2024-2025
Bexley High School
Curriculum Handbook

326 South Cassingham Road, Bexley, Ohio 43209 | Phone 614.231.4591 | Fax 614.338.2087
www.bexleyschools.org

Revisions Approved: May 2024

TABLE OF CONTENTS

ACADEMIC PLANNING

Bexley High School students have the opportunity to pursue numerous course offerings across a wide range of academic subject areas. The administration, teachers, school counselors and support staff are committed to providing as many opportunities to each and every student, and as part of this commitment students need to carefully prioritize their individual academic goals and plans throughout their high school career. Visit the Academic Scheduling: Information, Resources and Planning website for ongoing information and resources.

School Counseling Department

In support of the Bexley City Schools' mission, the school counselors provide a comprehensive, developmental counseling program for all students. The programs are designed to help each student develop and enhance their academic, social / emotional, and college / career strengths in order to become responsible and productive citizens.

As part of the school counseling role, it is important to connect students with the resources available to all students. We strongly encourage students to visit regularly with their school counselor regarding any academic and non-academic needs and opportunities available within the school, community and beyond.

Visit the School Counseling and Career & College Planning websites for ongoing information and resources.

School Counselor	Students with Last Name	Office Phone
Mr. David Leland	A - E	614-231-4591, ext. 4190
Mr. Casey Teeters	F La	ext. 4191
Mrs. Stephanie Krosnosky	Li - Ri	ext. 4192
Mrs. Sara Revetta	Ro - Z	ext. 4199

AP Course Participation

Advanced Placement (AP) courses offer students the opportunity to receive college credit for work completed in high school. All students enrolled in AP courses are required to take the AP exam at the end of the academic year, which is paid for by the school district. Students who do not participate in the AP test will not receive weighted grade credit for the course. Bexley High School offers the following *Advanced Placement* courses in the following disciplines:

Art History
Art & Design (2D, 3D & Drawing)
Biology
Calculus AB
Calculus BC
Chemistry
Computer Science A
Computer Science Principles
Economics (Macro & Micro)
English Language & Composition
English Literature & Composition
Environmental Science
European History
French Language
Latin
Music Theory
Physics I
Physics II
Psychology
Spanish Language
Statistics
United States Government & Politics
United States History
World History: Modern

Class Rank

Bexley High School does not rank students for college admissions. However, the school does maintain class rank information, which is released upon request for some scholarship applications and admission to U.S. military academies. BHS graduates are recognized at commencement according to the following:

Summa Cum Laude	3.9 and higher
Magna Cum Laude	3.89 – 3.75
Cum Laude	3.74 – 3.50

Course Load

Students are expected to take a minimum of six academic courses within the seven-period academic day. In accordance with Board of Education Policy IGDK and *The Ohio High School Athletic Association* (*OHSAA*), student-athletes must earn a passing grade in at least five, one-credit classes or equivalent in the preceding grading period in order to remain academically eligible. Physical Education does NOT count towards the required five credits.

Grade Point Average (GPA) & Transfer Credit

The Bexley High School grade point average (GPA) is calculated at the conclusion of each semester by multiplying the semester credit value of each course by the point value of the grade earned; this figure

is then divided by the total number of credits attempted for the semester. Only course grades earned from the following educational programs are used to calculate a student's GPA:

- Bexley High School
- Bexley Summer Academy
- College Credit Plus
- Dual Credit Program (Capital University)
- Eastland-Fairfield Career & Technical Schools
- Educational Options Programs (with administrative approval)
- Mosaic Program
- Bexley City Schools Online School

Grading Scale

Bexley High School maintains the following schoolwide 10-point grading scale:

Percentage	Grade	Percentage	Grade
98-100	A+	77-79	C+
93-97	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-

Grading Scale Weight

Grade	Regular	Honors	AP
A+, A	4.0	4.5	5.0
A-	3.7	4.2	4.7
B+	3.3	3.8	4.3
B	3.0	3.5	4.0
B-	2.7	3.2	3.7
C+	2.3	2.8	3.3
C	2.0	2.5	3.0
C-	1.7	2.2	2.7
D+	1.3	1.3	1.3
D	1.0	1.0	1.0
D-	0.7	0.7	0.7
F	0.0	0.0	0.0

Graduation Requirements

The *Ohio Department of Education Graduation Requirements* mandate students meet three separate components in order to graduate and earn a high school diploma. The three components are: Course Completion, Demonstrating Competency, and Demonstrating Readiness (Seals). The specific requirements for each component are as follows:

Course Completion

While the *State of Ohio* requires students to earn a minimum of 20 credits to fulfill the Course Completion component for graduation, the *Board Policy* (IKF: Graduation Requirements) requires Bexley High School students to earn a minimum of 21 credits with specific credit requirements across multiple subject areas.

Credit Requirement by Content Area	Total Credits
English Language Arts	4.0
Mathematics	4.0
Science	3.0
Social Studies	3.0
Fine Arts	1.0
Health	0.50
Physical Education*	0.50
Personal Finance	0.50
General Electives*	4.50

*Students completing the Physical Education requirement utilizing a Physical Education Waiver must complete an additional half-credit of a general elective towards the completion of the 21.0 credits required for graduation.

Demonstrating Competency

Students must earn a minimum competency score of 684 or higher on the Algebra I and English Language Arts II end-of-course state tests. Federal and State testing guidelines also require students to take any available state assessment in Biology, Geometry, American History, and American Government.

The end-of-course test scores are used to determine qualifications for graduation seals, as outlined below. If a student is unable to demonstrate competency on one or both of these assessments, there are *Alternative Demonstrations of Competency* students can use to meet this requirement. The alternative demonstrations include College Credit Plus, ACT or SAT, Career Experience and Technical Skill, or Military Enlistment.

Demonstrating Readiness: Seals

Students must demonstrate readiness by earning at least two diploma seals, one of which must be state-defined. Of the 12 seals, 9 are defined by the state and 3 seals are locally defined. For more detailed information on the seal requirements, please review the Ohio's Demonstrated Readiness Graduation Seal Requirement Guide.

Scheduling: Timeline

In order to allow sufficient time for the school district to properly plan and attempt to fulfill as many course requests as possible across all high school grade levels, the scheduling process for the upcoming academic year begins annually each February. Visit the Academic Scheduling: Information, Resources and Planning website for more information.

Course Requests for Incoming 9th Grade Students

During the month of February, current eighth grade students and families will meet individually with their assigned high school counselor to discuss educational and career goals. As part of the discussion, the student, family and counselor will develop a short-term and long-term plan for the student's high school experience. During the meeting, the school counselor will submit the course requests for the upcoming academic year.

Course Requests for Current High School Students

Between the middle of February and early March, students currently in grades 9-11 will submit their course requests on *PowerSchool*. Students are encouraged (not required) to schedule a time to meet with their school counselor during the course request timeframe to ensure the student is taking all options and factors (ex. remaining graduation requirements) for the upcoming school year.

Scheduling: Course Change Requests

Students and families should review each individual teacher course recommendation and all elective options prior to officially submitting their course requests in *PowerSchool*. Once submitted, students accept the responsibility to fulfill the requirements for all of the requested courses. The administration team tries to avoid last minute course request changes as much as possible; as such changes can negatively impact the scheduling process and course opportunities for all students. While circumstances may merit approving a schedule change in the best interest of the student, schedule change requests cannot be guaranteed to be approved.

All schedule change requests must be submitted using the appropriate online form below:

Course Elective Change Request

Students who would like to request an elective course change are required to submit a Course Elective Change Request Form. Examples: Printmaking & Photography to Healthy Cuisine, Spanish I to Latin I, AP Psychology to AP European History.

Course Level Change Request

A Course Level Change Request Form is submitted when a student is requesting to move up or down in the same course area (ex. Honors Algebra I to Algebra I; English 9 to H. English 9). Level change requests will not be evaluated until the beginning of the 5th week of the semester, which provides time for the student to engage in the course and for teachers to evaluate the student's progress using any available data (homework completion, assessments, etc.).

Level change requests are not guaranteed to be approved and are evaluated on a case-by-case basis. Students are required to follow their current schedule and will be notified once a decision is made.

Course Recommendation Override

Bexley High School students are encouraged to challenge themselves academically and engage in coursework that balances new opportunities while equally taking into consideration non-academic commitments and their overall health and wellness. While we highly value and trust the care, consideration and insight teachers take when submitting their teacher course recommendations; we understand that ultimately the final course enrollment decision is the responsibility of the student. Example: teacher recommendation to enroll in *English 9*, student (with parent / guardian permission) would like to request to override the recommendation and enroll in *Honors English 9*.

If a student would like to enroll in a higher level course than recommended (Honors, AP), they are required to submit a Course Recommendation Override Request Form to confirm the change. The purpose of the form is to provide a record of the student's decision and parental approval.

Alternate Grading Request

Students and families may request to earn an alternate grade rather than a letter grade in specific courses. Students are required to submit a may submit a Alternate Grading Request Form based on the following criteria:

1. Audit Request: student receives a letter grade of AU (audit) and does not receive course credit. This provides the student with the opportunity to participate in the course without earning a letter grade or credit. Students may request to audit any course in the Bexley High School curriculum.

2. Pass / Fail Request: student completes all course work and receives a letter grade of P (pass) or F (fail) instead of a letter grade under the traditional grading scale. Students may only request to earn a letter grade of pass/fail in Elective Courses. A "passing grade" is defined as 60% or higher.

Educational Programs

College Credit Plus

Ohio's College Credit Plus program provides free college credit courses to any student in Ohio, grades 7 - 12, who demonstrates college readiness and provides many college course options.

The School Counseling Department maintains a College Credit Plus Information & Planning Guide to learn about the program, including expectations, requirements, benefits / limitations, and additional responsibilities students accept when participating in the College Credit Plus program.

Students and families should carefully read the planning guide and refer to the College Credit Plus website for information regarding the program and process for participating.

Credit Flexibility

The Credit Flexibility program brings educators, students, parents/guardians, and others together to provide opportunities for students to learn in an independent or individual setting based on the student's academic goals and/or need for flexibility with their schedule. Credit Flexibility programs can include testing out, distance learning, educational travel, independent study, internship, mentorship, project portfolio, study abroad program, or a tutoring program.

Additionally, the program can be utilized for students who; (1) need to complete credit recovery coursework towards graduation, (2) wish to progress more quickly through the curriculum to pursue advanced coursework, or (3) may benefit from a different type of learning mode. Credit Flexibility programs are graded in the same manner as traditional courses, are posted on the transcript, and count towards graduation requirements.

Students interested in pursuing a Credit Flexibility opportunity should carefully review the Credit Flexibility Guidebook and are strongly encouraged to meet with their school counselor to discuss the opportunities available prior to submitting a proposal using the Application and Action Plan for Credit Flexibility Coursework Form.

Eastland-Fairfield Career & Technical Schools

The Eastland-Fairfield Career & Technical School District is an extension of Bexley High School providing students with academic opportunities across a wide range of career and technical programs. These programs are designed to help students prepare for future opportunities in either a college or career path setting. Students who enroll in a career center program continue to have the same flexibility and opportunities to pursue a post-secondary career at a college or university, along with the education and skills to enter directly into a specific career path. Visit the Eastland-Fairfield Career & Technical Schools website for more information.

Mosaic

The Mosaic Program is a project-based, integrated humanities curriculum available to juniors and seniors who are interested in an alternative to the traditional classroom experience. Students who are typically strong candidates for the program are: independent and original thinkers, intellectually curious who are creative or unique, interested in the arts and creative expression, motivated by 'real life' learning experiences, and committed to having a voice in making a difference.

Informational meetings are typically held in early February with applications and interviews conducted in March. Students accepted into the program are typically informed during the first week of April. All student applicant determinations are made by members of the Mosaic Program.

Each year, Mosaic students are eligible to earn the following course credits:

1.0 English
0.50 U.S. Government*
0.50 Art Appreciation (elective credit)
0.50 Integrated Social Studies (elective credit)

*Juniors participating in Mosaic will earn a full-credit (half-credit each year) in American Government during BOTH junior and senior year. Students who participate in Mosaic only as a junior are required to complete a full-year of American Government at Bexley High School prior to graduation.

Traditionally, juniors attend Bexley High School in the morning for periods 1-3 and then transition to Mosaic for the afternoon. Seniors attend Mosaic in the morning for periods 1-2 (or 3) and return to Bexley High School for periods 4-7. Visit the Mosaic Program website for more information.

Capital University Dual Credit Program

In 2018, Bexley High School and *Capital University* developed a Dual Credit Program partnership providing students with the opportunity to pursue college-level coursework at *Capital University*. While the structure is similar to College Credit Plus, the dual credit program is a private partnership approved as an educational option under the district's Credit Flexibility program. Upon completion of dual credit coursework, students will receive a course grade and credit on both their high school and college transcript. Dual Credit enrollment is based on existing capacity and Capital University is not required to add additional class sections to fulfill any enrollment requests.

Students and families should read and reference the Capital University Dual Credit Program Guide to learn about the program, including expectations, requirements, benefits / limitations and additional responsibilities students accept when participating in the dual credit program.

ACADEMIC PROGRAM

The following courses include all board of education approved courses. Actual course offerings and total number of sections in a given year are based on sufficient student enrollment, space, and staffing.

ALLIED ARTS: BUSINESS

AP Economics BUS640

Prerequisite: Algebra I (regular or honors)
Grade: 10 - 12
Year-Long / 1.0 credit

This college-level course is designed to prepare students for taking both the AP Macroeconomics and AP Microeconomics exams. The course will be taught over a full year, with the first semester covering primarily Macroeconomics and the second semester covering Microeconomics. There will be many overlapping concepts and students will take both AP Microeconomics and AP Macroeconomics Exams at the end of the academic year.

The AP Macroeconomics portion of the class is designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Particular emphasis is placed on the study of national income and price-level, performance measures, stabilization policies, growth, financial sector and international economics. The purpose of the AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, with the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

Business Law BUS629

Prerequisite: None
Grade: 9 - 12
Semester / .5 credit

This course allows students to explore the foundations of business law. The primary areas of focus include: current legal environment, online commerce, business ethics and international issues. Units of Study includes contracts, criminal and civil law, consumer protection, corporate taxes, wills and estates, property law, agency, employment contracts, unions, commercial paper, and credit obligations.

Entrepreneurship BUS605

Prerequisite: None
Grade: 9 - 12
Semester / .5 credit

This course introduces the fundamentals of planning and executing a new business venture, opportunities and rewards of a small business, and entrepreneurship characteristics and competencies. The fundamentals of starting and operating a business, developing a business plan, obtaining financing, marketing a product or service, business technology and developing an effective accounting system will be covered. Students will receive real-world applications applying classroom learning with the operation of the school store.

Emphasis is on different forms of business organizations, including sole proprietorships, partnerships, corporations, joint ventures and not-for-profit enterprises. Other topics include the environment of business, globalization, e-business and technology as they affect the economy. A comparison is made between entrepreneurs and intrapreneurs (corporate entrepreneurs) who work for companies.

Finance and Accounting Foundations BUS627

Prerequisite: None
Grade: 9 - 12
Semester / .5 credit

This course introduces fundamental knowledge and skills in accounting, banking services, corporate finance, insurance, and securities and investments. They will acquire knowledge of financial analysis and application, business law and ethics, financial technology, spreadsheets, and financial documents.

Business technology will be emphasized. Employability skills, leadership and communications will be incorporated in classroom activities.

Personal Finance BUS631

Prerequisite: None
Grade: 11 - 12
Semester / .5 credit

This course supports development of personal financial and management skills and techniques. Students focus on becoming financially literate in order to become independent and financially successful. Course requires students to practice skills, such as budgeting, banking, savings and investments, insurance, credit, identity theft, buying consumer goods, renting an apartment, paying bills, buying a car, and buying a house.

Online Personal Finance BUS632EO

Prerequisite: None
Grade: 11 - 12
Semester / .5 credit

This online course supports development of personal financial and management skills and techniques and is facilitated through *Canvas*. Students focus on becoming financially literate in order to become independent and financially successful. Course requires students to practice skills, such as budgeting, banking, savings and investments, insurance, credit, identity theft, buying consumer goods, renting an apartment, paying bills, buying a car, and buying a house.

Tech Applications (The Google Experience) TEC610

Prerequisite: None
Grade: 9 - 12
Semester / .5 credit

This course will complement our school's integration with the Google suite of software. This course is designed to introduce the student to basic Google tools and applications through the completion of real-world student-centered activities. Students will be prepared for learning and working in the 21st century through communication and collaboration tools. Students will acquire the essentials for using Google Drive, Docs, Sheets, Slides, Forms and many other Google products.

ALLIED ARTS: FAMILY AND CONSUMER SCIENCES

Pending approval by the Board of Education, the followingfour courses may qualify for Career & Technical Education (CTE) credit and / or credential: Food Science, Healthy Cuisine, Human Development, and Personal Finance.

Career Seminar CTA725

Prerequisite: None
Grade: 9 - 12
Semester / .5 credit

This course focuses on developing problem-solving skills to support goal setting in career, personal and family relationships, wellness, and resource use. Students set goals related to responsible citizenry. Case studies are used to lead students to reasoned actions and ethical decisions. Students complete individual career plans and a service learning project.

Food Science FCS733

Prerequisite: None
Grade: 9 - 12
Semester / .5 credit

This course emphasizes fundamental principles of food biology, chemistry and processing. Students study chemical reactions and changes that take place during preparation, processing and storage of food as well as effects on the quality and nutritional characteristics of these foods. Topics include chemistry of foods and food ingredients, especially the chemical and physical properties of water, proteins, fats, carbohydrates, and other food components. Course includes lab experiences.

Healthy Cuisine FCS734

Prerequisite: None
Grade: 9 - 12
Semester / .5 credit

This course includes study of fundamental principles of health, wellness and nutrition. Students develop strategies for making healthier food and lifestyle choices and use critical thinking and reasoning skills to ensure safe food handling practices. Students are challenged to evaluate consumer and industry food-related practices that sustain the environment. Other topics include the U.S. food system, relationships between diet and health, food processing, and select contemporary issues relating to nutrition, self-esteem, and food quality. Students conduct nutritional analyses of their diets using a computer software program.

Students can repeat course once for advanced credit (CTA736) with different advanced-level projects.

Human Development FCS737

Prerequisite: None
Grade: 9 - 12
Semester / .5 credit

This course includes the study of what makes humans unique from all other species on Earth. We will study the many distinct characteristics that define who we are from a physical, social, emotional, and

intellectual point of view. Theories and factual content underlying current thinking and research are examined, as well as technological advances that affect everyone. We will study human development from conception to geriatrics. Exploration of each age range will involve hands-on learning opportunities that include collaboration with local organizations and universities.

ALLIED ARTS: HEALTH & PHYSICAL EDUCATION

Health HTH855

Prerequisite: None
Grade: 10 - 12
Semester / .5 credit

This course provides students with the opportunity to understand the principles of health and wellness and its impact on a person's quality of life. Students will recognize the importance of physical activity, the basics of good nutrition and the mechanisms of the various body systems. Through practical activities students will be engaged in learning about their mental / emotional and social health including responsible decision making, goal setting, challenges of peer pressure and positive coping strategies for stress management. Health class is a state graduation requirement.

Online Health HTH855EO

Prerequisite: None
Grade: 10 - 12
Semester / .5 credit

This course is facilitated entirely online through *Canvas*. Students will understand the principles of health and wellness and its impact on a person's quality of life. Students will recognize the importance of physical activity, the basics of good nutrition and the mechanisms of the various body systems.

Through practical activities students will be engaged in learning about their mental/emotional and social health including responsible decision making, goal setting, challenges of peer pressure and positive coping strategies for stress management. Health class is a state graduation requirement.

Physical Education I PHE840

Prerequisite: None
Grade: 9 - 12
Semester / .25 credit

This course provides students with daily physical activity. Students will understand the importance of regular physical activity for enhancing and maintaining personal health throughout the lifespan. Students will aim to achieve their appropriate age group fitness levels. Activities will include, but are not limited to: soccer, flag football, pickleball, volleyball, basketball, tennis, ultimate frisbee, speedball, floor hockey, badminton, weight lifting and fitness exercises.

Upper Level Physical Ed Fitness for Life PHE870

Prerequisite: Physical Education I
Grade: 9 - 12
Semester / .25 credit

This course provides students with daily fitness activities. Students will understand the importance of regular physical activity for enhancing and maintaining personal health throughout the lifespan. Students will aim to achieve their appropriate age group fitness levels. Students will utilize the weight room to create and implement personal fitness plans.

Wellness HTH860

Prerequisite: None. Course does NOT fulfill a Health or Physical Education requirement for graduation
Grade: 9 - 12
Semester / .5 credit

This course provides students with the opportunity to closely examine how to achieve overall wellness. The class consists of three days a week in the classroom and two days a week in the gym. Classroom sessions will focus on learning and putting into practice the multiple layers that can affect wellness. Students will examine the components of personal identity and mechanisms of effective communication. Students will identify stressors and create and implement positive coping strategies.

Students will also create a personalized ‘goal action plan’ and demonstrate the decision-making process. Two days a week the class will be in a movement space like the gym where students will participate in yoga, meditation and other low impact physical activities. Through the interconnectivity of the mind and body, students will gain awareness and strive to achieve wellness.

ALLIED ARTS: LEADERSHIP

Leadership Seminar: Intro to Leadership ELE400

Prerequisite: None
Grade: 9 - 12
Semester / .5 credit

This course is designed to train and educate students about the leadership process, the history of leadership, and the impact that leaders have on those immediately around them as well as their larger community. Through guest presenters, students will have the opportunity to interact with some of the most influential leaders in Central Ohio. Finally, students will have opportunities to view leaders in traditional and non-traditional authentic settings and develop their own leadership skills.

ALLIED ARTS: TECHNOLOGY EDUCATION

Robotics TEC720

Prerequisite: None
Grade: 9 - 12
Semester / .5 credit

This course is a foundational robotics course and emphasizes both hardware, software and robot design. Students learn to use 3D CAD software to help design their robots and complete projects involving robot drive systems, gears, grippers, arms, and lifting mechanisms. Students will also learn how to program sensors to control a robot with remote control as well as autonomous operation (i.e., following pre-programmed instructions) using the C++Robot C programming language.

STEM Engineering TEC715

Prerequisite: None
Grade: 9 - 12
Year-Long / 1.0 credit

This course provides students an opportunity to explore several types of Engineering disciplines through projects and engaging activities. This entry level course was designed with input from Bexley graduates who went on to pursue Engineering in college. The course includes Technical Drawing and Computer Aided Design (CAD), Mechanical Engineering, Electrical and Electronic Engineering, and General Engineering Mathematics. Students will focus on the problem-solving process as they work on multiple projects which include puzzles, bridge building, 3-D printing, electronic keyboards, and Arduino systems and programming. These projects teach students how to communicate effectively and work as part of a team, while providing a solid foundation for the application of math and science in engineering.

Web Technologies TEC624

Prerequisite: None
Grade: 9 - 12
Semester / .5 credit

This course is designed to help students become proficient in creating web pages. This course includes in-depth instruction on HTML and CSS to create web page templates and features, such as rollover images and link maps. These tools are used to create pages and introduce basic Web 2.0 technologies, such as image slideshows, linking to YouTube, etc. Students will apply the knowledge they learn to complete independent assignments and projects.

Students can repeat course once for advanced credit (TEC625) with advanced-level projects such as animation, audio / video capabilities of HTML 5, javascript, php and advanced CSS techniques.

AP Computer Science Principles TEC640

Prerequisite: None
Grade: 9 - 12
Year-Long / 1.0 credit

This course introduces students to the foundational concepts of computer science and explores the impact computing and technology have on society. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP CSP also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum. AP CSP complements AP Computer Science A and aims to broaden participation in the study of computer science.

AP Computer Science A TEC635

Prerequisite: Algebra I (regular or honors)
Grade: 11-12
Year-Long / 1.0 credit

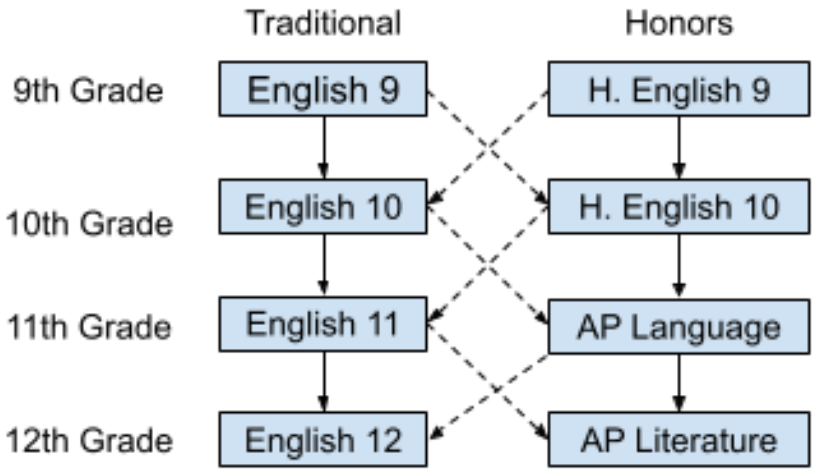
This course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization or data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object oriented and imperative problem solving and design using the Java programming language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

ENGLISH

Four credits of English are required for graduation. However, students attending the Eastland-Fairfield Career & Technical School must earn three credits in English (the appropriate year courses in grades 9 and 10 at BHS and in grade 11 at the participating Career Center).

All English courses provide students with the reading, writing, listening, and speaking skills needed to succeed throughout schooling and lays the foundation for a productive, engaged future upon graduation.

Pathways



Solid lines identify the typical progression; 'dashed' lines identify alternative progressions across two pathways

English 9 ENG100

Prerequisite: None
Grade: 9
Year-Long / 1.0 credit

This course focuses on the foundational skills of English Language Arts: reading, writing, speaking, and listening. Students gain proficiency reading both nonfiction and fiction texts; along with a variety of poetry, short stories, and essays. Full-length works may include *To Kill a Mockingbird, Just Mercy, The Marrow Thieves, Our Town, Animal Farm ,* and *Romeo and Juliet.* Instruction emphasizes the writing process, organizational patterns, idea development, and grammar conventions. Students practice writing well-developed paragraphs and multi-paragraph essays. Writing modes include narrative, argument, synthesis, and literary analysis. Vocabulary instruction emphasizing word parts and usage.

H English 9 ENG103

Prerequisite: None
Grade: 9
Year-Long / 1.0 credit

Students entering this course should have a solid foundation in the English Language Arts skills of reading, writing, speaking, and listening. It is recommended that students are reading at or above grade level and have a solid grasp of writing conventions.This course is recommended for students wishing to take Advanced Placement English in grades 11 and 12. Reading assignments focus on critical reading and analysis of increasingly complex nonfiction and fiction.

Along with a variety of poetry, short stories, and essays, full-length works may include *To Kill a Mockingbird, Just Mercy, Romeo and Juliet, Pride and Prejudice, Animal Farm,* or other texts of merit.

Instruction emphasizes the writing process, development of voice and style, sophistication of ideas, and grammatical correctness. Writing modes include: narrative, argument, synthesis, and literary analysis.

English 10 ENG112

Prerequisite: English 9 (regular or honors)
Grade: 10
Year-Long / 1.0 credit

This course builds on the foundational skills presented in English 9. Students will continue to improve their reading skills through close reading of both fiction and non-fiction texts. Along with a variety of poetry, short stories, and essays, full-length works may include *Lord of the Flies, Catcher in the Rye, The Nickel Boys, The Odyssey,* Shakespearean drama, and other works of merit. Students continue to use the writing process to craft multi-paragraph essays, including analysis, argument, synthesis, and research. Research skills are taught explicitly and with a focus on correct documentation of borrowed material. Teachers may choose a thematic focus for the year. Students will take the Ohio State Test End of Course test for graduation credit in conjunction with this course.

H English 10 ENG115

Prerequisite: English 9 (regular or honors)
Grade: 10
Year-Long / 1.0 credit

Students entering this course should have a solid foundation in the English Language Arts skills of reading, writing, speaking, and listening. It is recommended that students are reading at or above grade level and have a solid grasp of writing conventions.This course is recommended for students wishing to take Advanced Placement English in grades 11 and 12.

Reading assignments focus on critical reading and analysis of increasingly complex nonfiction and fiction. Along with a variety of poetry, short stories, epics, and essays, full-length works may include *Lord of the Flies*, *The Nickel Boys, The Odyssey,* a Shakespearean drama, and other texts of merit. Writing instruction emphasizes the writing process, development of voice and style, sophistication of ideas, and grammatical correctness. Major writing assignments include argument, synthesis, analysis, and research. Research skills are taught explicitly and with a focus on correct documentation of borrowed material. Teachers may choose a thematic focus for the year. Students will take the Ohio State Test End of Course test for graduation credit in conjunction with this course.

English 11 ENG137

Prerequisite: English 10 (regular or honors)
Grade: 11
Year-Long / 1.0 credit

This course explores American identity through a variety of fiction, non-fiction, poetry, and drama, including some of the following: *The Catcher in the Rye, A Raisin in the Sun, Walden, The Crucible, The Great Gatsby,* founding documents, and speeches. Essential questions for the course include: “What American identities are in harmony/conflict with each other? Is American opportunity a myth or

reality? How have the promises of the American founding fathers been kept/broken in our history? How does American culture embrace / reject the individual who stands outside the mainstream?" Writing instruction focuses on refining skills in language and structure in various forms, including narrative, argument, research, response to literature, and rhetorical analysis.

AP English Language & Composition ENG175

Prerequisite: English 10 (regular or honors)
Grade: 11
Year-Long / 1.0 credit

This demanding course requires students to read and write at a level well beyond the rigors of a typical high school English course. This class is designed to be the equivalent of a year's worth of college composition. The course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods.

It is highly recommended that students entering this course are able to independently read complex texts that are above grade level, have a strong command of the English language, and enjoy analyzing language.

English 12 ENG139

Prerequisite: English 11 or AP Language and Composition
Grade: 12
Year-Long / 1.0 credit

This course focuses on preparing students for college-level and career composition and reading. Students engage in critical and close reading of a variety of fiction and non-fiction texts, including *The Alchemist* and books of choice. Writing assignments include responses to text, argument, rhetorical analysis, literary analysis, and research. Students will gain confidence in their ability to evaluate and document sources to prevent plagiarism. This course emphasizes seminar-style discussions to assist students in developing skills for sophisticated conversations in both academic and work settings.

AP English Literature & Composition ENG144

Prerequisite: English 11 or AP Language and Composition
Grade: 12
Year-Long / 1.0 credit

This course is meant to be the equivalent of an introductory college-level literature and writing course. Its design and content is geared toward preparation for the College Board's AP exam in English Literature and Composition. In this course, students will engage in extensive reading, writing, and analytical thinking while exploring poetry, drama, short stories and full-length works of fiction.It is highly recommended that students entering this course are able to independently read complex texts that are

above grade level, have a strong command of the English language, and enjoy analyzing language. Summer reading is required.

Creative Writing ENG167

Prerequisite: None
Grade: 9 - 12
Semester / .5 credit

This course focuses on the production of original creative writing. Students write poetry, fiction and nonfiction and develop ideas into completed works. Inspiration for pieces may come from photography, art and film, as well as from personal experience and the imagination. Students read and discuss models of good writing and learn from the work of professional writers.

Journalism ENG154

Prerequisite: None
Grade: 9 - 12
Semester / .5 credit

This course focuses upon the types of writing utilized in print and online news sources. Students learn about and discuss the law and ethics of journalism. Considerable work in writing news stories, features, editorials, and headlines gives students familiarity with writing in the news media. Journalism is required for those who wish to apply for *The Torch* and is strongly recommended for those who wish to apply for *Bexleo*.

Bexleo Student Yearbook ENG945

Prerequisite: Application acceptance
Grade: 9 - 12
Year-Long / 1.0 credit

This course is a year-long, pass / fail graded co-curricular elective that meets 7th period every day. Students apply in February for admission to the program for the following year. Students accepted into the program use professional-quality camera equipment to photograph virtually all aspects of school life: classroom activities, assemblies, sports events, performing arts, homecoming, prom, etc. Photographs are shared on the website (www.bexleo.org), social media. Students create the yearbook from scratch every year, designing the theme and layout, writing captions, and telling the unique story of each school year. Bexleo also creates and publishes the seasonal sports program. Students are expected to take photos every week at school events. Bexleo is open to all grades and there are no pre-requisites except for a positive attitude and strong work ethic.

Torch Student Newspaper ENG950

Prerequisite: Journalism, application acceptance
Grade: 10- 12
Year-Long / 1.0 credit

This course is a year-long, pass / fail co-curricular elective that meets every day during 7th period. Students apply in February for admission to the program for the following year. Students accepted into the program collaborate to produce a monthly newspaper. Staff members are expected to generate story ideas, regularly take story and photo assignments, and participate actively in the page design process, part of which takes place during three to four evenings a month after school. Students who wish to apply to be editors must successfully contribute to the writing and production process as staff reporters for one year. Visit https://bexleytorch.org/ for more information.

FINE ARTS: ART

Ceramics FAR805

Prerequisite: None
Grade: 9 - 12
Semester / .5 credit

This course explores basic ceramic hand-building methods (pinch, coil and slab). Students will learn about a variety of finishing and glazing techniques as well as the incorporation of non-ceramic materials. An understanding and implementation of the elements and principles of design are an essential part of this course. Students can repeat the course once for advanced credit (FAR806) with different advanced-level projects.

Drawing FAR814

Prerequisite: None
Grade: 9 - 12
Semester / .5 credit

This course explores the basic concepts of drawing (line, value and composition) and the proper use of drawing materials. Students will implement the elements of art and principles of design through their projects. Gesture, contour, and other drawing techniques enable students to work from life (looking at people and objects) as well as abstractly. Drawing media may include graphite, charcoal, pastels, ink, mixed media/ collage, watercolor, and acrylics. Students can repeat the course once for advanced credit (FAR814A) with different advanced-level projects.

Film / Video FAR804

Prerequisite: None
Grade: 9 - 12
Semester / .5 credit

This course provides an introduction regarding the four basic phases of filmmaking: development, pre-production, production, and post-production. This course develops higher-level thinking skills and art-related technology skills with an emphasis on film as an art medium. Students will work on short exercise and three larger projects, such as stop motion, short documentary, and a collaborative fiction

piece. Students work on sound, composition, storyboarding, editing, lighting, and more. Students can repeat the course once for advanced credit (FAR809) with different advanced-level projects.

Painting FAR811

Prerequisite: None
Grade: 9 - 12
Semester / .5 credit

This course explores traditional media such as acrylic paint, ink, and watercolor. Additionally, students learn about non-traditional media such as spray paint, stencils, and image transfers. Students learn to work both from life as well as more abstractly with an emphasis on studio production. This course helps develop higher-level thinking, art-related technology skills, art criticism, art history, and aesthetics. Students can repeat the course once for advanced credit (FAR811A) with different advanced-level projects.

Printmaking & Photography FAR812

Prerequisite: None
Grade: 9 - 12
Semester /.5 credit

This course introduces students to exploring:

Printmaking: Students use various printmaking techniques to plan and create images for different print media. They explore various print surfaces, print editions, and mat finished work. Processes focus mainly on relief printing and may include collagraphs, monotypes, dry-point etching, wood or linoleum block printing, stencils, and silkscreen.

Photography: Students explore photography through digital cameras and Photoshop. They acquire basic concepts and skills and also become familiar with the functions of the various cameras and other photographic equipment. Students can repeat the course once for advanced credit (FAR813) with different advanced-level projects.

Sculpture & Technology FAR807

Prerequisite: None
Grade: 9 - 12
Semester / .5 credit

This course provides an introduction to 3-D art making. Students will explore various 3-D media and how artists and cultures communicate ideas through these media. This course is designed to develop higher-level thinking and art-related technology and design skills. Students work on individual and collaborative projects, developing the skills to critically perceive, produce, and reflect on art that uses sculpture and technology. Prior experience in any high school art course or computer design/modeling course is strongly recommended. Students can repeat the course once for advanced credit (FAR808) with different advanced-level projects.

Pre-AP Art History FAR829

Prerequisite: None
Grade: 9 - 12
Year-Long / 1.0 credit

This course meets at the same time as AP Art History and introduces students to a comprehensive world survey of art history. Pre-AP students follow an abridged textbook and do not have to take the AP Art History exam, but it allows students to participate in the course alongside students who plan to take the AP exam. Refer to the AP Art History course description for more information about the course content.

AP Art History FAR830

Prerequisite: None
Grade: 9 - 12
Year-Long / 1.0 credit

This course prepares students to take the Advanced Placement Art History examination. In this global, chronological survey spanning 30,000 years of art history, students view, discuss, read, and write about a wide range of art issues. Slide lectures and a flipped classroom approach complement our focus on class discussions, art projects, writing, and other activities to facilitate the study and analysis of the visual products of humanity across time. In addition, scavenger hunts, documentaries, primary source readings, and the Internet to make visual connections between periods and styles.

Pre-AP Art and Design FAR832

Prerequisite: None
Grade: 9 - 12
Year-Long / 1.0 credit

This course meets at the same time as AP Art & Design and introduces students to developing an art portfolio. Pre-AP students produce work at a slower pace and do not have to submit the AP Art & Design portfolio. Reduced activities enable Pre-AP students to participate in every other way with the AP students. Refer to the AP Art and Design course description for more information about the course content.

AP Art and Design FAR835

Prerequisite: None
Grade: 9 - 12
Year-Long / 1.0 credit

This course prepares students to build an “AP” portfolio—the body of work that students submit when applying to college art and design programs—and provides an opportunity to receive college credit. Students will choose one of three AP portfolio types and work independently on weekly projects to fulfill their portfolio requirements; 2-D Art and Design, 3-D Art and Design or Drawing. Other class activities

include matting and exhibiting work, entering regional and national student art shows, and visiting art galleries. In addition, students produce digital images of their work to send to AP and to use in college applications. This class is highly recommended for those who are planning to pursue a career in art, architecture, and design. Prior experience in any high school art course is strongly recommended. Students can repeat the course once for advanced credit with different advanced-level projects.

FINE ARTS: MUSIC

AP Music Theory FAR940

Prerequisite: Current enrollment in a BHS music ensemble course and instructor signature
Grade: 11 - 12
Year-Long / 1.0 credit

This course is designed to develop students' ability to recognize, understand and describe materials and processes of music that are heard or presented in a variety of musical scores. Major topics include: (1) functional triadic harmony in four voice texture; (2) vocabulary including non-chord tones and secondary dominants; (3) tonal relationships and modulation to closely related key; (4) standard rhythms and meters, two voice contrapuntal techniques, examples of smaller forms; and (5) correct notational skills. Attendance is required for some musical programs and performances.

Symphonic Band FAR900

Prerequisite: Placement audition with instructor
Grade: 9 - 12
Year-Long / 1.0 credit

This course is the entry-level BHS band ensemble. This group concentrates on building necessary technical skills for an intermediate performance level. The course meets daily and performance is assessed quarterly. Assessment of performance is based on performance tests, class participation, class preparation, home practice, and concert attendance. Membership is open to all students who play a band instrument. Bexley band members are encouraged to participate in OMEA solo and ensemble contests. On the decision of the director, members will be required to participate in the OMEA large-group contest as an ensemble.

This course requires occasional rehearsals outside of the school day. Attendance at all performances is expected and is included as a part of a student's grade. During the first grading period, the band functions as a marching unit, and the remainder of the year it functions as a concert band. Ensembles are part of the band program and provide additional participation in musical activities, such as pep band, orchestra, jazz band, and music camp. The course requires full participation in daily rehearsals as well as in individual assessments. Attendance at all performances is required.

Prism Band FAR905

Prerequisite: Placement audition with instructor or prior enrollment in band program
Grade: 9 - 12

Year-Long / 1.0 credit

This course is the upper-level BHS band ensemble. Admittance to this group is audition only. This group concentrates on building necessary technical skills for an advanced performance level. The course meets daily and performance is assessed quarterly. Assessment of performance is based on performance tests, class participation, class preparation, home practice, and concert attendance. Bexley band members are encouraged to participate in OMEA solo and ensemble contests. On the decision of the director, members will be required to participate in the OMEA large-group contest as an ensemble.

This course requires occasional rehearsals outside of the school day. Attendance at all performances is expected and is included as a part of a student's grade. During the first grading period, the band functions as a marching unit, and the remainder of the year it functions as a concert band. Ensembles are part of the band program and provide additional participation in musical activities, such as pep band, orchestra, jazz band, and music camp. The course requires full participation in daily rehearsals as well as in individual assessments. Attendance at all performances is required.

Jazz Ensemble FAR910

Prerequisite: Placement audition with instructor or prior enrollment in band program
Grade: 9 - 12
Year-Long / 1.0 credit

This course offers students the opportunity to perform in a variety of styles including swing, funk,

bebop, and rock. Auditions will be held for Guitar, Bass, Piano, Drums, Vibraphone, Trumpet, Trombone, Alto Sax, Tenor Sax, and Baritone Sax. Students will be introduced to musical improvisation, jazz repertoire, performance psychology, jazz history, and music theory. Attendance at all performances is expected and included as part of a student's grade.

Bexley Camerata FAR916

Prerequisite: Placement audition with instructor or prior enrollment in orchestra
Grade: 9 - 12
Year-Long / 1.0 credit

This course is the entry-level BHS orchestra ensemble. This group concentrates on building necessary technical skills for an advanced performance level. The course meets daily and performance is assessed quarterly based on performance tests, class participation, class preparation, home practice, and concert attendance. Membership is open to all students who play a stringed instrument.

Bexley Camerata members are encouraged to participate in OMEA solo and ensemble contests. On the decision of the director, members will be required to participate in the OMEA large-group orchestra state contest as an ensemble. This course requires occasional rehearsals outside of the school day. Attendance at all performances is expected and is included as a part of a student's grade.

Sinfonia Orchestra FAR915

Prerequisite: Placement audition with instructor or prior enrollment in orchestra
Grade: 9 - 12
Year-Long / 1.0 credit

This course is the upper-level performance group in the orchestra program. The ensemble performs complex and difficult orchestral literature. The class meets daily and is assessed quarterly. Assessment criteria includes performance tests, class participation and preparation, home practice, and concert attendance. Membership is selective and based upon student audition. Music selection will cover a wide variety of styles and genres.

Bexley Sinfonia members are encouraged to participate in OMEA solo and ensemble contests and perform at OMEA large-group contests at the director's discretion. This class requires occasional rehearsals outside of the school day. Attendance at all performances is expected and is included as part of a student's grade.

Bass Glee Club FAR938

Prerequisite: None
Grade: 9 - 12
Year-Long / 1.0 credit

This course is an entry-level course for anyone who wants to sing (lower voice ranges). Emphasis is on healthy tone production and developing the voice. Musical selection will consist of TB and TBB voicing, all of which cover a wide variety of styles and genres. Students may compete in OMEA contests and will perform outside of the school day. Students are exposed to the elements of music theory, sight singing training, and vocal pedagogy.

This course helps develop higher-level thinking, teach music-related history, and make connections to other disciplines. Course content emphasizes some vocal and written tests in addition to daily rehearsals. Attendance at each nine weeks performance assessment is expected (a calendar of events is provided at the start of school year for planning purposes), and is included as part of a student's grade. Students can repeat the course for additional credit (FAR938).

Treble Glee Club FAR936

Prerequisite: None
Grade: 9 - 12
Year-Long / 1.0 credit

This course is an entry-level course for anyone who wants to sing in a choir (higher voice ranges). Emphasis is on healthy tone production and developing the voice. Musical selection consists of SA and SSA voicing, which cover a wide variety of styles and genres. Students may compete in OMEA contests and will perform outside of the school day.

This course helps develop higher-level thinking, teach music-related history, and make connections to other disciplines. Students will be exposed to the elements of music theory, sight singing training, and vocal pedagogy. Course work emphasizes some vocal and written tests in addition to daily rehearsals. Attendance at each nine weeks performance assessment is expected (a calendar of events is provided at the start of school year for planning purposes), and is included as part of a student's grade. Students can repeat the course for additional credit (FAR936).

Chorale FAR939

Prerequisite: Placement audition with instructor and prior enrollment in a vocal music course
Grade: 10 - 12
Year-Long / 1.0 credit

This course is an upper-level course for higher voice ranges in the vocal music program. Members are selected on the basis of a placement audition, which rates voice quality, range, tonal accuracy, music reading ability, and general attitude and interest. Membership in this select group will interest those seeking exposure to serious vocal works on a competitive level. Musical selection will consist of SA, SSA and some SSAA voicing, all of which will cover a wide variety of styles and genres. Students may compete in OMEA contests and will perform at events outside of school.

Singing in Chorale helps develop higher-level thinking, teach music-related history, and make connections to other disciplines. Students will be exposed to the elements of music theory, sight singing training, and vocal pedagogy. Course work emphasizes vocal and written tests in addition to daily rehearsals. Attendance at each nine weeks performance assessment is expected (a calendar of events is provided at the start of school year for planning purposes), and is included as part of a student's grade. Students can repeat the course for additional credit (FAR939).

Vocal Ensemble-Select FAR937

Prerequisite: Placement audition with instructor and prior enrollment in a vocal music course
Grade: 10 - 12
Year-Long / 1.0 credit

This course is the advanced-level course for all voice ranges in the vocal music program. As such, enrollment will be limited to 35 to 40 voices. Members are selected on the basis of a competitive placement audition, which rates voice quality, range, tonal accuracy, music reading ability, and general attitude and interest. Musical selection will consist of SATB and some SATB divisi voicing, all of which will cover a wide variety of styles and genres. Students will be exposed to the elements of music theory, sight singing training, and vocal pedagogy. Course work emphasizes vocal and written tests in addition to daily rehearsals.

Being in Vocal Ensemble helps develop higher-level thinking, teach music-related history, and make connections to other disciplines. As this is a select choir, students will study college level literature which includes mastery of advanced level sight-reading of music and basic music theory knowledge. Students will participate in rehearsals during lunch, after school , perform at NAfME & ACDA events, and other public events as scheduled (per the calendar provided in advance by the classroom teacher). Attendance at each nine weeks performance assessment is expected (a calendar of events is provided

at the start of school year for planning purposes), and is included as part of a student's grade. Students can repeat the course for additional credit (FAR937).

FINE ARTS: THEATRE

Introduction to Theatre FAR920

Prerequisite: None
Grade: 9 - 12
Semester / .5 credit

This course is for anyone who likes to be creative and collaborative. It is open to all students, from those who have never seen a theatre production to those who have been involved in theatre for years. This class caters to each student's prior knowledge and comfort level, ensuring that all can learn together.

Students will explore the Actor's Toolbox (characterization, movement, and voice) through hands-on, creative projects such as improv games, pantomimes, tableaux, music videos, stage combat, and group-created scenes. In the second nine weeks, the class explores theatrical direction and design through creating storyboards, directing peers, and designing sets and costumes. This is NOT a performance class and students will not perform outside the classroom.

Stagecraft FAR922

Prerequisite: None
Grade: 9 - 12
Semester / .5 credit

This course explores the technical and business branches of theatre through hands-on experience with design, fabrication, and production. Students must have taken either Intro to Theatre or been involved in extracurricular theatre in order to take this course.

Students will explore directing, set design, costume design, light design, sound design, and props through storyboarding, model building, 3D design, costume design and creation, lighting and sound projects, and prop fabrication. Students will be creating props and set pieces that will be featured in Bexley Theatre Arts productions.

Students in this course provide technical support for Theatre Ensemble productions (1 or 2 during second semester). Stagecraft students will create the set, costume, light, sound, and props for the Theatre Ensemble show(s) as well as being on run crew. This course is a fun, hands-on class for anyone who likes to create and see their designs come to life. Students can repeat the course for additional credit (FAR922).

Theatre Ensemble FAR921

Prerequisite: Introduction to Theatre or participation in after school theatre program

Grade: 9 - 12
Semester / .5 credit

This course is a performance-based acting class that expands the student's knowledge of the theatre arts through production of one or two plays. Students must have either taken Intro to Theatre or been involved in extracurricular theatre in order to take this course.

Students work together to choose productions, and class time is spent on character development and rehearsal. Students will explore their characters through preparation, movement and voice, and will receive more individualized feedback than in larger after school productions. There will be a few after school rehearsals and performances that students must attend as part of their grade. This is a fun, collaborative course for all students who want to develop their acting techniques. Students can repeat the course for additional credit (FAR921).

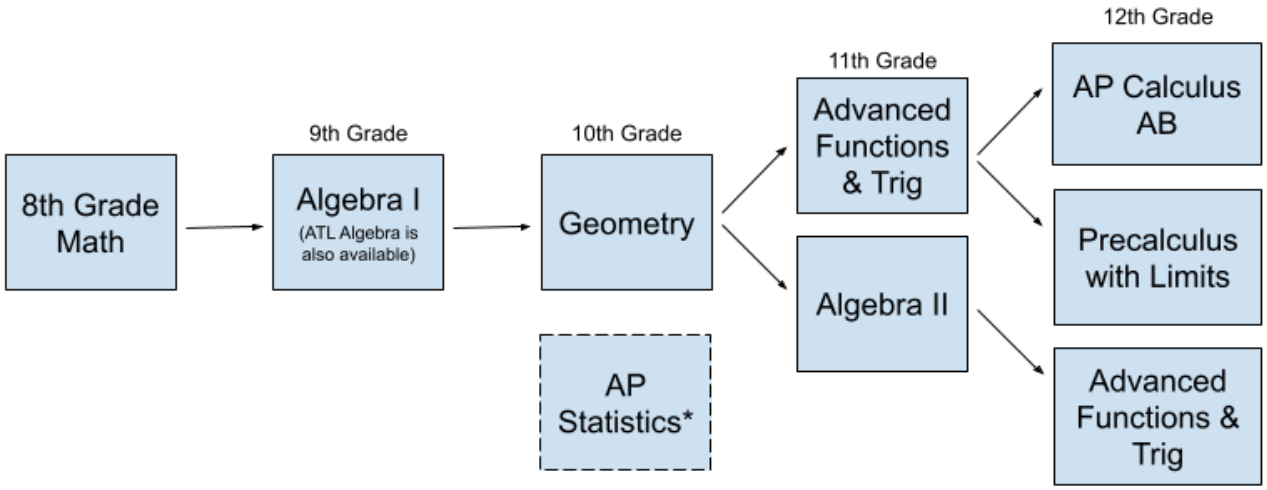
MATHEMATICS

Four credits of mathematics are required for graduation and must include one unit of Algebra 2 (or equivalent). Exceptions: Algebra 2 or Advanced Computer Science are not required for students following career-technical education pathways. However, students still need four units in mathematics. A student may choose to apply one unit of Advanced Computer Science to satisfy one unit of Algebra 2 or equivalent. Districts also may use credit in a computer science course approved by the Department to satisfy a student’s mathematics credit.

Students should expect to explore and practice mathematics daily. All courses assist students with skills to help them do well on standardized tests, such as the OST, SAT, ACT, and prepare them for real-world problem solving. All courses require students to have a TI-83/84 graphing calculator.

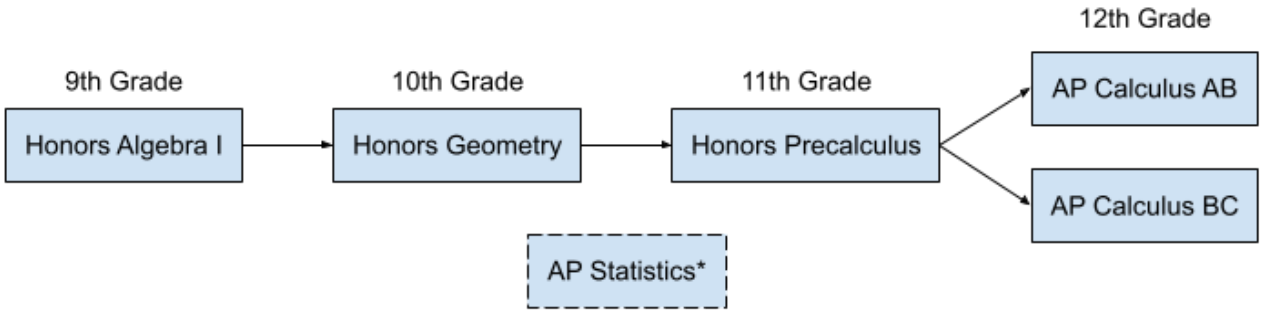
Pathways

Traditional



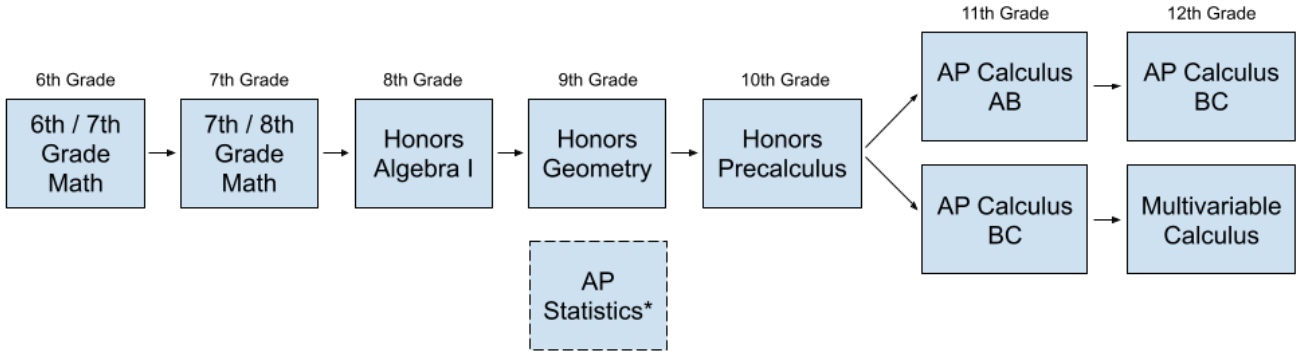
*AP Statistics can be taken anytime after completing Algebra I and is typically taken concurrently with another math course.

Honors



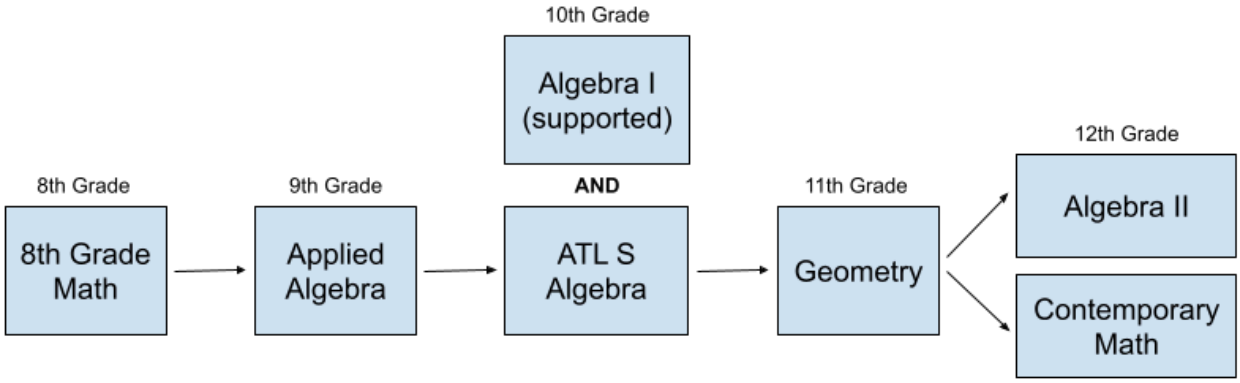
*AP Statistics can be taken after completing Algebra I; it is recommended to take the course concurrently with another math course as an elective.

Compacted / Accelerated Honors



*AP Statistics can be taken anytime after completing Algebra I and is typically taken concurrently with another math course.

Fortified



Algebra I MTH100

Prerequisite: Math 8
Grade: 9
Year-Long / 1.0 credit

This course focuses on families of functions, including linear, quadratic, polynomial, radical, and exponential. The functions are represented using verbal descriptions, equations, tables, and graphs, and they are used to model real-world situations in order to solve problems. A TI-83/84 graphing calculator is required.

H Algebra I MTH110

Prerequisite: Math 8
Grade: 9
Year-Long / 1.0 credit

This course examines the topics of Algebra I in greater depth and at a faster pace. Intended for the very capable, interested and self-motivated student, the course addresses additional topics such as piecewise functions and transformations. A TI-83/84 calculator is required.

Applied Algebra MTH101

Prerequisite: Administrative placement
Grade: 9
Year-Long / 1.0 credit

This is the first course of a two-year program designed to provide a solid foundation in algebraic skills and knowledge equivalent to that of Algebra I. Upon completion of this course, students enroll in Supported Algebra I. While it is intended for students who require additional support and a slower pace, rigor and depth are not sacrificed. Topics include: order of operations, solving equations, linear functions and systems, as well as exponents and inequalities.

ATL Algebra MTH125

Prerequisite: Administrative placement
Grade: 9
Year-Long / 1.0 credit

This is an elective course that supplements Algebra 1. Students experience differentiated instructional methods and often are exposed to topics before they are seen in their accompanying Algebra 1 class. Additional practice problems and assessment preparation are also emphasized. Students may enroll for a semester ½ elective credit or for the entire year and receive 1 full elective credit. Note: This course does not fulfill one of the four mathematics credits required for graduation.

Algebra I (Supported) MTH100T

Prerequisite: Applied Algebra and administrative placement
Grade: 10
Year-Long / 1.0 credit

This course is the second course of a two-year program and mirrors a traditional Algebra 1 course. Content is organized around linear, quadratic, and exponential functions and equations. An emphasis is also placed on arithmetic and geometric sequences and their connections to linear and exponential functions. Students enrolled in this course must also take ATL S Algebra (MTH130) during the same year.

ATL S Algebra MTH130

Prerequisite: Applied Algebra and administrative placement, concurrent enrollment in Algebra I (Supported) MTH100T)
Grade: 10
Year-Long / 1.0 credit

This course is an elective course that supplements the Algebra I (Supported) course. Students experience differentiated instructional methods and often are exposed to topics before they are seen in their accompanying Algebra I class. Additional practice problems and assessment preparation are also emphasized. Students enroll for the entire year and receive one full elective credit. Note: This course does not fulfill one of the four mathematics credits required for graduation.

Geometry MTH215

Prerequisite: Algebra I (regular or honors)
Grade: 9 - 10
Year-Long / 1.0 credit

This course covers the study of plane, solid and coordinate geometry applied to abstract concepts and real-world applications. Students develop reasoning and problem-solving skills through the study of logic and proof, similarity and congruence, angle relationships and parallel lines, triangles and trigonometry, two and three-dimensional figures, and probability. Skills acquired in Algebra I will be integrated into the content. A TI-83/84 graphing calculator is required.

H Geometry MTH217

Prerequisite: Algebra I (regular or honors)
Grade: 9 - 10
Year-Long / 1.0 credit

This course covers the topics of geometry in greater depth and at a faster pace while challenging students to become more independent learners. Various forms of logical proof are investigated while developing and applying postulates and theorems of two and three-dimensional figures, transformations, probability, congruency, similarity, and coordinate geometry. A TI-83/84 graphing calculator is required.

Algebra II MTH230

Prerequisite: Geometry (regular or honors)
Grade: 11 - 12
Year-Long / 1.0 credit

This course is an alternative for those students not yet ready for the abstraction and the pace of Advanced Functions and Trigonometry (AFT). Students review topics from Algebra I and Geometry, extending their knowledge of linear relations and functions, solving equations, polynomials, statistics, exponential and logarithmic functions, absolute value functions and inequalities, and composite and inverse functions. The emphasis of this course will be on improving algebraic skills necessary for success in AFT or college-level precalculus courses. A TI-83/84 graphing calculator is required.

Advanced Functions and Trigonometry MTH235

Prerequisite: Geometry (regular or honors)
Grade: 10 - 12
Year-Long / 1.0 credit

This course focuses on algebraic and trigonometric skills needed to be successful in an AP or college calculus course. Students take an in-depth look at families of functions, including polynomial, exponential, logarithmic, rational and trigonometric. Each type of function is represented using verbal descriptions, equations, tables and graphs. Additional topics may include trigonometric identities, probability, polar graphing, and conics. A TI-83/84 graphing calculator is required.

Contemporary Math MTH294

Prerequisite: Algebra I (supported)
Grade: 12
Year-Long / 1.0 credit

This course is designed to improve algebra, geometry and problem-solving skills. The course includes factoring and equation solving; interval notation; absolute value; rational, quadratic, and exponential equations; absolute value and polynomial inequalities in one variable; linear inequalities in two variables; operations on radical expressions and expressions containing rational exponents; complex number system introduction; and problem-solving application and real-world modeling. Topics are taught using an approach that integrates algebraic, graphic and numeric methods whenever possible. Additional topics may include an introduction to statistics. A TI-83/84 graphing calculator is required.

H Precalculus MTH285

Prerequisite: Honors Geometry
Grade: 10 - 11
Year-Long / 1.0 credit

This course is an intensive study of functions and their graphs. Included are the trigonometric, inverse trigonometric, polynomial, exponential, logarithmic, and rational functions. Other topics covered are probability, complex numbers, polar graphing, conics, vectors, parametric equations and sequences and series. A TI-83/84 graphing calculator is required.

Precalculus with Limits MTH290

Prerequisite: Advanced Functions and Trigonometry
Grade: 12
Year-Long / 1.0 credit

This course is for students who have completed Advanced Functions and Trigonometry but are not yet ready for the rigor of AP Calculus. Students examine traditional precalculus topics such as trigonometry, vectors, coordinate systems, matrices, sequences & series, probability, analytic geometry, and limits. A TI-83/84 graphing calculator is required.

AP Calculus AB MTH240

Prerequisite: Advanced Functions & Trigonometry or Honors Precalculus
Grade: 11 - 12
Year-Long / 1.0 credit

This course is primarily concerned with developing an understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results and problems being expressed graphically, numerically, algebraically, and verbally.

The connections among these representations also are important. This course begins with an intensive review of precalculus. Specific course content consists of three main components: limits, derivatives and integrals. A TI-83/84 graphing calculator is required.

AP Calculus BC MTH296

Prerequisite: Honors Precalculus
Grade: 11 - 12
Year-Long / 1.0 credit

This course is designed for students who thrived in the Honors Precalculus course and are interested in higher level math. In addition to covering the three main components covered in Calculus AB (limits, derivatives, and integrals), the Calculus BC curriculum includes series as well. The design of the course is similar to Calculus AB, but concepts are explored more deeply and at a faster pace. A TI-83/84 graphing calculator is required.

AP Statistics MTH242

Prerequisite: Algebra I (regular or honors)
Grade: 10 - 12
Year-Long / 1.0 credit

This course is an accelerated study of the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data, Sampling and Experimentation, Anticipating Patterns Using Probability, and Statistical Inference. Computers and calculators are used extensively throughout this course to analyze real world data.

Content includes constructing and interpreting graphical displays of univariate and bivariate data, sampling methods, probability theory and distributions (binomial, geometric and normal), hypothesis testing, regression and correlation, and Chi-square and t- distributions. Topics also discussed are the Central Limit Theorem, Law of Large Numbers, confidence intervals, and tests for significance. A TI-83/84 graphing calculator is required.

Multivariable Calculus III MTH298

Prerequisite: AP Calculus AB or AP Calculus BC
Grade: 12
Year-Long / 1.0 credit

This course is designed for students who have completed the AP Calculus BC course and are interested in higher level math. The curriculum is equivalent to college courses in Calculus II and Calculus III. Topics include but aren't limited to: 3-D coordinate systems, vector functions, partial

derivatives, extrema, double and triple integrals, vector fields, line integrals, Green's Theorem, and curl. Some single variable calculus concepts are reviewed and explored in more depth such as integration methods, polar graphs, and parametric equations. Students also study applications of calculus to the fields of probability, economics, and physics. A TI-83/84 graphing calculator is required.

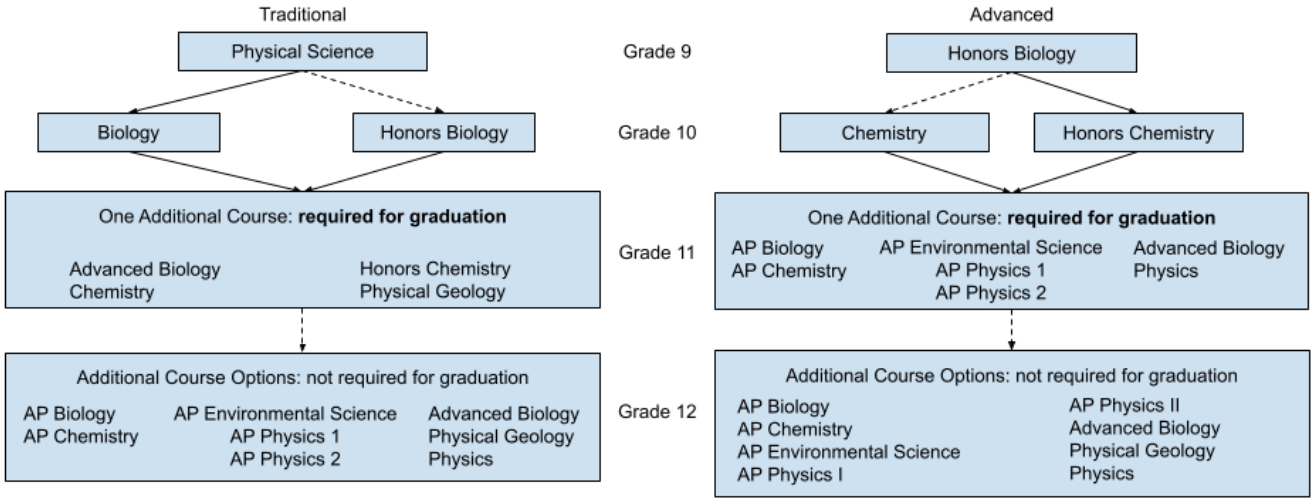
Students who complete the course are eligible to earn up to 8 college credit hours through our Capital University Dual Credit Program partnership. Students can earn 4 credits for Calculus II and 4 credits for Calculus III.

SCIENCE

Three credits of science are required for graduation and must include one unit of physical sciences, one unit of life sciences, and one unit of advanced study in one or more of the following: chemistry, physics or other physical science; advanced biology or other life science; astronomy, physical geology or other earth or space science. Students can apply one credit in advanced computer science to satisfy one unit of advanced science (excluding biology or life sciences).

All students are encouraged to take Physical Science as a prerequisite for all future science courses. Students who wish to accelerate to AP courses more quickly may choose to take multiple science courses during the same academic year. Examples include taking Biology and Chemistry concurrently, or taking Chemistry and AP Biology concurrently (teacher recommendation encouraged). Chemistry and Physics students are required to have a graphing calculator.

Pathways



Solid lines identify the typical progression; 'dashed' lines identify an alternative progression

Physical Science SCI300

Prerequisite: None
Grade: 9
Year-Long / 1.0 credit

This course provides a fundamental understanding of interrelationships between matter and energy. The class establishes and supports a strong foundation for all future science courses and supports their general understanding as more informed consumers of science in their everyday lives. The course incorporates frequent laboratory activities that emphasize learning lab techniques, data collection, data analysis, and laboratory safety. As concepts of chemistry and physics are introduced, reading, writing, and math skills are utilized and further developed.

Biology SCI320

Prerequisite: Physical Science
Grade: 10
Year-Long / 1.0 credit
This course concentrates on the whole organism with an emphasis on the interrelationship of all living things. Topics covered in this course include: The Cell (Biochemistry / Cellular Structure and Function / Cellular Reproduction/Energy Production); Genetics (Complex Inheritance and Human Heredity / Molecular Genetics/Biotechnology); Evolution and Diversity of Life; Ecology (Communities and Populations); and Classification (Domains / Kingdoms). Laboratory work is an integral part of this course. This course helps to develop critical thinking skills through inquiry-based lab work. Students also complete a dissection of a preserved vertebrate and invertebrate specimen. Biology prepares students to take any advanced science course offered in the Science Department. Students will take the End of the Course State Biology test at the end of the school year.

H Biology SCI330

Prerequisite: Physical Science suggested, concurrently with or prior completion of Algebra I (honors or regular)
Grade: 9 - 10
Year-Long / 1.0 credit

This course focuses on the content of biology at the level of organization of molecules and uses additional chemistry content (more than Biology) to understand the biological processes. This course covers the same topics and labs as Biology, but goes into more detail, using higher level thinking skills, argumentation, and more independent work to develop a deeper understanding of the course content..

Biological themes include evolution, science and society, behavior, regulation and homeostasis, genetic continuity of life, classification, and science as inquiry. A variety of laboratory experiments are included throughout the year, with dissection of a preserved vertebrate specimen. Students learn basic measurement principles and mathematical techniques used in problem solving and lab work. Students will take the Ohio State end-of-course test for graduation credit in conjunction with this course.

Chemistry SCI340

Prerequisite: Biology (regular or honors), Algebra I (regular or honors), Physical Science recommended
Grade: 10 - 12
Year-Long / 1.0 credit

This course focuses on a central theme: the properties of matter are a consequence of its structure. A working chemistry vocabulary is developed early through quantitative lab work. Students evaluate the function of chemistry in society and in their lives. They learn basic measurement principles and mathematical techniques that are used in problem solving and lab work. The study of structure includes the study of the atom, and subatomic particles. The periodic system of classification is explored. Students learn about chemical bonds and the resulting molecular geometries, as well as the states of matter, reaction rates, chemical equilibrium, acid / base chemistry, nuclear chemistry and organic chemistry.

H Chemistry SCI345

Prerequisite: Biology (regular or honors), Algebra I (regular or honors), Physical Science recommended
Grade: 10 - 12
Year-Long / 1.0 credit

This course is an accelerated and enriched version of the Chemistry course. It is designed to prepare students for college chemistry. Topics are introduced and reinforced by a mixture of experiments, demonstrations, lectures, group work, and problem solving. The course blends theory, practical lab skills, and everyday applications. Activities are designed to promote critical thinking, questioning techniques, and an awareness of the environment. Topics of study include data analysis, atomic structure, periodic table, ionic compounds, covalent bonding, chemical reactions, mole concept, stoichiometry, kinetic theory, gasses, solutions, thermochemistry, reaction rate, chemical equilibrium, acids / bases chemistry and electrochemistry.

Advanced Biology SCI325

Prerequisite: Biology (regular or honors)
Grade: 11 - 12
Year-Long / 1 credit

This second year biology course provides an intensive study of both Zoology and Botany for students interested in the natural sciences and need an advanced science credit for graduation (Ohio Department of Education). The four units of study are: Anatomy / Physiology, Botany, Ecology, Evolution. The focus of the course will be to connect all facets of the living world together through experimentation, argumentation, and authentic learning. Students will document their course work in the form of a well-organized discussion and laboratory notebook that will be graded at the end of each quarter as a portfolio. Students are required to write a scientific paper and prepare mini trifold presentations of chosen laboratories to communicate their work. Statistical analysis of data will be taught including Chi-Square and Standard Deviation (standard error and error bars) calculations and interpretation. We will use Excel® spreadsheets / Google Sheets, Lab Quest II® with Vernier® probes and also computers with Vernier® probes. A comprehensive exam is given each semester.

Physical Geology SCI335

Prerequisite: Physical Science, Biology (regular or honors)
Grade: 10 - 12
Year-Long / 1.0 credit

**Course is not open to students who are currently enrolled in or have previously completed AP Environmental Science. Additionally, students cannot take Physical Geology to fulfill an advanced science requirement if they have followed the honors course sequence (Honors Biology in grade 9 or earlier, Chemistry or Honors Chemistry in grade 10 or earlier. Students can request the course as an elective (fourth science) but enrollment is not guaranteed.

This course 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.

Physics SCI350

Prerequisite: Chemistry (regular or honors), concurrently with Advanced Functions and Trigonometry or higher
Grade: 11 - 12
Year-Long / 1.0 credit

This course is a standard college preparatory laboratory-based course that introduces students to ideas that are foundational to all sciences. Students learn how energy flows through a system and how objects interact through forces. Other topics include kinematics, momentum, and electricity. Students will learn scientific reasoning and its application to everyday life.

AP Biology SCI370

Prerequisite: Physical Science recommended, Biology (regular or honors), Chemistry (either previously completed or enrolled concurrently with AP Biology).
Grade: 10 - 12
Year-Long / 1.25 credit

This course provides an intensive study of selected topics for students planning on a biologically related field of study in college. The eight units of study are chemistry of life, cell structure and function, cellular energetics, cell communication and cell cycle, heredity, gene expression and regulation, natural selection and ecology. Three days of each week students meet for extended time (68 minutes) with the remaining days meeting for the regular class period of 48 minutes.

Students' success with this course resides with a significant portion of the course content covered independently by the student. Students document their course work in the form of a well-organized lecture and laboratory notebook that will be graded at the end of each quarter. Students are required to write a scientific paper each quarter and to prepare presentations using Excel® spreadsheets and Lab Quest II® with probes and computers with probes. A comprehensive exam is given each semester. Students may earn up to 10 semester hours of college biology class and laboratory credit depending upon their AP exam score and the college they are attending. This course is considered a college course of two to three semesters.

AP Chemistry SCI347

Prerequisite: Chemistry (regular or honors), concurrently with Advanced Functions and Trigonometry or higher
Grade: 11 - 12
Year-Long / 1.25 credit

This course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. Three major goals include (1) to provide college-level chemistry instruction, (2) to provide college level laboratory experience, and (3) to prepare students for the AP Chemistry Exam. There is extensive use of technology in the lab and classroom activities. This class will meet for extended time during each week with a schedule determined by the teacher.

AP Environmental Science SCI371

Prerequisite: Biology and Chemistry (regular or honors for both), completion of Algebra I (regular or honors)
Grade: 11 - 12
Year-Long / 1.0 credit

This course is the equivalent of a college introductory Environmental Science course with a laboratory. Laboratory work is completed both in the classroom as well as outdoors.

Students learn scientific principles, concepts and methodologies required to understand the inter-relationships of the natural world, identify and analyze environmental problems both natural and man-made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing problems. The course will cover the following topics and subject matter: Earth Systems and Resources; the Living World; Populations; Land and Water Use; Energy Resources and Consumption; Pollution; and Global Change. There is extensive use of technology across laboratory and classroom activities.

AP Physics 1 SCI351

Prerequisite: Honors Chemistry, concurrently with Precalculus or higher.
Grade: 11 - 12
Year-Long / 1.0 credit
Offered ONLY during odd years (2025, 2027, etc.)

This course is designed to be the equivalent of the first semester of an introductory, algebra-based college course. This course is taught during an entire academic year giving time to master foundational physics principles while engaging in science practice to foster deeper understanding. This course will explore topics such as kinematics, dynamics , rotational motion, work, energy and power.

AP Physics 2 SCI355

Prerequisite: Honors Chemistry, concurrently with Precalculus or higher.

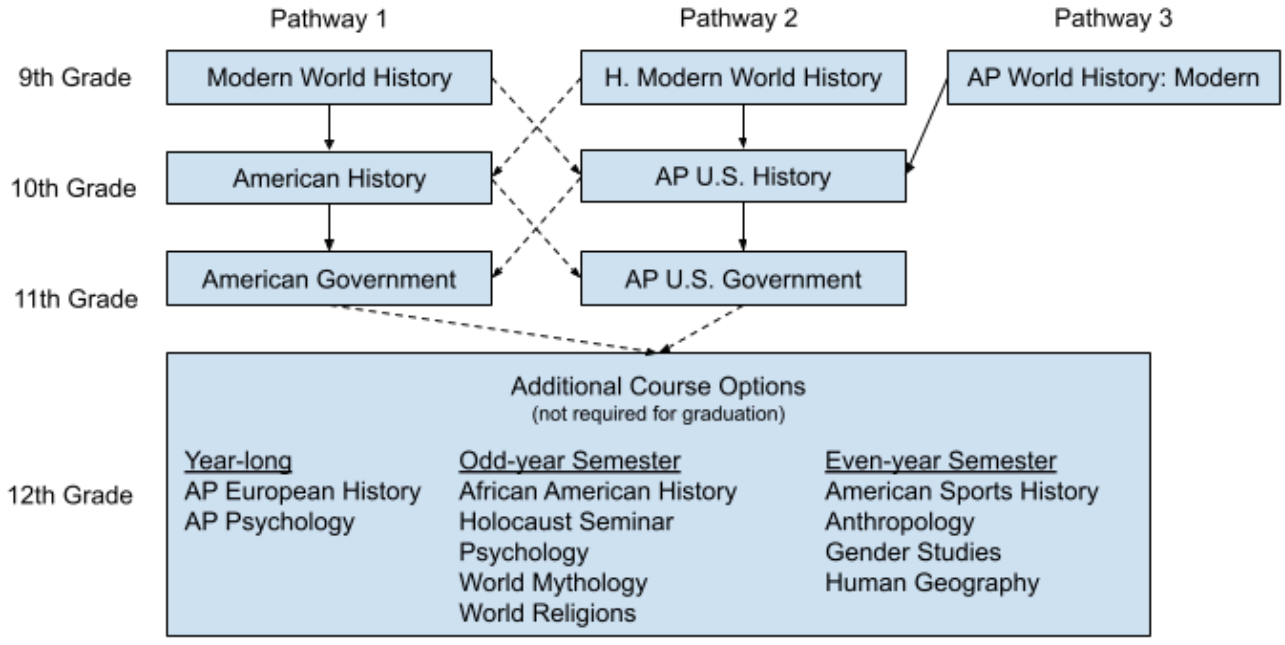
Grade: 11 - 12
Year-Long / 1.0 credit
Offered ONLY during even years (2024, 2026, etc.)

This course is designed to be the equivalent of the second semester of an introductory, algebra-based college course. This course is taught during an entire academic year giving students time to master foundational physics principles while engaging in science practice to foster a deeper understanding. This course will explore topics such as thermodynamics, electrostatics, electrical circuits with capacitors, magnetic fields, electromagnetism, optics and quantum, atomic and nuclear physics.

SOCIAL STUDIES

Three credits of social studies are required for graduation and must include one unit of World History, American History, and American Government. Beyond the required credits, students have the opportunity to take additional courses (full-year and / or semester-long) for elective credit. Please note semester-long electives are offered every other year.

Pathways



Solid lines identify the typical progression; 'dashed' lines identify alternative progressions across two pathways

Modern World History SOC500

Prerequisite: None
Grade: 9
Year-Long / 1.0 credit

This course is a survey of world history from the Enlightenment through present day. Foundational reading, writing, and analysis skills are key to success in later history courses as well as becoming an educated citizen. Students read and analyze primary and secondary documents; analyze current and historical maps, charts, and graphs; develop strong paragraphing and multi-paragraph writing skills; and actively participate in class discussions.

H Modern World History SOC501

Prerequisite: None
Grade: 9
Year-Long / 1.0 credit

This course examines modern world history from the Enlightenment through present day. Students develop skills in expository speaking, writing, and historical analysis. Students are expected to come into the course with strong reading and writing skills as well as the ability to work independently. Students endeavor to answer essential questions of history, such as why some countries are rich while others are poor and what causes the rise and fall of societies.

AP World History: Modern SOC510

Prerequisite: None
Grade: 9
Year-Long / 1.0 credit

This course is a survey of world history from 1200 to the present, with particular emphasis on the following themes: interaction between humans and the environment; the development and interaction of cultures; state building, expansion, and conflict; and the creation, expansion, and interaction of economic systems.

Similar to two additional Advanced Placement history courses (AP U.S. History and AP European History), this course is designed to teach critical, historical thinking skills: crafting historical arguments from historical evidence; chronological reasoning; comparison and contextualization; and historical interpretation and synthesis.

Eighth grade students considering this freshman-only, college-level course must carefully decide if it is appropriate for them. Students must have particularly strong reading and writing skills, as well as mature academic and coping habits.

American History SOC525

Prerequisite: Modern World History (regular or honors) or AP World History: Modern
Grade: 10 - 11
Year-Long / 1.0 credit

This course gives students a broad introduction to major developments and events that have shaped American history from the beginnings of exploration to the present time. Course content focuses on recurring themes of American history, such as the tension between state and federal power, the

extension of liberties and freedoms to an increasing number of citizens, the development of U.S. economic power, and the relationship of the U.S. to other countries.

The course requires students to develop fundamental skills in reading complex primary and secondary texts as well as the skill of writing analytical and argumentative papers. Students will take the Ohio State Test End of Course test for graduation credit in conjunction with this course.

AP U.S. History SOC526

Prerequisite: Modern World History (regular or honors) or AP World History: Modern; summer reading is required
Grade: 10 - 12
Year-Long / 1.0 credit

This course offers students a challenging college-level, analytical survey course with a different scope in comparison to the American History course. This course begins with the colonial period and ends with contemporary events. Students should be committed to outside-of-class preparation. This includes reading of complex texts as well as original source material, essay writing, and other research that prepares students for class discussions. Class time is devoted to lecture/discussion activities, building verbal and written communication skills, and critical analysis and interpretation of broad historical trends and concepts.

This course satisfies the American History graduation requirement and students will take the AP Exam in May (instead of the State of Ohio end-of-course exam).

American Government SOC530

Prerequisite: American History or AP U.S. History
Grade: 11 - 12
Year-Long / 1.0 credit

This course is a survey of the Constitutional underpinnings of American government and will explore the history, structure, and function of the three branches of government, analyze the development of civil liberties and civil rights, and examine the role of political parties and interest groups in elections. The role of the individual within a representative democracy is emphasized.

This course emphasizes citizenship skills, such as the importance of voting, critically reading a variety of news sources, articulating one's opinion on issues, and deciding with which political party one agrees. Students will complete many individual projects that aim to teach the critical skills needed to be an informed and engaged citizen. Students will take the Ohio State Test End of Course test for graduation credit in conjunction with this course.

AP U.S. Government and Politics SOC532

Prerequisite: American History or AP U.S. History
Grade: 11 - 12
Year-Long / 1.0 credit

This course includes these topics: Constitutional underpinnings of the U.S. government; political beliefs and behaviors; political parties, interest groups, and mass media; institutions of national government: the Congress, the presidency, the bureaucracy, and the federal courts; public policy; and civil rights and civil liberties. Students must master the skills of developing arguments, analysis of sources, articulating various political perspectives, and application of conceptual knowledge to actual political practice.

Extensive reading and writing is required. This course satisfies the American Government graduation requirement and students will take the AP Exam in May (instead of the State of Ohio end-of-course exam).

AP European History SOC535

Prerequisite: American History or AP U.S. History
Grade: 12
Year-Long / 1.0 credit

This course is designed to help students develop thinking skills and factual knowledge necessary to deal with issues and materials in European History, 1450 CE to the present. Students learn to evaluate source material, weigh evidence, make historical interpretations, and detect historians' points of view. Students develop a heightened ability to think and express themselves clearly and persuasively, both orally and in writing.

AP Psychology SOC571

Prerequisite: None
Grade: 11 - 12
Year-Long / 1.0 credit

This course is designed to introduce students to the systematic and scientific study of behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Students must master acquisition of many psychological concepts and apply them to real-world situations. Writing assignments in this course strongly emphasize analysis and application.

World Mythology SOC585

Prerequisite: None
Grade: 10 - 12
Semester / .5 credit

An overview of world mythology, the study of myths, the types, functions, symbolism, history, and uses of profoundly meaningful stories that influence contemporary life, and relate to great human themes that run through the world's cultures.

Mythic stories and mythic systems help us understand who and what we are, and what we want to be. Myths emerge in most of the inhabited world. They function in various ways in society, reshaping to reflect changes. We will explore how mythological thinking (from the mistaken to the profound) has

affected human experience and understanding since prehistoric times.

EVEN-YEAR SEMESTER ELECTIVES

The following elective courses are offered during even academic years (2026, 2028, etc.):

American Sports History SOC550

Prerequisite: None
Grade: 10 - 12
Semester / .5 credit

This course discusses the integral role that sports and play have in the American experience and examines sports as a cultural practice through the lenses of business, gender, race, and class. The course will also examine sports at all levels, from schools to professional organizations. Students will be expected to read primary and secondary sources, conduct independent research, and develop sophisticated arguments on a wide variety of topics that relate to American sports history.

Anthropology SOC555

Prerequisite: None
Grade: 10 - 12
Semester / .5 credit

This course is the study of human cultures. Through an analysis of ancient peoples, such as the Egyptians, Pre-Columbian peoples of the Americas, and others, students will analyze how societies are constructed, how people define themselves in relation to their world, and explore the meaning of their own existence as individuals and within groups. Students will be asked to analyze primary texts and artifacts in order to appreciate how human cultures have defined themselves and given their lives meaning in the ancient world. The course will develop strong argumentation, discussion, and research skills. Students will examine anthropological frameworks and methods that would be useful for students interested in careers in anthropology, archaeology, human evolution, and/or forensics.

Gender Studies SOC540

Prerequisite: None
Grade: 10 - 12
Semester / .5 credit

This course examines the concept of gender throughout human history, exploring how ideas of femininity and masculinity have affected social organization, family structures, media, and economies over time. The course utilizes different approaches to studying gender, including perspectives of historians, sociologists, psychologists, and political scientists. Students will read and analyze primary and secondary texts, engage fruitfully in class discussions, and conduct independent research.

Human Geography SOC545

Prerequisite: None

Grade: 10 - 12
Semester / .5 credit

This course is the study of population dynamics in the context of geography. It explores how people have used the space around them by focusing on agriculture, urban settlement, regional economies, population distribution, cultural patterns, and economic exchanges. The course is modeled after the AP Human Geography course but will be taught in a semester as a regular-level course. Students will gain experience in mapping technology, analyze complex texts, engage in discussions about geographic problems, and conduct independent research on a topic that interests them.

ODD-YEAR SEMESTER ELECTIVES

The following elective courses are offered during odd academic years (2025, 2027, etc.):

African American History I SOC511

Prerequisite: None
Grade: 10 - 12
Semester / .5 credit

This course explores the meaning of the African-American experience from its African origins to the present. We will examine the central role African-Americans played in the building of the United States as well as their struggle to achieve full economic, political, and social equality. The course will utilize reading and discussing primary and secondary sources, student-driven research topics, and discussions of a few seminal films. Grades will come from participation in discussions, independent learning projects (topics and formats to be negotiated), weekly writing assignments (mostly short 1 to 2 paragraph reflections on what is being learned), presentations, and three exams (which the students will write themselves).

Holocaust Seminar SOC575

Prerequisite: None
Grade: 10 - 12
Semester / .5 credit

This course discusses the causes and consequences of the Jewish Holocaust and profound historical and moral questions that remain relevant today. Issues include the nature of cultural and ethnic conflicts, the origins and effects of racism, the ongoing challenge of genocide and the questions of human duties toward one another and the costs of remaining a “bystander” in the face of evil. The Jewish Holocaust will serve as a case study for student research, however, students may focus on other examples of past or present discrimination, racism or genocide.

This course involves active student participation. Students learn how to do historical research and how to write a research paper in stages. Activities include discussion, reading primary and secondary sources, viewing films, library and internet research, and class presentations.

Psychology SOC570

Prerequisite: None
Grade: 10 - 12
Semester / .5 credit

This course focuses on the study of human behavior. Students gain insight into the workings of the mind by examining human development, learning, personality, abnormal psychology, and techniques of therapy. Individual and group activities are used to apply the concepts covered in the text, and oral and written reports on outside readings are required. Class discussion is integral to this course.

World Religions SOC505

Prerequisite: None
Grade: 10 - 12
Semester / .5 credit

This course begins with a discussion of the concept of religion and then explores the beliefs, practices and organization of the major religions of the world, including Hinduism, Buddhism, Judaism, Christianity and Islam. Study of religions is largely through primary source readings, lectures, discussions, audiovisual presentations, speakers, and individual visits (outside of class time) to various religious services. It is not the purpose of this course to pass judgment on any or all religions but rather to look at them from both an insider and a comparative / contrast perspective.

SPECIAL SERVICES: ENGLISH AS A NEW LANGUAGE

English as a Second Language I ENG162

Prerequisite: Administrative placement
Grade: 9 - 12
Year-Long / 1.0 credit

This course focuses on basic communication skills in English so that the student may participate and succeed in academic content courses. Skills emphasized are listening, speaking, reading, writing, and basic grammar concepts necessary to succeed in English.

English as a Second Language II ENG165

Prerequisite: Administrative placement
Grade: 9 - 12
Year-Long / 1.0 credit

This course focuses on advanced English language skills. Further study on higher-level grammatical structures is emphasized. A continued development of listening and speaking with a stronger weight on reading and writing comprise this course.

WORLD LANGUAGES

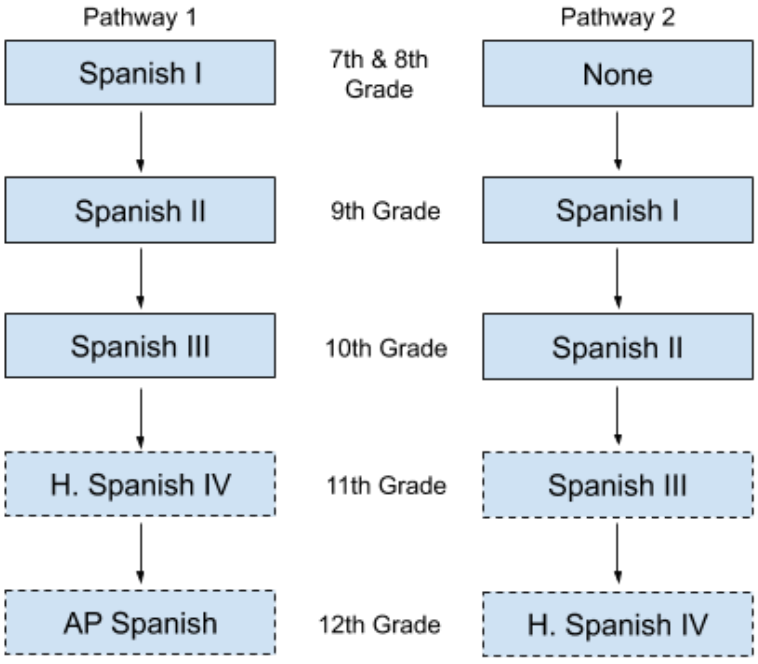
Bexley High School recommends students complete a minimum of two-years of the same world language during their high school career. While world language is not a graduation requirement. students are encouraged to complete world language coursework as part of providing a comprehensive academic experience in preparation for all post-high school opportunities.

All state colleges and universities in Ohio currently require students to complete two courses of the same world language. World language requirements may vary by private colleges and universities and may not be required at all for additional post-high school opportunities (military, art and design programs, theatre programs, career programs, etc.).

Please note: Students who do not complete a world language course remain eligible to apply to state colleges or universities and can be admitted without the requirement; however, students will be required to complete the course work on campus as part of their undergraduate studies.

Students who successfully complete a level-one world language while in middle school are recommended to enroll in a level two course during their freshman year. Students do not receive high school credit for the middle school course, however, it provides the opportunity to complete a second and third level world language within the first two years of their high school career. Additionally, it provides students the opportunity to complete an AP level world language course prior to graduation.

Pathways



Note: the above pathway examples reflect Spanish, but the same pathways exist for French and Latin.

French I FLR425

Prerequisite: None
Grade: 9 - 12
Year-Long / 1.0 credit

This course focuses on basic communication skills. Vocabulary topics and grammar are presented in context. Students explore the culture of select French-speaking countries. Daily preparation, memorization, a willingness to participate, and consistent practice are essential for student success.

French II FLR430

Prerequisite: French I or French I 7^{th}/8^{th} grade
Grade: 9 - 12
Year-Long / 1.0 credit

This course continues the development of skills established in French I. Students study more advanced vocabulary and grammar and further develop their listening, speaking, reading, and writing abilities. The culture of French-speaking communities is further explored.

French III FLR435

Prerequisite: French II
Grade: 10 - 12
Year-Long / 1.0 credit

Students build proficiency on the foundation of the basic language skills acquired in beginning-level French. The course reinforces previously studied grammatical concepts, vocabulary, and cultural topics. Students continue to develop in their listening, speaking, reading, and writing skills with more advanced structures on a wide range of topics.

H French IV FLR437

Prerequisite: French III
Grade: 11 - 12
Year-Long / 1.0 credit

Students develop their proficiency in communicating in French in interpersonal, presentational, and interpretive modes of communication. In this course, the French language is used as a vehicle to explore interdisciplinary topics. These topics may include, but are not limited to contemporary life, science and technology, global challenges, families and communities, personal and public identities, and beauty and aesthetics. Students will explore authentic materials as a means to deepen their communication skills, but also as a means to broaden their cultural understandings.

AP French Language and Culture FLR440

Prerequisite: H. French IV
Grade: 11 - 12
Year-Long / 1.0 credit

This course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French and engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products; practices, and perspectives.

Latin I FLR445

Prerequisite: None
Grade: 9 - 12
Year-Long / 1.0 credit

This course establishes the fundamental knowledge necessary for reading the Latin language. Students learn essential grammar, vocabulary, and Roman culture and history. The course prepares students to read more complex Latin sentences and explain central themes of Roman civilization.

Latin II FLR450

Prerequisite: Latin I or Latin I in 7^{th}/8^{th} grade
Grade: 9 - 12
Year-Long / 1.0 credit

This course continues the study of Latin grammar. Emphasis is placed on grammatical forms, vocabulary, derivations, and the daily life of an ancient Roman family. This course prepares students for more advanced reading of Latin literature and for more intense study of Roman civilization.

H Latin III FLR455

Prerequisite: Latin II
Grade: 10 - 12
Year-Long / 1.0 credit

This course completes the study of Latin grammar. The selected works of Eutropius, fairy tales, Cicero, Julius Caesar, Martial, Catullus, Ovid and other Roman authors are read and discussed. The finer points of grammatical syntax are addressed, and cultural and historical aspects of Roman literature and life are emphasized.

AP Latin FLR461

Prerequisite: H. Latin III
Grade: 11 - 12
Year-Long / 1.0 credit

This course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Vergil's Aeneid and Caesar's Gallic War. The course requires students to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities. Students will consider 8 themes in the context of ancient literature and bring these works to life through classroom discussions, debates, and presentations. Additional English readings from both of these works help place the Latin readings in a significant context.

Spanish I FLR400

Prerequisite: None
Grade: 9 - 12
Year-Long / 1.0 credit

This course focuses on basic communication skills. Vocabulary topics and grammar are presented in context. Students explore the culture of select Spanish-speaking countries. Daily preparation, memorization, a willingness to participate, and consistent practice are essential for student success.

Spanish II FLR410

Prerequisite: Spanish I or Spanish I 7^{th}/8^{th} grade
Grade: 9 - 12
Year-Long / 1.0 credit

This course continues the development of skills established in Spanish I. Students study more advanced vocabulary and grammar and further develop their listening, speaking, reading, and writing abilities. The culture of Spanish-speaking communities is further explored.

Spanish III FLR415

Prerequisite: Spanish II
Grade: 10 - 12
Year-Long / 1.0 credit

Students build proficiency on the foundation of the basic language skills acquired in beginning-level Spanish. The course reinforces previously studied grammatical concepts, vocabulary, and cultural topics. Students continue to develop in their listening, speaking, reading, and writing skills with more advanced structures on a wide range of topics.

H Spanish IV FLR420

Prerequisite: Spanish III
Grade: 11 - 12

Year-Long / 1.0 credit

Students develop their proficiency in communicating in Spanish in interpersonal, presentational, and interpretive modes of communication. In this course, the Spanish language is used as a vehicle to explore interdisciplinary topics. These topics may include, but are not limited to contemporary life, science and technology, global challenges, families and communities, personal and public identities, and beauty and aesthetics. Students will explore authentic materials as a means to deepen their communication skills, but also as a means to broaden their cultural understandings.

AP Spanish Language and Culture FLR421

Prerequisite: H. Spanish IV
Grade: 11 - 12
Year-Long / 1.0 credit

This course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The course engages students in an exploration of culture in both contemporary and historical contexts, as well as developing students' awareness and appreciation of cultural products, practices, and perspectives.

Introduction to Linguistics FLR300

Prerequisite: None
Grade: 9 - 12
Semester / .5 credit

This course introduces students to linguistics, one of the core disciplines of the modern science of mind, from a mathematical point of view. Linguistics is a new science, less than a century old; but we have learned much in this brief period of scientific study about the uniquely human capacity to code abstract thought in communicable form.