

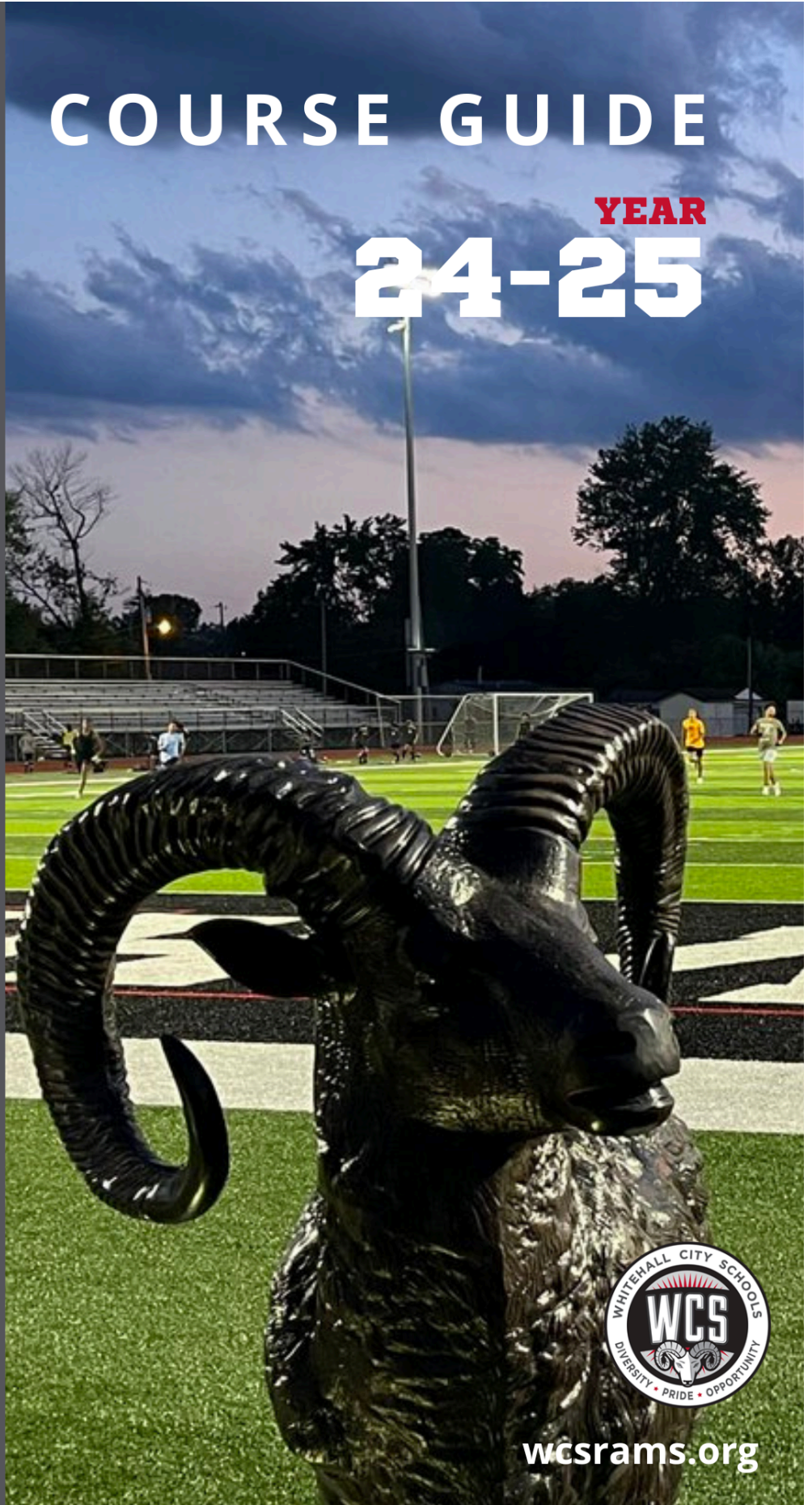
WHITEHALL

yearling high school

COURSE GUIDE

YEAR

24-25



wcsrams.org



Whitehall City Schools

Superintendent's Office

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Mark Trace, Deputy Superintendent

Brian Seymour, Assistant Superintendent of Academics and Innovation

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Lanisha Burnett, Assistant Principal

Bill Hughett, Athletic Director

Rod Lightfoot, Dean of Students

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Graduation Requirements

To graduate from Whitehall-Yearling High School, a student must meet the standards adopted by the State of Ohio, and the Whitehall City Schools Board of Education. The ultimate responsibility for tracking and completing necessary credits for graduation lies with the students and parents. Any student who fails to meet the district's graduation requirements shall not participate in commencement exercises or receive a diploma.

Step 1 - Earn the Required Minimum Credits

Subject	Minimum Number of Credits Required
English Language Arts	4 credits
Mathematics	4 credits
Science	3 credits
Social Studies	3 credits
Health	½ credit
Physical Education*	½ credit
Electives**	4 ½ credits - Class of 2026 5 Credits - Class of 2023, 2024 & 2025
Financial Literacy	½ credit - Class of 2026 & beyond
Total Minimum Credits Required for Graduation	20 credits

***Physical Education Exemption** - A student who, during high school, has participated in interscholastic athletics, marching band, cheerleading, Flag Corps, Ramettes, show choir, etc for at least two full seasons is not required to complete any physical education courses as a condition to graduate. While the participation in two full seasons meets the requirement for the physical education requirement, students will still need to take an additional ½ credit elective.

****Electives** - Must include 1 credit in fine arts.

Step 2 - Demonstrate Competency

Option #1	Option #2		Option #3	Option #4
State Tests	Industry Credentials	Work-Based Learning	Military	College Credit Plus
Earn a passing score on Ohio's high school Algebra 1 and English II tests. Students who do not pass the test will be offered additional support and must retake the test at least once.	Must earn one in each category of these:		Show evidence that you have signed a contract to enter a branch of the U.S. armed services upon graduation.	Earn credit for one college-level math and/or college-level English course through Ohio's free College Credit Plus program. (see more about CCP)
	<ul style="list-style-type: none"> Proficient scores on WebXams A 12-point industry credential A pre-apprenticeship or acceptance into an approved apprenticeship program 	<ul style="list-style-type: none"> Work-based learning Earn the required score on WorkKeys Earn the OhioMeansJobs Readiness Seal 		

End of Course State Tests:

Per the Ohio Department of Education students will be required to take each of the six end-of-course state tests. As one of the ways to show competency towards graduation, students must obtain the competency score on the Algebra I test and the English Language Arts II tests. The current competency scores are 684 for Algebra I and 684 for English Language Arts (note: the Ohio Department of Education has the ability to change those scores). The remaining four end-of-course tests will be used for students to earn their diploma seals ([see section below](#)).

Step 3 - Show Readiness

Earn two of the following diploma seals, choosing those that line up with your goals and interests. These seals give you the chance to demonstrate academic, technical, and professional skills and knowledge that align to your passions, interests and planned next steps after high school. At least one of the two seals must be in an Ohio-designed seal.

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

Information about Diploma Seals

The state of Ohio has created 12 diploma seals for students to demonstrate academic and technical skills for college, careers, or the military. Starting with the class of 2023, students will be required to earn at least two seals, one of which must be state defined, in order to earn a diploma. Ohio Revised Code sections 3313.618 and 3313.6114.

Ohio Means Jobs Readiness Seal



Meet the requirements and criteria established for the readiness seal, including demonstration of work -readiness and professional competencies: drug free, reliability, work ethic, punctuality, discipline, teamwork, professionalism, learning agility, critical thinking, leadership, creativity, communication, digital technology, global fluency, career management. Students must work with at least three experienced and trusted mentors who validate the demonstration of these skills in school, work, or the community. [Seal verification form](#) (Completed by student and mentors).

Industry-Recognized Credential Seal



A student can:

1. Earn a 12-point approved industry-recognized credential or group of credentials totaling 12 points in a single career field.
2. Obtaining a state-issued license for a practice in a vocation that requires an examination in one.

College-Ready Seal



Earn remediation-free scores on the ACT or SAT






- ACT
 - English - 18 or higher Reading - 22 or higher
 - Mathematics - 22 or higher
- SAT
 - Evidence-Based Reading and Writing score - 480 or higher
 - Mathematics - 530 or higher

Citizenship Seal



A student can:

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

<p>Science Seal</p> 	<p>A student can:</p> <ol style="list-style-type: none"> 1. Earn a score of proficient or higher on the biology end-of-course exam; 2. Earn a final course grade equivalent to “B” or higher in specified science course*; 3. Earn a score that is at least equivalent to proficient on appropriate Advanced Placement exam; or 4. Earn a final course grade that is equivalent to a “B” or higher in an appropriate class taken through the College Credit Plus program.
<p>Honors Diploma Seal</p> 	<p>Earn one of five Honors Diplomas outlined below:</p> <ol style="list-style-type: none"> 1. Academic Honors Diploma 2. Career-Tech Honors Diploma 3. STEM Honors Diploma 4. Arts Honors Diploma 5. Social Science and Civic Engagement Honors Diploma
<p>Seal of Biliteracy</p> 	<p>Meet the requirements and criteria, including: Demonstrate eligibility for a high school diploma; Demonstrate English language arts proficiency; and Demonstrate world language proficiency. Proficiency is determined by scores on Ohio’s required state tests for English language arts (700 is the scaled score required to show proficiency), on the English and reading sections of the ACT (18 or higher on English and 22 or higher on Reading) or SAT (430 or higher on Writing, 450 or higher on Reading).</p>
<p>Technology Seal</p> 	<p>A student can:</p> <ol style="list-style-type: none"> 1. Earn a score that is at least equivalent to proficient on an appropriate Advanced Placement exam; 2. Earn a final course grade that is equivalent to a “B” or higher in an appropriate class taken through the College Credit Plus program; or 3. Complete and pass a course offered through the district or school that meets guidelines developed by the Department. Students must complete a portfolio and a culminating project. <p>Course Offered:</p> <ul style="list-style-type: none"> ● 4305 Digital Studio ● 4306 Digital Art ● 3440 Introduction to Engineering and Design ● 3441 Principles of Engineering ● 3443 Engineering Design and Development ● 3432 Robotics and Basic Programming
<p>Military Enlistment Seal</p> 	<p>Provide evidence that a student has enlisted in a branch of the U.S. Armed Forces</p>

Community Service Seal



Community service experiences, when properly designed, equip students with professional skills and the leadership, reasoning, and social and emotional skills they need to succeed in today's workforce. Community service experiences also allow students to access a profession, industry or sector; learn more about potential career paths; and think about their plans after high school.

High-quality community service experiences will:

- Lead students to reflect on and address the needs of the communities in which they live and work;
- Promote meaningful community connections and a clearer understanding of the organizations and agencies that support community needs;
- Allow students to apply knowledge and skills in practical settings;
- Give students opportunities to gain new knowledge, skills and understanding that can support their future pursuits and successes;
- Connect students to the careers and professions available in the public, nonprofit and philanthropic sectors;
- Offer opportunities for students to show attributes such as foundational knowledge, social and emotional skills, and leadership and reasoning abilities that demonstrate their readiness to transition to an identified next step after high school; and
- Promote a better understanding of the importance and value of civic engagement, individual or group contributions and volunteerism in a local community.

General Requirements - Students must document at least 80 hours through community service experiences. Students' experiences must take place during the freshman-senior years, as defined by the district. The successful community service experiences must include approval and verification of the work as outlined in the following paragraphs.

Approval of the Experience - Students must have their planned work or community service experiences approved for graduation before completing those experiences. Each student must submit:

- 1. A description of the proposed work or community service experience.**
- 2. A list of duties, responsibilities and learning outcomes (scope of work).**
 - a. The student must define the duties and responsibilities of the community service experience he or she will complete
 - b. The student must identify at least three competencies related to professional, technical or academic skills he or she will demonstrate throughout the community service experience.
- 3. A timeline or plan for completion.**
 - a. The student must outline a clear plan to meet the required hours for the community service experience;
- 4. A work or community service experience agreement.**
 - a. The student must identify an **advisor from his or her district or school** and a **community service supervisor who will oversee the duties and responsibilities of the experience.**
 - b. The school advisor, community service supervisor, and the student must approve the agreement.

Verification of the Work - Each student must verify his or her community service experience to the school in three ways:

- 1. Documented hours**
The student must maintain and submit a time log of the hours he or she has worked, along with supporting documentation when possible.
- 2. Student reflection**
The student must reflect on his or her community service experience during the minimum 80-hour experience.

The reflection may include:
 - a. A description of the work the student completed during the hours on which he or she is reflecting;
 - b. Aspects of the work the student enjoyed the most that he or she would like to do more of or what tasks the student excelled at or was challenged by;
 - c. A self-evaluation of what the student could be doing better while still engaged in the experience; and
 - d. The student’s progress toward demonstrating the competencies or skills identified in the experience proposal.
- 3. Student and supervisor verification and evaluation**
Evaluations of performance are critical to assess progress and grow a student’s potential for post-high school success.
 - a) The student must submit a supervisor evaluation that verifies the work and reports on the demonstration of the identified competencies or skills.


Fine and Performing Arts Seal



Fine and Performing Arts participation provides learners with non-academic benefits such as promoting self-esteem, motivation, cultural exposure, creativity, and an appreciation for diversity. Fine and Performing Arts participation also opens up potential new career, academic, and scholarship opportunities for students as they leave the high school setting and transition into college life or into a career directly related to these fields.

Acceptable fine and performing arts experiences will include (Must meet at least one):

1. Earn at least 3 credits of Fine Arts that lead to a portfolio, exhibit, performance, or demonstration of learning as a final project. This could include performances, art exhibits, band, and choir courses including concerts, and other activities with teacher/principal approval. Evidence of a final portfolio/project, exhibit, or performance is required.
2. Participate in and pass all lab/program-related courses at Eastland-Fairfield Performing Arts program with a C or better.
3. Receive an individual rating of Superior or Excellent at a state sponsored music event, or being selected for a state sponsored art exhibition.
4. Participate in two seasons of any combination of the following: Ramettes, Show Choir, Colorguard, and/or Musical/Theater Production.
5. Pass a CCP or AP course in Fine Arts with a C or better.

	<p>6. Complete private study option within the visual arts, performing arts, media arts, or design that results in a final exhibition of work or learning. Pre-approval is required for this option, the outside provider must be willing to sign off on the hours and performances, and the student will submit a log of hours and work.</p>
<p>Student Engagement Seal</p> 	<p>Students will earn a Certified Student Engagement Seal through completion of the following options. Students must complete one of the options below. Students can not combine options.</p> <ol style="list-style-type: none"> 1) Complete a PE Exemption form that meets the Board’s Policy already established. <ul style="list-style-type: none"> ○ This Exemption is earned by students who are members for two seasons of a school sponsored sport, cheer, marching band, or show choir. 2) Participate in two seasons, or two semesters of a school sponsored event/club with documentation from the board approved coach/director/advisor. This is verified through reporting memberships to building secretaries that are entered into our Digital System or through completing a form signed by the coach/director/advisor that is then entered into our Digital System. Participation is prorated for a senior move in to be one season, one semester, or one performance. 3) Participate in two seasons, two semesters, or at minimum 80 hours of a principal approved, non-board funded, school/community activity. Such activity must have an adult supervisor. This is verified through a form signed by the adult supervisor that is then entered into our Digital System. Participation is prorated for a senior move in to be one season, one semester, or one performance. 4) Participate in co-curricular learning that enhances our school and community. <ul style="list-style-type: none"> ○ Student Engagement Courses= 3 credits <ul style="list-style-type: none"> ■ Yearbook ■ Video Production and Broadcasting ■ Spanish for Heritage Speakers ■ Peer Collaboration ■ Entrepreneurship ■ Legal Rams ■ Model United Nations ■ Other courses deemed appropriate by the curriculum department and administration.

HONORS DIPLOMA REQUIREMENTS

High school students can gain recognition for exceeding Ohio’s graduation requirements through an Academic Honors Diploma. High-level coursework, college and career readiness tests and real-world experiences challenge students. Students must meet all but one of the following criteria, unless it is a minimum graduation requirement. Students must meet general graduation requirements to qualify for honors diplomas.

Students must meet all minimum graduation requirements set forth by Whitehall City Schools, plus all but one of the following criteria.

Honors Diploma Requirements		
1	Math	4 credits
2	Science	4 credits, including 1 credit of advanced science
3	Social Studies	4 credits
4	World Languages	3 sequential units of one world language or two units of two languages
5	GPA	3.5 on a 4.0 scale
6	ACT/SAT	ACT 27 or higher; SAT 1280 or higher
7	Seal Requirement	Earn two additional diploma seals, not including the Honors Diploma Seal
8	Experiential Learning	Field Experience, OhioMeansJobs Readiness Seal, Portfolio or Work-Based Learning
<i>*plus any minimum graduation requirements</i>		

Math – Students must take algebra I, geometry, algebra II (or equivalent), and one other higher level course

Science – Advanced science refers to courses that are inquiry based with laboratory experiences. They must align with the grades 11/12 standards (or above) or with an Advanced Placement science course or entry-level college course (clearly preparing students for a college freshman-level science class, such as anatomy, botany or astronomy).

Social Studies – Students may get credit for both an American history course and/or the Advanced Placement course (same for government and world history).

World Language – Only credits from courses that are sequential and proficiency based (e.g., Spanish levels I, II, III or German I and II and French I and II) fulfill the honors diploma requirement. Sequential classical (e.g., Latin, Ancient Greek) and visual (e.g., American Sign Language) languages DO fulfill the honors diploma requirement. No units from language courses coded as “Foreign Language Exploratory” can count toward the honors diploma requirement. No units from culture-based courses can count toward the honors diploma requirements.

GPA – GPAs must be calculated on an unweighted 4.0 scale.

ACT and SAT score requirements – Students must have scores of 27 or higher on the ACT or 1280 or higher on the 2016 SAT or their equivalents on previous or future versions of the tests. The score for SAT was updated due to the new SAT exam. The ACT writing and SAT essay sections are not included.

Seal Requirements - Students must earn two additional [seals](#), not including the Honors Seal.

Experiential Learning - Student must display field experience, a portfolio or workbased learning experience or earn the OhioMeansJob Readiness Seal.

NOTE - Students may replace the ACT/SAT, GPA or World Language requirement outlined above with a "Student Strength Demonstration."

Student Strength Demonstration Replacement - Students can use the Student Strength Demonstration to replace one of either the ACT/SAT, GPA or World Language requirement for any Honors Diploma. The Student Strength Demonstration options are listed below. The same options exist for each of the six honors diplomas but, where relevant, should reflect coursework or experiences relevant to the theme of the Diploma. For example, a student earning the Academic Honors Diploma and using the College Credit Plus option to replace another requirement for the diploma should have College Credit Plus courses relevant to the Academic Honors diploma.

Options (*Student Strength Demonstration Replacement*):

- **Credit Credit Plus** - 12 total College Credit Plus credit hours
- **Advanced Placement** - 3 courses with a score of 3 or higher on AP test
- **Career-Technical Assurance Guide (CTAG)** - 12 total credits
- **Apprenticeship/Pre-Apprenticeship** - Completion or Evidence of Acceptance if required to be older than 18.
- **Workkeys** - Score of 6 or higher on all tests
- **Armed Services Vocation Battery** - Score of 50 or above on the ASVAB
- **Work-Based Learning** - 250 total hours of work-based learning

EARLY GRADUATION

The Board acknowledges that most students derive the maximum scholastic and social benefits from a four-year high school program. However, students who accelerate through the District's academic program and complete the requirements of the Ohio Department of Education are permitted to graduate early.

Early graduation is available to high school students, provided they follow all of the requirements established for this purpose.

Once approval for early graduation is established, the student becomes a member of the class in the school year in which his/her graduation requirements are completed. The diploma may be given at the completion of all requirements or at the next graduation ceremony.

PROCEDURE FOR EARLY GRADUATION

Option A - If you are a senior and wish to complete your graduation requirements at the end of the first semester:

- Submit a [completed application](#) as soon as you have decided to graduate early.
- All deadlines for adding and dropping classes will be adhered to. No exceptions will be made for those wishing to graduate early.
- All graduation requirements must be completed and verified at the end of the first semester or you will be required to return to school as a full-time student.
- Students will be approved by the Whitehall City Schools Board of Education for early graduation.
- The student may receive a diploma at the spring ceremony.

Option B - If you are a junior and wish to complete your graduation requirements at the end of your junior year:

- A. Submit a [completed application](#) as soon as you have decided to graduate early.
- B. All deadlines for adding and dropping classes will be adhered to. No exceptions will be made for those wishing to graduate early
- C. Diploma (date) and graduation will be during the spring of the student's junior year.
- D. Students will be approved by the Whitehall City Schools Board of Education for early graduation.
- E. If you do not graduate in spring, you may request option C (further Board action is not required). See your counselor immediately.

Option C - If you are a junior and wish to complete your graduation requirements in August:

- A. Submit a [completed application](#) as soon as you have decided to graduate early.
- B. All deadlines for adding or dropping classes will be adhered to. No exceptions will be made for those wishing to graduate early.
- C. If all requirements are not completed and verified before the first day of school, the student must return to Whitehall Yearling High School as a full-time student.
- D. Students will be approved by the Whitehall City Schools Board of Education for early graduation.
- E. If all requirements are completed and verified before the first day of school, the student would have the option of:
 - 1. Receiving his/her diploma at that time, with the previous spring graduation date (no graduation ceremony);
 - 2. Receive diploma and participate in the next spring graduation ceremony.

The plan for early graduation may include the educational options in accordance with the Ohio Revised Code, waiving District Graduation requirements that exceed those by the State, and early promotion to a higher grade level to allow the student to take end-of-year-course examinations or other required State tests.

The early graduating student's rank in the class shall be the ranked with the students that are graduating that school year, not the original cohort of students.

Early graduation is not automatically granted. Even though a student has fulfilled all the necessary requirements stated in this policy they must still apply for and be granted Board approval to graduate under the Early Graduation Policy.

[Whitehall Yearling High School Early Graduation Application](#)

Whitehall City Schools Grading Scale

Letter Grade	Percentage Range	Traditional Point Value	Honors Scale Point Value
A	93 - 100	4.00	5.00
A-	90 - 92	3.67	4.67
B+	87 - 89	3.33	4.33
B	83 - 86	3.00	4.00
B-	80 - 82	2.67	3.67
C+	77 - 79	2.33	3.33
C	73 - 76	2.00	3.00
C-	70 - 72	1.67	2.67
D+	67 - 69	1.33	2.33
D	63 - 66	1.00	2.00
D-	60 - 62	0.67	1.67
F	59 and below	0.00	0.00

CAREER-TECHNICAL EDUCATION

[Eastland Fairfield Career and Technical Center](#) is our career center partner. To inquire about or enroll in an Eastland Fairfield program, please contact your school counselor.

Career Pathways Available at Whitehall-Yearling High School

The schools should provide education that is pertinent to the practical aspects of life and prepares students to make the transition from the school setting to the world of work. Therefore, the Board supports the inclusion of career-technical education in the basic curriculum.

Career-technical education is a program that enables each student to gain career awareness and to explore career opportunities in all fields so that he/she can make informed decisions about his/her future occupations.

The Board charges the administration with the responsibility for implementation of the career-technical education program in the schools.

Career-technical education is a concept that can be taught in the classroom at all grade levels. In grades seven through 12, it specifically incorporates career exploration, career guidance and career-technical education

opportunities. The latter are designed to equip students to enter postsecondary occupational education programs and/or specific occupations directly from high school.

Career-technical education is available as an integral part of the curriculum at the secondary level. It is geared to technological and economic conditions and changes, and, as a core component of comprehensive education, shares with other aspects of the high school curriculum the purpose of development of character, attitudes and skills. Guidance and counseling services are provided to each student throughout his/her program.

In an effort to meet the changing needs of the global, high-tech workforce, educational programs offered to secondary school students, adults, postgraduates and others desiring to obtain necessary workforce skills are established in accordance with State law and the Ohio Administrative Code.

Whitehall City School District offers two career pathways - Biomedical Science and Engineering and Design. Please read below for more information about the courses offered. The intention for the pathway is that the student successfully complete all four courses in the pathway and earn at least one career credential that aligns with the pathway.



BIOMEDICAL PATHWAY

ARE YOU INTERESTED IN A FIELD IN HEALTHCARE, HEALTH SERVICES, BIOMEDICAL INNOVATION?

DOCTOR, NURSE, PHYSICAL THERAPIST, DIETIAN, PHARMACIST, DENTIST, NURSING ASSISTANT, HOME HEALTH AIDE, LAB TECH, AND MANY MORE!

Courses Available (pending grant approval)

Medical Detectives	Principles of Biomedical Science	Human Body Systems	Medical Interventions	Biomedical Innovation
Available at Rosemore MS starting in 2024-25	Available at WYHS starting in 2024-25	Available at WYHS starting in 2025-26	Available at WYHS starting in 2026-27	Available at WYHS starting in 2027-28
Students play the role of real-life medical detectives as they collect and analyze medical data to diagnose diseases. They solve medical mysteries through hands-on projects and labs, measure and interpret vital signs, examine nervous system structure and function, and investigate disease outbreaks.	From design and data analysis to outbreaks, clinical empathy, health promotion, and more, students explore the vast range of careers in biomedical sciences. They develop not just technical skills, but also in-demand, transportable skills that they need to thrive in life and career.	Students experience real-world scenarios and cases to see medicine in action – as they diagnose and provide treatment and rehabilitation to patients at an outpatient center, keep clients safe and healthy on adventure medicine trips in remote locations, and work in a research center to design laboratory investigations to explore development and aging.	Students delve into activities like designing a prosthetic arm as they follow the life of a fictitious family and investigate how to prevent, diagnose, and treat disease.	Students build on the knowledge and skills gained from previous courses to design their own innovative solutions for the most pressing health challenges of the 21st century.

BY IMMERSING STUDENTS IN ACTIVITIES LIKE PRACTICING SUTURING AND CONSTRUCTING BODY STRUCTURES FROM CLAY, BIOMEDICAL SCIENCE EMPOWERS STUDENTS TO BUILD KNOWLEDGE AND SKILLS IN BIOMEDICAL SCIENCE, AS WELL AS IN-DEMAND, TRANSPORTABLE SKILLS LIKE PROBLEM SOLVING, CRITICAL AND CREATIVE THINKING, COMMUNICATION, AND COLLABORATION.

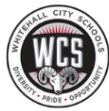


Engineering Pathway

Engineering, Design, Robotics, Digital Electronics

Design & Modeling	Automation & Robotics	Introduction to Engineering Design	Principles of Engineering	Engineering Design & Development	Digital Electronics
<p>Available at Rosemore MS starting in 2024-25</p>	<p>Available at Rosemore MS starting in 2024-25</p>	<p>Available at WYHS now!</p>	<p>Available at WYHS now!</p>	<p>Available at WYHS starting in 2024-25</p>	<p>Available at WYHS starting in 2025-26</p>
<p>Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy.</p>	<p>Students take on the role of interns and work in teams to identify design requirements and create prototypes to meet the needs of clients. They also explore different aspects of automation and robotics and experience how solving real-life problems involves the teamwork of mechanical engineers, software developers, and electrical engineers.</p>	<p>Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects like designing a new toy or improving an existing product.</p>	<p>Students explore how modern engineers help improve the world through diverse engineering fields, such as product design, mechanical design, infrastructure, and sustainability. Students learn and use some of the cutting-edge tools engineers use in robotics, 3D modeling, programming, and prototyping.</p>	<p>Students identify a real-world challenge and then research, design, and test a solution, ultimately presenting their unique solutions to a panel of engineers.</p>	<p>Students explore the foundations of computing by engaging in circuit design processes to create combinational logic and sequential logic (memory) as electrical engineers do in industry.</p>

College Credit Plus



Whitehall Schools College Credit Plus

Earn High School & **College** Credits

at the same time!

Check out for more information



For more information
talk with your school counselor



What is College Credit Plus? College Credit Plus is a program that gives students in grades 7-12 an opportunity to be enrolled in both high school and college course work at the same time. Students must qualify academically and the tuition will be paid by Whitehall City Schools. College Credit Plus replaces Ohio's PostSecondary Enrollment Options program (PSEO) and all dual enrollment programs.

Advantages of College Credit Plus

For the student who is eligible for College Credit Plus, he/she must be academically ready for college level courses and be willing to follow the procedures outlined by the university while still earning high school credit. Students will enjoy the following benefits:

- Students may earn (transcribed) college credit and high school credit upon successful completion of the course

- Accelerate achievement of educational goals
- Eliminate duplication of high school and college course content
- Increase the rigor and challenge of course offerings while in high school
- May decrease time and cost towards an Associates or Bachelor’s Degree

~CCP courses are considered “gifted services” for students who have gifted identification in superior cognitive ability or the corresponding specific academic area.



Look for this logo in the course selections for the College Credit Plus courses!

Potential Risks and Consequences of College Credit Plus

- Increased responsibility for learning
- Affects GPA (high school and college)
- Potential scheduling conflicts between high school and college courses
- Potential Athletic Eligibility issues- must be scheduled for five credits per semester
- Reduced parent involvement, due to FERPA restrictions

Subject for credit	Course(s)	Credits
English Language Arts	Composition 1 Composition 2 British Literature 1 British Literature 2	1 credit each
Math	College Algebra Trigonometry Calculus 1	1 credit each

Advanced Placement/Honors Courses

The Advanced Placement Program (AP) offers college level courses in various disciplines with the primary aim of preparing a student to master college level material while in a secondary school environment. AP offers a learning experience which is more challenging and requires more work and time than typical high school/college preparatory/honors courses.

Language Arts	Math	Science	Social Studies
Honors English I	Honors Algebra I	Honors Biology	Honors US History
Honors English II	Honors Geometry	Honors Chemistry	Honors World Studies
	Honors Algebra II	AP Biology	AP U.S. History
			AP Government & Politics



Look for this logo in the course selections for the Advanced Placement courses!

CREDIT FLEXIBILITY

The Board recognizes that an effective educational program is one that provides opportunities for students to customize aspects of their learning around their respective needs and interests. Credit flexibility is one method to motivate and increase student learning by allowing access to more resources, customization around individual student needs and the use of multiple measures of learning.

Credit flexibility shifts the focus from “seat time” to performance. The intent of credit flexibility is to meet increased expectations for high school graduation in response to globalization, technology and demographics, and to meet the demand for 21st century skills.

In accordance with State law, the District must develop and implement a credit flexibility plan. Seventh or eighth grade students may meet curriculum requirements or students ready for high school courses may earn high school graduation credit by:

1. demonstrating subject area competency through the completion of traditional course work;
2. testing out of or showing mastery of course content through the pursuit of an approved educational option and/or
3. any combination of the above.

The Superintendent/designee develops the District’s credit flexibility plan consistent with the provisions of the following regulation.

ENGLISH LANGUAGE DEVELOPMENT

The Board recognizes the need to provide equal educational opportunities for all students in the District. Therefore, if the inability to speak and understand the English Language Development excludes a student from effective participation in the educational programs offered by the District, the District shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs. Students in a language minority or who are English Language Development are identified, assessed and provided appropriate services.

The Board directs the administration to develop and implement instruction programs that:

1. appropriately identify language minority students;
2. provide the appropriate instruction to English learner students to assist them in gaining English language proficiency, as well as content knowledge, in reading/language arts and mathematics and
3. annually assess the English proficiency of students and monitor their progress in order to determine their readiness for the mainstream classroom environment.

The District requires all English learner students to be tested. Alternative assessments may be required. Students must make yearly gains toward closing the achievement gap as defined by the State Board of Education performance targets.

The District provides parents with notice of and information regarding the instructional program as required by law. Parent and family involvement is encouraged and parents are regularly apprised of their child's progress.

Division I Academic Requirements

College-bound student-athletes enrolling at an NCAA Division I school need to meet the following academic requirements to practice, compete and receive an athletics scholarship in their first year of full-time enrollment.

Core-Course Requirement

Complete 16 core courses in the following areas:

- Four years of English
- Three years of math (Algebra 1 or higher)
- Two years of science (including one year of lab science if offered)
- One additional year of English, math or science
- Two years of social studies
- Four year additional courses (any area listed above, foreign language or comparative religion/philosophy)

FULL QUALIFIER - College-bound student-athletes may practice, compete and receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division I school.

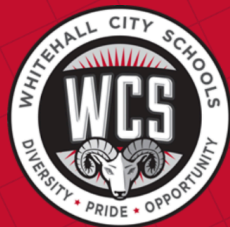
- Complete 16 core courses.

- Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
- Seven of the 10 core courses must be in English, math or natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Graduate high school.

ACADEMIC REDSHIRT - College-bound student-athletes may receive an athletics scholarship during their first year of full-time enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale).
- Graduate high school.

NONQUALIFIER- College-bound student-athletes will not be able to practice, compete or receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division I school.



ART

Course Offerings

	2D Art courses:	3D Art Courses:	Other Art Courses:
Level 1 Course	2D Drawing and Mixed Media	3D Studies and Design	Digital Studio Art
Level 2 Course	Painting	Ceramics	Visual Journalism & Expeditions
Higher level Course	2D Studio Art	3D Studio Art	

4390 2D Drawing and Mixed Media, Grades 9, 10, 11, 12

This studio course uses drawing, printmaking and painting media as a way of exploring how to combine those various mediums and techniques to allow the student to develop imagery with a personal thematic approach. In class demonstrations will present monoprint, relief print, and silkscreen and techniques as a means for each student to explore and develop their imagery. Students are expected to complete a full range of preliminary and exploratory drawings as a way to develop their concept, as well as a way to improve their technical and perceptual drawing abilities. Students would work alongside marketing courses to present ideas for school spirit wear. **Semester; ½ credit.**

4315 Painting, Grades 9, 10, 11, 12

This studio course covers techniques in acrylic and mixed media. Painting from still-life, landscape, and life models from observation will be geared towards realism; at the same time, various other painting styles could be explored. Color theory, linear perspective, compositional structure, figure/ground relationships, visual perception, spatial concepts, and critical thinking skills will all be emphasized extensively. We will study and research major painting styles and movements in historical context. **Semester; ½ credit.**

4310 Ceramics, Grades 9, 10, 11, 12

This course will teach the fundamental methods of forming clay into a 3-dimensional art form. The basic techniques for hand building (pinch pot, slab construction, and coil construction) will be demonstrated. Emphasis will be placed on craftsmanship, creativity, and application of the elements and principles of design. Definitions of materials, ceramic studio and ceramic processes will be presented and sketching will be utilized for ideas, research and planning. Basic wheel throwing will be taught and available for interested students. Students need not have experience with clay work to take this course. **Semester; ½ credit.**

4395 3D Studies and Design, Grades 9, 10, 11, 12

This course utilizes sculpture to create art that exists in three dimensions. Various artists, art styles and studio processes will be explored and expressed through a variety of media. The sculptural processes of assemblage, reduction carving and modeling will be used to create artwork based on a theme or concept. The ability to generate original solutions to design problems will also require basic drawing skills, creative thinking and

artistic exploration. Weekly sketchbook assignments that require drawing, reflection and research are part of the curriculum. **Semester; ½ credit.** (Previously known as Sculpture)

4305 Digital Studio, Grades 9, 10, 11, 12

Digital Studio is a course designed for those students who have a strong interest in computer generated art, digital photography, and graphic design. The purpose of this course is to learn how to create art and original graphics using computer software and technological equipment. Students will use digital software programs to create original artwork and alter photographs. Art elements are principals as well as layout and design will be emphasized. This course qualifies for the State Technology Diploma Seal (successful completion). **Semester; ½ credit.**

4306 Digital Art, Grades 9, 10, 11, 12

Digital Art is a digital art class where you will learn the computer software tools used to create digital drawings and paintings. Learn how to use art and drawing skills and a pen/stylus tablet combined with the basic skills in Adobe Illustrator. Students will use problem-solving strategies and work collaboratively to complete the creative process using industry standard software and equipment. This course qualifies for the State Technology Diploma Seal (successful completion). **Semester; ½ credit.**

4320 2D Studio, Grades 10, 11, 12

This advanced studio course allows students to develop greater command of technical skills that were introduced in the previous drawing course. Advanced projects and vocabulary are emphasized with more thematic depth and complexity, and a wider range of creative responses in their work. Students will explore different ideas, styles and themes as a means to foster more personal and independent creative expression in personal work. Each student will develop a set of personal and artistic goals, working to achieve these goals to develop an understanding of career pathways open to artists. Studio time will be dedicated to the development of the student's own visual interests and creating a series of personal works. Drawing, printmaking and painting media are used as a way of exploring how to combine those various mediums and techniques to allow the student to develop imagery with a personal thematic approach. A full range of preliminary and exploratory drawings are expected as a way to develop concepts and improve their technical and perceptual drawing abilities. This rigorous art course is for highly motivated art students interested in developing an admissions portfolio for college application requirements. The final portfolio requires at least 12 high quality artworks that are created over the course of the year. Self-motivation and independent work is necessary for success in this course. Sketchbook techniques and writing skills will also be utilized for research and reflection. Course involves college/university visits, guest recruiters, completion of college applications and participation in regional, state and national exhibitions. **Full year; 1 credit. Prerequisite: 2D Drawing and Mixed Media or Permission of instructor required.**

4325 3D Studio, 10, 11, 12

This advanced studio course allows students to build on the 3D skills learned in Ceramics and 3D Studies. Sculpture materials will be available for a choice based curriculum meant to help students develop beyond the basic level. Want to spend the semester with a clay focus? Love working in cardboard? Students will develop greater command of sculpture, materials & technical skills. The major emphasis will be to explore different ideas, styles and themes as a means to foster more personal and independent creative expression in personal work. Studio time will be dedicated to the development of the student's own sculptural interests, creating a series of works and 3D portfolio development. This rigorous art course is for highly motivated art students interested in developing an admissions portfolio for college application requirements. The final portfolio requires at least 12 high quality artworks that are created over the course of the year. Self-motivation and

independent work is necessary for success in this course. Sketchbook techniques and writing skills will also be utilized for research and reflection. Course involves college/university visits, guest recruiters, completion of college applications and participation in regional, state and national exhibitions. **Prerequisite: Ceramics & 3D Studies or Permission of instructor required. Full Year; 1 credit.**



Business

Course Offerings

Our foundational courses in business and marketing provide students with the necessary knowledge for further study in business, marketing, and finance. Hands-on courses in sales, merchandising and buying, marketing and operations management provide students with the opportunity to learn in a collaborative and real world environment

4401 Broadcast Video Productions I, Grades 9, 10, 11, 12

This course is designed for students with an interest in video technology and communications. The semester class will provide students an opportunity to begin to develop skills in pre-production, production, post-production, media history, and career exploration in a classroom and media lab setting. Emphasis will be placed on the communication skills of reading, writing, listening, and speaking as they apply to video production. Students will learn the basics of broadcast. **Semester; ½ credit.**

4405 Broadcast Video Productions II, Grades 9, 10, 11, 12

This course is a continuation for students to increase their interest in video technology and communications. The semester class will be taught in both a classroom and media lab setting. Emphasis will be placed on the communication skills of reading, writing, listening, and speaking as they apply to video production. Students will translate knowledge from Level I. They will apply communication through authentic, on-set experiences, current practice, and application. It will also promote interscholastic projects between students and other departments within the school and the school district. **Prerequisite: Teacher Recommendation. Semester; ½ credit.**

4511 Financial Literacy, Grade 10, 11, 12

The Ohio Department of Education has introduced this course as part of new K-12 curriculum standards. This course is defined as 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. **Semester; ½ credit. Required course for graduation**



English

Course Offerings

The State of Ohio establishes learning standards that describe what students should understand and be able to do. Whitehall Schools English language arts curriculum supports these standards and prepares students for success on the ELA II state testing. Students must earn a minimum of 4 credits in English language arts. Honors and College Credit Plus courses may count toward these credits. Please check with your school counselor. [More information is available at this link.](#)

1190/2190 English 1 A/B, Grade 9

Integrated Language Arts instruction addresses the content and skills of State Standards for English Language Arts. Students read a variety of texts, that may include novels, plays, short stories, and informational texts. Students will utilize the writing process, write for different purposes and audiences, research self-selected or assigned topics, use an appropriate format to communicate findings and continue to use effective communication techniques. **Full year; 1 credit.**

1195/2195 English 1- Honors A/B, Grade 8, 9

This honors course addresses the content and skills of State Standards for English Language Arts. Students read a variety of texts, that may include novels, plays, short stories, and informational texts. Students will utilize the writing process, write for different purposes and audiences, research self-selected or assigned topics, use an appropriate format to communicate findings and continue to use effective communication techniques. Enrollment into this course is determined through a recommendation of the student's current English teacher. **Prerequisite: Teacher recommendation, entrance essay scores in STAR & previous ELA Ohio State Tests. Full year; 1 credit.**

1100/2100 English 2 A/B, Grades 10

Integrated Language Arts instruction addresses the content and skills of State Standards for English Language Arts. Students read a variety of texts, that may include novels, plays, short stories, and informational texts. Students will utilize the writing process, write for different purposes and audiences, research self-selected or assigned topics, use an appropriate form to communicate findings and continue to use effective communication techniques. **Full year; 1 credit.**

1105/2105 English 2 - Honors A/B, Grades 9, 10

This honors course addresses the content and skills of State Standards for English language arts. Students read a variety of texts, that may include novels, plays, short stories, and informational text. Students will utilize the writing process, write for different purposes and audiences, research self-selected or assigned topics, use an appropriate form to communicate findings and continue to use effective communication techniques. Enrollment into this course is determined through a recommendation of the student's current English teacher. **Prerequisite: Teacher Recommendation. Full year; 1 credit.**

1110/2110 English 3 A/B, Grade 10, 11

Integrated Language Arts instruction addresses the content and skills of State Standards for English Language Arts. Students read a variety of texts, that may include novels, plays, short stories, and informational text. Students will utilize the writing process, write for different purposes and audiences, research self-selected or assigned topics, use an appropriate form to communicate findings and continue to use effective communication techniques. **Full year; 1 credit.**

1120/2120 English 4 A/B, Grade 11, 12

Integrated Language Arts instruction addresses the content and skills of State Standards for English Language Arts. Students read a variety of texts, that may include novels, plays, short stories, and informational text. Students will utilize the writing process, write for different purposes and audiences, research self-selected or assigned topics, use an appropriate form to communicate findings and continue to use effective communication techniques. **Full year; 1 credit.**

1130 ENG: Technical Writing, Grades 10, 11, 12

This course emphasizes the editing phase of the writing process, providing students a variety of strategies for refining and editing their own writing. Instruction will be centered around the writing benchmarks of the English Language Arts Academic Content Standards. **Semester; ½ credit English credit.**

9120 Columbus State English 1100 - College Credit Plus/Dual Enrollment Courses



English 1100 is a beginning composition course which develops processes for critically reading, writing, and responding to a variety of texts in order to compose clear, concise, expository essays. The course facilitates an awareness of purpose, audience, content, structure and style, while also introducing research and documentation methods. Course reading and writing assignments may be thematically organized. Dual Enrollment: 1 credit if taken as CCP. College Credit Plus: ENGL 1100 = 3 college credits **College Credit Plus Prerequisite: Placement into ENGL 1100**

9130 Columbus State English 2367 - College Credit Plus/Dual Enrollment Courses



ENGL 2367 is an intermediate composition course that extends and refines skills in expository and argumentative writing, critical reading, and critical thinking. This course also refines skills in researching a topic, documenting sources, and working collaboratively. Course reading and writing assignments are organized around the diversity of those who comprise the identities. Dual Enrollment: 1 English credit if taken as CCP. College Credit Plus: ENGL 2367 = 3 college credits **College Credit Plus Prerequisite: Completion of ENGL 1100**

9140 Columbus State English 2201 British Literature - College Credit Plus/Dual Enrollment



This course is a survey of canonical British literary works written before 1789. The course activities include readings, class discussions and writing assignments. College Credit Plus: ENGL 2201 = 3 college credits **College Credit Plus Prerequisite:** ENGL1100 Minimum grade of "B" or ENGL2367 Minimum grade of "C" or ENGL2567 Minimum grade of "C" or ENGL2667 Minimum grade of "C" or ENGL2767 Minimum grade of "C"

9150 Columbus State English 2202 British Literature College - Credit Plus/Dual Enrollment



Students will study selected master works of 19th and 20th century British Literature. Course activities include readings, discussion, and writing assignments. College Credit Plus: ENGL 2202= 3 college credits **College Credit Plus Prerequisite:** ENGL1100 Minimum grade of "B" or ENGL2367 Minimum grade of "C" or ENGL2567 Minimum grade of "C" or ENGL2667 Minimum grade of "C" or ENGL2767 Minimum grade of "C"

3100 Yearbook, Grades 10, 11, 12

Working on the yearbook is both challenging and a rewarding experience. Students will work as part of a team, meeting deadlines throughout the year, sometimes even in the summer. Consequently, a yearbook staff member must be responsible and self-motivated. This course is designed to enable students to plan, design, and produce a successful yearbook. This course will include coverage and content, common layout and design applications, copy preparation procedures, theme development, and advertising and marketing techniques. This course may be taken more than once. ***Elective credit but can be taken as an English credit for 11th and 12th graders ONLY.*** **Prerequisite: Application and/or recommendation of the teacher. Full year; 1 credit.**

1160 Creative Writing, Grades 11, 12

This course provides instruction in writing. Students develop their writing skills or experiences with a focus on short stories, poetry, descriptive writing, journal writing, and others. Journals are kept and portfolios are maintained throughout the class. Instruction is centered on the writing benchmarks of the English Language Arts content Standards. Elective credit, but can be taken as an English credit for 11th and 12th graders ONLY. Prerequisite: English 1 and 2 (or equivalent). Semester course, ½ credit

3101 Film Analysis, Grades 10, 11, 12

Film Analysis is a semester-long course in which students will view, discuss, analyze, and critique multiple clips and movies in order to write for various reasons. Students will view current films as well as classic films from the past to foster class discussions and analysis of themes such as friendship, coming of age, survival, independence, and identity. As a class we will progress from taking part in multiple low-stakes writing opportunities (notes, free writes, brainstorming, etc) to creating crafted well-written essays. This course addresses the content and skills of the Ohio State Standards for English Language Arts. Students will analyze the films/clips, evaluate various perspectives and reasoning through discussions, write arguments to support claims, utilize the writing process, write for varied purposes and audiences, use an appropriate form to communicate their writing and continue to use effective communication techniques. **Prerequisite: English 1 and 2 (or equivalent).** ***Elective credit but can be taken as an English credit for 11th and 12th graders ONLY.*** **Semester: 1/2 credit**

3102 Greek Mythology I, Grades 10, 11, 12

Greek Mythology instruction addresses the content and skills of State Standards for English Language Arts. Students read a variety of texts that may include novels, plays, and assignments from approved textbooks and additional texts. Students will focus on reading and connecting them to literature throughout the ages. Students will also concentrate on vocabulary acquisition and applying Greek suffixes, prefixes, and roots to everyday and higher level vocabulary. Students will utilize the writing process, write for different purposes and audiences, use an appropriate form to communicate their writing and continue to use effective

communication techniques. ***Elective credit but can be taken as an English credit for 11th and 12th graders ONLY.*** Prerequisite: English 1 and 2 (or equivalent). Semester: 1/2 credit.

3103 Greek Mythology II, Grades 10, 11, 12

Greek Mythology instruction addresses the content and skills of State Standards for English Language Arts. Students read a variety of texts, that may include novels, plays, assignments from approved text and additional texts. Students will focus on reading and connecting them to literature previously read texts from Greek I. Students will also concentrate on vocabulary acquisition and applying Greek suffixes, prefixes, and roots to everyday and higher level vocabulary to prepare for standardized tests including, but not limited to, the ACT. Students will utilize the writing process, write for different purposes and audiences, use an appropriate form to communicate their writing and continue to use effective communication techniques. This is an Elective or English credit. Prerequisite: English 1 and 2 AND Greek I (or equivalent). Semester: 1/2 credit. ***Elective credit but can be taken as an English credit for 11th and 12th graders ONLY.*** Prerequisite: **English 1 and 2 (or equivalent).** Semester: 1/2 credit.

3111 Literature of Minority Movement, Grades 10, 11, 12

Literature of a Minority Movement, Latino/a focuses on the major pieces of fiction and non-fiction from a specific social movement. Students read a variety of texts that may include novels, plays, short stories, essays, and selected informational pieces. This course addresses the content and skills of the Ohio State Standards for English Language Arts. Students will analyze the various social/political aspects of the movement of study, utilize the writing process, write for different purposes and audiences, use an appropriate form to communicate their writing and continue to use effective communication techniques. Course offerings will include topics from social/political movements of the following groups: Women, African/African-Americans, Hispanic/Latinos, LGBT people, Native Americans, Asian/Asian-Americans to name a few. ***Elective credit but can be taken as an English credit for 11th and 12th graders ONLY.*** Prerequisite: **English 1 and 2 (or equivalent).** Semester: ½ credit. This course may be taken more than once with teacher approval.

4515 A.C.T. Prep, Grades 10, 11, 12

The ACT Prep Class is designed to prepare students to take the ACT by equipping them with skills and test-taking strategies to improve their score. The class will cover content and strategies for English, Math, Reading, Science, and the optional essay. Upon completion of the class, students should have an understanding of the ACT exam structure, general and section-specific test-taking strategies, and the ability to identify and handle difficult or tricky questions. **Semester, ½ credit. (English Elective Credit)**

6980/6981 ELD 1 Grades 9, 10, 11, 12

ELD 1 addresses the content and skills of the Ohio English Language Proficiency standards. This class is a combined skills course integrating acquisition of and improving on all four skill areas of English: listening, speaking, reading and writing. Students will focus on fundamental grammar, common vocabulary, introduction to reading skills in English, and conversation practice. **Full year, 1 credit.** This course can be repeated. Prerequisite: **Recommendation of the teacher.**

6982/6983 ELD 2 Grades 9, 10, 11, 12

ELD 2 addresses the content and skills of the Ohio English Language Proficiency standards. This class is a combined skills course integrating acquisition of and improving on all four skill areas of English: listening, speaking, reading and writing. This course will support the transition into mainstream classes. Students will focus on target grammatical structures, writing organization, developing reading fluency, in-context

vocabulary and classroom discussions. This course can be repeated. **Full year, 1 credit. Prerequisite: Recommendation of the teacher.**

6986/6987 ELD 3 A/B Grades 9, 10, 11, 12

ELD 3 addresses the content and skills of the Ohio English Language Proficiency standards. This class is a combined skills course integrating the acquisition of and improving on all four skill areas of English: listening, speaking, reading, and writing. This course will support the transition into mainstream classes. Students will focus on target grammatical structures, writing organization, developing reading fluency, in-context vocabulary, and classroom discussions. This course can be repeated. **Full year, 1 credit. Prerequisite: Recommendation of the teacher.**

6984/6985 ELD 4 Grades 9, 10, 11, 12

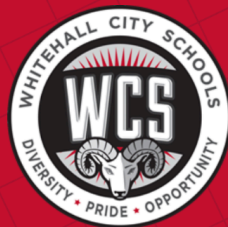
ELD 4 addresses the content and skills of the Ohio English Language Proficiency standards. This class is a combined skills course integrating acquisition of and improving on all four skill areas of English: listening, speaking, reading and writing. This course will provide support for the students' mainstream classes. It is designed to help students continue reading more complex text by refining their accuracy and fluency and building effective communication skills. **Full year, 1 credit.** This course can be repeated. **Prerequisite: Recommendation of the teacher.**

1185/2185 Sheltered English Language Arts II A/B, Grades 9, 10, 11, 12

This course is designed for ELD students who are pre-functional and/or emerging in their English language proficiency by providing additional support and preparing students for passage of the English 2 EOC Assessment. This course will focus on introducing basic Tier 1 and Tier 2 English vocabulary, developing beginning reading and writing strategies, and using simple learned phrases and simple sentences. The course is centered around the development of writing. Pacing in this course is geared around the student's needs with the objective of addressing the content and skills of State Standards for English Language Arts at their current level of English proficiency. **Full year: 1 English credit. Prerequisite: Application and/or recommendation of the teacher.**

6988/6989 ELD- Enrichment Grades 9, 10, 11, 12

This class is designed to be more than just a language course; This class focuses on ways to help empower ELD students. It's a class that offers tailored interventions to help students seamlessly integrate into mainstream courses, prioritizes community building, and fosters an environment where cultural exchange and collaboration thrive among WCS. **Full year, 1 elective credit.** This course can be repeated. **Prerequisite: Recommendation of the teacher. (Elective - Foreign Language Credit)**



Health & Physical Education

Course Offerings

Ohio law requires high school students to complete one ½ credit of health education and one ½ credit of physical education for high school graduation. A one-semester physical education course equals ¼ credit and one-semester health course equals ½ credit.

4790 Health, Grade 9, 10, 11, 12

A course designed to help students realize that all of their decisions affect their physical, mental, emotional and social wellbeing and that their behaviors today affect the quality of their health in later years. **Semester; ½ credit.**

4700 Emergency Care, Grades 10, 11, 12

Emergency care will provide learning experiences including: everyday first aid, vital signs, muscle and skeletal anatomy, “stop the bleed”, how to wrap injuries, survival skills, and pet first aid. Students develop awareness, knowledge, habits, and skills which will enable them to function at an optimum level in prevention and care of injury situations. Students will have the opportunity to be certified in CPR. **Semester; 1/2 credit.**

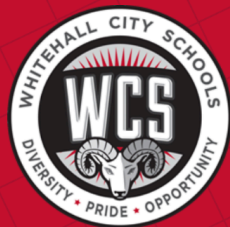
4795 Physical Education, Grades 9, 10, 11, 12

This course is designed to increase students’ interest in physical activity throughout their lifetime. In addition to lifetime sports, students will continue to develop and improve their own personal fitness levels. Major emphasis is placed on personal fitness routines that include but are not limited to weightlifting and aerobics, and other various group instruction activities. Students will be responsible for tracking their progress through the implementation data folders and the use of journals. Appropriate attire is necessary as per the instructor. Students are required to take PE II Lifetime & Fitness or Wellness. **Semester; ¼ credit.**

4705 Strength and Conditioning, Grades 10, 11, 12

The physical education option provides an opportunity for students who have already completed their Physical Education prerequisites to continue improving their physical fitness. Appropriate attire is necessary as per the instructor. **Semester; ¼ credit.**

* Credit flexibility and physical education exemption is an opportunity to earn high school credit based on demonstration of subject area mastery. The student may choose an educational option or may demonstrate subject area mastery by testing out of a course. Any student who meets the conditions established by the Whitehall City School District is eligible to earn credits using credit flexibility. See a School Counselor for further details.



Information Technology

Course Offerings

3440 Introduction to Engineering Design, Grades 9, 10

Project Lead the Way Engineering - 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. **Full year; 1 credit, CTE, This course qualifies for the State Technology Diploma Seal (successful completion).**

3441 Principles of Engineering, Grades 10, 11

Project Lead the Way 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. **Prerequisite: Successful completion of Introduction to Engineering Design, Full Year; 1 credit, CTE, This course qualifies for the State Technology Diploma Seal (successful completion).**

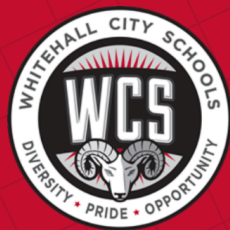
3443 Engineering Design and Development, Grade 12

Engineering Design and Development (EDD) is the capstone course in the PLTW high school Engineering program. It is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process. Students will perform research to select, define, and justify a problem. After carefully defining the design requirements and creating multiple solution approaches, teams of students select an approach, create, and test their solution prototype. Student teams will present and defend their original solution to an outside panel. While progressing through the engineering design process, students will work closely with experts and will continually hone their organizational, communication and interpersonal skills, their creative and problem solving abilities, and their understanding of the design process. **Prerequisites: Completion of 1 PLTW Engineering Course and will be in 12th Grade, Full Year; 1 credit, CTE, This course qualifies for the State Technology Diploma Seal (successful completion).**

3433 Robotics and Basic Programming - Grades 9, 10, 11, 12

Students explore the integration of science and math principles by building VEX robots and creating computer programs that enable robots to react to their environment and perform autonomous missions using motors, sensors and gears. Students will be introduced to a variety of microcontrollers that can be utilized for various solutions. Students will also be expected to attend at least 2 competitions throughout the year.

Prerequisites: Successful Completion of Introduction to Engineer Design, or permission from instructor, Full Year, 1 credit, This course qualifies for the State Technology Diploma Seal (successful completion).



Mathematics

Course Offerings

Students need four credits in high school mathematics in order to earn an Ohio high school diploma. Algebra 2 is required by state law. The recommendation is that students complete Algebra 2 by the end of their third year in high school. Algebra 2 is the highest-level math course required for graduation. The other three math credits must be high school level courses. [More information on Ohio's mathematics graduation requirements is found here.](#)

1290/2190 Algebra 1 A/B, Grade 9, 10

This course focuses on a comprehensive study of algebra skills. Topics include Data Analysis, Solving one variable equations, systems of equations, Linear and exponential functions, polynomials, and Quadratics and other nonlinear functions. **Full year; 1 credit.**

1295/2295 Algebra 1 - Honors A/B, Grades 7, 8, 9

This course focuses on a comprehensive study of algebra skills. It is designed for accelerated students who demonstrate exceptional mathematical skills and includes enrichment beyond the standard Algebra 1 curriculum. Topics include Data Analysis, Solving one variable equations, systems of equations, Linear and exponential functions, polynomials, and Quadratics and other nonlinear functions. **Prerequisite: Teacher recommendation.** Full year; 1 credit.

1200/2200 Geometry A/B, Grades 9, 10, 11

This course focuses on plane geometry and introductory work with three dimensional figures. Topics include the study of lines, angles, geometric figures and their measurements, trigonometry, and transformations. It emphasizes logical reasoning and proof. **Prerequisite: Teacher recommendation or Credit for Algebra 1.** Full year; 1 credit.

1205/2205 Geometry - Honors A/B, Grades 8, 9, 10

This course focuses on plane geometry and introductory work with three dimensional figures. It is designed for accelerated students who demonstrate exceptional mathematical skills and includes enrichment beyond the standard Geometry curriculum. Topics include the study of lines, angles, geometric figures and their measurements, trigonometry, and transformations. It emphasizes logical reasoning and proof. **Prerequisite: End of Course Exam score of 3 or higher in Algebra 1; or C or better in Algebra I or Algebra 1 Honors and Teacher recommendation.** Full year; 1 credit.

1210/2210 Algebra 2 A/B, Grades 9, 10, 11, 12

This course is an advanced study of algebra topics intended for the college bound student. Topics include the study of polynomial, rational, radical relationships, trigonometric functions, modeling with functions, and making inferences and conclusions from data. **Prerequisite: Credit for Algebra 1.** Full year; 1 credit.

1215/2215 Algebra 2 - Honors A/B, Grades 9, 10, 11, 12

This course focuses on the advanced study of algebra. It is designed for accelerated students who demonstrate exceptional mathematical skills and includes enrichment beyond the Algebra II curriculum. Topics include the study of polynomial, rational, and radical relationships, trig. metric functions, modeling with functions, and making inferences and conclusions from data. **Prerequisite: End of Course Exam score of 3 or higher in Algebra 1; or C or better in Algebra I or Algebra I Honors and Geometry or Geometry Honors and Teacher recommendation. Full year; 1 credit.**

1225/2225 Introduction to Probability and Statistics A/B, Grades 11 and 12

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to three broad conceptual themes: Exploring Data, Sampling and Experimentation, and Anticipating Patterns. Students are required to purchase or assume financial responsibility for a Texas Instruments graphing calculator. **Prerequisite: Completion of Algebra 2. Full year; 1 credit.**


1220/2220 Applied Math A/B, Grades 11, 12

This course prepares students to investigate contemporary issues mathematically and to apply mathematics learned in earlier courses to answer questions that are relevant to their civic and personal lives. Topics include percent, functions and their graphs, probability and statistics, data analysis, trigonometric functions, and graphs in three dimensions. Student projects will be incorporated throughout the course. Students are required to purchase or assume financial responsibility for a Texas Instruments graphing calculator. **Prerequisite: Teacher recommendation or Credit for Algebra I, Geometry, and Algebra II. Full year; 1 credit.**

1240 College Prep Math, Grades 11, 12

The topics in this developmental college course will be delivered in a modularized format using technology, allowing students to begin at the appropriate level based on course placement and allowing them to move through as many modules, and courses, as they can within the time limits of the course. This modularized, mastery approach will pre-test, provide a prescriptive study plan, and post-test students from one module to the next. Emphasis will be placed on individualized pace with a greater time period of active learning. At the end of the course, based on proficiency of the series of modules associated with one or more courses, students will earn WYHS Math credit and gain permission to enter subsequent CSCC Math courses in their plan of study. This course is recommended for students who have an appropriate placement score and have passed High School Algebra II. **Semester; 1 credit**

9220 CSCC Math 1148 College Algebra - College Credit Plus/Dual Enrollment Course

 This course is a continuation of the study of functions. The concept of transformations is used to graph and analyze functions including quadratic, higher degree polynomial, power, piecewise, rational, exponential, and logarithmic functions. The function concept is applied to solving equations, inequalities, and applications regarding these types of functions. Factor and remainder theorems and roots of polynomial functions are included. The concept of functions is extended to include composition of functions and inverse functions. Systems of linear and non-linear equations are solved using algebraic and graphical methods. Trigonometric functions of right angles are defined and used in problem solving. **Prerequisite: Placement follows CSCC requirements (appropriate placement score, completion of College Prep Math, and/or appropriate ACT Math score). Not open to students with credit for MATH 1149 and above. Semester; 1 credit. College Credit Plus: MATH 1148 = 4 college credits**

9230 CSCC Math 1149 Trigonometry - College Credit Plus/Dual Enrollment Course

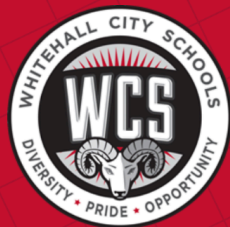


This course is a study of the trigonometric functions, vectors, and related applications. Topics include right triangle trigonometry; trigonometry of general angles; the unit circle; the graphs of the trigonometric functions; analytical trigonometry; inverse trigonometric functions; verifying identities; solving trigonometric equations; the Law of Sines; the Law of Cosines; applications of trigonometry; polar coordinates and the graphs of polar equations; geometric and algebraic vectors; vector applications; plane curves and parametric equations, trigonometric form of complex numbers, and DeMoivre's Theorem. The conic sections are defined and analyzed algebraically and graphically. **Prerequisites: MATH 1148 with a "C" or better, or placement by COMPASS or ACT test Semester; 1 credit. College Credit Plus: MATH 1149 = 4 college credits**

9240 CSCC Math 1151 Calculus I - College Credit Plus/Dual Enrollment Course



This course is an introduction to differential calculus: functions, limits, continuity, derivatives, differentiation rules, derivatives of the trigonometric, exponential, and logarithmic functions, related rates, extrema, curve sketching, and optimization. Introduction to integral calculus: antiderivatives, definite integral, Riemann sums, area under a curve, Fundamental Theorem of Calculus, numerical integration, integration by substitution, and derivatives and integrals of inverse trigonometric, hyperbolic, and inverse hyperbolic functions. Applications to problems in science and engineering. **Prerequisites: MATH 1149 or 1150 with a C or higher. Semester; 1 credit. College Credit Plus: MATH 1151 = 5 college credits**



Music

Course Offerings

4190 Band, Grades 9, 10, 11, 12

A large group ensemble experience that stresses development of musical and performance skills. A wide span of musical experiences from marching band and contemporary music to parades and concerts is covered. Different styles of music are studied and performed, extracurricular hours are required.

Prerequisite: Permission of director. Fees vary. **Full year; 1 credit.**

4195 Jazz Band, Grades 9, 10, 11, 12

This band studies and performs various styles and concepts of music such as jazz, blues, and Dixieland, while teaching students musical skills such as improvisation, solo playing, and small ensemble playing necessary in a performing group. **Prerequisite:** Audition. **Full year; 1 credit.**

4200 Intermediate Level Treble Chorus, Grades 9, 10, 11, 12

This intermediate level treble chorus will continue the development of concepts begun in Concert Choir. Students will work on vocal production and music reading skills. Mandatory performances outside the school day will include concerts, community appearances and OMEA Large Group contests. Open to students in grades 10, 11, 12; Students are accepted through audition. **Prerequisite:** Concert Choir. **Full year; 1 credit.**

4290 Treble Chorus, Grades 9, 10, 11, 12

Students involved in Treble Chorus will enjoy a year-long opportunity to perform a wide range of choral literature as an ensemble in class and public performances. The purpose of the choir is to promote proper use of the singing voice, to develop the blend and balance required for the ensemble, and to develop skills in sight-reading, music theory and interpretation. Mandatory performance outside the school day is required. There is no audition necessary for this class. **Full year; 1 credit.**

4215 Bella Voce, Grades 10, 11, 12

This premiere ensemble works at an accelerated pace and advanced level to set the gold standard for choirs at WYHS. Bella Voce singers will work to hone their music literacy skills and vocal production to be strong leaders and examples to the other students involved in the choir program. Mandatory performances outside the school day will include concerts, community appearances and OMEA Large Group contests. Students are accepted through auditions. **Prerequisite:** Concert Choir. **Full year; 1 credit.**

4225 Yearling Singers, Grades 10, 11, 12

Yearling Singers is an advanced mixed choir. The choir will focus on a more in-depth study of vocal literature and singing skills and work for high standards. We will also study various styles of choral literature and historical periods. Each member will be responsible to attend each rehearsal, performance, or OMEA competition that is scheduled by the director. **Prerequisite:** Open through audition only and students who have had at least one year of high school choir experience. **Full year; 1 credit.**

4295 Tenor-Bass Chorus, Grades 9, 10, 11, 12

Students involved in Tenor-Bass Chorus will enjoy a year-long opportunity to perform a wide range of choral literature as an ensemble in class and public performances. The purpose of the choir is to promote proper use of the singing voice, to develop, blend and balance required for the ensemble, and to develop skills in sight-reading, music theory and interpretation. Performances and rehearsals outside of the school day are required. There is no audition necessary for this class. **Full year; 1 credit.**

4080 Music Theory, Grade 9, 10, 11, 12

Music Theory introduces basic music skills and fundamentals. It covers the essential aspects of melody, harmony, rhythm, and form. Throughout the course students will study basic notation, scales, key signatures, intervals, triads, cadences, non-chord tones, form, part-writing and analysis of a score. Aural dictation and ear training are also a part of the course. **½ Credit per semester, Semester class.**



1490/2490 Physical Science A/B, Grade 9

This lab-based course introduces students to key concepts and theories that provide a foundation for advanced study in the physical sciences such as chemistry, physics, earth and space science. The course comprises the study of the physical world including developing models about classifying matter and how it changes, the particle nature of matter and atomic structure, types of chemical bonding and reactions and the conservation of matter. Energy interactions and the study of forces and motion will be emphasized. Students will also develop an understanding of the periodic table for use in explaining the chemical and physical changes developed in the course. In addition, students will be introduced to scientific theories about the origin, development and structure of the universe and the types of nuclear reactions such as those that occur within stars. Physical Science is a high school introductory level course that fulfills the Ohio Core requirements for one year of physical science necessary for graduation. **Full year; 1 credit.**

1400/2400 Biology A/B, Grade 10

This lab-based course will emphasize biology concepts from the Ohio Model Curriculum in Biology, including cell structure and function, cellular processes, ecosystems, evolution and interdependence of life, heredity and cellular genetics. A laboratory approach will be used to encourage students to develop inquiry skills, process skills and a working knowledge of biology. Knowledge and skills gained will be applied by students in individual and cooperative projects related to course themes **Prerequisite: Successful completion of Physical Science. Full year; 1 credit.**

1405/2405 Biology - Honors A/B, Grade 9, 10

This advanced lab-centered course includes the same topics listed in the standard level description, but they are studied much more extensively. Emphasis is placed on creative thinking and problem solving. There is an increased amount of laboratory work, more interpreting/ graphing results, and a greater need for math skills. **Prerequisite: teacher recommendation. Full year; 1 credit.**

1410/2410 Environmental Science A/B, Grades 11, 12

This lab-based course is designed to acquaint students with the physical, ecological, social, and political principles of environmental science. The scientific method will be used to analyze and understand the inter-relationship between humans and the natural environment. The course shows how ecological realities and the material desires of humans often clash, leading to environmental degradation and pollution.

Prerequisite: Successful completion of Physical Science and Biology. Full year; 1 credit.

3400 Geology, Grades 11, 12

Geology incorporates chemistry, physics and environmental science and introduces students to key concepts, principles and theories within geology. Investigations are used to understand and explain the behavior of nature in a variety of inquiry and design scenarios that incorporate scientific reasoning, analysis, communication skills and real-world applications. **Semester; ½ Credit.**

1440/2440 AP Biology A/B, Grades 11, 12



This advanced lab-based course is for students who are in their third or fourth year of high school science studies. The course is based on content recommended for an Advanced Placement Biological course. This course provides the rigorous preparation a student would need to enter a non-remedial post-secondary biological sciences course. This course is designed to prepare students for a college major that requires science. **Prerequisite:**

Successful completion of Biology, Pre-calculus (or current enrollment), and teacher recommendation. Full year; 1 credit.

1420/2420 Chemistry A/B, Grades 10, 11, 12

This lab-based course is intended to help students realize the important role that chemistry plays in their personal and professional lives. Topics to be studied include chemistry laboratory skills, the classification and structure of matter, ratio and proportion of chemical reactions, physical chemistry, acid-base chemistry, kinetics, thermodynamics, electrochemistry, and organic chemistry. Critical thinking, inquiry, and science ethics are stressed in this class. The ability to perform experimental analysis of all topics is a practical and crucial part of assessing student performance in this course. **Prerequisite: Biology. Full year; 1 credit.**

1425/2425 Honors Chemistry A/B, Grades 10, 11, 12

This advanced lab-based course is an inquiry course designed to challenge the student who has an interest in science and is considering a career in the sciences. Honors Chemistry will emphasize the collection, analysis, and communication of data, while fostering the evaluation, prediction, and application of skills. Throughout the course, qualitative and quantitative laboratory skills will be explored with a special emphasis on technology. This course is designed to prepare students for a college major that requires science.

Prerequisite: Completion Biology. Recommended enrollment in Algebra 2 or higher and teacher recommendation. Full year; 1 credit.

1430/2430 Anatomy and Physiology A/B, Grades 11, 12

Human anatomy and physiology curriculum is extensively performance and laboratory based. It integrates the study of the structures and functions of the human body, focusing on distinct anatomical and physiological systems (respiratory, nervous, etc.), in addition to the essential requirements for life. Areas of study include organization of the body; protection, support and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth and development. Chemistry and Biology should be integrated throughout anatomy and not necessarily taught as a stand-alone unit.

Whenever possible, careers related to medicine, research, health-care and modern medical technology

should be emphasized throughout the curriculum. Case studies concerning diseases, disorders and ailments (i.e. real-life applications) should be emphasized. This course is designed to prepare students for a college major that requires science. **Prerequisite: Teacher recommendation with a B or better in Biology or AP Biology. Full year; 1 credit.**

1435/2435 Physics A/B, Grades 11, 12

This advanced lab-based course will focus on developing a better understanding of the physical laws that govern nature through conceptual and mathematical processes. Topics, from the Ohio Model Curriculum, include kinematics (position, velocity and acceleration of objects), as well as forces, energy and its conservation, electricity, and magnetism. Laboratory skills will be designed to encourage problem solving and independent thought, and a variety of tools and technology will be used for collecting and analyzing data. This course is designed to prepare students for a college major that requires science. **Prerequisite: Completion of Biology and teacher recommendation. Recommended enrollment in Pre-Calculus or higher. Full year; 1 credit.**

3410 Astronomy, Grades 11, 12

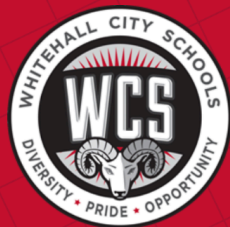
This lab-based course will provide the student with an introduction to the concepts of modern astronomy, the origin and history of the universe and the formation of the earth and the solar system. Students will compare the earth's properties with those of the other planets and explore how the heavens have influenced human thought and action. The course gives a description of astronomical phenomena using the laws of physics. The course treats many standard topics including planets, stars, the Milky Way and other galaxies, black holes to more esoteric questions concerning the origin of the universe and its evolution and fate. Although largely descriptive, the course will occasionally require algebraic principles. **Semester; ½ credit.**

3420 Forensics, Grades 11, 12

This lab-based course is a one-semester investigative science and technology course. This course focuses on the analysis of evidence through observation, collection, analysis, and evaluation. Some topics covered are fingerprint analysis, hair and fiber comparison, the decomposition process, skeletal remains, toxicology, document validity, serology and crime scene analysis. Forensics is a demanding, fast-paced course covering a new topic of evidence nearly every week. Students must be willing to constantly use critical thinking skills, the scientific method, technology integration, and the application of knowledge and skills learned to solve practical questions and problems. Case studies and crime scenarios help students understand the implications and complicated issues that are emerging as the science of forensics continues to develop. This course will emphasize inquiry and problem solving in the laboratory. **Prerequisite: Semester; ½ credit.**

3445 Principles of Biomedical Science, Grades 9, 10

Project Lead the Way - From design and data analysis to outbreaks, clinical empathy, health promotion, and more, students explore the vast range of careers in biomedical sciences. They develop not just technical skills, but also in-demand, transportable skills that they need to thrive in life and career. **Full year; 1 credit, CTE**



Social Studies

Course Offerings

1390/2390 World Studies A/B, Grade 9

This course is a survey of world history from 1750 to the present, including the major topics of the Enlightenment, The Industrial Revolution, Imperialism, World War I, World War II and the Cold War era. The major emphasis of this course will be on understanding modern culture and history of the world. As the students study the history of the world, they will consider the geographic, cultural, economic and governmental changes that have occurred. This course incorporates each of the seven standards. **Full year; 1 credit.**

1395/2395 World Studies - Honors A/B, Grade 9

This advanced course includes the same topics listed in the standard level description, but they are studied much more extensively. Emphasis is placed on creative thinking and problem solving. There is an increased amount of classwork and homework. It covers subject matter more intensely and this course moves quicker than the standard course. **Prerequisite: Teacher recommendation. Full year; 1 credit.**

1300/2300 United States History A/B, Grade 10

Tenth-grade students continue the chronological study of the history of the United States with emphasis on both domestic and foreign affairs. This study incorporates each of the seven standards. As students study historic eras, they consider the geographic, cultural, economic and governmental changes that have occurred. Students develop a deeper understanding of their role as citizens and continue to expand their command of social studies skills and methods. **Full year, 1 credit.**

1305/2305 U.S. History – Honors A/B, Grade 10

Tenth-grade students continue the chronological study of the history of the United States with emphasis on both domestic and foreign affairs. This study incorporates each of the seven standards. As students study historic eras, they consider the geographic, cultural, economic and governmental changes that have occurred. Students develop a deeper understanding of their role as citizens and continue to expand their command of social studies skills and methods. Focus will be on more in-depth discussion and writing assignments. For the student who is college bound. **Prerequisite: Teacher recommendation and C or better in previous history course. Full year; 1 credit.**

1310/2310 U.S. Government A/B, Grade 11, 12

A survey of the government of the United States and of economic principles and practices relative to both the private and public sectors. Students will study the historical roots of the U.S. political system and the evolution of the modern U.S. government. Also included will be an examination of both obligated (paying taxes, registering for selective service), and voluntary (voting, community outreach) civic responsibilities. **Full year; 1 credit.**

1330/2330 AP U.S. History A/B, Grade 10, 11, 12



AP U.S. History is a college level course in United States History. This course is intended for students who have a thorough knowledge of college preparatory social studies, and English writing skills. Fee required for the AP program. Students enrolled in AP History are required to take the AP U.S. History exam in May. **Prerequisite: teacher recommendation. Full year; 1 credit.** (*offered only in even starting school years i.e. 24, 26, 28, etc*)

1335/2335 AP Government and Politics A/B, Grade 11, 12



AP Government is a college level course in the workings of the United States Government and Politics. This course is intended for students who have a thorough knowledge of college preparatory social studies, and English writing skills. Fee required for the AP program. Students enrolled in AP Government and Politics are required to take the AP Government and Politics exam in May. **Prerequisite: B or better in Honors U.S. History (or equivalent) and teacher recommendation. Full year; 1 credit.** (*offered only in odd starting school years i.e. 25, 27, 29, etc*)

3395 Model United Nations*, Grades 9, 10, 11, 12

This course requires independent research and group work to prepare for an annual three day global education simulation experience that allows students to learn about the complete operations of the United Nations. Through the process of role-playing, students become delegates of a selected nation in order to write, present and debate issues affecting the nations and peoples of the world. Additionally, students present culturally based talent, participate in global education contests and debate current issues from the agenda of the United Nations. **Fall semester; ½ elective credit.** * This course is an elective course and does not qualify for use as a social studies credit.

3320 Sociology, Grades 11, 12

This course is the study of large group human behavior. Particular attention will be paid to the make-up of various cultures, with a focus on the culture of the United States. Major topics to be covered are deviance, social movements and collective behavior. Course will follow a rigorous academic schedule. **Semester course; ½ credit.**

3330 Psychology, Grades 11, 12

This course is a study of individual behavior. Particular attention will be paid to human growth and development. Major topics to be covered are human development, personality formation, abnormal behavior and methods of treatment. Course will follow a rigorous academic schedule. **Semester course; ½ credit.**

3390 World Cultural Geography, Grades 9,10, 11, 12

This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements. This elective course shall not replace any of the required Social Studies courses. **Semester; ½ credit.**

3305 Legal Rams, Grades 10, 11, 12

If you ever wondered what it would be like to be an attorney or to actually try a case in court, then Legal Rams is the course for you! Legal Rams will focus on civil and criminal trial procedure, which will provide students with a hands-on realization of how society resolves disputes. Students who choose to participate in Legal Rams will not only learn details of the judicial and legal system, but will develop essential lifelong skills, such as critical analysis of problems, strategic thinking and extemporaneous argument. By participating in several mock trials throughout the year, students will engage in a cooperative learning environment which will prepare students to develop their organizational and presentation skills. Students will take field trips to Franklin County Jail, Whitehall Mayor's Court and Franklin County Municipal Court to witness court officials and attorneys work actual cases. Over the course of the year, guest speakers, such as attorneys, police officers and judges, will be invited to class to share their experience and expertise. The Legal Rams experience will not only expose students to the multi-faceted aspects of the legal system, it will prepare students for possible future involvement in the legal profession. **Prerequisite: Teacher recommendation. Semester; ½ credit.**



World Languages - Spanish

Course Offerings

4850/4855 Heritage Spanish A/B, Grade 9, 10, 11, 12

The Spanish Heritage course is designed to enhance the language skills of students who come from Spanish-speaking backgrounds. The curriculum will focus on improving their comprehension of Hispanic culture, geography, and socio-political aspects through different materials and projects. It is important to note that this is a one-year course and cannot be taken again. **Prerequisite: Teacher recommendation. Full year; 1 credit.**

4890/4895 Spanish 1 A/B, Grades 8, 9, 10, 11, 12

This course is the first year of a world language sequence. Initial emphasis is on language acquisition through listening and reading, followed by opportunities to develop speaking and writing skills. Introduction to Latin American culture and geography. **Full year; 1 credit.**

4800/4805 Spanish 2 A/B, Grades 9, 10, 11, 12

This course is the second year of a world language sequence. It begins with a brief review of basic skills acquired in the first year. Students are immersed in experiences that develop their listening, speaking, reading and writing skills to an advanced novice level. Continuation of Latin American culture and geography. **Prerequisite: Successful completion of Spanish 1 with a passing grade. Full year; 1 credit.**

4810/4815 Spanish 3 A/B, Grades 10, 11, 12

This course is the third year of a world language sequence. Students continue their language acquisition through a variety of communicative activities and experiences that advance their listening, speaking, reading and writing skills to an intermediate level. **Prerequisite: Successful completion of Spanish 2 with a passing grade. Full year; 1 credit.**

4820/4825 Spanish 4 A/B, Grades 11, 12

The course is the fourth year of a world language sequence. Intensive review of Spanish grammar, vocabulary, listening, speaking, reading, and writing; introduction to Spanish literature; emphasis on communicative skills. Students are expected to have at least an intermediate level of fluency. The class is conducted in Spanish.

Prerequisite: Teacher Recommendation. Full year; 1 credit.



Misc. Electives

Course Offerings

4955 Sports Strategies, Grades 10, 11, 12

The course is designed to prepare students for positions, involvement, and supervision of sports throughout the sporting world. This course combines the rules/logistics of common sports in our society with the business and marketing end of the sporting world. Students will have the opportunity to become licensed referee's and discover other supervisory positions by passing ref licensure exams across an array of online sources. This course will also provide viable opportunities for involvement in a variety of sports as we learn the rules, etiquette, and values of teamwork/leadership in athletics. **Semester, ½ credit.**

6909 Transitions to Life Skills I, Grades 11, 12

Transitions class is designed to promote success for students as they transition from high school to adult life. They will be working on Personal Development and Career Management units. This course is intended for students to understand themselves, their strengths, growth areas, goals, opportunities and options. The students will learn how to set goals, how to get and keep a job and how to become a productive member of the community. **Teacher recommendation required. Semester ½ credit.**

6911/6912 Peer Collaboration A/B, Grade 10, 11, 12

Students will learn about disabilities, diversity and acceptance. The peer collaborator will support students with disabilities in their classes and assist them to succeed by helping them to complete class assignments and participate in class. Students will be required to participate in a training session, keep a daily attendance log, and complete a reflection paper, due at conclusion of class. Prerequisite: Application and approval by instructor. **Semester course; 1/2 credit.**

6919 Transitions to Life Skills II, Grades 11, 12

This class is designed to promote success for students as they transition from high school to adult life. The students will be working on Life Management units and Pre-Employment skills. This course is an extension of Transitions 1 and is intended for students to learn about life management by maintaining a healthy life to gain power over their actions and set goals for a successful and satisfying life. **Prerequisite: Completion of Transitions to Life Skills I; Teacher recommendation. Semester ½ credit.**

8510 Pre-Apprenticeship, Grade 12

Pre-Apprenticeship is a Work-Based Learning program designed as a structured learning experience. The course will prepare individuals to enter and succeed in labor market employment. Pre-Apprenticeship will provide the student with needed knowledge to consider this career as a future path. The Pre-Apprenticeship

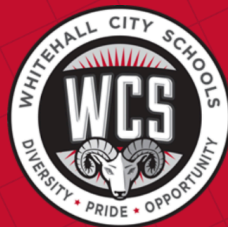
employment must contain three key components: the alignment of school and workplace learning; application of employability and technical skills in a work setting; and support from school and worksite mentors. This course may be an unpaid or paid Pre-Apprenticeship and the student must be at least 16 years of age. Additionally, this course serves as fulfilling Option 1 of ODE's Competency Requirements for students who have taken the Algebra 1 and English 2 tests, but have not achieved a passing score. **Teacher recommendation required. Credit: Semester, ½ Credit**

6993 Introduction to Job Training

Introduction to Job Training is the initial course in the Job Training Coordination (JTC) pathway. This course must be the first course taken during enrollment in the program. Students should only complete this course once during their enrollment in the JTC pathway. **Credit: Full Year, 1 Credit.**

6994 Fundamentals in Job Training

Fundamentals in Job Training is the second course in the Job Training Coordination pathway. This course is taken in all subsequent enrollment of the program, as applicable. Students can be re-enrolled in Fundamentals in Job Training multiple times from year to year as is appropriate to their enrollment and educational needs. **Credit: Full Year, 1 Credit**



How to Schedule Classes

Infinite Campus Multi-year Planner

Planning Future Courses using the Multi-Year Academic Planner

(also known as MYAP)

Students use the Academic Planner in Infinite Campus to select the courses they plan to take during their high school years to help fulfill their Graduation/Academic Plan.

1. Students must log into [Campus Student](#) (parents also have access to the Academic Planner by logging into [Campus Parent](#) using their parent username and password). A computer web browser is recommended instead of a mobile device.

2. Click on the three lines in the upper left corner to see the menu.



3. Click on **Academic Plan** from the menu. The student's current Academic Plan appears, although students may change plans by using the dropdown menu. There are links to step-by-step instructions for planning courses and tracking progress on the same page.

Note: If the *Academic Plan* field is blank, the student should contact a counselor.

MYAP Resource Guides:

[Tracking Academic Progress Using the Multi-Year Academic Planner in Infinite Campus](#)

[Planning Future Courses Using the Multi-Year Academic Planner in Infinite Campus](#)