HIGH SCHOOL CREDIT

2025-2026

LAKE LOCAL SCHOOLS

UNIONTOWN, OHIO

LAKE MIDDLE HIGH SCHOOL
2025-2026
High School Credit Curriculum Guide

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LAKE LOCAL SCHOOLS

EDUCATIONAL PHILOSOPHY

A MESSAGE FROM THE HIGH SCHOOL ADMINISTRATION

The staff and community of Lake Middle High School believe that every child is a unique and special individual who can learn and succeed. We believe it is our mission to serve as facilitators as we work to nurture and develop each student's potential. It is our hope that our goals can be achieved by providing our students with an enriched and engaging curriculum and by providing our staff with the tools, time and training to make this possible. We are committed to providing opportunities which will assist our students in making self-directed, realistic, and responsible decisions when solving problems in our ever-changing world.

Ultimately, there will be a correlation between the benefits that each student gains from school and the effort that he/she applies. To increase the degree of educational success, it is very important that teachers, parents, and administrators communicate openly and frequently and work together to help our students to succeed.

Our MISSION: Educating generations, serving our community.

Our COMMITMENT: Preparing students to unlock their potential for a lifetime of success.

Our CORE VALUES: To be Responsible, Respectful, and Safe.

GENERAL INFORMATION

Lake Middle High School is accredited by the State Board of Education.

Lake Middle High School does not discriminate on the basis of sex, religion, race, age, or for any other reason. The Lake Board of Education is an open-minded, equal opportunity employer that seeks only to hire the best person available for each position.

Lake Middle High School is a comprehensive school with an instructional program for grades 7 through 12.

This high school credit curriculum guide contains the course descriptions for all the courses that are planned to be offered to Lake Middle High School students for credit next school year. It is extremely important that you pre-register for the courses you would like to take.

Course offerings are contingent upon the number of students enrolled and teacher availability.

Students, please use this information to help you plan your schedule. It is important that you and your parents consider your educational goals in deciding which courses you want to take. If you need the assistance of your counselor to help you plan, please schedule an appointment so that he or she may assist you in the planning. The grade 10 – 12 high school counseling office telephone number is 330-877-4285, and the grade 7 – 9 counseling office telephone number is 330-877-4299.

Reporting of Grades

It is important in a home/school relationship to have some means of reporting to students and parents about the educational progress and growth of students. Report cards are issued every nine weeks. Transcripts are updated at the end of each semester. Grades are accessible in Schoology throughout the year.

Parents and students are urged to stay in contact with teachers and counselors throughout the year.

Basis for Cumulative Point Average

All credit courses will be included in the cumulative average. All four nine-week grades and the semester exam grades are used to calculate the final grade for the course. The final grades of all subjects will be used to calculate the grade point average. The student's class rank is determined by his/her cumulative weighted grade calculation. Cumulative GPA's and rank are updated at the end of each semester.

Students must secure permission from the high school principal to receive credit for summer classes, unless the class is offered through Lake Middle High School. Credits earned through summer school classes will not count towards the graduation requirement for Lake Middle High School without prior approval from the Lake Middle High School Administration.

GPA AND WEIGHTED RANK

All GPA's at Lake Middle High School are non-weighted. Calculus Honors CCP, English 4 Honors CCP, and General Chemistry Honors CCP will adhere to the AP Scale. **The weighted calculation will ONLY be utilized for class ranking purposes and any other internal Lake Middle High School recognition determined by administration.**

GRADE AND CLASS RANK SCALES

LM/HS General Scales					Kent State CCP Scales				Stark State CCP Scales			
Percentages	Letter Grade Equivalent	All GPA's are **Non-Weighted**	Honors for Class Rank Weight Only	AP for Class Rank Weight Only	Letter Grade	All GPA's are **Non-Weighted**	Honors Equivalent for Class Rank Weight	AP Equivalent for Class Rank Weight	Letter Grade	All GPA's are **Non-Weighted**	Honors Equivalent for Class Rank Weight	AP Equivalent for Class Rank Weight
93-100%	A	4	4.5	5	A	4	4.5	5	A	4	4.5	5
90-92%	A-	3.67	4.17	4.67	A-	3.67	4.17	4.67	-	-	-	-
87-89%	B+	3.33	3.83	4.33	B+	3.33	3.83	4.33	-	-	-	-
83-86%	B	3	3.5	4	B	3	3.5	4	B	3.33	3.83	4.33
80-82%	B-	2.67	3.17	3.67	B-	2.67	3.17	3.67	-	-	-	-
77-79%	C+	2.33	2.83	3.33	C+	2.33	2.83	3.33	-	-	-	-
No grade weighted below C+					No grade weighted below C+				-	-	-	-
73-76%	C	2	2	2	C	2	2	2	C	2.33	2.83	3.33
70-72%	C-	1.67	1.67	1.67	C-	1.67	1.67	1.67	-	-	-	-
67-69%	D+	1.33	1.33	1.33	D+	1.33	1.33	1.33	No grade weighted below C			
63-66%	D	1	1	1	D	1	1	1	D	1.33	1.33	1.33
60-62%	D-	0.67	0.67	0.67	D-	0.67	0.67	0.67	-	-	-	-
0-59%	F	0	0	0	F	0	0	0	F	0	0	0
									Stark State does not awared +/- grades; therefore, state law requires letter grades to be equivalent to the highest weight of that letter on the grading scale (i.e., B = B+ weight, C = C+ weight).			

HONOR ROLL AND MERIT ROLL

The Honor Roll and Merit Roll are calculated for each nine-week marking period. The Honor Roll is a non-weighted nine-week GPA of 4.00 to 3.60 and the Merit Roll is a non-weighted nine-week calculation of 3.59 to 3.00.

ACADEMIC LETTER

The Lake Academic Booster Club will award an academic letter to any student who completes six (6) classes per semester and earns a 3.75 weighted GPA for each of the first three (3) grading periods of the current year.

Any Senior who has already earned three (3) Academic Letters and who is hoping to earn a fourth (4th) Academic Letter will be required to earn a weighted 3.75 GPA for each of the first three grading periods, but will NOT be required to take six (6) classes each semester. Seniors who have earned less than three (3) Academic Letters prior to this year are still required to take six (6) classes each semester to be eligible.

Lake Middle High School 7th and 8th grade students whose middle school GPA is 3.75 or higher in each of the 1st three (3) grading periods of the school year will be recognized with a LAB Certificate.

Letters are awarded in the spring of each year.

Mentoring cannot be used as a class towards eligibility for an academic letter.

Questions regarding this policy should be addressed to the Board of Directors of Lake Academic Booster Club, lakelocal.org/community/lake-academic-boosters. The implementation of this policy is coordinated with the Lake Middle High School Counseling Office where student eligibility is determined based on the student's academic records.

OHIO'S HIGH SCHOOL GRADUATION REQUIREMENTS

Ohio Revised Code section 3313.618
Students in the classes of 2023 and beyond (those who entered grade 9 on or after July 1, 2019) are now required to meet a new set of graduation requirements. These new graduation requirements consist of **three** (3) key components:

Component 1 **- Course Completion**
Students will satisfy Ohio's curriculum requirements and any additional local requirements. Students will complete the state minimum 20 credits, with specific credits required in each content area.

Component 2 **- Demonstrating Competency**
Students will demonstrate competency in the foundational areas of English language arts and mathematics or through alternative demonstrations, which include College Credit Plus, career-focused activities, their ACT or SAT scores, or military enlistment.

Component 3 **- Demonstrating Readiness/Graduation Seals**
Students will demonstrate readiness for their post-high school paths by earning **two** (2) diploma seals that allow them to demonstrate important foundational and well-rounded academic and technical knowledge, professional skills, and leadership and reasoning skills.

LAKE LOCAL GRADUATION COURSE REQUIREMENTS *(Component 1)*

Classes of 2026 & 2027

Subject	Credits	Specific Courses
English	4*	English – 4 years of core English
Mathematics	4*	Algebra 1, Geometry, Algebra 2, 1 Additional Course
Science	3	Integrated Science (Physical), Biology (Life), 1 Additional Course
Social Studies	3	World Studies, US History, Government (½ cred), Economics (½ cred)
World Language	1	World Language, Literature Workshop, or World Cultures
Financial Literacy	½	Financial Literacy (co-taught with Economics during same semester)
Fine Arts	1	no specific course
Health	½	Health
Physical Education	½	2 semesters of PE or PE Waiver (½ credits must be replaced)
Additional Credits	3½	Any courses that are above & beyond what is required above
Total	21	

Classes of 2028 & Beyond

Subject	Credits	Specific Courses
English	4*	English – 4 years of core English
Mathematics	4*	Algebra 1, Geometry, Algebra 2, 1 Additional Course
Science	3	Integrated Science (Physical), Biology (Life), 1 Additional Course
Social Studies	3	World Studies, US History, Government (½ cred), Economics (½ cred)
Financial Literacy	½	Financial Literacy (co-taught with Economics during same semester)
Fine Arts	1	no specific course
Health	½	Health
Physical Education	½	2 semesters of PE or PE Waiver (½ credits must be replaced)
Additional Credits	4½	Any courses that are above & beyond what is required above
Total	21	

***English/Math (must be 4 YEARS of core English/Math)**

DEMONSTRATING COMPETENCY *(Component 2)*

To graduate, students must earn a "competency" score on the English language arts II and Algebra I (or integrated math I) end-of-course tests or complete other options. Students not earning competency scores on the first attempt must be offered appropriate remediation and supports and retake the relevant test at least once. In lieu of attaining competency scores on the state tests, students can choose between four other ways to demonstrate competency following remediation and second test attempts. See *Ohio Revised Code section 3313.618(B)(1).*

Competency Score

Ohio law directed the Department of Education, in collaboration with the Ohio Department of Higher Education and the Office of Workforce Transformation, to establish a competency score on the English language arts II and Algebra I end-of-course tests. The Ohio Department of Education, after gathering feedback from education stakeholders and business communities of Ohio, determined that "competency" would be set at a score of **684** for both the **English language arts II and Algebra I tests**. See *Ohio Revised Code section 3301.0712(B)(10).*

Alternative Demonstrations of Competency

Ohio law establishes multiple pathways to demonstrating competency beyond Ohio's state tests. Prior to being eligible to demonstrate competency in these, students first must receive remedial supports and retake the test. The alternative ways to demonstrate competency are as follows:

- College Credit Plus
- ACT or SAT
- Career Experience and Technical Skill
- Military Enlistment

DEMONSTRATING READINESS/GRADUATION SEALS

(Component 3)

In addition to fulfilling curriculum requirements and meeting the competency requirements listed above, students also must show they are prepared for their next steps after high school. State law created 12 diploma seals for students to demonstrate academic, technical and professional readiness for careers, college, the military or self- sustaining professions. Each seal allows students to demonstrate knowledge and skills essential for future success in their chosen post-high school paths. Students will demonstrate readiness by earning at least **two** (2) diploma seals, **one** (1) of which must be state defined. Seals help students develop an array of critical skills that are valuable to them as they transition to the next steps after high school. Schools should consider encouraging students to pursue seals that meet their individual interests and skills. Graduation planning will be an important step in supporting students in earning their seals.

State Graduation Seals:

Must earn one (1) state seal.

State-Defined Diploma	Requirements
Seal of Biliteracy	Meet all three criteria: 1. Senior or Junior within 15 months of graduating; and 2. Meet English language arts proficiency requirement; and 3. Satisfy 1 world language proficiency requirement.
Citizenship Seal	Must meet 1 US History and 1 US Government score/grade option: 1. Earn a score of proficient or higher on the American history and/or American government Ohio State end-of- course exams; 2. Earn a score that is at least equivalent to proficient on AP American History and/or AP American Government exams; 3. Earn a final course grade that is equivalent to a "B" or higher in American history and/or American government (Regular, Honors, AP, or CCP).

College-Ready Seal	Meet both English language arts and mathematics remediation-free score requirements on ACT and/or SAT: 1. English language arts: a. ACT both Reading 18 and English 22; or b. SAT English Based Reading & Writing 480. 2. Mathematics: a. ACT Math 22; or b. SAT Math 530
Honors Diploma Seal	Earn one of six Ohio Honors Diplomas: 1. Academic Honors Diploma 2. Arts Honors Diploma 3. Career-Technical Honors Diploma 4. International Baccalaureate Honors Diploma 5. Social Science and Civic Engagements Honors Diploma 6. STEM Honors Diploma
Industry-Recognized Credential Seal	Complete one: 1. Earn a 12-point approved industry-recognized credential or group of credentials totaling 12 points in a single career field; or 2. Obtain a state-issued license for practice in a vocation that requires an examination
Military Enlistment Seal	Complete one: 1. Provide signed copy of DD Form 4, as evidence of enlistment in a branch of the U.S. Armed Forces; or 2. Participate in an approved JROTC program for 2 or more school years
OhioMeansJobs-Readiness Seal	Satisfy each of the following: 1. Demonstrate proficiency in each of 14 identified professional skills; 2. Use the OMJ Seal form to record demonstration of each professional skill; and 3. Work with a mentor to validate demonstration of each skill across a minimum of 2 of 3 environments (1. School, 2. Work, and 3. Community)
Science Seal	Satisfy one of the following: 1. Earn a score of proficient (700) or higher on the Ohio State end-of- course Biology exam; or 2. Earn a score that is at least equivalent to proficient (2) on AP Biology, Chemistry, Environmental Science, or any AP Physics exam; or 3. Earn a final course grade that is equivalent to a “B” or higher in any advanced science course at the 11th/12th grade level (Regular, Honors, AP, or CCP).
Technology Seal	Satisfy one of the following: 1. Earn a final course grade of "B" or higher in a single 3 or more credit CCP Technology course; or 2. Earn a score that is at least equivalent to proficient (2) on AP Computer Science A or Computer Science Principles exam; or 3. Complete and earn 1 credit total in both Computer Science 1 & 2, both Graphic 1 & 2, both STEAM 1 & 2, or Graphic Design 1 CCP

Lake Middle High School

Locally Defined Graduation Seals:

Locally Define Diploma Seals	Requirements
Community Service Seal (Local)	Complete 75 hours of community service by February 28 of the senior year. Service hours must be completed for at least one agency, organization, or project associated with the Lake Local School District, as well as at least one agency, organization, or project that is not school-related and has originated and will take place in the community. All service hours must be documented and accounted for with appropriate signature(s) from the cooperating organization, advisors, supervisors, or sponsors. Students may not be paid or compensated in any way for any of the 75 hours.
Fine and Performing Arts Seal (Local)	Successfully complete and earn at least three (3) full credits from classes listed as part of the Fine and Performing Arts curriculum or Successfully complete and earn at least two (2) full credits from classes listed as part of the Fine and Performing Arts curriculum + participation in one fall play or one Spring musical. Completing less than two (2) full credits from classes listed as part of the Fine and Performing Arts curriculum will eliminate the possibility of earning this seal. Student must complete or demonstrate sufficient progress toward completing these requirements by February 28 of the senior year.
Student Engagement Seal (Local)	Active participation and completion of any combination of four (4) seasons or years of at least two (2) separate school-based activities or sports. Student must complete or demonstrate sufficient progress toward completing these requirements by February 28 of the senior year. Student who participates in one sport or activity for four seasons or years will need to be an active participant in at least one additional sport or activity for at least one additional season/year due to the fact that no less than two (2) separate school-based activities or sports are required. Using the above criteria, it will be possible but not necessary to achieve the requirements of the Student Engagement Seal within one entire school year.

CLASS REQUIREMENTS

Students in grades 9 – 11 are required to take a minimum of six (6) non-digital classes each semester (no more than one (1) PE course per semester).

Students in grade 12 are required to take a minimum of five (5) non-digital classes each semester (not including PE courses).

Students who do not select the appropriate number of classes per semester will be assigned classes by their counselor to meet this requirement.

Students taking CCP courses full-time on the college campus are required to take the college or university definition of full-time. Students taking a combination of classes at Lake Middle High School and CCP on the college campus are required to take five (5) classes.

A student should have five & one-half (5.5) credits for sophomore standing, eleven (11) credits for junior standing and sixteen (16) credits for senior standing. This will be considered a minimum and is designed to encourage all students to keep themselves in a position to graduate at the end of four (4) years.

Students who have failed a Math or English course will not be permitted to take two Math or English courses at the same time during the school year. As a result, students who fail a required Math or English course will need to make up the credit in summer school.

CREDIT REQUIREMENTS FOR ATHLETIC PARTICIPATION

A student must have received passing grades during the previous grading period in a minimum of FIVE one credit courses, or the equivalent, which count toward graduation. Courses excluded are Foundations of Physical Education, Strength and Conditioning, Athlete Performance Training, and Mentoring.

PROCEDURE FOR ADDING OR DROPPING COURSES

During the spring registration, a student should register for all the classes he or she wishes to take for the next school year.

Students will have five (5) school days from the start of the semester to change their schedule, with a legitimate reason listed on the schedule change form. All other changes for the entire year must be made before June 1st of the prior year.

A student may drop a course **PRIOR** to the end of the **FOURTH WEEK** of the **FIRST** grading period of the course. A student must, however, be enrolled in six or more academic classes per semester if he or she wishes to drop a class. **The student is still responsible for fees in this class.**

Any course dropped after the end of the **FOURTH WEEK** will result in a "WF" or "withdrawal fail" on the student's permanent record for the course. The grade will be included in the cumulative point average and class rank calculation.

DROPPING BAND/ORCHESTRA

BAND - Due to the fact that the band's required rehearsals and activities starting approximately 4-5 weeks prior to the start of the school year, a student may not drop band after the **FIRST WEEK** of the **FIRST** marking period without resulting in a "WF" or "withdrawal fail" on the student's permanent record for this course.

ORCHESTRA - The drop deadline for orchestra is **TWO WEEKS** after the **FIRST** marking period without resulting in a "WF" or "withdrawal fail" on the student's permanent record for this course. The drop date is implemented to ensure that the ensemble remains stable as it prepares for its first concert, which takes place soon after midterm. The concert is a key performance of the grading period, having a committed group early on is essential for musical cohesion and success.

DROPPING COLLEGE CREDIT PLUS (CCP) CLASSES

The school district may seek financial reimbursement if the student fails the CCP course or drops or withdraws after the 14th day the college course began.

OHIO HIGH SCHOOL HONORS DIPLOMA

Click here for information and criteria for honors diploma through the Ohio Department of Education.

New Honors Diploma Requirements

The Ohio Department of Education, in consultation with a group of stakeholders and the State Board of Education, has updated the requirements for honors diplomas beginning with the class of 2026. This group of stakeholders met in 2022 to update the requirements for all six honors diplomas. Stakeholders included school counselors, teachers, school administrators, students, and parents. Students who entered high school on or after July 1, 2022 will be required to meet the new honors diploma requirements. Beginning with any student in the class of 2023, and including students in the class of 2024 and 2025, students may use these new options, but may also use the previous requirements to earn an honors diploma.

What are Honors Diplomas?

High school students can gain state recognition for exceeding Ohio's graduation requirements through an honors diploma. To meet honors diploma requirements, students challenge themselves by taking and succeeding at high-level coursework and in real-world experiences.

Ohio students have the opportunity to choose to pursue one of six honors diplomas:

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

**includes dance, drama/theatre, music and visual art.*

Ohio High School Honors Diplomas

Students must meet **all but one** of the listed criteria to qualify for an Honors Diploma, and any one of the criteria may be the one that is not met. Each of these criteria go beyond the standard course requirements for a diploma, which can be found here. Students may replace any of the **blue** options with a "Student Strength Demonstration."

Requirements	Academic Honors Diploma	International Baccalaureate Honors Diploma	Career Tech Honors Diploma	STEM Honors Diploma	Arts Honors Diploma	Social Science & Civic Engagement Honors Diploma
1.	4th Math must be greater than Algebra 2	4th Math must be greater than Algebra 2	4th Math must be greater than Algebra 2	4th Math must be greater than Algebra 2	4th Math must be greater than Algebra 2	4th Math must be greater than Algebra 2
2.	1 additional unit of Advanced Science[2]	1 additional unit Advanced Science[2]	Proficient pathway score on WebXams[3]	1 additional unit Advanced Science[2]	4 units fine arts	2 additional units Social Studies
3.	1 additional unit of Social Studies	1 additional unit Social Studies	4 units of Career-Tech Courses	2 units of additional STEM Courses as electives	Electives - 2 Units of Fine Arts (may overlap with general 4 units)	Meet the requirements to earn the Citizenship Seal
4.	3 sequential units of one world language, or no less than 2 sequential units of two world languages studied	3 sequential units of one world language, or no less than 2 sequential units of two world languages studied	2 units of one world language	3 sequential units of one world language, or no less than 2 sequential units of two world languages studied	3 sequential units of one world language, or no less than 2 sequential units of two world languages studied	3 sequential units of one world language, or no less than 2 sequential units of two world languages studied
5.	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale
6.	27 ACT/1280 SAT[6]	27 ACT/1280 SAT[6]	27 ACT/1280 SAT[6]/ WorkKeys[5]	27 ACT/1280 SAT[6]	27 ACT/1280 SAT[6]	27 ACT/1280 SAT[6]
7.	Earn 2 additional diploma seals, *not including the Honors Diploma Seal	Meet requirements to earn the Seal of Biliteracy	Meet the requirements to earn the Industry-Recognized Credential Seal or Technology Seal	Meet the requirements to earn the Industry-Recognized Credential Seal or Technology Seal	Meet the requirements to earn the Fine Arts Seal	Meet the requirements to earn the Community Service Seal
8.	Meet requirements of one of the Experiential Learning options[4]	Meet requirements of one of the Experiential Learning options[4]	Meet requirements of one of the Experiential Learning options[4]	Meet requirements of one of the Experiential Learning options[4]	Meet requirements of one of the Experiential Learning options[4]	Meet requirements of one of the Experiential Learning options[4]
Substitution	Students may replace one of the blue options with a "Student Strength Demonstration"[1]	Students may replace one of the blue options with a "Student Strength Demonstration"[1]	Students may replace one of the blue options with a "Student Strength Demonstration"[1]	Students may replace one of the blue options with a "Student Strength Demonstration"[1]	Students may replace one of the blue options with a "Student Strength Demonstration"[1]	Students may replace one of the blue options with a "Student Strength Demonstration"[1]

Students may replace **one** of the options in "Blue" (options 4, 5, or 6) with a "Student Strength Demonstration"

NOTES:

Completion of any advanced standing program, which includes Advanced Placement, International Baccalaureate, College Credit Plus, and may include Credit Flexibility, can be counted toward the unit requirements of an Honors Diploma.

[1] Students can use the Student Strength Demonstration to replace one of **ACT/SAT, GPA *or* World Language** requirement for any Honors Diploma.

College Credit Plus: Earn 12 college credits through the College Credit Plus program
Advanced Placement: Complete three advanced placement (AP) courses with score of 3 or higher on the corresponding AP tests
Career-Technical Assurance Guide (CTAG): Earn 12 articulated college credits through CTAGs
Apprenticeship/Pre-Apprenticeship: Complete an apprenticeship registered with the Ohio state apprenticeship council; complete a pre-apprenticeship program recognized by the Ohio state apprenticeship council; or submit evidence of acceptance into an apprenticeship if the program requires applicants to be 18 or older to enroll
WorkKeys: Earn a score of 6 or higher on all three sections of the WorkKeys test (Note: Students seeking the Career-Tech Honors Diploma may only use this demonstration as a substitute for the World Language criteria. This demonstration may not be used as a substitute for the GPA and ACT or SAT Score criteria for purposes of the Career-Tech Honors Diploma.)
Armed Services Vocational Aptitude Battery (ASVAB): Earn a score of 50 or above on the ASVAB.
Work-Based Learning: Complete 250 total hours or more of work-based learning.

[2] Advanced science courses contain rigorous content appropriate for grades 11 and 12. An advanced science course builds on the concepts and skills developed in the physical science and biology courses detailed in Ohio's Learning Standards for Science.

[3] Student must achieve a cumulative score of proficient or higher on the technical assessments aligned to their program. Technical assessments may include: WebXam test, industry recognized credentials in lieu of WebXam test, and College Credit Plus Career Technical Education course grades.

[4] Students can satisfy the experiential-learning requirement by completing or attaining one of the following options: field experience and portfolio, OhioMeansJobs Readiness Seal, or work-based learning.

[5] Students using WorkKeys to satisfy this assessment requirement must earn a score of six or higher on all three sections of the WorkKeys assessment (Graphic Literacy, Workplace Documents, and Applied Mathematics). The WorkKeys option applies only to the Career Tech Honors Diploma.

[6] Students must have scores of 27 or higher on the ACT or 1280 or higher on the SAT or their equivalents on previous or future versions of the tests. The ACT writing and SAT essay sections are not included. Students can use a superscore on the ACT or SAT to meet the required scores.

Diploma of Distinction

A student will earn a Diploma of Distinction if he or she meets all but one of the following requirements over and above the Lake Middle High School graduation requirements:

- minimum of twenty-eight (28) credits earned
- minimum of 3.800 non-weighted cumulative GPA through the senior year based on a 4.0 scale
- three (3) credits of one world language or two (2) credits each of two (2) world languages
- four (4) credits of college preparatory science
- four (4) credits of social studies
- minimum of eight (8) credits from honors and/or AP weighted classes
- three (3) credits of fine arts, business, technology, and/or CTE classes
- Minimum of one-half (1/2) credit of community service

National Honor Society

The criteria for induction into the National Honor Society (NHS) is founded upon the four cornerstones of scholarship, leadership, character and service. The minimum requirements in these four (4) areas are as follows:

Scholarship

A minimum 3.495 Non-weighted cumulative GPA after the first semester of the junior or senior year.

Service

A minimum of 75 hours of documented school and community service in a variety of school and community activities that are accumulated starting with the freshman year. **Beginning with the Class of 2028 – No more than 30 hours conducted within the school day (mentoring, tutoring, aiding, etc.) may be counted towards NHS service hours. A minimum of 45 hours must be conducted outside of school hours.**

- Students cannot include any hours for which they earned monetary compensation.
- The first date to earn hours is June 1st prior to the start of the freshmen year.
- Service hours must be verified by an adult.
- All service hours for NHS should be submitted to the NHS Coordinator after the student has received notification of eligibility.
- Seniors are required to complete 25 additional service hours once inducted into NHS, as indicated by current NHS officers.

Leadership

Active involvement in two different leadership positions.

- Activities may include school and/or community organizations.
- Activities must be verified by an adult.

Character

Approval by Faculty Council based upon Faculty Evaluation Form and no serious civil or school disciplinary violations.

- Areas evaluated include, but are not limited to, the following:
    - Respect
    - Responsibility
    - Honesty
    - Cooperation
    - Compliance with school policies
- No serious civil or school disciplinary violations.

Students will be informed of the application process when notified of eligibility.

COMMUNITY SERVICE PROGRAM

Earning Community Service Credit is a process whereby students learn and develop through active participation in organized service experiences that meet school and community needs.

Course Description:

- Students volunteer their time to school, community, and local organizations.
- Students may earn ¼ credit per 75 hours of community service (1 credit maximum over 4 years).
- The first date to earn hours is June 1st prior to the start of the freshman year.

Student Expectations:

- Students will keep a record of their volunteer hours in **MaiaLearning** including 2-3 sentences explaining what you did at the event.
- Students must complete 75 hours for each ¼ credit; those hours must be a combination of school and community service hours.
- Students must follow the rules and regulations of the volunteer site and supervising personnel.
- Students will only be given credit for hours that are electronically verified by an adult supervisor of the volunteer activity.

Notes:

- Students are not limited to one school year but can accumulate hours over multiple years (including summer).
- Credit will be awarded after hours are verified and all parts of **MaiaLearning** are completed.
- Credits will be awarded only in one fourth (0.25) credit increments and up to four times throughout high school for a total maximum of 1 Community Service Credit.
- Students are eligible to repeat this process up to four times throughout high school for a total maximum of 1 Community Service Credit.
- Students are permitted to use the same hours to fulfill Community Service Credit, the Community Service Graduation Seal, and National Honor Society requirements.
- As mentioned in a previous section of this course book, at least one-half credit of Community Service needs to be acquired to be considered for the Lake High School Diploma of Distinction.

STUDENT OPPORTUNITY TO EARN COLLEGE CREDIT

Students who would like to take college-level classes at Lake Middle High School can choose from one or any combination of the following options:

ADVANCED PLACEMENT (AP) OPTION:

For the student who desires to take a college-level class at Lake Middle High School, advanced placement classes in English, calculus, physics, chemistry, American history, European history, economics, art history and computer science are offered. Students enrolled in advanced placement classes are expected to take the national advanced placement examination in May. Examination fees are paid by the student. A college may use the results of this exam to award college credit. Sufficient enrollment is required for these courses to be offered.

COLLEGE CREDIT PLUS (CCP) - ON THE LAKE MIDDLE HIGH SCHOOL CAMPUS:

The College Credit Plus (CCP) Program provides qualified students an opportunity to take college courses at Lake Middle High School. This program is in conjunction with Kent State University Stark Campus and Stark State College. Currently, there is no course fee. Courses are taught by Lake Middle High School faculty approved by the college/university. The student must complete the college/university application and meet the admission requirements for the college that is issuing the credit. Students who earn an "F" or drop the course past the colleges' drop date will be required to pay for the class. Students participating in College Credit Plus (CCP) courses will be required to take the college/university semester and/or final exam.

COLLEGE CREDIT PLUS (CCP) - ON THE COLLEGE CAMPUS:

The College Credit Plus (CCP) Program has been established for students in grades 7 through 12. This program permits students to earn college and high school graduation credit by the successful completion of college courses. All students meeting eligibility requirements may enroll at a public or private college or degree-granting technical school, on a part or full-time basis. **Even though we encourage our students to challenge themselves academically, all students need to keep in mind that this option may preclude them from taking some classes that are available at Lake Middle High School due to scheduling conflicts.**

Students taking CCP courses full time on the college campus are required to take the college or university definition of full-time. Students taking a combination of classes at Lake Middle High School and CCP on the college campus are required to take five (5) classes.

Participation in College Credit Plus classes begins a student's college transcript.

LMHS Sample College Credit Plus Pathways

15+ Credit Hour Sample

Offered at LMHS	Course Name	College Course Code	Credit Hours	College	Suggested Grade to be Taken
Y	College Composition	ENG124	3	Stark State	12
Y	British Literature	ENG234	3	Stark State	12
Y	Pre - Calculus	MTH135	5	Stark State	10, 11, or 12
Y	General Chemistry	CHEM 10060	4	Kent State University	12
Y	General Chemistry Lab	CHEM10062	1	Kent State University	12

16 Total

30+ Credit Hour Sample

Offered at LMHS	Course Name	College Course Code	Credit Hours	College	Suggested Grade to be Taken
Y	College Composition	ENG124	3	Stark State	12
Y	British Literature	ENG234	3	Stark State	12
Y	Pre - Calculus	MTH135	5	Stark State	10, 11, or 12
Y	General Chemistry	CHEM 10060	4	Kent State University	12
Y	General Chemistry Lab	CHEM10062	1	Kent State University	12
Y	Graphic Arts Design	IMT122	3	Stark State	11, 12
Y	Graphics for Illustrations	IMT253	3	Stark State	11, 12
N	General Psychology	PSY121	3	Stark State	Any Year
N	Intro to Ethics	PHL122	3	Stark State	11, 12
N	Sociology	SOC121	3	Stark State	11, 12

31 Total

HONOR CLASSES

Honor classes are offered to Lake Middle High School students in grades 9 through 12 in several academic areas. The instruction within this accelerated program provides experiences beyond those normally provided by the regular program. Selection for this program is based on **teacher recommendations, prerequisites, testing and performance.**

PHYSICAL EDUCATION WAIVER

Students who wish to have the physical education graduation requirement met through the P.E. Waiver must complete **two (2) full** seasons of a **Lake Middle High School sponsored interscholastic sport(s), LMHS Marching Band, LMHS Cheerleading, and/or Reflections Show Choir.** Students are not permitted to earn their credit by a mixture of a waiver season and physical education (e.g., one semester of P.E. and one full season of LMHS Track). Students are not granted credit for this waiver. As a result, they must earn the half credit which would have been earned via P.E., in another curricular area (i.e., not a physical education course). Upon completion of your second season of an approved activity, the LMHS athletic office will notify your school counselor that you have met the waiver requirement. For more information, visit: education.ohio.gov, search physical education frequently asked questions.

SUMMER SCHOOL

Credits earned through summer school classes will not count towards the graduation requirement for Lake Middle High School without prior approval from the Lake Middle High School Administration.

Accounting 1

1 Credit – Grades 11-12

The objective of this course is to teach the student the basic principles of modern accounting. The first part of the course presents the entire accounting cycle in its simplest form of journalizing, posting, trial balance, eight-column worksheet and the closing of the ledger. The second part of the course deals with the use of combination journals and subsidiary ledgers, accounts receivable and accounts payable. Banking procedures and payroll are also covered.

Accounting 2

1 Credit – Grades 12
Prerequisite: Accounting I and teacher approval

This full year course is an independent study beginning with reviewing the concepts of Accounting I using an online system and then moving into more in depth accounting concepts of a merchandising business organized as a corporation. You will analyze delinquent accounts receivable, depreciation of assets, inventory control, accrued revenue and expenses, and cash-flow statements. You will have the opportunity to attend the Ohio Society of CPA's Account Career Day, visit the offices of public accountants and governmental accountants, and get a behind-the-scene tour of the inventory methods of the HRM Enterprise businesses (Hartville Hardware, Hartville Kitchen, Hartville Collectibles).

Marketing Principles

.5 Credit – Grade 9-12

This is a great introduction course for any student interested in learning about marketing or business. Students will obtain fundamental knowledge and skills in marketing communications, marketing management, marketing research, merchandising and professional selling. They will acquire knowledge of marketing strategies, market identification techniques, employability skills, business ethics and law, economic principles and international business. Technology, leadership and communications will be incorporated in classroom activities. This is a hands-on, project-based course. This is also a great intro course for any student interested in the Marketing & Business Management Career Tech program offered here at Lake in 11th and 12th grades.

English 1

1 Credit – Grade 9
(Texts: Selected novels, plays, short stories, and poems.)

The emphasis of this course is on the improvement of reading and writing skills. Instruction will focus on both fiction and non-fiction reading selections, language usage, sentence structure, and paragraph development. Students will be asked to meet the following requirements:

1. Read and respond to short stories, poetry, drama, and novels.
2. Analyze and think critically about works studied.
3. Communicate effectively both verbally and in writing.
4. Complete research and media center assignments.
5. Complete all required papers or projects.

English 1 Honors

1 Credit – Grade 9
(Texts: Selected novels, plays, short stories, and poems.)
(Prerequisite: Teacher recommendation)

In addition to the requirements for English I, students enrolled in Honors English I will be asked to meet the following requirements:

1. Read a minimum of one book from a selected summer reading list and complete a project for each.
2. Read four additional books during the school year and complete a project for each.
3. Write technical, argumentative, analytical and narrative assignments.
4. Demonstrate the following skills: critical thinking and problem solving; collaboration and leadership; oral and written communication; curiosity and imagination and independently access/analyze information.
5. Demonstrate a high level of interest in reading and writing.
6. Complete several research projects.

English 2

1 Credit – Grade 10
(Prerequisite: English I)

Through the study of fiction, non-fiction, drama, and poetry, students will work on improving language skills in speaking, listening, reading, and critical thinking. They will learn to use the writing process more effectively through various writing assignments and reading projects. The focus during this year is on sentence improvements, paragraph development, revision, and editing skills. Students will be asked to meet the following requirements:

1. Read a variety of literary and informational texts
2. Write expository, argumentative, and narrative compositions.
3. Analyze elements of author's craft
4. Complete formal and informal presentations
5. Utilize and reinforce skills preparing for the spring state assessment that counts towards graduation

English 2 Honors

1 Credit – Grade 10
(Prerequisite: English I; teacher recommendation)

English II Honors uses a thematic approach to study American and World Literature with the goal of immersing students in the study of important human ideas across culture and time, while improving critical thinking and academic and creative writing. In addition to the requirements for English II, students enrolled in English II Honors will meet the following requirements:

1. Read four major works during the school year.
2. Write a literary analysis and/or poetry explication.
3. Write an argumentative research essay.
4. Demonstrate effective skills of oral communication through literary based discussion.
5. Demonstrate a high level of interest in reading and writing.
6. Utilize and reinforce content and skills to prepare for standardized tests including the EOC assessment and ACT.

English 3

1 Credit – Grade 11
(Prerequisite: English I and II)

The main focus of the course is a detailed study of American literature. In addition, students will be asked to meet the following requirements:

1. Read a minimum of two novels and/or plays.
2. Write expository, persuasive, and narrative compositions.
3. Give oral presentations, with visuals, based upon literary works and/or writing assignments.
4. Demonstrate effective, correct use of the skills of written and oral communication.
5. Complete other projects, such as book reviews, literary analysis, and portfolios.
6. Complete an acceptable research paper.

AP English Language and Composition

1 Credit – Grade 11
(Prerequisite: English I Honors and English II Honors or recommendation from English II teacher and completion of the summer reading assignment.)

AP Language and Composition is a College Board-certified course modeled on first-year college composition courses with an emphasis on rhetorical analysis and argument. The overall objectives of the course are for students to become skilled readers in selected works of American literature and in a variety of nonfiction texts and to become skilled writers of various types of compositions. In both reading and writing, students must demonstrate awareness of the interaction among a writer's purpose, audience, and rhetorical techniques. The detailed analysis of diction, tone, and syntax will enhance students' ability to develop stylistic maturity in their own essays.
Students will be expected to fulfill the following requirements:

1. Complete the summer reading assignments.
2. Complete an acceptable research paper.
3. Complete all assignments, including presentations.

English 4

1 Credit – Grade 12
(Prerequisite: English I, English II, English III. All seniors must have four years of English for graduation, including English IV. No additional credit course may be substituted for English IV.

The main focus of this course is a detailed study of British literature. In addition, students will be asked to meet the following requirements:

1. Read a minimum of three novels and/or plays throughout the school year.
2. Write expository, persuasive, and narrative essays.
3. Make oral presentations based upon literary works and writing projects.
4. Demonstrate effective discussion skills.
5. Increase vocabulary.
6. Demonstrate effective critical thinking skills through group and/or individual projects.
7. Complete an acceptable research paper.

AP English Literature and Composition

1 Credit – Grade 12
(Prerequisite: Two or three years of Honors English or recommendation of AP English Language and Composition teacher or special admission by AP instructor.)

The Advanced Placement Program is administered by the College Entrance Examination Board. Students choosing Advanced Placement English Literature and Composition should be interested in studying and analyzing literature of various periods and genres. The ultimate goal of this course is to enable participating students who score well enough on the Advanced Placement examination to be granted credit and/or appropriate placement by participating colleges. Therefore, the course will involve the student in college level reading, writing, and research. An extensive writing portfolio, a formal research paper, and a formal research project are required for successful completion of this course. Students will be asked to meet the following requirements:

1. Read two novels over the summer.
2. Read at least eight novels/plays during the school year.
3. Read selected stories and poems for the literature texts.
4. Write a literature-based research paper and present a literature-based multimedia research project.
5. Make oral presentations based upon literary selections and literary criticism.
6. Complete practice AP tests.
7. Demonstrate critical thinking skills in all oral and written assignments.

English 4 Honors College Credit Plus

1 Credit – Grade 12
(Prerequisite: Completion of college admission requirements.)

The first semester course focuses on learning what it takes to write at the college level and emphasis on the drafting and development of strong ideas, thinking analytically, and making arguments with an authoritative voice. Students will write and revise approximately 8-10 essays, from reflective narratives to individual and collaborative research papers using MLA or APA format. Formal presentations are also a feature of the course.

The second semester course covers British literature from the Romantics to contemporary periods. Students will read, discuss, and write about works in their historical and cultural contexts. Emphasis will be placed on the critical reading of the works and techniques used to analyze them.

Creative Writing

.5 Credit – Grade 10-12
(Prerequisite: English I)

This course is for students who like to write and who want to improve their writing skills. Assignments will include studying and experimenting with poetic forms and short story techniques. Attention will be given to improving sentence structure, language usage, and mechanics;

however, content and creativity will be the main focus of the course. Reading/performing one's work to an audience will also be a key focus.

Public Speaking
.5 Credit – Grades 9-12

This introductory course is designed to increase skill and confidence in public speaking and communication. Each student will present a variety of formal and informal speeches of varying lengths. Listening, the communication process, non-verbal communication, and the preparation, outlining and delivery of speeches are the main units of the course. The major portion of the grade will be based on the student's oral presentations.

Public Speaking Honors
.5 Credit – Grades 9-12

The same standards will be covered as in Public Speaking I. In addition to the requirements for Public Speaking I, students enrolled for the Public Speaking I Honors credit will be asked to meet the following requirements:

1. Watch, evaluate, and reflect upon two choice speeches outside of the course, one per nine weeks (for a total of two). Directions will be provided.
2. Prepare, rehearse, and deliver an additional speech per nine weeks (for a total of two speeches) from a list of choice speeches. Directions will be provided.

Yearbook Journalism
1 Credit – Grades 10-12
(Prerequisite: Application, including teacher recommendation and writing samples.)

This course provides students with essential background and practical experience in high school yearbook production. The course covers principles of page layout and design, copy writing, interviewing, and photography. Students work cooperatively as staff members to organize, design, and prepare pages for production. They learn about business management through the selling of advertisements and subscriptions. Students gain valuable experience in leadership, develop cooperative work skills, and learn essentials of editing and desktop publishing. An application is required for acceptance on the yearbook staff.

Women's Studies, Media and Literature
.5 Credit – Grades 10-12
This course will be devoted to gender issues raised by people and events from various time periods and cultures. Through creative projects and writing, we will examine literature and other media focusing on how each addresses issues of importance to and for women that impact society as a whole. These issues include: equality, identity, journey of self, stereotypes, class, age, work and economics, education, politics, art, marriage, appearance of the body, violence, race, ethnicity, and etc. Participants will read, watch, listen, discuss, and analyze different texts (novels, movies, television shows, articles, songs etc.).

Popular Literature
.5 Credit – Grades 9-12

Immerse yourself in the power of literature that challenges, inspires, and connects with today's realities. This course invites students on an engaging journey through four captivating genres: fantasy, dystopia, memoir, and graphic/illustrated storytelling. These texts explore profound themes of identity, resilience, societal expectations, and the power of choice. From the magical halls of Hogwarts to the ethical dilemmas of a dystopian future, the relentless pursuit of education, and the search for identity in unfamiliar worlds, students will examine how stories reflect and illuminate real-world challenges. Through critical thinking and meaningful reflection, this course transforms literature into a bridge for understanding ourselves and the complexities of the world around us.

Digital News
1.0 Credit – Grades 10-12
Prerequisite: None

This course will give students an opportunity to study all areas of Journalism while working in a collaborative setting with our Yearbook course. Students will learn to have a voice in their writing while also stepping out of their comfort zone to incorporate interviews and cover various events in the district. This class will be creating a school newspaper, with a goal of producing at least one issue each month while assisting with the written parts of the school yearbook. An application is required for acceptance into the Digital News course.

Art 1A
.5 Credit – Grades 9-12
Offered first semester only

This first-year course introduces the student to various 2D art media and reinforces the effective use of the elements of art and principles of design in a student's personal artwork.

Art 1B
.5 Credit – Grades 9-12
Offered second semester only
(Prerequisite: Passing grade in Art 1A)

This first-year course is a continuation of Art 1A, extending the effective use of the elements of art and principles of design to 3D art media and techniques. Both courses are designed to generate interest in the visual arts.

Art 2A
.5 Credit – Grades 10-12
Offered first semester only
(Prerequisite: Passing grade in both Art 1A and Art 1B)

This second-year course further investigates various stylistic techniques, concepts, and individual expression in 2D media. The curriculum includes an overview of "art styles" throughout western civilization.

Art 2B
.5 Credit – Grades 10-12
Offered second semester only
(Prerequisite: Passing grade in the first three semester classes.)

This second-year course combines studio art with arts appreciation in relevant interaction. Students will create artwork reflecting global art movements, and will be able to recognize major cultural art styles, works, and artists.

Art 3
1 Credit – Grades 11-12
(Prerequisite: Passing grade in Art 1A, 1B, 2A, and a grade of B- or better in 2B)

This art class will further develop the student's skills and interests in the many areas of the visual arts. Art 3 will also introduce students to new types of media, technology, aesthetics, and philosophies. Professional results are expected and self-motivation is a must.

Art 4/AP Studio Art
1 Credit – Grade 12
(Prerequisite: Passing grade in Art 1A, 1B, 2A, 2B, and a grade of B- or better in Art 3)

This course is designed for serious art students with post-high school plans focusing on the visual arts.

The AP Program offers three studio art courses and portfolios: Two-Dimensional Design, Three-Dimensional Design, and Drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios – 2D Design, 3D Design, and Drawing – corresponding to the most common college foundation courses. Students may choose to submit any or all of the Drawing, 2D Design, or 3D Design portfolios. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. (Advanced Placement Course Summary, College Board)

These portfolios may also be used for scholarship competitions and college entrance requirements. Art 4/AP Studio Art students become informed, articulate, and lifelong supporters of the arts community.

AP Art History
1 Credit – Grades 11-12

In AP Art History, students examine major artistic works from the past to present world civilizations. Emphasis is placed on a student's analysis of how man-made objects reflect and respond to historical events and cultural phenomena. The student may also take the AP Art History Exam and receive up to nine college credits with applicable passing test scores.

Graphic Design 1
.5 Credit – Grades 11-12
Offered first semester only
Students must pass both parts of this course (1 & 2), earning one (1) total credit, to qualify for the Ohio Technology Seal.

This course is an alternative to traditional studio art classes. It will stress the basic history of design, principles of design, elements of art, and typography in their relation to communication ideas, thoughts, and feelings through a visual means. Graphic Design 1 will also introduce students to Photoshop and they will be able to produce computer-generated artwork. Time management, responsibility, and a basic understanding of computers are expected.

Graphic Design 2
.5 Credit – Grades 11-12
Offered second semester only
(Prerequisite: Must pass Graphic Design 1 with a C or better.)
Students must pass both parts of this course (1 & 2), earning one (1) total credit, to qualify for the Ohio Technology Seal.

Graphic Design 2 is a continuation of Graphic Design 1, building upon the technological and artistic skills learned to further explore the visual arts as a form of

communication. Students will be challenged on all levels to problem-solve, apply, and create their own original artwork, as well as being able to critically analyze the work of others.

Graphic Design 1 & 2 College Credit Plus

2 Credits – Grades 11-12 (1.0 Credit for the Fall semester and 1.0 Credit for the Spring semester)
(Prerequisite: For CCP classes, completion of college admission requirements.)
Students must pass one (1) CCP semester of this course, earning one (1) high school credit, to qualify for the Ohio Technology Seal.

Students successfully completing the Graphic Design College Credit Plus class will acquire a working knowledge of the concepts, components, and composition necessary in the design of both print and web media. They will learn effective communication through design beginning with the concept and concluding with the finished product.
A student can earn college credit through Stark State College when the student completes the Stark State College application process and successfully completes the course.
See your counselor for details.

Multimedia Productions

1 Credit – Grades 11-12
(Prerequisite: Must have been in at least Graphic Design 1 or going to be in Graphic Design 1. Class number is limited to 16, so there is an application process and teacher recommendation for acceptance to the course. Course is held during 4AB daily with expectations to do outreach projects outside that time. See the instructor, Mr. Rich Casenhiser, for an application and sign up for the course during your scheduling appointment. You will be notified before the year's end if you are accepted into the next year's course.)

This course teaches students the tools and skills necessary to produce and manage content of contemporary mass media within the school communication environment. In particular, this course focuses on building video and audio production skills, photography skills, visual communication skills using computer graphic programs, and creating media for on-line distribution. The Multimedia Productions course provides students the opportunity to produce projects that extend beyond the classroom, and into all of our school sources of communication. Students will be responsible for managing websites, athletic score board graphics, video productions, and other communication outlets for school use.

Digital Photography

.5 Credit – Grades 10-12
1 semester (offered both semesters)
Personal equipment needed for course: Any hand-held device with digital photograph capabilities (from a phone to a manual digital camera.)

Students will be immersed in the Visual Arts discipline of Photography. They will study the history of photography – from the camera obscure to present day technology. Such topics will include early photography, pin-hole cameras, film and darkroom techniques, and digital photo manipulation. Along with the historical background, students will discuss the ethics and aesthetics of photography. Topics include learning the principles of design, discussing proper use and responsibility of photography as a storyteller, and training the artist's eye to create the "perfect picture". Students will create their own digital photography portfolio, both online and as a traditionally matted presentation.

Band Program

1 Credit – Grades 9-12
(Prerequisite: Two (2) years or more of school band experience or one (1) full year of private lessons, followed by an audition and teacher approval.)

There will be a yearly fee for students who use a school-owned instrument and a yearly fee for the maintenance and cleaning of school-owned marching band uniforms. Students are also required to purchase a formal uniform for concert band performances, and a polo shirt, berets, gloves, and shoes for marching band.

High school band is an integrated curriculum consisting of marching and concert bands. Marching band requires attendance at summer rehearsals, after-school rehearsals, and all performances including football games, band shows, parades and concerts. Each band is then grouped by similar abilities, so each student can learn and progress at an appropriate pace. Attendance at all concert band performances is mandatory.
Each concert band will also participate in large group adjudicated events sponsored by the Ohio Music Education Association (OMEA), and participation in OMEA-sponsored solo and ensemble adjudicated events is highly encouraged.

As band is a performance-based class, rehearsals and performances outside of the school day are an integral part of the course and are mandatory. As such, all school attendance policies are in effect (see student handbook pp. 31-32). Therefore, absences due to working an out-of-school job are not excused.
Directors reserve the right to dismiss any student from the band program who exhibits an ongoing

pattern of extremely poor behavior, attitude, and/or work etc.

Jazz Band

1 Credit – Grades 9-12
(Prerequisite: Must have been in the middle school band program, have teacher approval and audition.)
Members of this organization will be selected by audition. Qualified candidates will be placed in the performing ensemble based on their skill level displayed in the audition process and on the instrumentation needs of the ensemble. In the jazz program, emphasis is placed on improvisation, listening skills, theory, arranging, history, and performance. Attendance at all rehearsals and performances (including home basketball games) is mandatory for fulfillment of the course requirement. All members will be required to purchase a pep band t-shirt for select performances.

String Orchestra

1 Credit – Grades 9-12
(Prerequisite: Audition and teacher approval in addition to four years of school string class instruction or the equivalent in private instruction. Students coming from other schools will be asked to audition for the orchestra director.)

Cello and string bass players must use board-owned instruments at school and keep an instrument at home to practice. There will be a yearly fee for a board-owned instrument. All students are required to purchase a formal uniform for performances.

String orchestra class consists of individual and group performance of violin, viola, cello and string bass. The objectives of the course are the development of string playing techniques such as scales, shifting, high positions, the use of vibrato and various bowing styles. Music literature includes classical, modern and popular. This group participates in OMEA sponsored State Orchestra Contest. Preparation for this educational experience may require after school rehearsals. Attendance to rehearsals and performances is mandatory.

Opus One

1 Credit – Grades 9-12

The goal of this course is to expand the knowledge and appreciation of all styles of choral music. In this choir, emphasis will be placed on the proper use of the voice, good intonation, correct breathing habits, good tone quality, enunciation, blending, and artistic interpretation of the composer's intent. The students will also become a more discriminating listener through singing and listening to the music studied. This group will also serve to gain additional training and experience for those people who want to be in Reflections. Attendance, music performance, and attitude will be used to determine grades. Performances, unless excused, are mandatory for fulfillment of the course requirements.

Voice Blue

1 Credit – Grades 10-12
(Prerequisite: Director's Permission.)

This is a select choir for students interested in advancing their skills in and knowledge of vocal production, sight-singing, musical interpretation, choral literature, and general musicianship. The choir will perform numerous concerts throughout the school year. Performances, unless excused, are mandatory for fulfillment of the course requirements.

Reflections Show Choir

1 Credit – Grades 9-12
(Prerequisite: Auditioned group, with director's permission only. Students must be members of another choir at Lake Middle High School in order to be a part of this group.)

Students are responsible for the cost of a tuxedo/dress for performances.

Reflections are a prestigious show choir whose members are selected by audition. The members are selected based on their singing and dancing ability. This group will perform at all school choral concerts and at many outside functions throughout the school year. This group will expand upon all the principles taught in the other Lake Choral ensembles, including but not limited to, breath support, vocal intonation, vocal production, exploring choral literature, and many other aspects of vocal music. Members of this group will be required to learn basic show choir choreography in addition to their choral music.

Music Theory Honors or Music Theory Honors College Credit Plus

1 Credit – Grades 10-12
(Prerequisite: Previous ensemble experience and teacher approval. For CCP classes, completion of college admission requirements.)

Music Theory is designed for the college-bound music major, minor, or serious musician. Fluency in reading musical notation is assumed.
The year-long course will begin by providing the student with a solid understanding of the fundamental building blocks of music through reading, writing, listening and performing. This fundamental study will include pitch, meter, rhythm, scales, keys, intervals, and chords. The next

phase of the course will explore melodic and harmonic structure, voice leading, seventh chords, and theoretical analysis. Connections will be made to musical examples throughout history and across musical disciplines.

Music Technology

.5 Credit – Grades 11-12

This semester course is open to all students who would like to create their own electronic music or learn about music production. The course covers the background of the music industry, electronics in music, techniques of music creation using various computer software and podcast production. Much emphasis is placed on the creative process and allowing all students, even those without musical background, to create their own music. This course cannot be repeated.

Lake Middle High School Honors Credit

Any student who wants to take their respective music studies for **honors credit** will be provided the necessary paperwork during the first week of class by their instructor.

Health
.5 Credit – Grade 10 -12

Health is required for graduation. The course covers the following areas: overview of what health means, physical fitness, nutrition, weight management, mental and emotional health, coping with stress, body's reproductive system, tobacco, alcohol, C.P.R. and first aid.

Foundations of Physical Education
.25 Credit – Grades 9-12
Semester Class
(Prerequisite: None)

This course is designed to be an introduction course to physical education at the high school level. Students will be introduced to a wide variety of activities to help them learn to live an active lifestyle. Students will be taught the skills and strategies to understand how to be successful in the activity; cognitively, socially and physically. Variety of activities will be introduced in this course to enjoy a recreational experience.

Fall Sports Officiating
.5 Credit – Grades 9-12
1st Semester Class Only
This class does not fulfill the PE requirement.
(Prerequisite: None)

Students must have a background in athletics or the passion to become more familiar with athletics and how supporting organized team sport competitions can contribute to individual and community health. This class will offer the opportunity to officiate in youth flag football and basketball games. Students will also learn how to run the scoreboard for basketball, volleyball and football. This class will focus on the skills necessary to become a sports official, with the opportunity to make up to $10.00 to $30.00 an hour and achieve gainful/supplementary employment for a lifetime. Students may take additional courses in order to get certified by the OHSAA. The purchase of a black "Fox 40" whistle is required. Students will be asked to work events outside of school hours, some events students will receive payment.

Spring Sports Officiating
.5 Credit – Grades 9-12
2nd Semester Class Only
This class does not fulfill the PE requirement.
(Prerequisite: None)

Students must have a background in athletics or the passion to become more familiar with athletics and how supporting organized team sport competitions can contribute to individual and community health. This course is a study of sports officiating while learning the rules, mechanics, and fundamentals of sports. This class will offer the opportunity to officiate in youth basketball, baseball, and softball. Students will also learn how to run the scoreboard for basketball and wrestling, keep a scorebook for baseball and softball, and be time runners for middle school/high school track and field. This class will focus on the skills necessary to become a sports official, with the opportunity to make up to $10.00 to $30.00 an hour and achieve gainful/supplementary employment for a lifetime. Students may take additional courses in order to get certified by the OHSAA. The purchase of a black "Fox 40" whistle is required. Students will be asked to work events outside of school hours, some events students will receive payment.

Strength and Conditioning
.25 Credit – Grades 9-12
Semester Class
(Prerequisite: None)

Students will participate in a variety of strength and conditioning skills and activities to educate, challenge and improve their level of fitness. Students will identify the four components of fitness, and understand improvement individually and as a group. Students will be able to correlate fitness skills into lifelong health.

Athlete Performance Training
.25 Credit – Grades 9 -12
Semester Class
(Prerequisite: Coach Referral Signature)

This course is designed for multi-sport athletes who want to develop their athletic abilities to the fullest extent. It emphasizes development of muscular strength, explosive power, quickness, running speed, jumping ability, and injury prevention with the goal of improving athletic performance. Students will participate in free weight training, plyometrics, flexibility training, and speed/agility development. These topics will be addressed during both classroom time and practical training time. Both female and male athletes are encouraged to enroll. Athletes may be removed from the course without credit for failure to follow the course guidelines, the student-athlete signed contract, and/or at the agreed upon decision of the head coach, instructor and administration. **This course may be taken in a year-long format.**

Summer School Physical Education
.25 Credit – Grades 9-12
(Prerequisite: None)

This course will be offered to any student entering grades 9-12. The class will meet daily from 8:00 a.m. – 3:00 p.m., at Lake Middle High School during the first two weeks of summer. Students must provide their own transportation to and from summer school. Class activities come from the physical education graded course of study. Daily attendance is critical to fulfill the time requirement for receiving credit. A fee is required

MATH DEPARTMENT

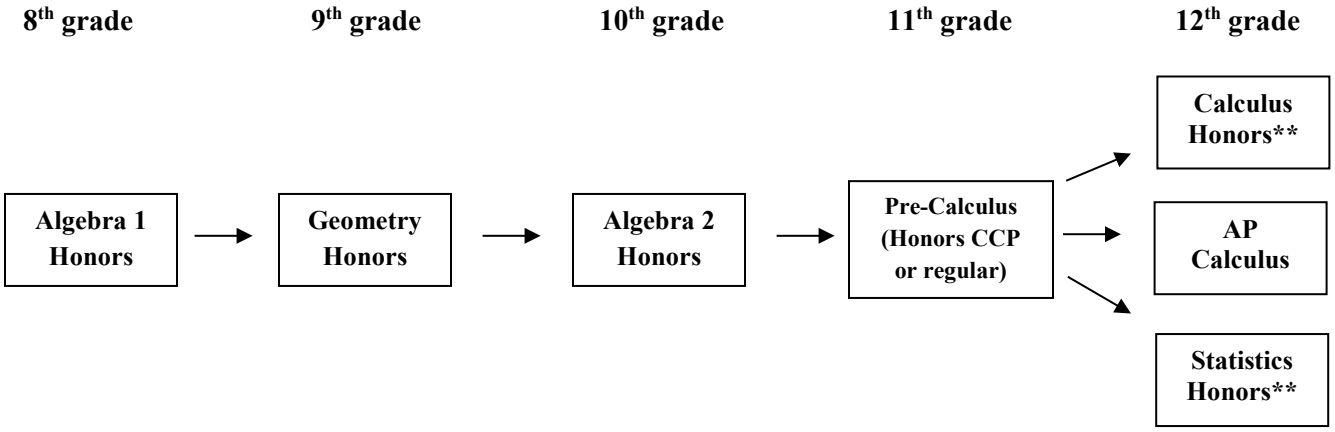
Lake Middle High School requires all students to take and pass four years of math. Students are encouraged to challenge themselves by taking the most difficult math course they can handle. Increasingly more college majors require math courses at the college level, and increasingly more technical jobs require stronger mathematical and problem-solving skills. By challenging yourself during your high school career, you will increase your chance of success in college math courses and make yourself more marketable in today's technical job market.

Additional information:

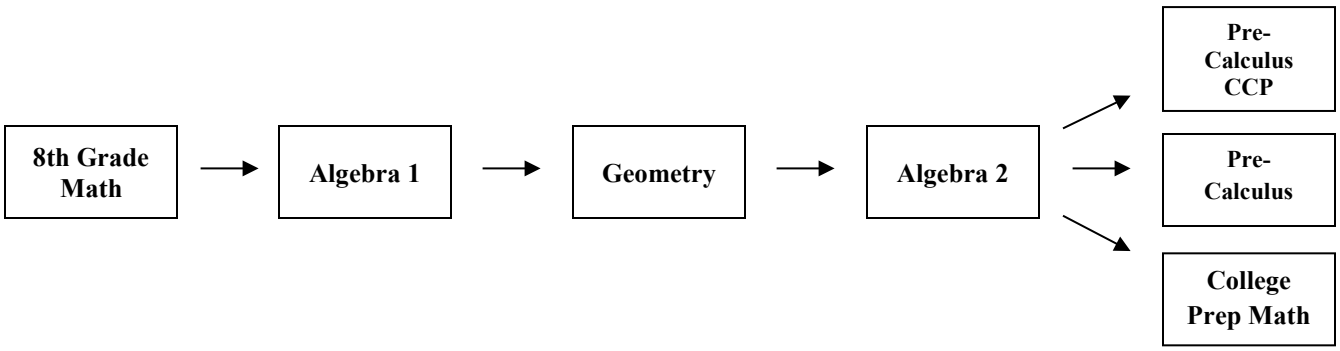
- All math classes at Lake Middle High School require some form of calculator. Students in Algebra 1 and Geometry need to have a scientific calculator. The Texas Instruments TI-30XIIS is recommended. A graphing calculator may be used for Algebra 1 and Geometry but is not required. Graphing calculators are required for all Algebra 2 and above courses. We recommend that students use a TI-83 Plus or TI-84 Plus graphing calculator. While calculators are essential to learning and understanding math concepts, some assessments will restrict or forbid their use.
- Any student that earns a failing grade in a math course must make up that math credit in summer school.
- Students proficient in math may take more than one math course during their junior or senior years. Students have the opportunity to take Statistics in conjunction with Pre-Calculus, Pre-Calculus Honors CCP, or AP Calculus.
- For the majority of tests, time limits will be imposed. Adequate but not unlimited time will be allotted and students need to finish work within the assigned parameters. Unless students have an IEP/504 requiring extra time, students will face no credit on problems not finished within the prescribed time limits.

MATH DEPARTMENT

Possible course sequences:



Statistics may be taken concurrently with AP Calculus, Pre-Calculus Honors CCP, or Pre-Calculus



***Students who are struggling in the Honors track (C or lower) may need to scale back to the traditional sequence and students who are excelling in the traditional sequence may move into the Honors track.**

****Calculus Honors and Statistics Honors can be College Credit Plus (CCP) Courses.**

Algebra 1

1 Credit – Grade 9
(Prerequisite: Successful completion of 8th grade math.)
(Text: Algebra 1, Ron Larson) 2022

Algebra 1 course content includes:

- Properties of real numbers and foundations of algebra
- Solving equations
- Inequalities
- Function and graphs
- Writing and graphing linear equations and inequalities
- Properties of exponents and operations on polynomials
- Factoring polynomials
- Quadratic functions and equations
- Data analysis and probability
- Exponential and radical functions
- Rational functions and equations

Algebra 1 Honors

1 Credit – Grade 9
(Prerequisite: Successful completion of 8th grade math with at least a 95% average and teacher recommendation.)
(Text: Algebra 1, Ron Larson) 2022

This course covers many of the same topics as Algebra 1 but in much greater depth and at a faster rate.

Honors Algebra 1 course content includes:

- Properties of real numbers and foundations of Algebra
- Solving equations
- Inequalities
- Functions and graphs
- Writing and graphing linear equations and inequalities
- Properties of exponents and operations on polynomials
- Factoring polynomials
- Quadratic functions and equations
- Data analysis and probability
- Exponential and radical functions
- Rational functions and equations

Geometry

1 Credit – Grade 9-10
(Prerequisite: Successful completion of Algebra 1)
(Text: Geometry, Ron Larson) 2022

Geometry course content includes:

- Using points, segments, rays, lines, and planes
- Introduction to proofs with a mastery in parallel lines and triangle proofs.
- Using parallel and perpendicular lines
- Congruent triangles
- Properties and attributes of triangles
- Properties and attributes of polygons and quadrilaterals
- Similar polygons and triangles
- Right triangles and trigonometric ratios
- Area and perimeter of polygons
- Circles and their arcs, tangents, chords, secants, and inscribed angles
- Transformations
- Constructions
- Basic Probability Concepts

Geometry Honors

1 Credit – Grades 9-10
(Prerequisite: Completion Algebra 1 Honors with a B- or higher or completion of Algebra 1 with an 95% or higher **and** teacher recommendation)
(Text: Geometry, Ron Larson) 2022

Geometry Honors course content includes all content from Geometry covered in much greater depth and at a faster rate. There will be an increased emphasis on developing and using proofs throughout the course.

Algebra 2

1 Credit – Grades 11-12
(Prerequisite: Successful completion of Geometry with a C or higher)
(Text: Algebra 2, Ron Larson) 2022

Algebra 2 course content includes:

- Equations and inequalities
- Linear relations and functions and their inverses
- Systems of equations and inequalities
- Operations on polynomials and radical expressions
- Irrational and complex numbers
- Quadratic equations, relations, and functions
- Polynomial functions
- Rational expressions
- Exponential functions
- SAT/ACT review

Additional topics may include:

- Probability and statistics
- Logarithmic functions
- Trigonometric functions
- Matrices
- Sequences and series

Algebra 2A

1 Credit – Grade 11
(Prerequisite: Successful completion of Geometry and teacher recommendation only)
(Text: Algebra 2, Holt, Rinehart and Winston) 2007

This course is recommended for students who have had difficulty in Algebra 1 and/or Geometry. This course will review some topics from Algebra 1 and Geometry and will develop the Algebra 2 topics over a two-year period. Students must take Algebra 2B the following year.

Algebra 2A course content includes:

- Equations and inequalities
- Linear relations and functions and their inverses
- Systems of equations and inequalities
- Operations on polynomials and radical expressions
- Irrational and complex numbers
- Quadratic equations, relations, and functions

Algebra 2B

1 Credit – Grade 12
(Prerequisite: Successful completion of Algebra 2A)
(Text: Algebra 2, Holt, Rinehart and Winston) 2007

This is the second half of the standard Algebra 2 course. There will be some time spent reviewing key concepts from Algebra 2A. Students must have taken Algebra 2A in the preceding year.

Algebra 2B course content includes:

- Polynomial functions
- Rational expressions
- Exponential functions
- SAT/ACT review

Additional topics may include:

- Probability and statistics
- Logarithmic functions
- Trigonometric functions
- Matrices
- Conic sections
- Sequences and series

Algebra 2 Honors

1 Credit – Grades 10-11
(Prerequisite: Completion of Geometry Honors with a B- or higher or completion of Geometry with an 95% or higher and teacher recommendation)
(Text: Algebra 2, Ron Larson) 2022

This course covers many of the same topics as Algebra 2 but in much greater depth and at a faster rate.

Algebra 2 Honors course content includes:

- Equations and inequalities
- Linear relations and functions and their inverses
- Systems of equations and inequalities
- Matrices and determinants
- Operations on polynomials and radical expressions
- Irrational and complex numbers
- Quadratic equations, relations, and functions
- Polynomial functions
- Rational expressions
- Exponential functions and logarithmic functions
- Probability and statistics
- SAT/ACT review

Additional topics may include:

- Trigonometric functions
- Conic sections

Pre-Calculus

1 Credit – Grades 11-12
(Prerequisite: Successful completion of Algebra 2 Honors or Algebra 2 with a B or higher)
(Text: Precalculus – A Right Triangle Approach, Ratti, McWaters, and Skrzypek, Pearson, 2019.

Pre-Calculus topics include:

- Exponents and rational and radical expressions and equations
- Equations and Inequalities
- Polynomial and rational functions
- Exponential/Logarithmic functions
- Trigonometric functions
- Trigonometric equations, identities, formulas
- Vectors, law of sines/cosines

Pre-Calculus Honors College Credit Plus

1 credit – Grades 11-12
(Prerequisite: Successful completion of Algebra 2 Honors with a B- or higher or successful completion of Algebra 2 with a 95% or higher and teacher recommendation. Completion of college admission requirements.)
(Text: Precalculus – A Right Triangle Approach, Ratti, McWaters, and Skrzypek, Pearson, 2019.

This course is equivalent to the five-hour Pre-Calculus course (MTH 135) taught at Stark State. It is taught from a college level book. Students must qualify for the course by earning a minimum score on the Accuplacer and/or ACT test.

Pre-Calculus Honors CCP topics include:

- Graphs and functions
- Polynomial and rational functions
- Exponential/Logarithmic functions
- Trigonometric functions
- Trigonometric equations, identities, formulas
- Vectors, law of sines/cosines
- Systems of equations in three variables
- Matrices and determinants
- Conic Sections
- Introduction to derivatives and integrals

College Preparatory Mathematics

1 Credit – Grade 12
(Prerequisite: A grade of B- or lower in Algebra 2. Students may not take this course if they have successfully completed Honors Algebra 2, Pre-Calculus or Pre-Calculus Honors CCP)
(Text: College Algebra and Trigonometry, 6th Edition, Houghton Mifflin 2008)

College Preparatory Mathematics is designed as a review course for college intending seniors. The numerical and problem-solving approach to geometry and algebra involves considerable use of the calculator and of graphing.

Topics included are:

- Operations with Polynomial & Rational Expressions
- Equations & Inequalities
- Functions & Graphs
- Polynomial & Rational Functions
- Exponential & Logarithmic Functions
- Trigonometric Functions
- Applications of Trigonometry
- Matrices
- Sequences, Series & Probability

Statistics Honors or Statistics Honors College Credit Plus

1 Credit, if taken as CCP – Grades 11- 12
.5 Credit, not taken as CCP – Grades 11-12
(Prerequisite: Successful completion of Algebra 2 Honors with a B- or higher or Algebra 2 with a B+ or higher. Successful completion of Pre-Calculus, or may be taken concurrently with Pre-Calculus, Pre-Calculus CCP, or AP Calculus. For CCP classes, completion of college admission requirements.)
(Text: Elementary Statistics: Picturing the World 7th Addition, Pearson, 2018)

This course is taught from a college level book and students wishing to earn college credit must qualify by earning a minimum score on the Accuplacer and/or ACT test. Students who do not wish to take the course for college credit or fail to obtain the qualifying Accuplacer and/or ACT score may still enroll in the course.

Statistics course content includes:

- Introduction to statistics
- Descriptive statistics
- Probability
- Discrete probability distributions
- The normal probability distribution
- Confidence intervals
- Hypothesis testing with one sample
- Correlation and regression
- Goodness of Fit Test

Calculus Honors or Calculus Honors College Credit Plus

1 Credit – Grade 12
(Prerequisite: Successful completion of Pre-Calculus Honors CCP or successful completion of Pre-Calculus and teacher recommendation. For CCP classes, completion of college admission requirements.)
Text: Calculus-Early Transcendentals, Eighth Edition; James Stewart; Cengage Learning, 2015.

This course is equivalent to the four-hour Calculus course (MTH 223) taught at Stark State College. It is taught from a college level book and students wishing to earn college credit must qualify by earning a minimum score on the Accuplacer and/or ACT test. Students who do not wish to take the course for college credit or fail to obtain a qualifying score may still enroll in the course provided they have successfully completed Pre-Calculus CCP or Pre-Calculus, and have a teacher recommendation.

Calculus topics will include, but may not be limited to:

- Functions and Models
- Limits and Continuity
- Differentiation Rules
- Applications of Differentiation
- Integrals

Advanced Placement Calculus Level AB

1 Credit – Grade 12
(Prerequisite: Successful completion of Pre-Calculus Honors CCP with a B- or higher or Pre-Calculus with a teacher recommendation.)
(Text: Calculus: AP Edition, Graphical, Numerical, Algebraic, 6th Edition, Pearson, 2020.

Advanced Placement Calculus is a college level course taught in grade 12. This course investigates:

- Functions (domain, range, inverse, odd and even, symmetry, zeros, periodicity, and an emphasis on limits
- Differential calculus (sums, products, quotients, chain rule, implicitly defined functions, inverse functions, inverses of functions, logarithms, and applications)
- Integral calculus (anti-derivatives, techniques of integration, and applications)

Integrated Science
1 Credit – Grades 9
(Co-requisite: Algebra 1.)
(Text: Foundations of Physical Science)

This course is an integrated approach to the physical sciences (Chemistry and Physics). Physical science concepts include atomic/ molecular structure, force and motion, the nature of energy, physical properties of objects and forces that act on objects. Students will continue to develop a deeper understanding of science and technology. The processes of scientific inquiry will be embedded to promote logical reasoning and problem-solving skills.

Integrated Science Honors
1 Credit – Grade 9
(Co-requisite: The Integrated Science Honors student needs to be in Honors Math or at least a "B" average in 8th grade Math; "A" average in 7th and 8th grade science and teacher input.)
(Text: Foundations of Physical Science)

The same science standards will be covered as in Integrated Science. However, the course will cover topics more quickly and more in-depth. Additional projects will also be involved.

Biology
1 Credit – Grade 10
(Text: National Geographic – Biology, 2024)

Biology is a course which emphasizes exploring biology concepts through hands-on activities, lab experiments, and cooperative work. The class will cover topics such as DNA, biotechnology, genetic engineering, microbiology (bacteria and viruses), and infectious diseases. Topics such as wildlife, plants, ecological relationships and food chains will be explored also. During the study of all these topics, basic biological concepts such as the cell, cellular processes, and bio-chemistry will be reinforced. Throughout the entire year, critical lab skills of setting up experiments, observing, collecting data, analyzing, graphing, and forming conclusions will be emphasized (scientific method).

Biology Honors
1 Credit – Grade 10
(Prerequisite: "B" or better in 9th grade honors or an "A" average in previous two years of science.)
(Co-requisite: Geometry is necessary to advance to Chemistry or Physics; Algebra 2 is necessary to advance to AP Chemistry/AP Physics.)
(Text: National Geographic – Biology, 2024)

The Biology Honors class is an accelerated class designed for those students who have demonstrated superior science knowledge on standardized tests and in the science classroom over the last two years. Students must have good study skills and be willing to spend the extra time to prepare for this demanding class. Students in the Honors course are expected to demonstrate in-depth knowledge of the subject. Throughout the year, students will be exposed to the latest scientific research and concepts. Throughout the entire year, critical lab skills of setting up experiments, observing, collecting data, analyzing, graphing, and forming conclusions, will be emphasized (scientific method).

Chemistry
Meets third year science requirement
1 Credit – Grades 11-12
(Prerequisite: Geometry)
(Co-requisite: Algebra 2)
(Text: Living by Chemistry 3rd Edition. Bedford, Freeman and Smith 2022)
Emphasis is placed on the activities of experimentation and observation as the basis of knowledge. The course requires good observation skills during the labs and good writing skills as the labs are written up based on analysis of experiments. Topics covered include: The scientific method, structure of matter, energy, periodic table, ionic and covalent bonding, formulas, equations, solutions, stoichiometry, moles, dimensional analysis, names and writing formulas, gases, equilibrium, acid-based reactions, and electro chemistry. ***Expect about one half hour of homework a night. Students will encounter basic algebra problems as part of this course.***

Honors Chemistry
Meets third year science requirement
1 Credit – Grades 11-12
(Prerequisite: Geometry, two of the following must be met: "A" average in your two previous science courses; average grade of "B" or better in Honors Biology; Co-requisite: Algebra 2.)
(Text: Matter & Change, Glencoe/McGraw-Hill, 2013)

A lab course with emphasis placed on the activities of experimentation and observation as the basis of knowledge. Topics covered include fundamental theories, laws, and practices of chemistry. Topics such as bonding, structure, formulas, equations, equilibrium, and ionization will be emphasized. This class will move at an accelerated pace and involve more math with very abstract and challenging problems.

Physiology Honors

Meets third year science requirement/ Required for all Health Tech Prep students
1 Credit – Grades 11-12
(Prerequisite: Honors Biology or Biology. Students in the 11th grade, must take this concurrently with Physics or chemistry.)
(Text: Hole's Human Anatomy and Physiology, 12th Edition, 2010)

This is a yearlong course designed for the science student who plans on going into any health-related field or has an interest in human structure and function. Emphasis is placed on individual and team investigation and experimentation dealing with the structure and function of the human body with lab emphasis on the dissection of the cat. This class will require you to read, study, think logically, use reasoning skills, and retain information. In addition to higher level thinking, there is a lot of memorization in this course. Expect at least one-half hour of homework a night. This is a course that moves at a much faster pace and covers material much more in depth than Biology. Participation in the mink dissection is required.

Interactions of Science

Third year science requirement assigned by counselor.
1 Credit – Grades 11-12
(Restrictions: A student who has passed any of the following courses with a "C" or better will not be permitted to take this course: Biology, Biology Honors, Chemistry, Chemistry Honors, Physics, AP Physics, AP Chemistry or Physiology. This course is not intended for college-prep students.)
(Text: Conceptual Physics, Paul G. Hewitt, 2009.)

The Interactions of Science course provides a concept-based approach to the fundamental principles and processes of the physical and natural world. A minimal amount of math will be needed to support the learning of these concepts. Topics may include: Astronomy, gravitational motion of satellites, forces and motion, biomes, soil science, water quality issues, basic chemistry, microbiology and other topics in science of interest to the class. The student will be expected to complete reports, projects, labs, presentations in addition to working well in small groups. This class is NOT intended for students who are planning to study science in college.

Physics

1 Credit – Grades 11-12
(Prerequisite: Geometry with a "C" or better, or permission from an instructor.)
(Text: College Physics: A Strategic Approach (Knight 2016)

This is a year-long laboratory course designed for the student with mathematical ability. The course provides an introduction to the principles of physics and emphasizes the development of problem-solving ability. Topics covered include Kinematics, Dynamics, Energy, Momentum, Electrostatics, Electric Circuits, Gravitation, and Waves.

AP Physics 1: Algebra Based

1 Credit – Grade 11-12
(Prerequisite: Geometry with a "B" or better)
(Text: College Physics: A Strategic Approach (Knight 2016)

AP Physics 1 is an algebra-based, introductory college-level physics course that is offered to students who will also have the opportunity to earn college credit through the national exam offered in the spring. This course will give students the opportunity to earn college credit equivalent to a first-semester algebra-based physics course. This credit could be applicable for student planning to pursue non-science majors and some non-physics science majors. The course is organized around major themes that bring together the fundamental science principles and theories of general physics. These big ideas are intended to encourage students to think about physics concepts as interconnected pieces of a puzzle. The solution to the puzzle is how the real world around them actually works. The students will participate in inquiry-based explorations of these topics to gain a more conceptual understanding of these physics concepts. Students will spend less of their time in traditional formula-based learning and more of their effort will be directed to developing critical thinking and reasoning skills. The following major topics will be covered: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion.

AP Physics C: Mechanics

1 Credit – Grade 12
(Prerequisite or Corequisite: Calculus; can be taken as a first-year physics course or after taking AP Physics 1 or Physics)
(Text: College Physics: A Strategic Approach (Knight 2016)

AP Physics C: Mechanics is a calculus-based, college-level physics course that is offered to students who will also have the opportunity to earn college credit through the national exam offered in the spring. This course will give students the opportunity to earn college credit equivalent to a first semester calculus-based physics course. This credit could be applicable for students planning to pursue a physics or engineering related major. The course is organized around major themes that bring together the fundamental science principles and theories of general physics. These big ideas are intended to encourage students to think about physics concepts as interconnected pieces of a puzzle. The solution to the puzzle is how the real world around them actually works. The students will participate in inquiry-based explorations of these topics to gain a more conceptual understanding of the physics concepts. Students will be able to incorporate this conceptual understanding into a

mathematical approach to solve problems while developing critical thinking and reasoning skills. The following major topics will be covered: kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; oscillations; and gravitation.

General Chemistry Honors /AP Chemistry or General Chemistry Honors CCP/AP Chemistry

Meets third year science requirement. (Prerequisite: Geometry with a grade of "B" or better and an "A" average in your two previous science courses. Students that have taken Honors Chemistry must have an average grade of a "B" or better. For CCP classes, completion of college admission requirements.)
(Co-requisite: Algebra 2)
(Text: Chemistry; The Molecular Nature of Matter and Change, 4th Edition, McGraw Hill 2006.)

1st Semester – General Chemistry Honors College Credit Plus must be taken in conjunction with Advanced Placement Chemistry. **This course can only be taken if you are taking Advanced Placement Chemistry.**
1 Credit – Grade 12
2nd Semester – Advanced Placement Chemistry must be taken in conjunction with General Chemistry College Credit Plus. **This course can only be taken if you are taking General Chemistry College Credit Plus the first semester.**
.5 Credit – Grade 12

The General Chemistry College Credit Plus and Advanced Placement Chemistry is a challenging curriculum. It provides the students with an opportunity to receive college credit and placement out of a general chemistry course at college. Immediate advantages of taking the course are improved study habits for college, a good resume for acceptance by colleges looking for higher level thinking skills of fulfilling a requirement for a higher-level diploma. Students will develop problem solving skills and get a head start on the undergraduate course work needed for careers in engineering, medicine, and research. Students should expect approximately one hour of homework a night. The first half of the course concentrates on atomic structure, electronic structure and periodic relationships, chemical bonding and geometry, gases, solids, liquids, and intermolecular forces. The last half concentrates on reaction rates, chemical equilibrium, equeous equilibria, organic chemistry, thermodynamics, electro-chemistry, and nuclear chemistry. Experiences and skills students will acquire in laboratory are making observations of chemical substances and reactions, recording data, organize calculating and interpreting results based on the quantitative data obtained. Investigations include emphasis on experimental procedures and written reports.

World Studies

Required
1 Credit – Grade 9
(Text: Modern World History, McDougal, Littell, 2003)

As students study historic eras, they consider the influence of geographic settings, cultural perspectives, economic systems and various forms of government. Students gain a deeper understanding of the role of citizens and continue to develop their research skills.

United States History

Required
1 Credit – Grade 10
(Prerequisite: Global Studies)
(Text: The Americans, McDougal, Littell, 2003)

Tenth grade students continue the chronological study of the history of the United States with emphasis on domestic affairs of the late 19th and 20th centuries. As students study historic eras, they consider the geographic, cultural, economic and governmental changes that have occurred and how these changes relate to their lives today. . Students develop a deeper understanding of their role as citizens and continue to expand their command of social studies skills and methods.

Advanced Placement European History

Additional Credit Course
1 Credit – Grades 11-12
(Prerequisite: "B" average or better in World Studies and US History or recommendation by World Studies/US History teacher or special admission by AP instructor.)
(Text: A History of Western Society, McKay, Hill, Butler, Houghton Mifflin, 2006. Sources of the Western Tradition: Volume II, Perry, Houghton Mifflin, 2006.)
**Students are encouraged to take the National Advanced Placement examination. The exam fee (approximately $104.00) is paid by the student.*

The objective of this course is to develop:

1. An understanding of the principle themes of European History.
2. An ability to analyze historical evidence.
3. An ability to express that understanding and analysis in writing and speech with the goal of having every student pass the AP European examination in May.

The course is divided into two sections; the Renaissance through the French Revolution and the Industrial Revolution to the present. These sections will be studied from a variety of perspectives using a variety of texts and related supplementary materials, including documents, essays, books on special themes and visual presentations.

This course is taught at the college level. The major difference between a high school and college history course is the amount of reading and depth of focus. The student will have increased exposure to primary source material – including documents, maps, statistical tables and pictorial/graphical evidence – all requiring the continued development of analytical and interpretive skills. These are done with the hope of providing a balanced view of history and developing higher order thinking skills, in addition to memorizing, comprehending, and applying facts.

AP US History

Additional Credit Course
1 Credit – Grade 10
(Prerequisite: "A-" average or better in World Studies or recommendation by World Studies teacher or special admission by AP instructor AND an "A-" average in 9th grade English (B+ or higher in 9th grade Honors English) OR RECOMMENDATION by English and World Studies teacher.)
(Text: The American Pageant: A History of the Republic, Kennedy, Cohen and Bailey, Houghton-Mifflin, 2020.)
*Students are encouraged to take the National Advanced Placement examination. The exam fee (approximately $104.00) is paid by the student.

AP US History is a college level course designed to stimulate a genuine interest in our nation's past, create a greater awareness of America's world role and foster an appreciation of the role of informed citizens in our democracy. The course is organized in a chronological and theme-based fashion with an emphasis on cause-effect relationships. The course is designed to develop critical thinking skills through reading, writing, researching, analyzing and drawing conclusions.

This course is taught at a college level. The major difference between a high school and college history course is the amount of reading and depth of focus. The student will have increased exposure to primary course material, including documents, maps, statistical tables and pictorial/graphical evidence-all requiring the continued development of analytical and interpretive skills. These are done with the hope of providing a balanced view of history and developing higher-order thinking

skills, in addition to memorizing, comprehending and applying facts.

U.S. Government

.5 Credit – Grades 11-12
(Prerequisite: U.S. History)

This course is a study of the origins, development, structure, and foundations of America's national government. Topics to be studied during the semester include the constitutional framework; federalism; the three branches of government and the bureaucracy; civil rights and liberties; political participation and behavior; political parties and the electoral politics; and policy formation. The goal of the course is to foster an interest for, and encourage participation in, civic life – two key elements for the success of a representative democracy.

Economics/Financial Literacy

0.50 Credit – Social Studies Credit
0.50 Credit – Financial Literacy
(Prerequisite: U.S. History)

Economics/Financial Literacy is a semester course that studies how and why people, societies, and companies make decisions. Economics is designed to give a thorough understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the economic system, U.S. Free Enterprise System. It places primary emphasis on the nature and functions of the product markets and includes the study of factor markets and the role of the government in promoting greater efficiency and equity in the economy. Simultaneously, financial literacy will develop learners who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lives and understand personal financial responsibility. The course prepares students to function effectively as consumers, savers, investors, entrepreneurs, and active citizens. Students will prepare budgets, calculate the real cost of debt, investigate ways to save and invest, and explore ways to minimize student loan debt. Additionally, the course will teach students to search and assess college and career opportunities to help secure their financial futures.

AP Microeconomics/ Financial Literacy

1.0 Credit – AP Social Studies (5.0 Scale)
0.5 Credit – Financial Literacy (4.0 Scale)
Grades 11-12
(Prerequisite: U.S. History)

Advanced Placement Microeconomics is a college-level course that is offered to students who hope to obtain college credit through the national exam offered in the spring. This course studies how and why people, societies and companies make decisions. AP Microeconomics is designed to give a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system, U.S. Free Enterprise System. It places primary emphasis on the nature and functions of the product markets and includes the study of factor markets and the role of the government in promoting greater efficiency and equity in the economy. The class requires understanding of graph functions, graphing principles, interpreting graphs, basic algebra functions and computation of math formulas. This course also fulfills the required Financial Literacy course that will develop learners who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lives and understand personal financial responsibility. The course prepares students to function effectively as consumers, savers, investors, entrepreneurs, and active citizens. Students will prepare budgets, calculate the real cost of debt, investigate ways to save and invest, and explore ways to minimize student loan debt. Additionally, the course will teach students to search and assess college and career opportunities to help secure their financial futures.
**Students are encouraged to take the National Advanced Placement examination. The exam fee (approximately $104.00) is paid by the student.*

Social Psychology

Additional Credit Course
Seniors will be given preference for this course.
.5 Credit – Grades 11-12
(Prerequisite: Junior Standing)
(Text: Psychology: Principles in Practice, Spencer A. Rathus, 2007)

Social Psychology is an additional credit Social Studies course. This course is an introduction to psychology as the science of behavior and mental processes. It seeks to provide an understanding of the major finds in these areas as well as the research methodologies used to discover them, is discussed in this course. It includes the application of psychology to the different human functions and experience.

Sociology

Additional Credit Course
Seniors will be given preference for this course.
.5 Credit – Grades 11-12
(Prerequisite: Junior Standing)
(Text: Sociology, The Study of Human Relationships, W. LaVerne Thomas, 2007)

Sociology is an additional credit Social Studies course which deals with the scientific investigation of humans (who we are and how we function), Society (its development and organization), Culture (what it is and how it functions) and Human Groups (their development, structure, and organization).

American Popular Culture

Additional Credit Course
.5 Credit – Grade 12
(Prerequisite: Senior Standing/Class Size Limited)
(Text: None Required)

This course will focus on the examination of popular culture in the United States beginning in the 1920's and going through the 1990's. Topics to be discussed for each decade are daily life, slang, commerce, fashion, food and drink, music, print culture, sports and games, films and theatre, television and radio, and famous people. Each of these topics will be covered to reveal the individuality of each of the decades as well as their dependence on one another to form the popular culture of today.

Holocaust Studies

.5 Credit – Grades 11-12

Holocaust Studies is an in-depth study and exploration of the social, political, historical, and human events which led to the planned extermination of millions of people by the Nazis. Reading material will include poetry, memoirs, historical accounts, biographical sketches, and drama. Background material will involve the historical and political aspects, as well as a culminating comparative study of genocides that have occurred since the Holocaust. Special emphasis will be given to studying the roles of victims, perpetrators, bystanders, resisters and rescuers in an effort to understand more fully the importance/responsibility of world citizenship today. Book fee of $15.

Computer Science 1 & 2 Honors College Credit Plus

1 Credit – Grades 9-12
(Prerequisite: Successful completion of Algebra 1 or Algebra 1 Honors with a B or higher or recommendation from current math teacher. Completion of college admission requirements.)
Students must pass both parts of this course (1 & 2), earning one (1) total credit, to qualify for the Ohio Technology Seal.

Skill in programming PYTHON is developed through the semester. Programs of increasing difficulty are written. Introductory PYTHON and operating system commands are used. Concepts and techniques with which students will work include:

- Hardware & Software
- Numeric and string variables
- Numeric Operators
- Input statements
- Decision structures
- Loop structures
- Lists
- Functions
- Sorting & Searching

Computer Science 3 & 4 Honors College Credit Plus

1 Credit – Grades 10-12
(Prerequisite: Students taking Computer Science 3 & 4 College Credit Plus must have successfully completed Computer Science 1 & 2 College Credit Plus with a grade of a B or higher. (Completion of college admission requirements.)

This course is designed to extend a student's knowledge of computer programming. The student will be exposed to more complex data types and algorithms than previously encountered. Upon completion of the course, the students should have increased their ability to write well-designed and will-coded programs.

Skill in programming in Java is developed through the semester. Programs of increasing difficulty are written. Concepts covered are:

- Data types
- Reading and writing data
- Loops
- Arrays
- Decision structures
- Classes & methods

Advanced Placement Computer Science A

1 Credit – Grades 11-12
(Prerequisite: Successful completion of Computer Science 3 and 4 with a grade of a B or higher.)
(Text: JAVA Software Solutions, Addison-Wesley, 2011)

*Students are expected to take the national Advanced Placement examination. The exam fee is to be paid by the student.

AP Computer Science is roughly equivalent to a first semester college course. Upon completion of the course, the students should learn common algorithms and data structures, be able to code fluently in Java, and be able to identify the major hardware and software components of a computer system. The course is a preparation for the AP Computer Science exam.

STEAM 1

0.50 Credit – Grades 10-12
Students must pass both parts of this course (1 & 2), earning one (1) total credit, to qualify for the Ohio Technology Seal.

Students will experience Science, Technology, Engineering, Art and Mathematics through hands-on learning and exploration. This course will provide an interactive environment to study real-world Problems through the engineering design process, while also learning how to use the software and hardware necessary for modeling, mock-ups, prototypes, and finished products. The course will include both lessons and lab-based activities to reinforce learning. Students will need to be comfortable with experimenting and independent thinking to develop stronger critical thinking and problem-solving skills. Students must pass both parts of this course (1 & 2), earning one (1) total credit, to qualify for the Ohio Technology Seal.

STEAM 2

0.50 Credit – Grades 10-12
(Prerequisite: STEAM 1)
Students must pass both parts of this course (1 & 2), earning one (1) total credit, to qualify for the Ohio Technology Seal.

Students will continue to develop and refine the skills they have learned from STEAM 1 to further their understanding of the engineering design process. This course will offer a blend of both coursework and independent study to experiment, test, and refine student designs. Students will gain exposure to a wide range of skills including 3D modeling, laser cutting and aviation. Students will continue to learn how to develop mock-ups, prototypes, and finished products. In STEAM 2, students will begin to take a multidisciplinary approach to solve problems. Students will be expected to both communicate effectively with others and also work independently to identify a problem and find a solution.

STEAM 3

1 Credit – Grades 11-12
Prerequisite: Successful completion of STEAM 1 & 2 with a B- or above AND teacher recommendation.

Students will continue to build upon the skills learned in STEAM 1 and STEAM 2. This course serves as a multidisciplinary collaborative lab space for creative endeavors. Rooted in the engineering design process, its aim is to provide students with an exciting overview of the latest

trends in technology. This includes drones, coding, 3D design and printing, basic electronics, prototyping and more. This course serves as a culmination of the STEAM curriculum and will require students to create a capstone project. This project will be a year-long collaboration with individuals and/or local businesses to identify and solve problems using the skills learned in this STEAM course and previous STEAM courses.

WORLD LANGUAGE

Reasons to take a World Language:

- to fulfill a graduation requirement (not required for class of 2028 and beyond)
- to know and understand other cultures
- to improve English skills
- to improve employment potential-many companies require knowledge of a second language
- to improve chances of entry into college; most colleges require two to three years of high school world language for unrestricted entry
- to increase travel/study abroad options and make travel more enjoyable
- to sharpen cognitive skills – studies show that world language students score higher on achievement tests
- to make new friends – here and abroad
- **TO HAVE FUN**

Requirements for Level 1 of any language:

1. Students must have a "C" or better in eighth grade English/Language Arts to take a world language.
2. Students with a "D" or "F" in English may be asked to wait a year to take a language.
3. Priority will be given to students who need the class to fulfill a graduation requirement, or requirement for an Honors Diploma or Diploma of Distinction.

Requirements for Advanced Levels:

1. Students must be recommended by the teacher to move on to the next level. Based on grades, effort, attitude and behavior.
2. Students with world language credits from another school, will be required to take a "placement test" to see if they have met our requirements to move on to the next level.
3. AP courses have additional requirements. Please see the individual course information.

Spanish 1

1 Credit – Grades 9-12
(Text: Avancemos, Level One, Holt, McDougal, 2010)

This course provides an introduction to the language and culture of the Spanish-speaking world. The student will listen to, read, speak, and write in Spanish. Students will be evaluated in each of these areas. This course requires extensive memorization. The purchase of a workbook is required.

Students' class participation and speaking are required and evaluated. In order to receive credit for the class students must:

1.) Take all tests and exams
2.) Participate orally on a daily basis.

Spanish 2

1 Credit – Grades 9-12
(Text: Avancemos, Level One, Holt, McDougal, 2010)
(Prerequisite: Spanish I with a 75% or better, entrance test for those who took previous level through online, PLUS permission of instructor.)

Some basic cultural knowledge is required. A more extensive study of grammar is made than in Spanish I, along with a continuous effort to improve the student's ability to speak, read, and write in the Spanish language. Class participation and the speaking of Spanish in class are important and are evaluated. To receive credit for the course, the student must have a passing average and fulfill two other course requirements:

1.) Take all tests and exams
2.) Participate orally on a daily basis.

Spanish 3 Honors

1 Credit – Grades 10-12
(Prerequisite: Spanish II with a grade of 75% or better)

Some of the grammar topics not covered in the second year are studied in Spanish III. Culture, supplemental readings, and speaking the language are essential activities of the third level. Discussion in Spanish and class participation are included in the evaluation of student progress. To receive credit for the course, the student must have a passing average and fulfill two other course requirements: 1.) take all tests and exams, and 2.) contribute to the class.

Spanish 4 Honors

1 Credit – Grades 11-12
(Prerequisite: Spanish III with a grade of 75% or better)

The main objective of the course is to help students to continue developing skills in the areas of listening, speaking, reading and writing in Spanish at an intermediate college level, and to help them increase their cultural awareness. The students' ability to understand and communicate in Spanish will be enhanced as a result of the constant practice of the target language, home practice, increased reading and writing practice, and exposure to authentic materials. This will require a high degree of participation so students must come to class well prepared.

AP Spanish

1 Credit – Grade 12
(Prerequisite: Spanish IV with a grade of 75% or better, entrance test for those who took previous level through online, PLUS permission of instructor.)

Students will build on their previous knowledge of Spanish to improve their skills in the six major modes of communication:

- Spoken Interpersonal Communication
- Written Interpersonal Communication
- Audio, Visual, and Audiovisual Interpretive Communication
- Reading Interpretive Communication
- Spoken and Written Presentational Communication
- Written presentational communication

Students will be required to "raise the bar" to challenge themselves to use a higher register of Spanish. They will be expected to study the language regularly and keep up with the grammar and structure homework. Students will also write essays, compositions, or informal texts. Students will be required to speak, listen and immerse themselves in Spanish as much as possible inside and outside of class. They will be expected to communicate in Spanish only. The work is challenging, but manageable and rewarding.

German 1

1 Credit – Grades 9-12
(Text: Deutsch Aktuell)

Students will receive an introduction to the German language and culture. Each unit practices basic communicative functions such as speaking, writing, listening and reading comprehension. Students will be required to memorize vocabulary and verb charts and will be expected to interpret, converse, and present in basic German. The culture of German life as well as the culture of communication (ways they speak) in comparison to English will be discussed and assessed.

German 2

1 Credit – Grades 9-12
(Text: Deutsch Aktuell)
(Prerequisite: 75% or better in previous level, PLUS permission of instructor.)

This additional credit course is a continuation of the German I course. Students will expand their vocabulary and grammar knowledge. Emphasis is placed on the ability of the student to use the vocabulary and grammar they have learned to communicate in a meaningful way through speaking and writing assessments. Students will learn more about the culture of German speaking countries and the language.

German 3

1 Credit – Grades 10-12
(Text: Deutsch Aktuell, along with online course Nicos Weg by Beutsche Welle.)
(Prerequisite: 75% or better in previous level, entrance test for those who took previous level through online, PLUS permission of instructor.)

This additional credit course is a continuation of the German 2 course. Interpretive and communicative skills will be emphasized through the reading of adopted literature/readings and the knowledge. Emphasis is placed on learned to communicate in a meaningful way through speaking and writing assessments.

German 4

1 Credit - Grade 11-12
(Text: Deutsch Aktuell)
(Prerequisite: 75% or better in previous level, PLUS permission of instructor.)

This additional credit course is a continuation of the German 3 class. Interpretive and communicative skills will continue to be emphasized through the reading of adapted literature/readings and the use of more complex sentences. Students will expand their vocabulary and grammar knowledge. Emphasis is placed on the ability of the student to use the vocabulary and grammar they have learned to communicate in a meaningful way through speaking and writing assessments. Course offering dependent upon enrollment.

DIGITAL COURSE OFFERINGS

Digital course offerings are designed for students whose education can be optimized by a program of on-line instruction. Digital courses are available to students in grades 9-12 through APEX Learning. All digital courses will function as traditional courses as far as assignment due dates, quizzes, tests, projects, grading and the privilege system.

Students wishing to take a digital course at Lake Middle High School will intitiate the application process through their counselor. The counsleor will review the student's academic history and determine whether or not the student is eligible to take a digital course. The digital courses will be offered contingent upon enrollment and staffing. All courses listed are taught by current or former Lake Local teachers.

Taking a digital course requires students to be self-motivated and self-disciplined. To be successful in a digital course, students will need to do the following:

1. *Have access to a computer and access to the internet.* Students can access digital courses from anywhere that has internet access. It is imperative that students have access to the internet after school and on weekends in order to complete a digital course. Students will need to spend time outside of the traditional school day in order to successfully complete a digital course.

2. *Be willing to share your thoughts as part of the learning process.* Digital courses require students to communicate with others enrolled in the course along with the instructor. On-line discussion boards mimic the discussions that take place in traditional brick and mortar courses. Students must be willing to participate in assigned on-line discussions.

3. *Be comfortable and proficient with written communication.* Because nearly all communication is written in a digital course, clear written communication will be essential. The majority of the communication between student and teacher will be electronic. It is imperative that thoughts are clearly communicated with the instructor throughout the duration of the course.

4. *Be self-motivated and self-disciplined.* Because of the scheduling flexibility a digital course offers, students need to be particularly responsible and self-disciplined. The completion of a digital course requires a significant time commitment. Schedule regular study and log-in times. Strive to be ahead of the required pace.

5. *Be willing to let your instructor and counselor know about problems.* Neither instructors who teach digital courses nor counselors can see if you are having problems, such as confusion, frustration, boredom, or issues using the technology. If you are experiencing difficulties communicate this to your instructor and your counselor immediately. If you don't, neither will know what kinds of problems you may be experiencing or how to help you succeed.

6. *Be prepared to spend as much time per week as in a regular brick and mortar course* - usually 6 to 10 hours per week per course. Digital courses are not easier than traditional classroom courses. You may find that they require more time, focus, commitment and discipline.

7. *Be able to meet the requirements.* The digital course will have the same requirements as traditional brick and mortar courses. Students will need to complete all assignments, projects, quizzes and tests as in a traditional class. If you want to succeed in a digital course you must view it as a different way to take a course, not an easier way.

8. *Be able to pass the midterm and final exam*. **All students that take a digital course must take and PASS the midterm and final exams. Students will NOT be granted credit for the course if the midterm and final exams are not passed – regardless of the grades earned during the quarter/semester.**

ENGLISH

English 2

Equivalent to brick and mortar English 2
Required
1 credit – Grade 10
Year long
(Prerequisite: 2.75 GPA, counselor recommendation & administrative permission.)

The focus of the English 2 course is the writing process. Three writing applications guide the curriculum: persuasive, expository, and narrative writing. Each lesson culminates in a written assignment that lets students demonstrate their developing skill in one of these applications.

English 2 includes at least one anchor text per lesson, but the essays, articles, stories, poems, and speeches are often presented as models for students to emulate as they practice their own writing. So that these readings may serve as proper examples for students, a high proportion of texts for this course are original pieces. English 2 also continues to develop students' reading, listening, and speaking skills. Readings include poems, stories, speeches, plays, and a graphic novel, as well as a variety of informational texts. The readings represent a wide variety of purposes and cultural perspectives, ranging from the Indian epic, The Ramayanao accounts of Hurricane Katrina told through different media. Audio and video presentations enhance students' awareness and command of rhetorical techniques and increase their understanding of writing for different audiences.
Course Materials Required:

- *American Born Chinese*. Gene Luen Yang. (Suare Fish, 2008). ISBN-10: 0312384483 / ISBN-13: 9780312384487. Other editions acceptable.
- *Fast Food Nation*. Eric Schlosser. (Mariner Books, 2012). ISBN-10: 0547750331 / ISBN-13: 9780547750330. Other editions acceptable.

English 3

Equivalent to brick and mortar English 3
Required
1 credit – Grade 11
Year long
(Prerequisite: 2.75 GPA, counselor recommendation & administrative permission.)

In the English 3 course, students examine the belief systems, events, and literature that have shaped the United States. They begin by studying the language of independence and the system of government developed by Thomas Jefferson and other enlightened thinkers. Next, they explore how the Romantics and Transcendentalists emphasized the power and responsibility of the individual in both supporting and questioning the government. Students consider whether the American Dream is still achievable and examine the Modernists' disillusionment with the idea that America is a "land of opportunity."
Reading the words of Frederick Douglass and the text of the Civil Rights Act, students look carefully at the experience of African Americans and their struggle to achieve equal rights. Students explore how individuals cope with the influence of war and cultural tensions while trying to build and secure their own personal identity. Finally, students examine how technology is affecting our contemporary experience of freedom: Will we eventually change our beliefs about what it means to be an independent human being?

In this course, students analyze a wide range of literature, both fiction and nonfiction. They build writing skills by composing analytical essays, persuasive essays, personal narratives, and research papers. In order to develop speaking and listening skills, students participate in discussions and give speeches. Overall, students gain an understanding of the way American literature represents the array of voices contributing to our multicultural identity.
Course Materials Required:

- *The Great Gatsby*. F. Scott Fitzgerald. (Scribner, 1995). ISBN-10: 0743273567 / ISBN-13: 9780743273565. Other editions acceptable.
- *A Raisin in the Sun*. Lorraine Hansberry. (Vintage, 2004). ISBN-10: 0679755330 / ISBN-13: 9780679755333. Other editions acceptable.
- *A Way to Rainy* Mountain. N. Scott Momaday. (University of New Mexico Press, 1969). ISBN-10: 0826304362 / ISBN-13: 9780826304360. Other editions acceptable.

English 4

Equivalent to brick and mortar English 4
Required
1 credit – Grade 12
Year long
(Prerequisite: 2.75 GPA, counselor recommendation & administrative permission.)

The English 4 course asks students to closely analyze British literature and world literature and consider how we humans define and interact with the unknown, the monstrous, and the heroic. Students examine how the ideas of "heroic" and "monstrous" have been defined across cultures and time periods, including a close study of

Beowulf merged with a contemporary novel of choice through which the main character grapples with internal monsters. It is also in Shakespeare's Tempest, in the rhetoric of World War II, Mary Shelley's Frankenstein and works written by those who experienced the imperialism of the British Empire, students explore the notion of inner monstrosity and consider how the dominant culture can be seen as monstrous in its ostensibly heroic goal of enlightening the world.
Throughout this course, students analyze a wide range of literature, both fiction and nonfiction. They build writing skills by composing analytical essays, persuasive essays, personal narratives, and a culminating senior research paper. In order to develop speaking and listening skills, students participate in discussions and give speeches. Overall, students gain an understanding of the way British and world literature represent the array of voices that contribute to our global identity.
All course texts are provided in the digital format in the course. Students may use the school library to obtain a choice novel. If students wish to read offline, the following purchases are recommended:
The Tempest. William Shakespeare. (Simon & Schuster, 2004). ISBN-10: 0156027321 / ISBN-13: 9780743482837. Other editions acceptable.
Frankenstein. Mary Shelley. (Dover Publications, 1994). ISBN-10: 0486282112 / ISBN-13: 9780486282114. Other editions acceptable.

Creative Writing

Equivalent to brick and mortar Creative Writing
Additional Credit Course
0.5 credit – Grades 10-12
1 semester
(Prerequisite: 2.75 GPA and counselor recommendation.)

Creative Writing is an English additional credit course that focuses on the exploration of short fiction and poetry, culminating in a written portfolio that includes one revised short story and three to five polished poems. Students draft, revise, and polish fiction and poetry through writing exercises, developing familiarity with literary terms and facility with the writing process as they study elements of creative writing.
Elements of fiction writing explored in this course include attention to specific detail, observation, character development, setting, plot, and point of view. In the poetry units, students learn about the use of sensory details and imagery, figurative language, and sound devices including rhyme, rhythm and alliteration. They also explore poetic forms ranging from found poems and slam poetry to traditional sonnets and villanelles.
In addition to applying literary craft elements in guided creative writing exercises, students engage in critical reading activities designed to emphasize the writing craft of a diverse group of authors. Students study short stories by authors such as Bharati Mukherjee and Edgar Allan Poe, learning how to create believable characters and develop setting and plot. Likewise, students read poetry by canonical greats such as W. B. Yeats and Emily Dickinson as well as contemporary writers such as Pablo Neruda, Sherman Alexie, and Alice Notley.
Studying the writing technique of a range of authors provides students with models and inspiration as they develop their own voices and refine their understanding of the literary craft.

By taking a Creative Writing course, students find new approaches to reading and writing that can affect them on a personal level, as the skills they gain in each lesson directly benefit their own creative goals. Students who are already actively engaged writers and readers learn additional tools and insight into the craft of writing to help them further hone their skills and encourage their creative as well as academic growth.

FINE ARTS

Art Appreciation

No brick and mortar equivalent
Additional Credit Course
0.5 credit Grades 10-12
1 semester
(Prerequisite: 2.75 GPA and counselor recommendation.)

Art Appreciation is a survey of the history of Western visual arts, with a primary focus on painting. Students begin with an introduction to the basic principles of painting and learn how to critique and compare works of art. Students then explore prehistoric and early Greek and Roman art before they move on to the Middle Ages. Emphasis is placed on the Renaissance and the principles and masters that emerged in Italy and northern Europe. Students continue their art tour with the United States during the 20th century, a time of great innovation as abstract art took center stage. While Western art is the course's primary focus, students will finish the course by studying artistic traditions from Africa, Asia, Oceania, and the Americas.

Coverage of each artistic movement highlights historical context and introduces students to key artists that represent a variety of geographic locations. Throughout the course, students apply what they have learned about art critique to analyze and evaluate both individual artists and individual works of art.

Music Appreciation

No brick and mortar equivalent
Additional Credit Course
1 credit – Grades 10-12
Year Long
(Prerequisite: 2.75 GPA and counselor recommendation.)

Music Appreciation is a streamlined course that introduces student to the history, theory, and genres of music, from the most primitive surviving examples, through the classical to the most contemporary in the world at large. The course is offered in a two-semester format: The first semester covers primitive musical forms, classical music, and American jazz. The second semester presents the rich modern traditions, including: gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip-hop.

HEALTH/PHYSICAL EDUCATION

Health

Equivalent to brick and mortar Health
Required
0.5 credit – Grades 10-12
1 semester
(Prerequisite: 2.75 GPA and counselor recommendation.)
Fees: Students will need to cover all costs associated with obtaining CPR certification

Health is a valuable, skills-based health education course designed for general education in grades 9 through 12. Health helps students develop knowledge, attitudes, and essential skills in a variety of health-related subjects, including mental and emotional health, social health, nutrition, physical fitness, substance use and abuse, disease prevention and treatment, and injury prevention and safety.
Through use of accessible information, realistic interactivities, and project-based learning, students apply the skills they need to stay healthy. These skills include identifying and accessing valid health information, practicing self-management, identifying internal and external influences, communicating effectively, making healthy decisions, setting goals, and advocating. Students who complete Health build the skills they need to protect, enhance, and promote their own health and the health of others.
*** Students will need to schedule and complete a CPR course through an outside provider at their own expense in order to pass the course

Foundations of Physical Education

Equivalent to brick and mortar Physical Education
Required
0.25 credit – Grades 9-12
1 semester
(Prerequisite: 2.75 GPA and counselor recommendation.)

This course combines the best of online instruction with actual student participation in weekly cardiovascular, aerobic, and muscle toning activities. The course promotes a keen understanding of the value of physical fitness and aims to motivate students to participate in physical activities throughout their lives.

Specific areas of study include: Cardiovascular exercise and care, safe exercising, building muscle strength and endurance, injury prevention, fitness skills and FITT benchmarks, goal setting, nutrition and diet (vitamins and minerals, food labels, evaluation product claims), and stress management. The course requires routine participation in adult-supervised physical activities. Successful completion of this course will require parent/legal guardian sign-off on student-selected physical activities and on weekly participation reports to verify the student is meeting his or her requirements and responsibilities.

MATHEMATICS

Algebra 1

Equivalent to brick and mortar Algebra 1
Required
1 credit – Grades 10-12
Year long
(Prerequisite: 2.75 GPA, counselor recommendation & administrative permission.)

Algebra I builds students' command of linear, quadratic, and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.
Course topics include problem-solving with basic equations and formulas; an introduction to functions and problem solving; linear equations and systems of linear equations; exponents and exponential functions; sequences and functions; descriptive statistics; polynomials and factoring; quadratic equations and functions; and function transformations and inverses.

This course supports students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's mathematical practice skills. Students discover new concepts through guided instruction and confirm their understanding in an interactive, feedback-rich environment.

A variety of activities allow for students to think mathematically in a variety of scenarios and tasks. In Discussions, students exchange and explain their mathematical ideas. Modeling activities ask them to analyze real-world scenarios and mathematical concepts. Journaling activities have students reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. And in Performance Tasks, students synthesize their knowledge in novel, real-world scenarios, make sense of multifaceted problems, and persevere in solving them.

Geometry

Equivalent to brick and mortar Geometry
Required
1 credit – Grades 10-12
Year long
(Prerequisite: 2.75 GPA, counselor recommendation & administrative permission.)

Geometry builds upon students' command of geometric relationships and formulating mathematical arguments. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.
Course topics include reasoning, proof, and the creation of sound mathematical arguments; points, lines, and angles; triangles and trigonometry; quadrilaterals and other polygons; circles; congruence, similarity, transformations, and constructions; coordinate geometry; three-dimensional solids; and applications of probability.
This course supports all students as they develop computational fluency and deepen conceptual understanding. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them.

Algebra 2

Equivalent to brick and mortar Algebra II
Required
1 credit – Grades 10-12
Year long
(Prerequisite: 2.75 GPA, counselor recommendation & administrative permission.)

Algebra II introduces students to advanced functions, with a focus on developing a strong conceptual grasp of the expressions that define them. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.
Course topics include quadratic equations; polynomial functions; rational expressions and equations; radical expressions and equations; exponential and logarithmic functions; trigonometric identities and functions; modeling with functions; probability and inferential statistics; probability distributions; and sample distributions and confidence intervals.

This course supports all students as they develop computational fluency and deepen conceptual understanding. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them.

College Prep Math

Equivalent to brick and mortar College Prep Math
Required
1 credit – Grades 11-12
Year long
(Prerequisite: 2.75 GPA, counselor recommendation, completion of Algebra I, II and Geometry & administrative permission.)

College Prep Math addresses the need for a course that meets graduation requirements and focuses on reinforcing, deepening, and extending a student's mathematical

understanding. College Prep Math starts with a review of algebraic concepts before moving on to a variety of key algebraic, geometric, statistical and probability concepts. Throughout the course, students hone their computational skills and extend their knowledge through problem solving and real-world applications.

Course topics include analysis of quadratic, polynomial, exponential and logarithmic functions, arithmetic and geometric sequences, trigonometry and trigonometric functions, coordinate geometry and proofs, statistical analysis, experimental design and applications of probability. Within each lesson, students are supplied with a scaffold note-taking guide, called a Study Sheet, and are given ample opportunity to practice computations in low-stakes Checkup activities before moving on to formal assessment. Additionally, students will have the opportunity to formulate and justify conclusions as they extend and apply concepts through printable exercises and "in-your-own-words" interactive activities.

SCIENCE

Biology

Equivalent to brick and mortar Biology
Required
1 credit – Grades 10-12
Year Long
(Prerequisite: 2.75 GPA, counselor recommendation & administrative permission.)

Biology focuses on the mastery of basic biological concepts and models while building scientific inquiry skills and exploring the connections between living things and their environment. The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and the interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.
Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Physics

Equivalent to brick and mortar Physics
Required (meets third year science requirement)
1 credit – Grades 11-12
Year Long
Prerequisite: 2.75 GPA, counselor recommendation, completion of Geometry with "C" or better & administrative permission

Physics offers a curriculum that emphasizes students' understanding of fundamental physics concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, math for physics, energy, kinematics, force and motion, momentum, gravitation, chemistry for physics, thermodynamics, electricity, magnetism, waves, nuclear physics, quantum physics, and cosmology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how physics concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills.

Earth Science

No brick and mortar equivalent
Additional Credit Course
1 credit – Grades 10-12
Year Long
(Prerequisite: 2.75 GPA and counselor recommendation.)

Earth Science offers a focused curriculum that explores Earth's composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment in space.

Course topics include an exploration of the major cycles that affect every aspect of life,

including weather, climate, air movement, tectonics, volcanic eruptions, rocks, minerals, geologic history, Earth's environment, sustainability, and energy resources. Optional teacher-scored labs encourage students to apply the scientific method.

Environmental Science

No brick and mortar equivalent
Additional Credit Course
1 credit – Grades 11-12
Year Long
(Prerequisite: 2.75 GPA and counselor recommendation.)

Environmental Science explores the biological, physical, and sociological principles related to the environment in which organisms live on Earth, the biosphere. Course topics include natural systems on Earth, biogeochemical cycles, the nature of matter and energy, the flow of matter and energy through living systems, populations, communities, ecosystems, ecological pyramids, renewable and non-renewable natural resources, land use, biodiversity, pollution, conservation, sustainability, and human impacts on the environment.

The course provides students with opportunities to learn and practice scientific skills within the context of relevant scientific questions. Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, deconstruct claims, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Case studies of current environmental challenges introduce each content lesson and acquaint students with real-life environmental issues, debates, and solutions. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science. Virtual Lab activities enable students to engage in investigations that require long periods of observation at remote locations and to explore simulations that enable environmental scientists to test predictions. Throughout this course, students are given an opportunity to understand how biology, earth science, and physical science are applied to the study of the environment and how technology and engineering are contributing solutions for studying and creating a sustainable biosphere.

Physical Science

No brick and mortar equivalent
Required
1 credit – Grades 9-12
Year Long
(Prerequisite: 2.75 GPA, counselor recommendation & administrative permission.)

Physical Science offers a focused curriculum designed around the understanding of critical physical science concepts, including the nature and structure of matter, the characteristics of energy, and the mastery of critical scientific skills.
Course topics include an introduction to kinematics, including gravity and two-dimensional motion; force; momentum; waves; electricity; atoms; the periodic table of elements; molecular bonding; chemical reactivity; gases; and an introduction to nuclear energy. Teacher-scored labs encourage students to apply the scientific method.

SOCIAL STUDIES

Economics/ Honors Economics

No brick and mortar equivalent.
Economics/Honors Economics
Required
0.5 credit – Grade 11-12
1 Semester
(Prerequisite: 2.75 GPA and counselor recommendation.)

U.S. and Global Economics offers a tightly focused and scaffold curriculum that provides an introduction to key economic principles. The course covers fundamental properties of economics, including an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East.

U.S. and Global Economics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffold series of analytic assignments and written lesson tests. They also apply basic mathematics to economic concepts. Students read selections from annotated primary documents and apply those readings to the course content.

Geography and World Cultures

No brick and mortar equivalent
Additional Credit Course
0.5 credit – Grades 10-12
1 semester
(Prerequisite: 2.75 GPA and counselor recommendation.)

Geography and World Cultures offers a tightly focused and scaffold curriculum that enables students to explore how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world. Along the way, students are given rigorous instruction on how to read maps, charts, and graphs, and how to create them.

Multicultural Studies

No brick and mortar equivalent
Additional Credit Course
0.5 credit – Grades 11-12
1 semester
(Prerequisite: 2.75 GPA and counselor recommendation.)

Multicultural Studies is a one-semester additional credit history and sociology course that examines the United States as a multicultural nation. The course emphasizes the perspectives of minority groups while allowing students from all backgrounds to better understand and appreciate how race, culture and ethnicity, and identity contribute to their experiences.
Major topics in the course include identity, immigration, assimilation and distinctiveness, power and oppression, struggles for rights, regionalism, culture and the media, and the formation of new cultures.
In online Discussions and Polls, students reflect critically on their own experiences as well as those of others. Interactive multimedia activities include personal and historical accounts to which students can respond using methods of inquiry from history, sociology, and psychology. Written assignments and Journals provide opportunities for students to practice and develop skills for thinking and communicating about race, culture, ethnicity, and identity.

Psychology

Equivalent to brick and mortar Psychology
Additional Credit Course
0.5 credit – Grade 11-12
1 Semester
(Prerequisite: 2.75 GPA and counselor recommendation.)

Psychology provides a solid overview of the field's major domains: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior.
By focusing on significant scientific research and on the questions that are most important to psychologists, students see psychology as an evolving science. Each topic clusters around challenge questions, such as "What is happiness?" Students answer these questions before, during, and after they interact with direct instruction.

Sociology

Equivalent to brick and mortar Sociology
Additional Credit Course
0.5 credit – Grades 11-12
1 semester
(Prerequisite: 2.75 GPA and counselor recommendation.)

Sociology examines why people think and behave as they do in relationships, groups, institutions, and societies.
Major course topics include individual and group identity, social structures and institutions, social change, social stratification, social dynamics in recent and current events, the effects of social change on individuals, and the research methods used by social scientists.

In online discussions and polls, students reflect critically on their own experiences and ideas, as well as on the ideas of sociologists. Interactive multimedia activities include personal and historical accounts to which students can respond, using methods of inquiry from sociology. Written assignments provide opportunities to practice and develop skills in thinking and communicating about human relationships, individual and group identity, and all other major course topics.

US Government/ Honors US Government

Equivalent to brick and mortar US Government & Honors US Government
Required
0.5 credit – Grade 11-12
1 Semester
(Prerequisite: 2.75 GPA and counselor recommendation.)

In U.S. Government and Politics, students examine the history, principles, and function of the political system established by the U.S. Constitution. Starting with a basic introduction to the role of government in society and the philosophies at the heart of American democracy, this course provides students with the knowledge needed to be informed and empowered participants in the U.S. political system.
Through critical reading activities, feedback-rich instruction, and application-oriented assignments, students develop their capacity to conduct research, analyze sources, make arguments, and take informed action. In written assignments, students address critical

questions about U.S. politics and the role of individual Americans in the politics and political organizations. In discussion activities, students respond to political opinions, take a position, and defend their own claims. Formative and summative assessments provide students — and teachers — with ample opportunities to check in, review, and evaluate students' progress in the course.

US History

Equivalent to brick and mortar US History
Required
1 credit – Grades 10-12
Year Long
(Prerequisite: 2.75 GPA, counselor recommendation & administrative permission.)

U.S. History traces the nation's history from the pre-colonial period to the present. Students learn about the Native American, European, and African people who lived in America before it became the United States. They examine the beliefs and philosophies that informed the American Revolution and the subsequent formation of the government and political system. Students investigate the economic, cultural, and social motives for the nation's expansion, as well as the conflicting notions of liberty that eventually resulted in civil war. The course describes the emergence of the United States as an industrial nation and then focuses on its role in modern world affairs.

Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.
The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities.

World History

Equivalent to brick and mortar World History
Required
1 credit – Grades 9-12
Year Long
(Prerequisite: 2.75 GPA, counselor recommendation & administrative permission.)

In World History, students learn to see the world today as a product of a process that began thousands of years ago when humans became a speaking, travelling, and trading species. Through historical analysis grounded in primary sources, case studies, and research, students investigate the continuity and change of human culture, governments, economic systems, and social structures.

Students build and practice historical thinking skills, learning to connect specific people, places, events and ideas to the larger trends of world history. In critical reading activities, feedback-rich instruction, and application-oriented assignments, students develop their capacity to reason chronologically, interpret and synthesize sources, identify connections between ideas, and develop well-supported historical arguments. Students write throughout the course, responding to primary sources and historical narratives through journal entries, essays and visual presentations of social studies content. In discussion activities, students respond to the position of others while staking and defending their own claim. The course's rigorous instruction is supported with relevant materials and active learning opportunities to ensure students at all levels can master the key historical thinking skills.

ADDITIONAL CREDIT COURSES

College and Career Preparation 1

No brick and mortar equivalent
Additional Credit Course
0.5 credit – Grades 11-12
1 semester
(Prerequisite: 2.75 GPA and counselor recommendation.)

High school students have many questions about the college application process, what it takes to be a successful college student, and how to begin thinking about their careers.

In College and Career Preparation I, students obtain a deeper understanding of what it means to be ready for college. Students are informed about the importance of high school performance in college admissions and how to prepare for college testing. They know the types of schools and degrees they may choose to pursue after high school and gain wide exposure to the financial resources available that make college attainable.
Career readiness is also a focus. Students connect the link

between interests, college majors, and future careers by analyzing career clusters. Students come away from this course understanding how smart preparation and skill development in high school can lead into expansive career opportunities after they have completed their education and are ready for the working world. Students who complete College and Career Preparation I have the basic skills and foundation of knowledge to progress into College and Career Preparation II, the capstone course that provides hands-on information about the transition from high school to college and career.

College and Career Preparation 2

No brick and mortar equivalent
Additional Credit Course
0.5 credit – Grades 11-12
1 semester
(Prerequisite: 2.75 GPA, counselor recommendation & completion of College and Career Prep 1.)

High school students have many questions about the college application process, what it takes to be a successful college student, and how to begin thinking about their careers.

College and Career Preparation II builds on the lessons and skills in College and Career Preparation I. The course provides a step-by-step guide to choosing a college. It walks students through the process of filling out an application, including opportunities to practice, and takes an in-depth look at the various college-admission tests and assessments, as well financial aid options.

College and Career Preparation II also instructs students in interviewing techniques and provides career guidance. Students explore valuable opportunities such as job shadowing and internships when preparing for a career.

Students who complete this course obtain a deeper understanding of college and career readiness through informative, interactive critical thinking and analysis activities while sharpening their time management, organization, and learning skills that they learned in College and Career Preparation I.

College and Career Preparation II prepares students with the knowledge and skills to be successful in college and beyond.

Financial Literacy

Equivalent to brick and mortar Financial Literacy
Additional Credit Course
0.5 Credit – Grades 11-12
1 Semester
(Prerequisite: 2.75 GPA and counselor recommendation.)

Financial Literacy offers an engaging, scaffolded curriculum that introduces key topics and principles necessary to financial literacy. The one-semester course covers earning and spending; savings and investing; credit and debt; protection of assets; and financial planning and decision-making. Through real-life scenarios and hands-on activities, the course explores choosing among banking and investment options, shopping for an auto loan, choosing among career and college options, financing options for continuing education, planning for retirement, and creating and living within a budget.

Course topics include; earning and spending, savings and investing, credit and debt, protection of assets, and financial planning and decision making.

These topics are solidly supported by writing and discussion activities. Journal activities, provide opportunities for students to both apply concepts on a personal scale and analyze scenarios from a third-party perspective.

Reading Skills and Strategies

No brick and mortar equivalent
Additional Credit Course
0.5 credit – Grades 9-12
1 semester
(Prerequisite: counselor recommendation & administrative permission.)

Reading Skills and Strategies is a course is designed to help the struggling reader develop mastery in the areas of reading comprehension, vocabulary building, study skills, and media literacy, which are the course's primary content strands. Using these strands, the course guides the student through the skills necessary to be successful in the academic world and beyond. The reading comprehension strand focuses on introducing the student to the varied purposes of reading (e.g., for entertainment, for information, to complete a task, or to analyze). In the vocabulary strand, the student learns specific strategies for understanding and remembering new vocabulary. In the study skills strand, the student learns effective study and test-taking strategies. In the media literacy strand, the student learns to recognize and evaluate persuasive techniques, purposes, design choices, and effects of

media. The course encourages personal enjoyment in reading with 10 interviews featuring the book choices and reading adventures of students and members of the community.

Writing Skills and Strategies

No brick and mortar equivalent
Additional Credit Course
0.5 credit – Grades 9-12
1 semester
(Prerequisite: counselor recommendation & administrative permission.)

Writing Skills and Strategies develops key language arts skills necessary for high school graduation and success on high stakes exams through a semester of interactive instruction and guided practice in composition fundamentals. The course is divided into ten mini-units of study. The first two is designed to build early success and confidence, orienting students to the writing process and to sentence and paragraph essentials through a series of low-stress, high-interest hook activities. In subsequent units, students review, practice, compose and submit one piece of writing. Four key learning strands are integrated throughout: composition practice, grammar skill building, diction and style awareness, and media and technology exploration. Guided studies emphasize the structure of essential forms of writing encountered in school, in life, and in the work place. Practice in these forms is scaffold to accommodate learners at different skill levels.

Media Literacy

No brick and mortar equivalent
Additional Credit Course
0.5 credit – Grades 10-12
1 semester
(Prerequisite: 2.75 GPA and counselor recommendation.)

Media Literacy teaches students how to build the critical thinking, writing, and reading skills required in a media-rich and increasingly techno-centric world. In a world saturated with media messages, digital environments, and social networking, concepts of literacy must expand to include all forms of media. Today's students need to be able to read, comprehend, analyze, and respond to non-traditional media with the same skill level they engage with traditional print sources.

A major topic in Media Literacy is non-traditional media reading skills, including how to approach, analyze, and respond to advertisements, blogs, websites, social media, news media, and wikis. Students also engage in a variety of writing activities in non-traditional media genres, such as blogging and podcast scripting.

Students consider their own positions as consumers of media and explore ways to use non-traditional media to become more active and thoughtful citizens. Students learn how to ask critical questions about the intended audience and underlying purpose of media messages, and study factors which can contribute to bias and affect credibility.

CREDIT FLEXIBILITY

1. Options for Earning High School Credit

a. Middle and high school students may earn high school credits using any of the following methods:

i. Successfully completing traditional high school level courses for which one credit shall be granted per 120 hours of class time.

ii. Successfully completing an educational option plan as described in the Board's approved educational policy IGBM on Credit Flexibility.

iii. Successfully completing a college-level course for dual credit in accordance with the Board's policies on College Credit Plus options at the high school site and at the college site.

iv. Successfully completing an online course offered by a provider approved by the high school principal or his or her designee OR the district credit flexibility committee convened by the superintendent or his or her designee.

v. Successfully completing an examination, providing a portfolio of work that demonstrates mastery of academic content standards, or a combination of these methods in accordance with section IGBM of the Board's policy on Credit Flexibility.

b. The district shall not limit the number of credits earned by a student through demonstration of mastery or completion of educational options. The district shall evaluate requests for early graduation in accordance with its policy on Early Graduation {Policy IKFA}. However, the district shall not cap the total number of credits a student may earn or compel a student who does not wish to do so to graduate after completing fewer than four years of high school.

c. The district shall not deny credit earned under credit flexibility options by students transferring to the district from another Ohio public or chartered non-public school.

2. Educational Options

a. Responsibilities and Expectations

i. Educational options plans for students participating in extracurricular activities governed by the Ohio High School Athletic Association shall include procedures for documenting ongoing participation and satisfactory progress on the part of the student for the purpose of satisfying academic eligibility requirements established in OHSAA bylaws.

ii. The district reserves the right to reassign a student participating in an educational option to a traditional course or other placement at its discretion if the student fails to meet the standards for ongoing participation and satisfactory progress described in his or her educational options plan. Students who repeatedly fail to meet standards established to document ongoing participation described in his or her educational options plan may be considered truant and subject to penalties for truancy described in high school student handbook.

iii. Educational options plans may include activities that occur outside of school such as mentorships, internships, service learning, and educational travel. However, parents of students proposing educational options that include such activities may be required to sign a waiver holding the district harmless for any injuries or damages that occur in the course of a student's participation in an educational options activity outside district facilities and without staff supervision as a precondition of the district's approval of the plan.

1. Students participating in field-based educational options-related activities (e.g. mentorships and internships with businesses and community organizations) shall be required to adhere to safety rules and standards of behavior and appearance appropriate for the activity setting.

2. The district may suspend an approved educational option plan and reassign the student to another setting at its discretion if the host organization reports significant misconduct, tardiness, or absence on the part of the student.

b. Students may appeal decisions regarding access to an educational option and/or standards established for awarding grades and credit for educational options by submitting an appeal to his or her principal or counseling counselor.

Appeals process

i. Appeals will be reviewed by a committee comprised of a building principal or assistant principal, and a teacher in the relevant subject area not involved in the original decision, and a counselor.

ii. The student filing the appeal and his or her parent(s) shall be given an opportunity to present concerns and recommendations to the committee.

iii. Appeals shall be reviewed by the committee within ten-school days from the date the appeal was submitted in writing. The decision of the committee shall be final unless overturned by the superintendent or a directive resulting from an appeal filed with the Ohio Department of Education.

3. Credit by Demonstration of Mastery

a. The district shall allow students the opportunity to earn credit by demonstrating mastery of the academic/career technical content standards covered by any course offered by the district, and shall award a number of credits to students demonstrating mastery equal to the number of credits awarded to students who successfully complete the equivalent traditional course.

b. Students may demonstrate mastery by completing a comprehensive examination covering essential knowledge and skills addressed in an equivalent traditional course, by presenting a portfolio of work demonstrating mastery of knowledge and skills addressed in an equivalent traditional course, or through a combination of these methods.

i. Tests used for this purpose shall be either comprehensive exams created for the traditional course (e.g. a course final exam), state-approved assessments (e.g. end-of-course exams), published assessment instruments covering relevant content approved by the superintendent or his or her designee, nationally recognized industry exams, or a combination of these options. The district shall communicate to students how assessment instruments used will be scored and how the number of credits awarded and grade assigned will be determined based on scores earned before the assessment is administered.

ii The district may require a student to complete examinations in a proctored environment. In such cases, the district shall provide an opportunity for the student to take the assessment during the regular school day in an appropriate setting.

iii. Rubrics shall be used for evaluating portfolios of student work. Criteria and scoring methods shall be shared with the student before the portfolio is assessed. Portfolios shall be evaluated by staff with expertise in the relevant content area.

c. Students who wish to earn credit by testing out or demonstrating mastery without enrolling in a course should notify their counseling counselor by April 15 in the year preceding fall semester and by October 15 in the year preceding spring semester.

d. Students may appeal requirements and standards for awarding grades and credit based on examinations or demonstrations of mastery by submitting an appeal to his or her principal or counselor.

Appeals process

i. Appeals will be reviewed by a committee comprised of a building principal or assistance principal, a teacher in the relevant subject area not involved in the original decision, and a counselor.

ii. The student filing the appeal and his or her parent(s) shall be given an opportunity to present concerns and recommendations to the committee.

iii. Appeals shall be reviewed by the committee within ten school days from the date the appeal was submitted in writing. The decision of the committee shall be final unless overturned by the Superintendent or a directive resulting from an appeal filed with the Ohio Department of Education.

4. Credit Flexibility and Special Populations

a. Students with disabilities shall not be excluded from opportunities to earn credit through educational options or by demonstrations of mastery. Accommodations and supports for students with disabilities participating in educational options and online courses shall be provided that are consistent with students' Individual Education Plans and/or 504 plans.

b. Educational options may be provided as a form of gifted education service to students identified as gifted if the educational option is consistent with his or her area(s) of identification, documented on his or her Written Education Plan, and monitored by a qualified gifted education coordinator or gifted intervention specialist.

5. Fees Associated with Educational Options, Online Courses, and Credit by Demonstrations of Mastery

a. No assessment fees shall be charged to students or their families when district created tests or portfolio review rubrics are used or when instruments provided by the State of Ohio are used in evaluating students for credit based on demonstrations of mastery. The district may require students to pay part or all of the cost of administering a commercial assessment instrument if that instrument is not normally administered free of charge to students participating in equivalent traditional courses. The district shall make every reasonable effort to provide a free or low cost assessment option to economically disadvantaged students requesting the opportunity to earn credit based on a demonstration of mastery.

b. The district may require parents of students participating in educational options not initiated by the district to pay fees not to exceed the actual cost of participation in that option, including any charges for: tuition and registration fees; books, assessments and materials not typically provided free of charge to students in traditional courses, and; travel costs if transportation is provided by the district.

6. Communication Plan

a. Copies of Board policies and procedures describing opportunities and requirements related to credit flexibility shall be made available to students, staff, and parents upon requests to middle school and high school counselors and principals.

b. The content of these publications shall be reviewed annually to ensure their completeness and accuracy by the Superintendent or his or her designee.

c. The superintendent or his or her designee(s) shall develop a cumulative database of approved educational options and standards for awarding grades and credits based on demonstrations of mastery to assist students, parents, and teachers with understanding available options and to help ensure equity and consistent standards of rigor beginning in the 2010-2011 school year.

7. Data Collection and Reporting

a. The superintendent or his or her designee(s) shall develop and implement procedures for monitoring and annually reporting to the Board and the Ohio
Department of Education data regarding:

i. The number of students participating in educational options and earning credit based on demonstration of mastery;
ii. The total number of credits earned by students through successful completion of educational options and demonstrations of mastery;
iii. The extent to which student participation in flexible credit options reflects the diversity of the student body as a whole.

NCAA DIVISION 1 & 2 SPORTS

If you want to compete in NCAA sports at a Division I school, you need to register with the NCAA Eligibility Center to make sure you stay on track to meet initial-eligibility standards. Check with your counselor for additional information and click here for the NCAA website.

NAIA SPORTS

Every student interested in playing sports at NAIA colleges for the first time needs to register online with the NAIA Eligibility Center and receive an eligible determination. Check with your counselor for additional information and click here for the NAIA website.

STARK CAREER COMPACT

The Stark Career Compact is a cooperative effort of Jackson Local, Lake Local, North Canton City, and Plain Local School Districts. This Compact was formed to give students of these districts the opportunity to attend technical/career classes offered in four districts.

Graduation Requirement: Four or more additional credit courses are required for graduation.

Each career technical pathway has the potential for students to earn college credit when successfully completing the entire pathway. Students may earn articulated credit or CCP credit (if the student has applied and met requirements). Students are responsible for having their college transcript sent to the college they will attend after graduation. Current information on articulated credit is available from the program teacher or CTE school counselor.

A listing of the Career Compact courses for 2025-2026 appears on the following pages.

LAKE MIDDLE HIGH SCHOOL PROGRAMS

STUDENTS WILL HAVE THE OPPORTUNITY TO EARN COLLEGE CREDIT PLUS CREDIT THROUGH STARK STATE COLLEGE.

STUDENTS WILL HAVE TO MEET ALL PREREQUISITES BY THE COLLEGE CREDIT PLUS DEADLINE.

HEALTH TECH PREP

HEALTH TECH PREP 1
Credits: 2 + English 3, Physiology Honors, Math
Fee: $50.00

Description: The program will focus on skills essential in all areas critical to health technology. This would include those capacities in which all personnel are working toward the common goal of providing the best possible patient care and health promotion. Students will have classroom and lab setting time. This class will cover several of the health care related professions, including nursing, physical therapy, occupational therapy and others, with an emphasis on Exercise Science and Athletic Training. Modules completed during this course will be; Medical Terminology, Health Science Technology and Nutrition and Wellness. BIO125 Medical Terminology is offered as CCP through Stark State College. A requirement of the course is the completion of 75 hours of clinical volunteering within the health professions.

HEALTH TECH PREP 2
Credits: 3 + English 4, Chemistry, Math
Fee: $50.00

Description: HTP II is a continuation of HTP I that was taken during the Junior year. This class will build on information and skills learned in HTP I and will introduce new topics. Modules completed include Health Science Capstone, Athletic Injuries and Assessment, and BIO101 Introduction to Anatomy and Physiology. BIO101 Intro to Anatomy and Physiology is offered as CCP through Stark State College. A requirement of the course is 125 hours of clinical volunteering within the health professions. Students will complete many of these hours throughout the year on Tuesday and Thursday afternoons. Additionally, students will have the opportunity to become a certified Physical Therapy Aide upon passing a certification exam.

LEGAL STUDIES TECH PREP

LEGAL STUDIES 1 (Business Foundations, Legal Terminology, and Office Management)

Credits: 2 + English 3, Government/Economics, Chemistry, Math

Fee: $50.00

Description: This exciting program is for any student interested in exploring a variety of careers in the legal field. Some potential careers include, but are not limited to; court personnel, paralegal, lawyer, forensic scientist/investigator, and law enforcement. The curriculum during the first year has an emphasis on legal office procedures, legal ethics, legal concepts, substantive and procedural law, courtroom procedures, communication and presentation skills. Networking and connections with the legal community are a vital element developed during this two-year program. Students will interact with local attorneys, judges, and law enforcement officers (local/county/federal). All students will participate and compete in the Ohio Mock Trial competition in January and will have the opportunity to compete in the Moot Court completion in the Spring. Finally, students will have the opportunity to earn CCP credit for legal terminology through Stark State during the first semester of the course.

LEGAL STUDIES 2 (Legal Environment and Human Resource Management)

Credits: 2 + English 4, Forensic Biology, Math

Fee: $50.00

Prerequisite: Legal Studies Tech Prep I

Description: The senior year will reinforce and build on curriculum and skills learned during the junior year with a greater emphasis on criminal law and forensic sciences. Students will continue to collaborate with local attorneys and judges for the Mock Trial and Moot Court competitions. Additionally, students will work with local law enforcement in processing and analyzing a Mock Crime science during the Spring semester. Students may experience tours of the Canton K9 Training Facility, Stark County Courthouse and Stark County Jail. They will also hear from a Secret Service Agent, a patent lawyer, and a former White House staff member just to name a few. A highlight of the year is our 2-day trip to Washington D.C. The focus will continue to be project based with a focus on career exploration, legal terminology development, networking, and understanding legal concepts and ideas.

FORENSIC BIOLOGY

Credit: 1 Grade 12

Fee: $15.00

Prerequisite: ***This course must be taken if you are taking Legal Studies II.***

Description: Students are introduced to simulations of crime scenes for processing and collection of forensic evidence. This course emphasizes hands-on activities and lab experiments. Students will analyze a range of different types of evidence, such as fingerprints, footwear impressions, hairs and fibers, glass fragments, blood and DNA evidence on the laboratory. Techniques for recovering evidence will also be studied. The collection, storage and chemical analysis of forensic samples will be explored. Students will review various case studies and forensic evidence. Other topics such as forensic anthropology, forensic etymology and forensic odontology will be explored.

MARKETING AND BUSINESS MANAGEMENT

The Marketing and Business Management Program provides students opportunities to gain valuable experience through a variety of hands on activities and courses. Skills developed revolve around leadership, teamwork, responsibility and communication. Students in the program run and operate The Blue Streak Café and Spirit Shop which sells to students, staff and community members. This allows them to see the ins and outs of operating a business. All students in the program are members of DECA, a student business organization, that offers competition based around business scenarios, travel opportunities and community service projects. Senior students also start small businesses in which they operate all throughout the year, compete in local competitions and have the opportunity to earn profits through Junior Achievement.

Up to 12 College Credit Plus hours can be earned through Stark State within the two (2) years in the program. If you'd like to learn more about the program, please contact the instructor Mrs. Aja Tompot at tompotaja@lakelocal.org or Andrea Chavez at chavezandrea@lakelocal.org.

Links:
Instagram: @lakemarketing, @bluestreakcafeandmerch
Twitter: @marketing_lake, @bluestreakcafe
Facebook: Lake Marketing & Business Management (@marketinglake), Blue Streak Cafe (@bluestreakcafe)

BUSINESS ADMINISTRATION or BUSINESS ADMINISTRATION HONORS CCP (Opportunity to earn college credit through Stark State)

Credit: .5 – Grade 11 (Business Administration)
Credit: 1 – Grade 11 (Business Administration Honors CCP)

This is the first course specific to the Business and Administrative Services career field. It introduces students to the specializations offered in Business and Administrative Services. Students will obtain fundamental knowledge and skills in general management, human resources management, operations management, business informatics and office management. They will acquire knowledge of business operations, business relationships, resource management, process management and financial principles. Students will use technological tools and applications to develop business insights.

STRATEGIC ENTREPRENEURSHIP or STRATEGIC ENTREPRENEURSHIP HONORS CCP (Opportunity to earn college credit through Stark State)

Credit: .5 – Grade 11 (Strategic Entrepreneurship)
Credit 1 – Grade 11 (Strategic Entrepreneurship Honors CCP)

Students will use innovation skills to generate ideas for new products and services, evaluate the feasibility of ideas, and develop a strategy for commercialization. They will use technology to select target markets, profile target customers, define the venture's mission, and create business plans. Students will take initial steps to establish a business. Students will calculate and forecast costs, break-even, and sales. Establishing brand, setting prices, promoting products, and managing customer relationships will be emphasized.

PRINCIPLES OF MANAGEMENT or PRINCIPLES OF MANAGEMENT HONORS CCP (Opportunity to earn college credit through Stark State)

Credit: .5 – Grade 12 (Principles of Management)
Credit: 1 – Grade 12 (Principles of Management Honors CCP)

Students will apply management and motivation theories to plan, organize and direct staff toward goal achievement. They will learn to manage a workforce, lead change, and build relationships with employees and customers. Students will use technology to analyze the internal and external business environment, determine trends impacting business, and examine risks threatening organizational success. Ethical challenges, project management and strategic planning will also be addressed.

HUMAN RESOURCE MANAGEMENT or HUMAN RESOURCE MANAGEMENT HONORS CCP (Opportunity to earn college credit through Stark State)

Credit: .5 – Grade 12 (Human Resource Management)
Credit: 1 – Grade 12 (Human Resource Management Honors CCP)

This course is an introduction to the effective management of human resources in today's organizations. Emphasis is on the policies and programs necessary to attract, retain and motivate employees. Subjects covered include the legal framework of human resource management, staffing, human resource development, motivation and leadership, compensation, appraisal systems, safety and labor, and management relations. Upon completion, students should be able to demonstrate an understanding of the management of the human resource.

MARKETING AND MANAGEMENT APPLICATIONS

Credit: 1 – Grade 12

Students will utilize the marketing and management skills learned through the courses in the program in real life applications. These applications include: participation in The Company Program through Junior Achievement, DECA competitions and conventions, planning school wide events, as well as operating the school café and spirit shop.

BUSINESS ADMINISTRATIVE SERVICES CAPSTONE

Credit: 2 – Grade 12

Students will apply knowledge, attitudes and skills that were learned in a Business and Administrative Services program in a more comprehensive and authentic way in this capstone course. Capstones often include project-/problem-based learning opportunities that occur both in and away from school. Under supervision of the school and through community partnerships, students may combine classroom learning with work experience. The student worker is periodically evaluated by their supervisor in cooperation with the externship coordinator.

INFORMATION TECHNOLOGY/GENYES

In this blended learning class, students will develop and refine their information technology skills, as well as research, presentation, mentoring, project development and leadership skills. Participants will apply these skills by collaborating with teachers and assisting them with technology integration. Students will also assist peers in troubleshooting technology issues through managing a student led help desk.

Students will have the opportunity to earn articulated and CCP credit.

10th Grade (1 credit)
PC Upgrading & Maintenance Honors CCP
Computer Hardware and Software Honors

PC Upgrading & Maintenance Honors CCP Description:

The student will be working with various operating systems such as DOS, Windows 98, 2000 and XP. Student will also have hands-on experience building and repairing PC's in a lab environment. Hardware topics include: system board, microprocessors, busses, memory, disk drives, and power supplies.

Computer Hardware and Software Honors Description:

Computer Hardware & Software Honors Students will learn to install, repair, and troubleshoot computer hardware systems. They will perform preventative maintenance practices and learn techniques for maintaining computer hardware security. Communication skills and professionalism in troubleshooting situations will be emphasized.

Students will apply knowledge and skills of commercial and open source operating systems in portable, stand alone, and networked devices. Students will install a variety of operating systems manually and using remote assistance. They will learn to configure, modify, and troubleshoot operating systems. Desktop virtualization, system security, and operating system history will be addressed.

11th Grade (2 credits)
C++ Networking Honors CCP(Optional)
Computer & Mobile Applications Honors

Intro to Computer Networking Honors CCP Description:

This course focuses on software engineering concepts, control structures, functions, arrays, pointers and strings found in C++. In addition, the course also examines data abstraction, classes, and operator overloading in C++. Principles of good software engineering are emphasized. Hands-on labs prepare students to solve real-world problems.

Computer & Mobile Applications Honors Description:

Computer & Mobile Applications Honors Students will learn to create applications for mobile devices using a variety of commercial and open source software. They will install these applications, modify

them, and develop customer service skills to handle user issues. Knowledge and skills related to customer service in professional offices, small businesses, departments, work groups, and corporate information services will be addressed.

12th Grade (2 credits)
Fundamentals of Information Systems Honors CCP
Information Technology Honors
IT Capstone Honors

Fundamentals of Information Systems Honors CCP Description:

This course is designed to familiarize students with core information systems principles and practices. Topics include, but are not limited to, types of information systems, hardware and software, data modeling, database systems, internet technologies, systems development, careers, global and social impacts, and industry trends.

Information Technology Honors Description:

This course is designed to provide students with a working knowledge of computer concepts and essential skills necessary for work and communication in today's society. Students will learn safety, security, and ethical issues in computing and social networking. Students will also learn about input/output systems, computer hardware and operating systems, and office applications.

IT Capstone Honors Description:

The capstone course provides opportunities for students to apply knowledge and skills that were learned in the Information Technology program in a more comprehensive and authentic way. Capstones often include project/problem-based learning opportunities.

JTC – JOB TRAINING COORDINATION

Job Training Coordination (JTC) is a two-year program designed to allow students to explore and prepare for various career possibilities. Students will volunteer and work in the community while learning daily living and employability skills. Creating a transition plan, financial literacy and potential job placement are also goals of the program. Students are chosen based on teacher recommendation only.

JTC 1
Credits: 3 – Grade 11
Fee: $45.50

The junior year of the JTC program will focus on job exploration, job safety, job seeking skills, independent living skills and self-advocacy. Students will explore jobs through volunteer work in the community. Work experience outside of the classroom will be two times a week.

JTC 2
Credits: 4 – Grade 12
Fee: $27.50

The senior year of the JTC program will focus on problem solving, communication, and post-secondary and career readiness. Students will continue to explore jobs through volunteer work in the community. Students will also have the opportunity to exchange class time for real-work experience if a part-time job is secured and they meet the minimum hours per week requirement. Work experience through the classroom will be two times a week.

CAREER BASED INTERVENTION PROGRAM (C.B.I.P.)

CBIP
Credits: 4 - Grades 11-12
(Prerequisite: Admission is based upon recommendation of the counseling office and junior standing.)

The goals of the Career-Based Intervention (CBI) program are designed to help students improve academic competence, develop employability skills, implement a career plan and participate in a career pathway in preparation for post-secondary education and/or career. Students will learn dynamics of job-search, on-the-job relations, and job-oriented bookkeeping skills. Students will be expected to work at a job site with a portion of the school day structured for such activity. The student is responsible for his/her own transportation to and from the job site.

GLENOAK

Animation and Graphic Design
Automotive Technology
Commercial Photography
Construction Trades
Cosmetology
Emergency Fire Services
Engineering
Horticulture
Light and Sound Technologies
Music Production
Teacher Pathways
Video Production

For descriptions and more information:
CTE Programs at GlenOak

HOOVER

Biomedical Science
Construction Technology
Culinary Arts
Engineering
Interactive Media
Medical Technology
Teaching Professions
Video Production
Welding

For descriptions and more information:
CTE Programs at Hoover

JACKSON

Automotive Technologies
Civil Engineering & Architecture
Construction Technologies
Culinary
Cybersecurity
Horticulture

For descriptions and more information:
CTE Programs at Jackson

LAKE

Health Tech Prep
Legal Studies Tech Prep
Marketing & Business Management
Information Technology/GenYES
Job Training Coordination (JTC)
Career Based Intervention Program (CBIP)

For descriptions and more information:
CTE Programs at Lake

COMPREHENSIVE COLLABORATIVE PROGRAM

Comprehensive Collaborative Program is a joint project of Canton City, Canton Local, Lake Local, Jackson Local, North Canton City, and Plain Local Schools.

The Canton City, Canton Local, Jackson Local, Lake Local, North Canton City and Plain Local school districts have entered into a landmark collaborative agreement which allows the districts to share resources and provide exciting opportunities to students in all six districts.

Students at Canton South, GlenOak, Hoover, Lake, and McKinley Senior High School are invited to participate in special programs being housed at the Canton Cultural Center for the Arts and at the high school building sites.

A listing of the Collaborative Programs for 2024-2025 is as follows:

Course	Location
MATHEMATICS:	
Advanced Placement Calculus – Level BC	Jackson High School
MUSIC and PERFORMING ARTS:	
Dance	GlenOak High School
SCIENCE:	
Marine Biology	Hoover High School

Specifics for these courses are noted in the course descriptions appearing on the next page.

COLLABORATIVE COURSES

MATHEMATICS:

Advanced Placement Calculus Level BC - Collaborative Course
Location: Jackson High School
Length: 1 Year
Grades: 11-12
Time: TBA
Credit: 1
Fee: Advanced Placement Test Fee approximately $87.00; TI-85 approximately $100.00
Prerequisite: Pre-Calculus
Description: This course includes all of the Calculus Level AB topics as well as those additional topics as described by the A.P. syllabus. The course is intended for those students who intend to major in a field which would require an extensive knowledge of mathematics. Typically, the Calculus BC course is designed to qualify the student for placement and credit one semester beyond that granted for Calculus AB. A TI-85 graphing calculator is required.

MUSIC and PERFORMING ARTS:

Dance - Collaborative Course
Location: GlenOak High School
Length: 1 Year (Alternate Days)
Grades: 9-12
Time: 7:00 - 8:30 a.m.
Credit: 1
Fee: $50.00; Proper Attire Required
Prerequisite: Some Previous Training
Description: Dance is designed for those students with some dance experience. This course focuses on the study of ballet with emphasis on body placement and stability. Longer combinations on demi-pointe to develop strength and endurance is the concentration at this level of instruction. Work with the upper body, head, and arms is intensified to develop and expand the understanding of body line. Classes will also include modern dance, tap dance, and lab annotation, dance history, and basic techniques of teaching dance. Students may be placed in different classes based on skill level.

SCIENCE:

Marine Biology - Collaborative Course
Location: Hoover High School South Campus
Additional Credit Course
Length: December to May
Grades: 11-12
Time: Wednesday, 6:00 – 9:00 pm
Credit: 1
Fee: Approximately $2,200.00 plus snorkel equipment required.
Prerequisite: Biology (Application and approval of screening committee is required).
Description: This course is designed to acquaint the student with the marine ecosystem, in general, and with the flora and fauna of a living coral reef, more specifically. The course will deal with the taxonomy and natural history of all the major groups of plants, invertebrates, and vertebrates which inhabit a subtropical reef. The course will also survey career opportunities in marine biology and oceanography.
Students taking this course will spend one week on Andros Island, Bahamas, doing field observations. Field observations include snorkeling over the world's third longest barrier reef observing its diverse flora and fauna through some of the clearest sea water in the world.