up Retail Industry Fundamentals (6) *\*See Course Description for Rise Up Credentialing*
- Rise Up Customer Service and Sales (6) *\*See Course Description for Rise Up Credentialing*
- Certiport Communication Skills for Business (1) *\* See Course Description for International Business*
- CPR/First Aid (1) *\*See Course Description for Health*
- Student Leadership Excellence (3) *\*See Course Description for ELA IV*
- OSHA 10 Training (1) *\*See Course Description for Physical Education II*

#### **Note**

- Students who have a valid driver's license may apply 1 point towards this pathway.

### **Business, Marketing, Finance Pathway**

- Certiport Communication Skills for Business (1) *\* See Course Description for International Business*
- CPR/First Aid (1) *\*See Course Description for Health*
- OSHA 10 Training (1) *\*See Course Description for Physical Education II*
- Student Leadership (3) *\*See Course Description for ELA IV*
- Rise Up Warehouse, Industry, and Logistics (6) *\*See Course Description for Rise Up Credentialing*

### **BROOKLYN DIGITAL LEARNING ACADEMY (BDLA)**

The Brooklyn Digital Learning Academy is an alternative learning setting to meet ever-changing student needs. The BDLA offers students the ability to recover course credit, or to earn course credit in a non-traditional setting. The program currently utilizes the online learning platform, Edgenuity to provide a variety of courses, ranging from required coursework that is aligned to Ohio State Standards and state assessments to electives that allow students to pursue personal interests. The BDLA is offered to students attending Brooklyn High School onsite and coursework can be accessed outside of school hours. The BDLA is not offered as a home-based alternative to in-person learning.

## **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 the graduating class of 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.
- 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 have two possible pathways to earn this seal:
  1. Option 1: The student will complete 6 courses in the Fine and Performing Arts course as labeled in the course guide
  2. Option 2: The student will complete 4 courses 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(s)/guardian(s), 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. (ie- 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. (ie- 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.