

Struthers High School



Curriculum Guide 2025-2026

TABLE OF CONTENTS

| | |
|-------------------------------|-------|
| Introduction | 2 |
| General Information | 3-24 |
| Class Fees | 25 |
| COURSE OFFERING | 26-56 |
| Language Arts | 26-33 |
| Fine Arts | 33-34 |
| Music | 35-36 |
| Struthers News Network | 36 |
| Global Language | 37-38 |
| Health and Physical Education | 39 |
| Mathematics | 40-44 |
| Science | 45-47 |
| Social Studies | 47-50 |
| Family and Consumer Science | 51 |
| Technology and Construction | 52-53 |
| Business | 53-54 |
| CBI | 54 |
| Credentialing Opportunities | 55-56 |

A MESSAGE TO THE STUDENTS AT STRUTHERS HIGH SCHOOL:

In order for you to be prepared for the future, you must grab the opportunity at hand: Your Education. This guide is intended to be reviewed by both you and your parents. It contains the information you need to help you plan your program of studies at Struthers High School. Ideally, we want to have an all-inclusive school where every student is a part of the school. We encourage you to take ownership in your school and become active in student activities.

When selecting your classes for the next school year, make your selections with a positive attitude. Don't be afraid to accept challenges- life is full of them, and school is the training ground. Ponder your future aspirations, set your goals and select the classes you will need to fulfill those goals. Then, everyday approach those classes with a positive attitude, self-discipline and the desire to succeed, ... and you will.

Roger A. Day

Principal

Mark Carden

Principal

NOTE: This booklet is tentative and meant to serve as a guide for the purposes of planning and scheduling and is subject to change. CLASSES MAY BE CANCELED DUE TO A LOW NUMBER OF STUDENTS.

GENERAL INFORMATION

COURSE OF STUDY

A course of study is selected by a student in conjunction with school counselors, parents, and teachers prior to entry to high school. The selection is based on student interests and aptitudes, parental observations and knowledge, the elementary and middle school academic record.

The initial selection of a course of study is subject to change after the freshman year depending upon the achievement and changing interests of the student. However, experience shows that the majority of the initial selections turn out to be sound and appropriate for the student.

STRUTHERS CITY SCHOOLS VISION STATEMENT

Struthers City Schools, raising expectations through innovation and collaboration.

MISSION STATEMENT

Struthers City Schools will serve our community by offering rigorous, diverse and quality learning opportunities while developing the abilities of each child so they become independent, life-long learners who positively impact society.

STRUTHERS CITY SCHOOLS BELIEF STATEMENTS

1. We believe that Struthers City School District and our partners must promote creativity, self-expression and individuality by connecting today's experiences with tomorrow's opportunities.
2. We believe that the Struthers City School District must provide a clean, safe and secure environment where students are empowered and feel valued and respected.
3. We believe that all students should have equal access to a high quality education with a rigorous curriculum, state of the art technology and facilities and challenging instructional practices to prepare them for diverse career path choices.
4. We believe that the Struthers City School District must encourage students to embrace the opportunities and challenges in their journey to self-fulfillment.
5. We believe that the Struthers City School District should encourage students to participate in a variety of activities that will prepare students for life by meeting their social, emotional, physical and academic needs and help them become productive members of society.
6. We believe that the Struthers City School District must encourage students to see themselves as capable and self-sufficient learners who can impact the world.
7. We believe that academic success can only be achieved when a partnership between home, school and community exists that encourages two-way communication and collaboration and focuses on developing student success.

Struthers High School

Graduation Requirements – Class of 2024 & Beyond

There is no one-size-fits-all way to graduate. Ohio gives you several ways to qualify for a high school diploma. To earn a high school diploma in Ohio, you must complete the necessary courses and requirements and then choose a pathway to show that you are ready for college or a job.

1.) Complete Courses and Requirements

- Students must first take and earn a state minimum of 21 credits in specific subjects.

| Courses | State Minimum |
|-----------------------|---------------|
| English language arts | 4 credits |
| Health | ½ credit |
| Mathematics | 4 credits |
| Physical education | ½ credit |
| Science | 3 credits |
| Social studies | 3 credits |
| Electives | 6 credits |

Students must receive instruction in economics and **financial literacy** (in high school) and complete at least two semesters of fine arts (during grades 9-12). Please see below for additional options for Physical Education credit substitutions.

2.) Show Competency

Demonstrating Competency - Earn a competency score of 684 on Ohio's high school Algebra I and English II end of course tests. Students who do not pass the test will be offered additional support and must retake the test one additional time. If students fail to meet competency on the second attempt, the following options are available.

END OF COURSE EXAMS FOR GRADUATION

All classes of 2023 and beyond will be required to take ELA 2 and Algebra 1 exams, and score a competency score of 684. Additionally, scoring proficient, 700, in Biology, American History, and Government will help earn designated state seals.

- **Demonstrate Two Career-Focused Activities***
 - Foundational Proficient scores on WebXams
 - 12-point industry credential
 - A pre-apprenticeship or acceptance into an approved apprenticeship program supporting work-based learning.
 - Earn the required score on WorkKeys
 - Earn the OhioMeansJobs Readiness Seal
- **Enlist in the Military**
 - Show evidence that you have signed a contract to enter a branch of the U.S. armed services upon graduation
- **Complete College Coursework**
 - Earn credit for one college-level math and/ or college-level English course through Ohio's free College Credit Plus program.

3.) Demonstrating Readiness

- Students will demonstrate readiness for their post-high school paths by earning **two seals** that allow them to demonstrate important foundational and well-rounded academic and technical knowledge, professional skills, as well as develop key social and emotional competencies and leadership and reasoning skills.

Diploma Seals

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** diploma seals, **one** 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. Students should consider pursuing seals that meet their individual interests and skills. Districts and schools must attach or affix the diploma seals earned to the student's diploma and transcript. Ohio law prohibits districts and schools from charging fees for the assignment of state diploma seals.

State Seals

Military Enlistment Seal

Provide evidence that a student has enlisted in a branch of the U.S. Armed Forces; or participate in an approved JROTC program.

Technology Seal

A student can:

1. Earn a score that is at least equivalent to proficient on an appropriate Advanced Placement or International Baccalaureate exam; or
2. Earn a final course grade that is equivalent to a "B" or higher in an appropriate class taken through the College Credit Plus program; or
3. Complete a course offered through the district or school that meets guidelines developed by the Department. At Struthers High School, the required technology course sequence will be:

Struthers High School does not currently offer this seal.

Industry-Recognized Credential Seal

Earn a 12-point approved industry-recognized credential or group of credentials totaling 12 points in a single career field.

Citizenship Seal

A student can:

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

Ohio Means Job-Readiness Seal

Meet the requirements and criteria established for the readiness seal, including demonstration of work-readiness and professional competencies.

Seal of Biliteracy

Meet the requirements and criteria, including proficiency requirements on assessments in a world language and English.

College Readiness Seal

Earn remediation-free scores on the ACT or SAT. Visit the Department’s website to see current remediation-free scores.

Science Seal

A student can:

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

Honors Diploma Seal

Earn one of six Honors Diplomas outlined below:

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

Local Seals

This is a list of the Local Seals students at Struthers High School can earn for their high school diploma. The requirements are listed below each seal.

Community Service Seal

Complete a community service project aligned with the guidelines adopted by the school district's local board of education or school governing authority. Community service helps students make invaluable connections in their community, gives students an opportunity to explore possible career options in the public, nonprofit and philanthropic sectors and gain valuable work skills, exposes students to the needs of their community and promotes an understanding of and the value in civic engagement as well as volunteerism, and provides students with an opportunity to demonstrate social and emotional skills, academic knowledge, leadership, professionalism, and critical reasoning. Guidelines for this seal include:

1. Successful documentation of at least 40 hours of verifiable community service; or
2. The attainment of Eagle Scout or the recipient of the Gold Award (scouts); or
3. Completion of an approved community service project and a satisfactory presentation to a faculty panel

Student Engagement Seal

Participate in extracurricular activities such as athletics, clubs or student government to a meaningful extent, as determined by guidelines adopted by the school district's local board of education or school governing authority. In order for participation to count toward earning the seal, students must participate in the entire scheduled season of the activity. Participation in **8** qualifying activities to receive the seal. The activities include:

1. Participation on a high school sponsored athletic team. The following sports are recognized at Struthers High School: (Each season in grades 9-12 count as 1 qualifying activity)
Football, Volleyball, Girls and Boys Tennis, Boys and Girls Cross Country, Girls Soccer, Boys and Girls Golf, Boys and Girls Basketball, Boys and Girls Bowling, Softball
Cheerleading, Baseball, Boys and Girls Track
2. Participation in a high school sponsored club. The following clubs are recognized at Struthers High School: (Each year in grades 9-12 count as 1 qualifying activity)
Mock Trial, Spanish Club, French Club, Interact Club, Pep Club, Medical Careers Club, Future Teachers Club, Art Squad, LINK, Chess Club, Gaming Club, Classes Conversation (Band, Choir, Yearbook, Newspaper, Digital Media, Robotics)
3. Participation in high school student government and class representation. Participation in student council in grades 9-12 and/or being a class officer will count as 1 activity for each year of participation.

Fine and Performing Arts Seal

Demonstrate skill in the fine or performing arts according to an evaluation aligned with guidelines adopted by the school district's local board of education or school governing authority. In order for participation to count toward earning the seal, students must complete the pathway and receive a grade of B or better in all courses. Participation must be verified by the program advisor, teacher, or coach. Guidelines include:

Fine Arts Required Pathway

Studio Pathway

- Art 1, Art 2, Adv. Art + completion of portfolio

Digital Pathway

- Computer Graphics 1, Computer Graphics 2, and completion of portfolio

Combination Pathway

- Studio Classes (Art) + Digital Classes (Computer Graphics) and the completion of portfolio

Performing Arts Required Pathways

Instrumental Pathway

- 4 Years in Band Class (average grade B or better) **or** 3 years in band class **and** 2 semesters jazz or pep band **and**
- 1 year solo and ensemble (rating of 1 or 2)

Vocal Pathway

- 4 Years in a Vocal Class (average grade B or better) **and**
- 1 year solo and ensemble (rating of 1 or 2)

Combined Pathway

- Combination adding up to four years of band/choir classes (average grade B or better) **and**
- 1 year solo and ensemble (rating of 1 or 2)

PE GRADUATION REQUIREMENTS

District policies with respect to physical education are as follows:

Students who have participated in interscholastic athletics, marching band, show choir, or cheerleading for at least two (2) full seasons as defined in the student handbook, while enrolled in grades 8 – 12, and as documented by the athletic director, guidance counselor, or principal, may be waived from the high school Physical Education requirements. Students electing such an excuse shall complete one-half (1/2) unit of at least sixty (60) hours of instruction in another course of study which is designated by the Board as meeting the high school curriculum requirements.

****If a student has not completed their PE requirements by the end of their 10th grade year, they will be placed in a PE class the following year. Please note: This includes the above listed extra-curricular activities. Unless administrative approval is granted in special circumstances.***

Since the ODE does not permit partial credit, this option is an all or nothing option. (i.e. a student cannot take one PE class and participate in one season of athletics).

GRADING SCALE

The following method will be used in factoring final grades. For full year courses each nine weeks will count for 20% and the midterm and final will both count for 10%. Semester courses are weighed at 40% for each nine weeks and the final exam will count for 20%. The following system using point calculations will be used. A student receiving the following grade will receive the corresponding points: (Similar to G.P.A. Calculation)

A= 4 B=3 C=2 D=1 F=0

Full Year Classes- Each 9 weeks grading period will be worth 20% and the mid-term and final 10%

Semester Classes- Each 9 weeks grading period will be worth 40% and the final 20%

The following chart will determine final grades

| | Final Grade Avg. | | Grading Scale | Points for Grade |
|----------|-------------------------|--|----------------------|-------------------------|
| A | 4.0 – 3.5 | | A= 90-100 | 4 Points |
| B | 3.49 – 2.5 | | B= 89-80 | 3 Points |
| C | 2.49 – 1.5 | | C= 79-70 | 2 Points |
| D | 1.49 – 0.5 | | D= 69-60 | 1 Point |
| F | 0.49 – 0.0 | | F= 59-00 | 0 Point |

Important Disclaimers:

- 1. Students giving no effort (receiving 0%) the 3rd, 4th Nine Weeks and Final exams may not pass a full year course regardless of the first semester performance.**
2. Students enrolled in College Credit Course courses must follow the syllabus and college grading requirements.
- 3. Vouchers may be used at the semester or the final exam. Vouchers at the semester result in the average grade from the 1st and 2nd nine week grading periods. Vouchers used on the final exam are the average of the 3rd and 4th nine week grading periods.**

G.P.A. FORMULA

The committee to evaluate and recommend the formula for calculating final grades as well as G.P.A has adopted a solution:

For 1 credit courses (Year-Long classes):

- Six grades will determine a final grade for the course
- The four nine weeks grades and a midterm and final assessment grade will comprise the six grades
- Each nine weeks grade will be worth 20% of the final grade
- The mid-term and final will each be worth 10%

For Semester courses:

- Three grades will determine a final grade for semester courses
- The two nine weeks grades and a final assessment grade will comprise the three grades
- Each grade period will be worth 40% and the final exam will be worth 20% of the final grade

* Only the final grades will be used in determining Grade Point Averages.

CLASS STANDING

| | |
|------------|--|
| Senior: | 15.75 units |
| Junior: | 10.5 units |
| Sophomore: | 5.25 units |
| Freshman: | All incoming freshmen and students with less than 5.25 credits |

NOTE: Students should pass at least 5.25 credits per year in order to maintain their class status.

EXTRACURRICULAR ACTIVITIES PARTICIPATION REQUIREMENTS

This applies to all clubs as well as athletics (as per Ohio High School Athletic Association regulations).

- 1.) Currently, students must pass a minimum of five one (1) credit courses or the equivalent in the immediately preceding grading period. This policy is in accordance with the Ohio High School Athletic Association eligibility requirements.
- 2.) For eligibility purposes, summer school grades may not be used to substitute for failing grades received the final grading period of the regular school or for a lack of enough subjects taken the previous grading period.
- 3.) Per school district policy, students must maintain a GPA of 1.0 to participate in extracurricular activities.

LATE ARRIVALS and EARLY RELEASE

Seniors (4th year of High School) and Juniors (3rd year of High School) who are on track to graduate based on the graduation requirements may select to have early release or late arrival. Late arrival/early release may be dropped from a student's schedule if there is a change in academic standing. **Students earning a failing grade in any course will lose the privilege of coming late or leaving early. Additionally, attendance is extremely important. Students exceeding 75 hours of unexcused absence, including tardies, will lose the privilege of late arrival and early release.**

VOUCHER PROGRAM

The goal of a voucher is to reward students for good attendance; however Struthers High School realizes that it is important for students to experience mid-term and final exams. Learning takes place through the exam process. Students need to be prepared for taking high-stakes exams. Below are the voucher rules for students:

- 3 Vouchers for students per semester
- 1 subject per year (midterm or final)
- For Every 7 hours of unexcused absence= Lost 1 Voucher (tardy to school counts toward this total)
- 1 Central Detention= Lose 1 Voucher
- 1 Day of ISR= Lose 1 Voucher
- Suspended Out of School= Lose all Vouchers
- Sign off on Voucher Rules (Parents and Students). No Signature= No Vouchers
- **Lose your voucher form= Lose your Voucher(s)**
- Vouchers can be rescinded up to the day of exams for any infraction
- Excused absences according to the State of Ohio (no loss of voucher)
- College Days (3 visits per year), legal verification, senior project days, funeral, school related activities. (no loss of voucher)
- **Vouchers may not be used in CCP courses**
- Vouchers used at the semester will be the average of the first and second grading period. Vouchers used on the final exam will be the average of the 3rd and 4th grading period.

SUMMER SCHOOL

NOTE: See your school counselor for a list of area schools that offer Summer School. Students are permitted to attend summer school and earn credits to make up coursework that they failed. The high school principal must approve summer school attendance if the student wants credit towards graduation. Students must complete the final examination given at the summer school. Summer school for enrichment or remediation with no credit towards graduation may be taken without permission of the high school principal.

SELECTIVE SERVICE REQUIREMENT (MALES)

Selective Service Requirement Under the provision of the Ohio Revised Code 3345.32, a male student born after December 31, 1959 who is at least 18 years old and is classified as an Ohio resident is required to register with the Selective Service within 20 days of his 18th birthday. If this is not completed, students will be charged "out of state" fees. Struthers will not pay for "out of state" fees. The total cost of the course will be paid by the family.

VALEDICTORIAN/SALUTATORIAN CRITERIA

- Beginning with the graduating class of 2026 (incoming 9th grade students in the fall of 2022), students wishing to be eligible for Valedictorian or Salutatorian status must follow the following academic progression of classes and criteria:

MUST BE A STUDENT AT SHS A MINIMUM OF 2 YEARS

| Subject Area | Year 1 | Year 2 | Year 3 | Year 4 | 5th Option (If Alg 1 taken in 8th grade) |
|----------------------------|---|---------------------------|---|--|--|
| MATHEMATICS | ALGEBRA 1 | HONORS GEOMETRY | HONORS ALGEBRA 2 | → PRE-CALC → YSU ALGEBRA OR TRIG → YSU STATS | → YSU CALC → YSU ALGEBRA OR TRIG → YSU STATS |
| ENGLISH (Class of 2025) | HONORS ENGLISH 9 | HONORS ENGLISH 10 | → HONORS ENGLISH 11 → CCP 1550 | → CCP 1550 → CCP 1551 | → COMST 1545 → OTHER CCP ENGLISH |
| ENGLISH 2026 and beyond | → ENGLISH 9 → H. ENGLISH 9 | HONORS ENGLISH 10 | → HONORS ENGLISH 11 → CCP 1550 | → CCP 1550 → CCP 1551 | → COMST 1545 → OTHER CCP ENGLISH |
| SCIENCE | H. BIOLOGY BIOLOGY | INT. SCIENCE CHEMISTRY | → CHEM 2 → PHYSICS → AP ENVIRO → AP BIO → CCP SCIENCE | → CHEM 2 → PHYSICS → AP ENVIRO → AP BIO → CCP SCIENCE | |
| SOCIAL STUDIES | GLOBAL STUDIES | H. AM HIST AM HISTORY | AP GOV'T | → CCP HIST → AP PSYCH → LAW ST. → PSYCH/SOC (.5 EACH) → WORLD GEO-(.5) → HIST PC-(.5) | 4 CREDITS OF SOCIAL STUDIES TOTAL- 4TH CREDIT CAN BE TAKEN ANY YEAR |
| FOREIGN LANGUAGE | THREE YEARS OF THE SAME FOREIGN LANGUAGE OR A COMBINATION OF 2 YEARS OF EACH. | | | | |
| FINE ART | ONE FULL CREDIT OF A FINE ART (ALL MUSIC CLASSES OR ALL ART CLASSES) | | | | |

NATIONAL HONOR SOCIETY

To be considered for National Honor Society at Struthers High School a student must meet all eligibility requirements which include the following: is currently a junior or a senior, has 3.5 GPA; and submits an Activity Information sheet containing minimum number of 20 service activities completed in our high school or community since the start of high school. The Faculty Council, with the assistance of the faculty selects the members.

DIPLOMA WITH HONORS CLASS OF 2025

Struthers City School will award a diploma with honors to students who meet the following criteria:

Students need to fulfill only 7 of the 8 following criteria:

| SUBJECT | CRITERIA |
|---------------------|---|
| English | 4 units |
| Mathematics | 4 units, including Algebra I, Geometry, Algebra II or equivalent, and another higher level course or a four-year sequence of courses that contains equivalent content |
| Science | 4 units, including two units of Adv. Science |
| Social Studies | 4 units |
| Foreign Language | 3 units - 3 units of one language or 2 units each language |
| Fine Arts | 1 unit |
| Grade Point Average | 3.5 on a 4.0 scale |
| ACT/SAT Score | 27 ACT/1210 SAT (excluding scores from the writing sections)* |

Students must also have met the requirements contained in the Ohio Revised Code: ½ unit physical education, ½ unit health, ½ unit American history, ½ unit government, ½ Financial Literacy

New Honors Diploma Requirements (BEYOND THE CLASS OF 2025)

High school students can gain state recognition for exceeding Ohio’s graduation requirements through an Academic Honors Diploma. High-level coursework, college and career readiness tests and real-world experiences challenge students.

Students must meet **all but one** of the following criteria. Each of these criteria go beyond the [standard requirements for a diploma for the classes of 2023 and beyond](#). Students must meet general graduation requirements and complete the requirements outlined below to qualify for honors diplomas. Students may replace one requirement of either 4, 5 or 6 with a “Student Strength Demonstration.”

Academic Honors Diploma

| Requirements | State Minimum |
|------------------------------------|---|
| <i>English- 4 credits</i> | <i>Required for graduation</i> |
| 1 Math- 4 credits | Fourth math must be > Algebra 2 |
| 2 Science- 4 credits | One additional unit Advanced Science |
| 3 Social Studies- 4 credits | One additional unit Social Studies |
| 4 World Languages | Three sequential units of one world language, or no less than 2 sequential units of two world languages studied |
| 5 GPA | 3.5 on a 4.0 scale |
| 6 ACT/SAT | ACT: Score of 27 or higher, SAT: Score of 1280 or higher |
| 7 Seal Requirement | Earn two additional diploma seals, not including Honors Diploma Seal |
| 8 Experiential Learning | Field Experience & Portfolio, OhioMeansJobs Readiness Seal*, or Work-Based Learning |

*Students can use OMJ Readiness Seal in 2 additional seal requirements if it is not used in Experiential Learning.

Student Strength Demonstration Replacement

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

Options:

College Credit Plus: 12 total College Credit Plus credit hours

Advanced Placement: three courses with score of 3 or higher on AP tests

Career-Technical Assurance Guide (CTAG): 12 total credits

Apprenticeship/Pre-Apprenticeship: Completion or Evidence of Acceptance if required to be older than 18

WorkKeys: Score of 6 or higher on all tests (*void for Career-Tech Honors Diploma)

Armed Services Vocational Battery: Score of 50 or above on the ASVAB

Work-Based Learning: 250 total hours of work-based learning

DIPLOMA WITH HONORS – CAREER-TECHNICAL (CLASS OF 2025)

- Students need to successfully complete the high school curriculum or individualized education program developed by the high school and career center
- Demonstrate at least a ninth-grade level of literacy and basic competency on the 10th grade OGT; and meet the following:

Students need to fulfill only 7 of the following 8 criteria:

| SUBJECT | CRITERIA |
|------------------|--------------------------------------|
| Foreign Language | Not counted toward requirements |
| Fine Arts | Not counted toward requirements |
| Career-Technical | Counted in electives |
| Electives | 4 units of Career-Technical minimum. |

*Program must lead to an industry recognized credential, apprenticeship or be part of an articulated career pathway which can lead to post secondary credit.

Additional Assessment

*Achieve the proficiency benchmark established for the appropriate Ohio Career-Technical Competency Assessment or the equivalent

NOTE: THE CRITERIA REQUIREMENTS ARE THE SAME FOR THE DIPLOMA WITH HONORS (NON-CAREER-TECHNICAL) IN THE FOLLOWING SUBJECTS:

4- English

4- Mathematics

4- Science

4- Social Studies

3.5 Grade Point Average

27/210 ACT/SAT Score

New Honors Diploma Requirements- CAREER TECHNICAL (BEYOND THE CLASS OF 2025)

High school students can gain state recognition for exceeding Ohio’s graduation requirements through an Academic Honors Diploma. High-level coursework, college and career readiness tests and real-world experiences challenge students.

Students must meet **all but one** of the following criteria. Each of these criteria go beyond the [standard requirements for a diploma for the classes of 2023 and beyond](#). Students must meet general graduation requirements and complete the requirements outlined below to qualify for honors diplomas. Students may replace one requirement of either 4, 5 or 6 with a “Student Strength Demonstration.” The [previous requirements](#) to earn an honors diploma are also available for students in the classes of 2023-2025.

Career Tech Honors Diploma

| Requirements | State Minimum |
|--|---|
| 1 Math | Fourth math must be > Algebra 2 |
| 2 Career-Tech Coursework | Four units of Career-Tech Courses |
| 3 Career-Tech Proficiency | Earned a cumulative score of proficient or higher on the technical assessments aligned to their program |
| 4 World Languages | Two units of one world language |
| 5 GPA | 3.5 on a 4.0 scale |
| 6 ACT/SAT/Workkeys | ACT: Score of 27 or higher, SAT: Score of 1280 or higher Workkeys: Earn a score of six or higher on all three sections of the WorkKeys assessment. |
| 7 Industry-Recognized Seal or Technology Seal | Meet requirements to earn the Industry Recognized Credential Seal or Technology Seal |
| 8 Experiential Learning | Field Experience & Portfolio, OhioMeansJobs Readiness Seal, or Work-Based Learning |

Student Strength Demonstration Replacement

Students can use the Student Strength Demonstration to replace one of either the **ACT/SAT, GPA or World Language** requirement for any Honors Diploma. The Student Strength Demonstration options are listed below. The same options exist for each diploma* but, where relevant, should reflect coursework or experiences relevant to the theme of the Diploma. For example, a student earning the Career-Tech Honors Diploma and using the pre-apprenticeship option to replace another requirement for the diploma should have a pre-apprenticeship relevant to their career-tech pathway.

Options:

[College Credit Plus](#): 12 total College Credit Plus credit hours

[Advanced Placement](#): Three courses with score of 3 or higher on AP tests

[Career-Technical Assurance Guide](#) (CTAG): Eligible to earn 12 total articulated credits

[Apprenticeship/Pre-Apprenticeship](#): Completion or Evidence of Acceptance if required to be older than 18

[WorkKeys](#): Score of 6 or higher on all tests (void for Career-Tech Honors Diploma)

[Armed Services Vocational Battery](#): Score of 50

[Work-Based Learning](#): 250 hours

COLLEGE ENTRANCE REQUIREMENTS

In order to best prepare for college entrance requirements, students are highly encouraged to take the program of studies listed below in order to ensure UNCONDITIONAL ADMITTANCE to the college of their choice. Unconditional admittance means that students do not have to make up any high school prerequisites.

English - 4 units

Mathematics - 3 units (including Algebra I, Geometry, and Algebra II)

Science - 3 units

Social Studies - 3 units

Foreign Language - 3 units of same language
(2 + 2 may be accepted)

Fine arts - 1 unit

Please note: Many colleges and universities have their own requirements for admission. Some college programs have their own standards as well. Students should check with their guidance counselors for specific requirements for their college of choice.

GENERAL SCHEDULING INFORMATION

SCHEDULE CHANGES

Planning a schedule for the next school year is a difficult task and situations may occur requiring a change in that schedule. Changes have a serious impact on class size, teacher assignments, and the overall master schedule. The student and parent are urged NOT to create a schedule with the idea that it can be changed.

Students must fill out an appointment slip and All schedule changes will require the completion of an add/drop form in the guidance office signed by the student and parent.

All schedule changes made after the last day of school will require approval from the building administration.

From the time a student submits their course request in February until the end of the school year in May/June, a student may request a schedule change. It is important to realize that the master schedule is based upon student requests made in February. In order to be fiscally responsible, the number of class selections within each subject area is based upon these projections. Once classes are scheduled, it is difficult to make a schedule change because some classes will be at capacity. Therefore, if a student wishes to drop an AP and/or Honors course from their schedule they must do so not later than June 13th of the 2024-2025 school year.

Only the following reasons will constitute a need for change after these deadlines:

1. Semester imbalances.
2. Replacement of summer school courses/courses successfully completed.
3. Schedule adjustments for educational options.
4. Inappropriate course as directed by prerequisite, final grade, or staff recommendation
5. Requests appearing on the original form but not on the schedule.
6. Change of teacher only is student has had the teacher previously and failed the course. (ONLY IF POSSIBLE)
7. Changes which can be made by directly replacing a study hall or dropped course. (Must be room available)

TIMELINES

ADDS:

- Full year classes can be added until the tenth day of school. Semester classes can be added until the tenth day of the semester.

DROPS:

- If a student drops a year-long course by the end of the first nine weeks grading period, or a semester course no later than the 10th school day, any record of the course will be deleted.
- A withdraw passing (WP) would be noted should the student drop a semester class that they are passing (A through D) ten days after grades are posted at the end of the quarter.
- A year-long class drop would be noted as (WP) withdraw passing provided the student is passing (A through D) ten days after grades are posted at semester end.
- Year-long and semester courses dropped after the above stated deadlines will result in the withdraw failing (WF).
- **NO STUDENT MAY BE ENROLLED IN LESS THAN FIVE CLASSES PER SEMESTER.**

Athletes must take/pass 5 courses each 9 weeks. Physical Education classes and NIMS do not count as one of the five courses.

PREREQUISITES

In the course description section of this book, many courses have prerequisites listed. A prerequisite means that a certain level of competence or previous coursework is expected in order to achieve success in the class. If a student insists on taking a class for which the pre-requisite has not been met, she/he should not expect the teacher to slow the pace of the class to accommodate the student, nor will the student be given adjusted requirements in order to succeed. A student will not be permitted to “try out” a class to see if he/she can perform. Once a student who has not met the prerequisites enrolls, he/she will not be able to drop that class and pick up another one.

POSSIBLE ELECTIVES

In order to provide a well-rounded curriculum that services the needs of all our students, we may add or delete classes depending on availability of time, instructors and students.

CREDIT FLEXIBILITY

Credit Flexibility is a new way for students to earn high school credit. Directed by Ohio Senate Bill 311 (Ohio CORE Legislation), the State Board of Education adopted a plan that allows students in all grades to earn high school credits in ways other than traditional coursework and classroom instruction. This “credit flexibility” allows students to earn graduation credit through one of the following options:

1. successfully completing coursework
2. testing out or showing mastery of course content
3. pursuing an educational option and/or an individually approved option
4. any combination of the above option

The purpose of the credit flexibility option is to develop learners who plan their own learning, including learning objectives connected to academic content standards, and a plan whereby they will attain those objectives outside of the traditional classroom. This procedure provides for personalized educational options for students in which they will identify, acquire, and demonstrate competency in a given content area to earn graduation credit.

Credit flexibility shifts the focus from “seat time” associated with classroom instruction to performance and the demonstration of subject area competency. Credit Flexibility applications must be reviewed and approved by a committee of school district personnel.

The Credit Flexibility Application and Handbook is available in the Guidance Office. The application must be returned to the Guidance Office by **April 1st** of the current school year in order to be eligible for Credit Flexibility in the upcoming school year.

Fees are established for credit flexibility options as needed.

ADVANCED PLACEMENT (AP) PROGRAMS

Courses offered in AP Government, AP English, AP Biology, and AP Psychology, and AP Environmental Science. Classes will be taught on a college level. **Students must take a test at the end of the year if they are enrolled in AP classes.** Depending on their score, students can earn college credit without having to pay for it. There is a rebate for the cost of the exams depending on student score. **Students are not permitted to drop AP Classes once they leave for summer break.**

COLLEGE CREDIT PLUS CC+

Students have the opportunity to take college classes for high school and college credit. The following are the three ways this can be achieved.

- **High School Classrooms**
 - High School teacher teaches college class at home school.
- **Online**
 - Course is taught by a college professor
 - Students complete all of their work in an online environment
 - Struthers High School will only see final grade for course
- **On Campus**
 - Students attend class on a college campus. They participate in lectures, class discussions, assignments and test in the classroom
 - Struthers High School will only see final grade for course

Eligibility

- Open to 7-12 graders*
- General YSU admission requirements
 1. Have an overall core GPA of 2.0 on a 4.0 scale
 2. Have composite ACT score of 17 or SAT critical reading and math composite of at least 920
 - Must have one of the following subscores or benchmark scores.
 - ACT English 18
 - ACT Math 22
 - ACT Reading 22
 - SAT Reading/Writing 480
 - SAT Math 530

OR

1. Have an overall GPA of 3.0 on a 4.0 scale and core GPA 2.0
2. Have composite ACT score of 17 or SAT critical reading and math composite of at least 920

OR

1. Have a GPA 2.0 on a 4.0 scale
2. Have the following eligibility test scores:
 - a. Writing 263
 - b. Reading 250
 - c. Math 263

- **Taking CCP courses from different colleges/universities may require different admissions requirements**

***Admission does not guarantee registration in all course offerings**

- Let your school counselor know you want to take CCP classes by **April 1st**
- Meet with your counselor to discuss option
- Have an ACT or SAT Test on file
- Apply to The University or College by the deadline
- All students enrolled in CCP courses must attend an orientation and meet with an advisor.

****Important Information for CCP Courses:**

All students who are full-time on campus or online CCP students are required to be enrolled in at least 4, three credit hours classes, throughout the year, in order to be a full time high school student.

Student athletes MUST have a minimum of 3 classes, per semester and season, in order to be eligible for play.

Struthers City Schools will follow the option to seek reimbursement for failed college credit courses, and may withhold grades and credits received for high school courses taken until reimbursement has been made.

NCAA

Division I Academic Requirements

College-bound student-athletes enrolling at an NCAA Division I school need to meet the following academic requirements to practice,

Core-Course Requirement

Complete 16 core courses in the following areas:

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

Full Qualifier

- Complete 16 core courses.
 - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
 - Seven of the 10 core courses must be in English, math or natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale (see next page).
- Graduate high school.

Academic Redshirt

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

Full Qualifier

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

Academic Redshirt

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

Nonqualifier

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

Division II Academic Requirements

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

Core-Course Requirement

Complete 16 core courses in the following areas:

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

Full Qualifier

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.200.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division II full qualifier sliding scale (see next page).
- Graduate high school.

Partial Qualifier

- College-bound students-athletes enrolling at an NCAA member school August 1, 2021, or later, that do not meet Division II full qualifier standards will be deemed a partial Qualifier.

Full Qualifier

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

Partial Qualifier

College-bound student-athletes may receive an athletics scholarship during their first year of enrollment and may practice during their first year of full-time enrollment at a Division II school, but may NOT compete.

Nonqualifier

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

Test Scores

When a student registers for the SAT or ACT, he or she can use the NCAA Eligibility Center code of 9999 to send their scores directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts CANNOT be used in an academic certification.

A combined SAT score is calculated by adding critical reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

| DIVISION I FULL QUALIFIER SLIDING SCALE | | | | | |
|--|------|----------|----------|------|----------|
| Core GPA | SAT* | ACT Sum* | Core GPA | SAT* | ACT Sum* |
| 3.550 | 400 | 37 | 2.750 | 810 | 59 |
| 3.525 | 410 | 38 | 2.725 | 820 | 60 |
| 3.500 | 430 | 39 | 2.700 | 830 | 61 |
| 3.475 | 440 | 40 | 2.675 | 840 | 61 |
| 3.450 | 460 | 41 | 2.650 | 850 | 62 |
| 3.425 | 470 | 41 | 2.625 | 860 | 63 |
| 3.400 | 490 | 42 | 2.600 | 860 | 64 |
| 3.375 | 500 | 42 | 2.575 | 870 | 65 |
| 3.350 | 520 | 43 | 2.550 | 880 | 66 |
| 3.325 | 530 | 44 | 2.525 | 890 | 67 |
| 3.300 | 550 | 44 | 2.500 | 900 | 68 |
| 3.275 | 560 | 45 | 2.475 | 910 | 69 |
| 3.250 | 580 | 46 | 2.450 | 920 | 70 |
| 3.225 | 590 | 46 | 2.425 | 930 | 70 |
| 3.200 | 600 | 47 | 2.400 | 940 | 71 |
| 3.175 | 620 | 47 | 2.375 | 950 | 72 |
| 3.150 | 630 | 48 | 2.350 | 960 | 73 |
| 3.125 | 650 | 49 | 2.325 | 970 | 74 |
| 3.100 | 660 | 49 | 2.300 | 980 | 75 |
| 3.075 | 680 | 50 | 2.299 | 990 | 76 |
| 3.050 | 690 | 50 | 2.275 | 990 | 76 |
| 3.025 | 710 | 51 | 2.250 | 1000 | 77 |
| 3.000 | 720 | 52 | 2.225 | 1010 | 78 |
| 2.975 | 730 | 52 | 2.200 | 1020 | 79 |
| 2.950 | 740 | 53 | 2.175 | 1030 | 80 |
| 2.925 | 750 | 53 | 2.150 | 1040 | 81 |
| 2.900 | 750 | 54 | 2.125 | 1050 | 82 |
| 2.875 | 760 | 55 | 2.100 | 1060 | 83 |
| 2.850 | 770 | 56 | 2.075 | 1070 | 84 |
| 2.825 | 780 | 56 | 2.050 | 1080 | 85 |
| 2.800 | 790 | 57 | 2.025 | 1090 | 86 |
| 2.775 | 800 | 58 | 2.000 | 1100 | 86 |

| DIVISION II FULL QUALIFIER SLIDING SCALE | | | | | |
|---|------|----------|----------|------|------------|
| Core GPA | SAT* | ACT Sum* | Core GPA | SAT* | ACT Sum* |
| 3.300 & above | 400 | 37 | 2.725 | 730 | 52 |
| 3.275 | 410 | 38 | 2.700 | 740 | 53 |
| 3.250 | 430 | 39 | 2.675 | 750 | 53 |
| 3.225 | 440 | 40 | 2.650 | 750 | 54 |
| 3.200 | 460 | 41 | 2.625 | 760 | 55 |
| 3.175 | 470 | 41 | 2.600 | 770 | 56 |
| 3.150 | 490 | 42 | 2.575 | 780 | 56 |
| 3.125 | 500 | 42 | 2.550 | 790 | 57 |
| 3.100 | 520 | 43 | 2.525 | 800 | 58 |
| 3.075 | 530 | 44 | 2.500 | 810 | 59 |
| 3.050 | 550 | 44 | 2.475 | 820 | 60 |
| 3.025 | 560 | 45 | 2.450 | 830 | 61 |
| 3.000 | 580 | 46 | 2.425 | 840 | 61 |
| 2.975 | 590 | 46 | 2.400 | 850 | 62 |
| 2.950 | 600 | 47 | 2.375 | 860 | 63 |
| 2.925 | 620 | 47 | 2.350 | 860 | 64 |
| 2.900 | 630 | 48 | 2.325 | 870 | 65 |
| 2.875 | 650 | 49 | 2.300 | 880 | 66 |
| 2.850 | 660 | 49 | 2.275 | 890 | 67 |
| 2.825 | 680 | 50 | 2.250 | 900 | 68 |
| 2.800 | 690 | 50 | 2.225 | 910 | 69 |
| 2.775 | 710 | 51 | 2.200 | 920 | 70 & above |
| 2.750 | 720 | 52 | | | |

MAHONING COUNTY CAREER AND TECHNICAL CENTER (MCCTC)

Struthers High School cooperatively with the MCCTC offers 11th and 12th grade students a comprehensive vocational program, wherein, a student entering his/her junior year may choose to acquire training in one of the many vocational specialties for a period of 2 years.

A STUDENT ATTENDING THE MCCTC MUST MEET THE GRADUATION REQUIREMENTS OF STRUTHERS CITY SCHOOLS TO RECEIVE A DIPLOMA.

Application to MCCTC programs is made from Struthers High School in the fall of sophomore year.

Listed below are requirements and suggestions for all students attending the Mahoning County Career and Technical Center:

- 1.) The student should be a junior in the home school---or be able to make up credit deficiencies in summer school that is lacking to become a junior.
- 2.) Graduation credits must total 21 units and meet all Struthers City Schools requirements for graduation.
- 3.) The required courses for graduation are:

| | |
|------------------|-----------------------------|
| English- 4 units | Health- .5 unit |
| Math- 4 units | Physical Education- .5 unit |
| Science- 3 units | Vocational field- 8 units |

Social Studies- 3 units (Required: American History, POD,
And Global Studies)

TOTAL UNITS: 21

To attend the MCC&TC, the following work should be completed or the high school diploma may be delayed:

| | | |
|-------------------------|------------------|----------------------|
| English- 2 units | Health- .5 unit | Math- 2 units |
| Phys. Ed.- .5 unit | Science- 2 units | Electives- 1.5 units |
| Social Studies- 2 units | | |

IT WILL BE THE RESPONSIBILITY OF THE STUDENT TO MAKE UP ALL DEFICIENCIES BY ATTENDING SUMMER SCHOOL.

You, as a student at the MCCTC, will be eligible to participate in activities of the home school such as athletics, band, etc., as long as you comply with the high school rules and regulations.

TO ATTEND SOCIAL ACTIVITIES OF THE HOME SCHOOL, YOU MUST ABIDE BY THE SCHOOL DRESS CODE, AND RULES AND REGULATIONS OF THE HOME SCHOOL.

NOTE: After the traditional 2 week acclimation period, students may NOT return to the home school.

CLASS FEES

Fees may be charged for classes. The following is a list of fees for the classes. This is a tentative list and is subject to change:

| | |
|--------------------------------|--|
| Anatomy & Physiology - \$12.00 | Art I - \$10.00 |
| Biology - \$8.00 | Art II - \$15.00 |
| Chemistry I & II - \$12.00 | Art History- \$10.00 |
| MakerSpace- \$15.00 | Ceramics- \$15.00 |
| Advanced Art \$25.00 | 3D Design- \$10.00 |
| Biology 2 - \$10.00 | Environmental Science - \$8.00 |
| Computer Graphics 1-\$10.00 | Computer Graphics 2- \$15.00 |
| Physics - \$12.00 | Show Choir-\$20.00 |
| Choir - \$5.00 | Spanish 1-4- \$5.00 per year |
| AP Biology-\$12.00 | AP Environment- \$12.00 |
| Nutrition-\$10.00 | Child Development- \$5.00 |
| Robotics I &II- \$20.00 | Advanced Robotics- \$20.00 |
| Construction 1 & 2 \$30.00 | Small Unmanned Aircraft Systems 1&2- \$15.00 |

COURSE OFFERINGS

LANGUAGE ARTS

*****NOTE:** Students who sign up for the Honors/AP English classes may not drop them once school is out for the summer.

HONORS ENGLISH DESCRIPTION

The Honors English classes are for those students who have superior skills in reading, vocabulary, literary analysis, composition, and demonstrate the ability to think critically and independently about texts. On all levels, readings will focus on classics and worthy, present-day literature, writing in the various modes of argumentative, expository, descriptive, narrative, and discussion on the exchange of ideas prompted by the readings. Assignments are focused on the reading and discussion. Research projects will be assigned as a tool to teach research methods, writing format, and analytical thinking. Students are required to complete the summer reading list and to complete given assignments prior to the beginning of the academic school year. The list may be obtained from the guidance department upon registration. The Honors English classes may also prepare students for the College Board Advanced Placement exam given annually to seniors. On the basis of this exam, college policy, and stipulated scores, students can earn a full year's credit in English, saving time and money.

HONORS ENGLISH 9

All year

1 credit

Placement Criteria:

- Grade A or B in 8th grade English and Teacher Recommendation

Student Traits for Success:

- Capable of reading long texts independently for understanding.
- Actively participates in discussion and group work

In this course, students will be introduced to and develop fundamental skills necessary for high school ELA courses. Prior to the start of Honors English 9, students will complete a summer reading assignment appropriate for the course. This course will focus on literature, informational text, **writing, and comprehension skills** necessary for success in high school and beyond. In addition, **students will be required to read 2-3 novels, shorter literary texts, and various nonfiction texts, both as a whole class and individually throughout the school year.** Along with reading skills, students will be introduced to writing skills **required** throughout their high school careers. Students will **be tasked with writing** 3-4 essays **in** the course of the year on various topics relating to the texts read in class. Students will specifically focus on thesis statements, topic sentences, transitions, introductions and essay hooks, as well as work with **MLA** citations and research-based writing.

ENGLISH 9

All year

1 credit

Prerequisite: “C” or better in English 8

In this course, students will be introduced to and develop fundamental skills necessary for high school ELA courses. This class will focus on literature, informational text, and **writing, and comprehension skills** appropriate to the student level of achievement. In addition, students will focus on 1-2 class novels read independently, in small group, or as a whole class. **Along with reading skills**, students will be introduced to writing skills they will need throughout their high school careers. Students will write 2-3 lengthy essays a year with smaller writing assignments throughout the course. **Writing skills instruction will be focused on thesis** statements, topic sentences, transitions, an introduction to essay hooks, **and concise elaborations**.

GENERAL ENGLISH 9

All year

1 credit

In this course, students will be introduced to and develop fundamental skills necessary for high school ELA courses. Students in this course will receive instruction from a general education teacher as well as an intervention specialist. This class will focus on literature, informational text, **writing skills, and comprehension** appropriate to the student level of achievement. In addition, students will focus on **various texts, including novels read independently, in small group, or in whole group; other, shorter literary texts; and nonfiction pieces**. Along with reading skills, students will be introduced to writing skills they will need throughout their high school careers. Students will write **multiple** lengthy essays a year with smaller, **various** writing assignments throughout the course. **Writing skills instruction will be focused on thesis** statements, topic sentences, transitions, an introduction to essay hooks, **and concise elaborations**.

HONORS ENGLISH 10

All year

1 credit

Placement Criteria

- 1.) Teacher recommendation
- 2.) English grade “B” or better
- 3.) G.P.A. “B” or better to continue in Honors program
- 4.) For admission to Honors 10- “A” or “B” in Honors 9 or teacher recommendation
- 5.) For admission to Honors 10- “A” or “B” in English 9 and teacher recommendation **and evaluation of student work from English 9 by Honors 10 instructor.**

Student Traits:

- Enjoys reading and writing
- Is a perceptive and comprehensive reader
- Possesses initiative and drive for academic success
- Actively participates in class discussion and respects others’ ideas, perspectives, and feelings
- Listens attentively and thinks logically and creatively
- Works well independently and collaboratively
- Is responsible, trustworthy, and open-minded
- Accepts and utilizes constructive feedback

Students in this course will be required to read multiple texts, discuss them in an analytical manner, and write coherently about them. Honors 10 students must be able to read independently, think critically about texts, write analytically in multiple modalities (expository, argumentative, descriptive, narrative), and accept and utilize teacher feedback on writing assignments. A wide variety of texts will be assigned throughout the year, including nonfiction texts (novels, essays, op-eds, articles), literature (short stories, poems, novels), and visual media (film clips, news videos). Much of this course prepares students for the English II EOC exam, with the expectation that students score a 3 or higher. The end of Honors 10 will allow students to focus their studies on their 11th grade English class, explicitly preparing for English 11, Honors English 11, or Composition 1550.

ENGLISH 10

All year

1 credit

Prerequisite: “C” or better in English 9

The course focuses on reading, analytical, and composition skills. It is designed to expose students to various genres of reading such as poetry, fiction, non-fiction, and drama. In addition, students will be required to read several novels, both as a whole class and independently. Another major element of the class is developing students’ potential as writers by learning to clearly express their ideas in writing, to convey relevant information, to argue opinions, and to entertain themselves and their readers while focusing on a variety of purposes and audiences. The course will also require students to utilize multiple styles of research and present their findings appropriately for the task and in accordance with MLA style of documentation and citation. To practice this, students will participate in several projects requiring research, sharing of information, and documentation.

GENERAL ENGLISH 10

All year

1 credit

The course focuses on reading skills, basic analysis skills, and composition skills. Students in General 10 will read texts from various genres, including short stories, novels, poetry, essays, speeches, and articles among many others. Additionally, students will be required to read several novels, both as a whole class and independently. This course develops writing skills by breaking down writing tasks into smaller sections, focusing on the purpose of each stage of the writing process and the purpose of varying pre-writing skills via several types of writing assignments, such as formal essays, reader’s responses, and text-based analyses. The course will also require students to utilize multiple styles of research and present their findings appropriately for the task and in accordance with MLA style of documentation and citation. To practice this, students will participate in several projects requiring research, sharing of information, and documentation.

HONORS ENGLISH 11

All year

1 credit

Placement Criteria

- 1.) Teacher recommendation
- 2.) English grade “B” or better
- 3.) G.P.A. “B” or better to continue in Honors program
- 4.) For admission to Honors 11- successful completion of Honors 10 or teacher recommendation

In this course, students will explore a variety of literature. Students will write using a variety of modes including: explanatory, argumentative, and some creative writing. The course will also allow students to use research according to the MLA and APA style of documentation and citation. Students will also embark on an extensive multimedia research project where they will explore a world issue and solve it. This also has a community piece to raise awareness as well. Students will become exposed to the English and Reading sections of the ACT where they will learn more about punctuation, grammar, and other skills to ensure success on the test. **Students are reviewed and rescheduled each year to continue the program.**

ENGLISH 11

All year

1 credit

Prerequisite: “C” or better in English 10, or General English 10 grade of “A”

English 11 combines the study of research techniques and literature and is designed for those students not enrolled in Honors English 11. Students will delve into various genres of literature (fiction, nonfiction, drama, etc.) whereupon they will analyze various literary techniques as it pertains to each individual text. They will get hands-on help in all phases of the research writing process; selecting a process, preliminary outlining, avoiding plagiarism, proper attribution of sources, writing a rough draft, revising and editing, compiling works cited pages, etc. Additionally, students will study various components of the ACT test, including strategies designed for success on both the English and reading portions of the exam. Overall, English 11 is designed to prepare students for English 12 and various dual-credit courses offered within the English department.

GENERAL ENGLISH 11

All year

1 credit

General English 11 will consist of composition and grammar review plus reading literature using texts appropriate for the level. Students will continue to develop writing skills learned in General English 10 and reinforce their basic knowledge of grammar. Students will also continue to develop vocabulary and reading skills as they pertain to various literary elements. The emphasis here is to teach students the skills necessary for better and more comprehensive reading through literature, research, and writing. Writing will comprise both formal as well as creative elements. Additionally, students will study various components of the ACT test, including strategies designed for success on both the English and reading portions of the exam.

AP ENGLISH 12

All year

1 credit

Tentative Placement Criteria may include any/all of the following:

- 1.) Surveys and class visits
- 2.) End of Course Exam results
- 3.) PSAT results
- 4.) ACT/SAT test results
- 5.) Report card marks
- 6.) Review of courses taken: Career path selected may hold influence
- 7.) Teacher Recommendations from core courses
- 8.) Essay Prompt
- 9.) Interview (may be used for borderline students)
- 10.) Rubric: May be generated to score students to strengthen objectivity

Advanced Placement English 12 maintains a rigorous study of the World's Literature. Students will be expected to critically analyze a broad spectrum of works via verbal and written interpretation. Through insightful reading, discussion, and written analysis – students will gain appreciation for the periods in which these selections of poetry, prose, art and other media were composed. This course is designed for the most serious of language arts students looking beyond high school. **Students are required to take the Advanced Placement Test for English Literature.**

ENGLISH 12

All year

1 credit

Prerequisite: “C” or better in English 11 or General English 11 grade of “A”, contingent upon offering of General English 12

English 12 is designed to provide the college-bound senior, not enrolled in the Honors English 12, with a variety of activities to promote effective communications and appreciation of literature. Students will also explore career options, create a resume, cover letter and a professional reference sheet. Students will also be required to complete the Ohio Means Jobs Readiness Seal Validation Form to earn the seal for their diploma. Students will review strategies for effective writing in a number of different modes: essays, fiction, poetry, etc. Research writing will also be reviewed and expanded upon; students will also gain experience in public speaking through required presentations and activities. A variety of literature, designed to familiarize the student with various literary techniques, concepts, and values will also be included. Units of study may include, but are not limited to, mythology, multicultural literature, and short stories. Novels, both classic and contemporary, may also be utilized within the context of this course.

GENERAL ENGLISH 12

All year

1 credit

Prerequisite: "D" in English 11 (with the affirmation of the English 11 teacher and consideration based on the student's standardized test scores); or Gen. English 11

This course is designed for the non-college bound senior to reinforce skills necessary for effective communications and to enhance the appreciation of literature. General English 12 will include study in a variety of everyday communications, including reading, writing, and speaking. Students will also explore career options, create a resume, cover letter and a professional reference sheet. Students will also be required to complete the Ohio Means Jobs Readiness Seal Validation Form to earn the seal for their diploma. Units of study may include, but are not limited to, mass media, mythology, and persuasive writing. Novels, both classic and contemporary, may also be utilized within the context of this course. Research writing will also be reviewed and expanded upon; students will also gain experience in public speaking through required presentations and activities.

COLLEGE CREDIT PLUS COMPOSITION ENGLISH(1550) 1 Semester(Fall) 1 credit

Prerequisite: Acceptance into the CCP program. 18 English sub-score on ACT,

Note: This is a Dual Credit (College in High School) course. Students may earn 3 college semester hours.

This is a college level course in which students will develop strategies for writing as a means of critical inquiry, with focus on writing processes and on the roles of writer, audience, and purpose as they affect writing. **This Course follows the YSU syllabus of English 1550: Writing 1**

COLLEGE CREDIT + COMPOSITION ENGLISH(1551) 1 Semester(Spring) 1 credit

Prerequisite: Acceptance into the CCP program. Completion of Writing 1 or placement requirement.

Note: This is a Dual Credit (College in High School) course. Students may earn 3 college semester hours.

This is a college level course in which students will develop strategies for writing as a means of critical inquiry, with focus on writing processes and on the roles of writer, audience, and purpose as they affect writing. **This Course follows the YSU syllabus of English 1551: Writing 2**

LANGUAGE ARTS ACT PREP COURSE 10,11,12 9 weeks .25 credit

Language Arts ACT Prep will be offered in conjunction in Math ACT Prep course.

This course will prepare students to successfully navigate the ACT and/or SAT, and will concentrate on vocabulary development, reading comprehension, and standardized test-taking strategies. This course may also benefit students taking the end of course exams. Students in lower grades maybe considered by guidance and administration on an individual basis.

PUBLIC SPEAKING I 9, 10, 11, 12 1 Semester .5 credit

A one semester course emphasizing the basics of communications including verbal and non-verbal cues, physical aspects of speech, delivery of the five basic types of speeches (to inform, convince, persuade, inspire, entertain), methods of delivery including impromptu, extemporaneous, script and the use of visual aids.

ART OF CREATIVE WRITING 9,10,11,12 1 Semester .5 Credit

This course will teach students the art of creative writing, in which they will learn the fundamentals of writing for creative purposes, including the four major creative writing pieces: Plays, Short Stories, Novellas, and Novels. Students will be required to choose ONE of the four writing pieces to complete as their final exam at the end of the semester. Students will learn how to write creatively including the elements fiction, narration, characterization, dialogue, elements of poetry, etc. This course should be taken in grades 10-12 with a prerequisite of a C or higher in English 9, 10, or 11. With special permission we can open it to 9th grade students if that is what you want to do.

JOURNALISM I 9,10,11,12 All year 1 credit

Prerequisite: "B" or better in prior English course. Note: not considered an English credit for graduation.

In journalism, students learn the process of publishing a school paper, from gathering the news to desktop publishing. Journalism helps a student develop an inquisitive mind, to investigate, and to organize a set of facts into a clearly understood story. The student will learn how ideas are communicated and develop the ability to write interviews, personality stories, human interest stories, current events, reviews, editorials, feature stories, and sports stories. Students will learn the "ins and outs" of newspaper production on the high school level. There is hands-on experience with word processing, desktop publishing, digital photography, and layout techniques. The ability to work independently on a deadline is useful. **NOTE: Students will be required to sell ads for the newspaper.**

JOURNALISM II & III & IV 10, 11,12 All year 1 credit

Prerequisite: "B" average or better in Journalism I/II/III

This course extends a student's experience in journalism and school newspaper publication. Students learn more advanced writing and editing skills and gain valuable leadership experience by overseeing the publication of the school newspaper. Students in this course should have a strong interest in journalism and have the self-discipline and communicative skills necessary to act as editors/assistant editors. **NOTE: Students will be required to sell ads for the newspaper.**

COLLEGE CREDIT PLUS AMERICAN LITERATURE & DIVERSITY

11, 12 1 Semester (Spring) 1 credit

Note: This is a Dual Credit (College in High School) course. Students may earn 3 college semester hours.

Prerequisite: Prerequisite: Acceptance into the CCP Program

This course is designed to introduce some diverse forms and voices in American literature. All the books that are used in the course are by twentieth-century authors and represent three literary genres: The short story; the novel; and drama. In addition, diverse forms and voices of American poetry are also explored. The aim of the course is to see that American literature represents American culture in all of its diverse forms, including class, race, and ethnicity. **This Course follows the YSU syllabus of English 2618: American Literature and Diversity. This class will count as one of the several required Humanities courses at the collegiate level.**

COLLEGE CREDIT PLUS EXPLORING MAJORS & CAREERS

11, 12 1 Semester .5 credit

Note: This is a Dual Credit (College in High School) course. Students may earn 1 college semester hours.

Prerequisite: Acceptance into the CCP Program

This course is designed to help students understand the major and career decision-making process. Identify career-decision making tools and know how to conduct career-related research including the Clifton Strengths Assessment, O*NET Interest Profiler, and PathwayU. Students will then synthesize insights gathered from self-assessments to identify academic and career options of interest using the YSU eCatalog and O*NET to match majors to career paths. This course may also include job shadowing opportunities, industry credentials, and Ohio Means Job Readiness Seal.

This Course follows the YSU syllabus of CARD1520: Exploring Majors and Careers

GRAMMAR 1: 9, 10, 11, 12 1 Semester .5 credit

In this semester class, students will receive a foundational introduction to English grammar and writing skills. The first nine weeks will focus on reviewing parts of speech and proper usage of end punctuation, commas, and apostrophes, among other grammar concepts. The second nine weeks will be dedicated to writing instruction; students will learn how to use correct sentence structure and avoid using fragments in their own writing. This course is designed for students who want to build their high school-level writing skills.

GRAMMAR 2: 9, 10, 11, 12 1 Semester .5 credit

In this semester class, students will learn advanced grammar and writing skills. The first nine weeks will focus on grammar practice to learn proper usage of semicolons, colons, and ellipses, among other grammar concepts. The second nine weeks will be dedicated to writing instruction; students will learn how to craft sentences in varying structure; coherent, detailed paragraphs; and how to organize and write expository, argumentative, and narrative essays. This course is ideal for college-bound students, but it is beneficial for all students taking an English course.

EXPLORING MAJORS & CAREERS 11,12 1 Semester .5 credit

This course is designed to help students understand the major and career decision-making process. Identify career-decision making tools and know how to conduct career-related research including the Clifton Strengths Assessment, O*NET Interest Profiler, and PathwayU. Students will then synthesize insights gathered from self-assessments to identify academic and career options of interest using the YSU eCatalog and O*NET to match majors to career paths. This course may also include job shadowing opportunities, industry credentials, and Ohio Means Job Readiness Seal.

MYTHOLOGY 10,11,12 1 semester .5 credit

Prerequisite: "C" average or better in English

This course is designed to enhance understanding of mythology and its continuing influence on our modern world. The class will focus mainly on Greek/Roman mythology, but will also incorporate mythology from other cultures as well, including Norse, Egyptian, and Indigenous American. Students will share their learning through creative projects, short papers, and presentations. The culminating assignment will task students with comparing specific concepts from two or more mythologies studied throughout the course and discussing how they are both prevalent in today's society.

HOPEWELL 9,10,11,12 1 year 1 credit

Prerequisite: A grade of “B” or better in English (or by approval of the instructor).

Note: 9TH graders must submit an opinionated writing piece and be approved by the instructor.

The objective of this course is to design and produce the school’s yearbook. Students will learn various tasks and skills including: collaboration, teamwork, leadership skills, ad sales, yearbook sales, photography, record keeping, organization, planning/designing and production of spreads, writing copy, captions and editing while using the publisher’s online program. *Production of the yearbook is an ongoing project which does not finish at the end of the school year; but may continue into summer break.* Some activities may also begin before the academic year officially starts. **During the second semester, after-school work sessions become a necessity to meet publishing deadlines, and will be required as part of the overall grade.**

Note: Students will also be required to sell ads for the yearbook as part of the course requirements.

FINE ARTS: ART & MUSIC

ART I 9, 10,11,12 All year 1 credit

Art I studio is designed to acquaint students with diversified art subjects, materials, techniques and technology. Students will be introduced to historical, multicultural and contemporary artists/movements. Areas covered will include basic drawing skills, color theory, printmaking, ceramics, various painting techniques and Adobe Photoshop Basics. **\$15 Fee**

ART II 10, 11,12 Semester .5 credit

Prerequisite: A grade of C or better in Art I

Art II studio is designed for advanced drawings, paintings, ceramics and printmaking. Students will use a wide range of media and surfaces for 2D & 3D techniques. Art II will investigate real world examples of working artists and develop ideas based on historical and current issues in art. Other areas covered will include art and technology (Adobe Photoshop) and mixed media. **\$15 Fee**

3D DESIGN 10, 11, 12 Semester .5 credit

Prerequisite: C or better in Art I

This course is designed for students interested in “hands on” art experiments! 3D art will emphasize Art in the Round and Relief Art. Project materials include clay, Paper Mache, wire, glass, as well as other “found object” material. Students will create individual and collaborative projects. **\$10 Fee**

ART HISTORY 10, 11, 12 Semester .5 credit

Prerequisite: C or better in Art I

Who is Mona Lisa? Where are the stars in “Starry Night”? The answer to those questions and so much more in Art History! This course is designed to introduce students to historical, cultural and contemporary works of art. Students will work on independent, paired and group assignments reflective of the artwork viewed. **** Museum Field Trip Fee \$5-\$15**

CERAMICS 10,11,12 Semester .5 credit

Prerequisite: C or better in Art I

Designed to introduce students to the discipline of hand-building in ceramics. Students learn the technical processes involved in forming and firing. Tools are introduced including the slab roller, extruder and others. Basic glaze and clay chemistry and physics will also be covered. These techniques are explored in the context of ceramic art historically and in its contemporary concerns. Students engage in making and research in these pursuits. **\$15 Fee**

MAKER SPACE ART DESIGN 11,12 All Year .5 credit

Prerequisite A grade of a B or higher in Art/Graphics

Makerspace is a new hands-on class that takes creating to making. In this course students will develop and create projects using the Cricut, Dremel Laser, and Roland Printer and some wood shop tools. Products will be developed , marketed, and sold by students. **\$15 Fee**

ADVANCED ART/AP ART 11,12 All year 1 credit

Prerequisite: C or better in Art II

*Previously of Art 3 and Art 4

Now that you have mastered various methods of 2D/3D design learn to develop your personal artistic style and communication. Love working on self-interest projects? Interested in exploring new art techniques? Do you need a portfolio for art school or college admissions? This year long course will help you create theme-based works of art and show you how to represent yourself as a student artist! **\$25 Fee**

COMPUTER GRAPHICS 1 10,11,12 All year 1 credit

Prerequisite: Preferred to have Art 1 or 10th grade status with teacher/counselor approval.

This course will be instructed with 3 main goals to develop digital design skills. Goal 1 – Students will learn digital photography basics with photo editing skills. Goal 2 – Introduction and application of Adobe Photoshop technology combined with teacher and student led projects. Goal 3 – Design graphics for the Struthers News Network as well as various school community projects. **\$15 Fee**

COMPUTER GRAPHICS 2 11, 12 All year 1 credit

Prerequisite: C or better in Computer Graphics 1

Computer Graphics II is designed for students who enjoy both image editing and elements of Adobe Photoshop. This class will combine more advanced graphic design concepts as well Adobe Illustrator and InDesign. Students will work on self- interest and “real world” design projects. Computer Graphics II students will digitally contribute to the content and design of the Struthers New Network & school community. **\$15 Fee**

Computer Graphics I & II students will be given opportunities to practice & prepare for further accreditation in Adobe programs.

MUSIC

CHORALE

9,10,11,12

All year

1 credit

Prerequisite: Students must have a “C” or better in previous year.

Students will work together as a group to develop an appreciation for different musical styles and to understand how those styles relate to the development of music through the ages. Students will have the opportunity to build a foundation of musical concepts that deal with the elements such as rhythm, melody, harmony, dynamics, texture, tonality, and form. Vocal skills involve an understanding of these elements of music as well as a knowledge of the fundamentals of good vocal production. Students will also incorporate technology into the furthering of their musical education. While performance is an important part of the chorale experience, rehearsals will include the study of the literature being performed. Participation in the high school choral program should allow the students to develop a positive attitude toward music, to make value judgments about the many styles of music in today’s society and to feel comfortable using music as a vehicle of personal expression in both performance and recreation. **NOTE: A fee of \$5.00 will be charged.**

S.H.S. SHOW CHOIR

9,10,11,12

All year

1 credit

Prerequisite: **Students must audition for this class.** Successful entry into the group will require demonstration of proper vocal technique, a good sense of rhythm, an outgoing personality, and a positive attitude.

Students will build a foundation of musical concepts that are aligned with the standards that have been set by the state of Ohio and national standards. These include elements such as rhythm, melody, harmony, dynamics, texture, tonality, and form. Students will develop perceptual, cognitive, affective, and psychomotor skills, including choreography and performance, through choral experiences. **(Because this is a select group, students will be required to adjust after school schedules to meet the demands of outside performances. Attendance at performances is required and is a contributing factor as part of the assessment).** In order to accommodate all the performance opportunities that are available, students are expected to take an active role in their own musical learning. This includes coming to rehearsal with an open mind and a willingness to learn new and exciting things. **NOTE: A fee of \$20.00 will be charged.**

MUSICAL GENRES

9, 10, 11, 12

All Year

1 credit

This is a non-traditional music history class which studies various music genres. The course will begin with a 9-week overview of all classical music styles and then move into times of music beyond the classical realm. There will be in-depth coverage of Jazz music, from its roots in Blues to its contemporary form, as well as a look at Rock and Roll music and its progression from Do-Wop groups to the British Invasion to current trends in the genre. Along with learning about what actually makes each of these genres unique, there will be an emphasis on how each one has impacted American culture and the world at large. This course may include in-class speakers and a year-end field trip. **NOTE: Students not achieving a passing grade at the time of purchasing tickets to the Rock & Roll Hall of Fame will not be permitted to attend.**

JAZZ BAND

9, 10, 11, 12

semester

.5 credit

Students in Jazz Band will learn the history and theory (music fundamentals) of jazz music. Students will study scale, chords and harmony of jazz music as well as the art of improvisation. Students must already have knowledge of how to play an instrument that is part of a Jazz Band. **NOTE: The class requirements include performances outside the daily classroom, written work, as well as 2 or 3 concerts a year.**

MARCHING/CONCERT BAND 9,10,11,12 ALL YEAR 1 credit

Prerequisite: Returning members should have earned a C or better in the previous school year to enroll for another year. Students without a C or better average in the previous year can seek teacher approval.

The band class encompasses both marching band and concert band. There are obligations outside of the normal school year and school day. These include band camp, football games, band nights, parades, and concerts. **This course is now a full year course.**

STRUTHERS NEWS NETWORK

Struthers News Network is a collaborative effort to connect the city and school community. Network classes will provide both digital design and implementation of various media for community viewing.

INTERACTIVE DIGITAL MEDIA 1 9,10,11,12 All Year 1 Credit

Prerequisite: Public Speaking and/or Teacher Recommendation

This course is designed to instruct the beginning basics of Digital Media Production (i.e. The Jungle Report, Live Feeds, Special Segments). Students will focus on both the production process and production teams at Struthers News Network. Students will be required to learn and participate in ALL aspects of the production process (i.e. reporting, production, editing, planning). Students will use their skills and creativity to coordinate, create, edit and present interactive multimedia presentations, digital images, sound and movies. Students will learn software editing with Adobe Premiere Pro and need the proper skills to use computers and the ability to learn quickly. **This course is computer based and project heavy. Students will be required to record and be on camera for the duration of this course.**

INTERACTIVE DIGITAL MEDIA 2 10,11,12 All Year 1 Credit

Prerequisite: B or better in Interactive Digital Media 1

This course is designed to further enhance the student's skills and knowledge sets in Digital Media Production, more on the production side. Students will take an active role as leaders of production teams, and will be responsible for Jungle Report segments that go beyond just reading the announcements. Digital Media 2 students will focus on features and longer in length segments that will be dispersed on our Youtube channel, and daily Jungle Reports, as well as taking on a leadership role for our first year students in creating the Jungle Report. A primary goal is to also give those students who have an interest in this career field the opportunity to further explore that opportunity. **This course is computer based and project heavy. Students will be required to record and be on camera for the duration of this course.**

ADVANCED INTERACTIVE DIGITAL MEDIA 11,12 All Year 1 Credit

Prerequisite: B or better in Interactive Digital Media 2

This course is designed to further advance the student's skills and knowledge sets in Digital Media Production, as well as being involved in more intricate and demanding productions in the school community as well as the surrounding Struthers City community. Advanced Interactive Digital Media challenges students to use their skills from Digital Media 1 and 2 to create community and school media productions that will air on the Jungle Report, and take a leadership role in helping both Digital Media 1 and 2 students learn the process of production. A primary goal is to also give those students who have an interest in this career field the opportunity to further explore that opportunity. **This course is computer based and project heavy. Students will be required to record and be on camera for the duration of this course.**

GLOBAL LANGUAGE

Foreign Language classes are performance based and follow the Ohio Department of Education standards. These standards include three modes of communication: Interpersonal, Interpretive, and Presentational.

FRENCH 1 9,10,11 All year 1 credit

Prerequisite: At least a “C” average in prior English classes;

French I introduces basic vocabulary and grammar to express everyday activities and life skills. This includes learning the days of the week, numbers, telling time, an introduction to present tense verbs and conjugations, school supplies, family members, and likes/dislikes. Listening, reading, writing, and speaking are practiced through the use of grammar activities, native speaker audio clips, computer games/programs, short stories/excerpts, presentations, dialogues, songs, and dictations. There is an emphasis on spontaneous use of memorized phrases. Cultural and geographical aspects of French speaking countries will be studied through videos, projects, and computer/online activities. **Student proficiency levels will be assessed using the ODE rubrics periodically throughout the year.**

FRENCH 2 10,11,12 All year 1 credit

Prerequisite: At least a “C” average in French 1; collaboration between the department, guidance, and administration will be required for students with an average below “C” before placement is determined. .

French 2 offers a brief review of basic grammar before incorporating more complex concepts like irregular verb groups/idioms, and situational vocabulary for homes, weather, clothes, restaurants/cafes, and food. Listening, reading, writing, and speaking continue to be practiced through the use of grammar activities, native speaker audio clips, computer games/programs, short stories/excerpts, presentations, dialogues, dictations, and compositions. Role-play scenarios and the personal nature of the topics covered allow for students to improve their communication skills. Cultural aspects of the Francophone world continue to be discussed and students will begin to make comparisons to the US. There continues to be an emphasis on speaking with less usage of memorized phrases and more spontaneous responses in specific scenarios. **Student proficiency levels will be assessed using the ODE rubrics periodically throughout the year.**

FRENCH 3 11,12 All year 1 credit

Prerequisite: At least a “C” average in French 2; collaboration between the department, guidance, and administration will be required for students with an average below “C” before placement is determined. .

French 3 offers a concentration on the expansion of vocabulary and grammar skills, covering topics such as hobbies, travel, daily routines, reflexive verbs, and the simple past tenses. Listening, reading, writing, and speaking continue to be practiced through the use of grammar activities, native speaker audio clips, computer games/programs, short stories/excerpts, presentations, dialogues, dictations, and compositions. Students will complete reports, classroom presentations, and other communicative activities to focus on their ability to understand and use the French language. There is an emphasis on spontaneous written and spoken communication where students will summarize information, answer/ask questions, participate in conversations, express personal feelings, and discuss emotions and opinions exclusively in French. **Student proficiency levels will be assessed using the ODE rubrics periodically throughout the year.**

FRENCH 4 12 All year 1 credit

Prerequisite: At least a “C” average in French 3;

French 4 concentrates on expanded vocabulary and “fine” points of grammar, including a more intense study and review of verbs, tenses, and moods. Listening, reading, writing, and speaking continue to be practiced through the use of videos, native speaker audio clips, computer games/programs, short stories/excerpts, presentations, dialogues, dictations, and compositions. Communication in French is expected by students through conversations, spontaneous communication activities, and classroom presentations. Students are expected to ask and answer questions, initiate/sustain conversations, role-play, summarize, and express personal feelings/emotions/opinions exclusively in French. **Student proficiency levels will be assessed using the ODE rubrics periodically throughout the year.**

SPANISH 1 9,10,11 All year 1 credit

Prerequisite: A “C” average in prior English classes.

Spanish 1 introduces vocabulary and grammar to express everyday activities and life skills. This includes learning days of the week, months, numbers, time, introduction to present tense verbs and conjugations, clothing, weather, etc. Listening, reading, writing, and speaking are practiced through the use of grammar and verbal activities. There is emphasis on spontaneous use of memorized phrases. Cultural and geographical aspects of Spanish speaking countries will be studied through videos, projects, and computer and internet activities. Active participation, success, and satisfaction in using the language are major goals.

Student proficiency levels will be assessed using the ODE rubrics periodically throughout the year.

SPANISH 2 10,11,12 All year 1 credit

Prerequisite: At least a “C” average in Spanish 1; collaboration between the department, guidance, and administration will be required for students with an average below “C” before placement is determined. .

Spanish 2 reinforces and continues Spanish vocabulary and structures in order to strengthen self-expression and basic communication skills in functional contexts. Listening comprehension, speaking, reading, and writing are further developed through expanded application of vocabulary and linguistic structures. Communication is made relevant to students by using youth-related themes and by personalizing content. Cultural themes are interwoven in each thematic unit . There is continued emphasis on oral proficiency, and increased stress on spontaneous use of the language through communicative activities and situational dialogues. Active participation, success, and satisfaction in using the language are major goals. **Student proficiency levels will be assessed using the ODE rubrics periodically throughout the year.**

SPANISH 3 11,12 All year 1 credit

Prerequisite: At least a “C” average in Spanish 2; collaboration between the department, guidance, and administration will be required for students with an average below “C” before placement is determined. .

Spanish 3 reinforces and continues Spanish vocabulary and structures in order to strengthen self-expression and basic communication skills in functional contexts. Listening comprehension, speaking, reading, and writing are further developed through expanded application of vocabulary and linguistic structures. Communication is made relevant to students by using youth-related themes and by personalizing content. Cultural themes are interwoven in each chapter. There is continued emphasis on oral proficiency, and increased stress on spontaneous use of the language through communicative activities and situational dialogues. Active participation, success, and satisfaction in using the language are major goals. **Student proficiency levels will be assessed using the ODE rubrics periodically throughout the year.**

SPANISH 4 12 All year 1 credit

Prerequisite: At least “C” average in Spanish 3

Spanish 4 concentrates on expanded vocabulary and grammar that includes a more intense study and review of verbs, tenses, synonyms, antonyms, pronouns, and verbal idioms. Listening, reading, writing, vocabulary, and speaking are practiced through lectures, compositions, readings, videos, auditory tapes, group work and computer activities. Spanish communication is achieved through spontaneous communicative activities, oral reading interpretation, and role-playing in which the student is expected to ask and answer questions, summarize, draw conclusions, take notes, and use circumlocution skills. Active participation, success, and satisfaction in using the language are major goals. **Student proficiency levels will be assessed using the ODE rubrics periodically throughout the year.**

HEALTH & PHYSICAL EDUCATION

* One semester of health is required for all students * Two years of Physical Education (PE) is required for all students

(PLEASE REFER TO THE CHANGE IN DISTRICT POLICY REGARDING PHYSICAL EDUCATION CREDIT DISCUSSED ON PAGES 2 – 3 IN THIS BOOK). STUDENTS TAKING THE P.E. CLASS MUST DRESS FOR P.E. AND PARTICIPATE. FAILURE TO DO SO WILL DRASTICALLY AFFECT THE STUDENT’S GRADE WHICH MAY RESULT IN FAILURE OF THE CLASS.

PHYSICAL EDUCATION 9,10,11,12 1 Semester .25 Credit

PE 1 is a course that relates the lifestyles of the students with the activities we partake in. The students will learn fitness based games and leisure activities that will benefit their overall health. Many of the events will involve both cardiovascular and muscular stimulation. Students must be dressed in proper attire as it will be required to engage in the event and/or activities that are presented. Students will have to participate in games with teams that will require cooperation, good sportsmanship, and physical activity. Grades are based on attendance, participation, proper attire, and cooperation. Activities include various running events, basic team sports, and even team competition. This is a required class for graduation. * **Must be physically able to participate in class. Graduation requirements demand two semesters of PE participation**

HEALTH 9 1 Semester .5 Credit

This is a co-educational class that emphasizes how the healthy and/or unhealthy decisions made today affect the quality of one’s health in the future. This class examines the individual holistically and studies the many issues of teenagers in our society today. Some of these issues include coping skills, decision-making, benefits & consequences to our choices and behaviors, a relationship between our actions, teen suicide, eating disorders, sex education, sexually transmitted diseases, nutrition, weight loss as well as other traditional health issues.

INTRODUCTION TO SPORTS OFFICIATING 11,12 1 Semester .5 Credit

This course is an elective that focuses on the professional philosophy, and professional requirements for officiating sports for athletic contests. This course is designed to enable students to acquire knowledge of sport rules and regulations, to develop skills in officiating selected sports. Students will be studying officiating while learning the rules, mechanics and fundamentals of sports. This class will offer the opportunity for student training and practical experiences in officiating sports and the knowledge and expertise necessary to officiate. In addition to learning the rules and mechanics of officiating, students will have the opportunity to demonstrate these learned skills. Students enrolled in this course will be required to officiate a variety of team sports. Upon completion of the course, students will be afforded the option to take certification exams for any of the sport components and become a Class 3 certified official with the Ohio High School Athletic Association at the middle/junior high school level. 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 DOES NOT fulfill/replace the PE or Health course required for graduation. **The purchase of a black “Fox 40” whistle is required.**

MATHEMATICS

PREREQUISITE DISCLAIMER: Struthers High School wants students to be in courses that are academically appropriate for them. As part of a recommendation, teachers may ask students to take a placement test to help determine the course that would be appropriate based on their mathematical skills.

ALGEBRA II COURSE EQUIVALENT DISCLAIMER: After taking Geometry, students have a choice to complete Algebra II or an Algebra II equivalent course. Students can select their own pathway based on their career interests after high school. The Algebra II equivalent courses include Statistics, Discrete Math/Computer Science, and Advanced Quantitative Reasoning.

GRAPHING CALCULATOR DISCLAIMER: In an effort to conform with the state required end of course exams, a TI-84 graphing calculator is required for all math classes unless otherwise noted. The TI-84 calculator will be used on all end of course exams.

HONORS ALGEBRA I

9,10 All year 1 credit

Students will review material from previous math courses as well as relate and apply basic algebraic concepts to function families, sequences, and statistics. Real number properties, recognition of sequences, and writing formulas for sequences, solving linear, exponential, and quadratic equations and graphing of linear, exponential and quadratic functions will be addressed. An introduction to statistics will also be included. Realistic and relevant applications will be explored, as well as problem solving strategies, deductive reasoning and patterns. Students will communicate mathematical concepts verbally and in written format. **A graphing calculator is required for this course.**

ALGEBRA I

9,10 All year 1 credit

Students will review material from previous math courses as well as relate and apply basic algebraic concepts to function families, sequences, and statistics. Real number properties, recognition of sequences, and writing formulas for sequences, solving linear, exponential, and quadratic equations and graphing of linear, exponential and quadratic functions will be addressed. An introduction to statistics will also be included. Realistic and relevant applications will be explored, as well as problem solving strategies, deductive reasoning and patterns. Students will communicate mathematical concepts verbally and in written format. **This course may be taken in conjunction with Math RTI. A graphing calculator is required for this course.**

MATHEMATICS RTI SUPPORT 1

9,10 Semester .5 Credit

This course is designed to provide support and to coincide with Algebra I. This course is not remedial and is to provide immediate support and intervention for students. This course is taken with Algebra I. **A graphing calculator is required for this course.**

HONORS GEOMETRY

9,10 All year 1 credit

Prerequisite: A grade of “B” or better in Honors Algebra I or a grade of “A” in Algebra I with teacher recommendation. This course includes visualization, spatial sense, and the application of the properties of two and three-dimensional figures. Topics include the examination of geometric lines and the angle relationships formed. Applying the characteristics of congruent and similar figures, and applying measurement concepts. A system of definitions, postulates, and theorems will be developed and applies to proofs and realistic problems. An algebraic treatment of geometry will be included, as well as a brief treatment of trigonometry. Integration, connection, and application of other mathematical concepts and interdisciplinary areas will be developed while emphasizing the reading, writing, and communicating of mathematics. The use of a straightedge, a protractor, compass, and a graphing calculator will supplement many discovery lessons throughout the course. **A graphing calculator is required for this course.**

GEOMETRY A

9,10

All year

1 credit

Prerequisite: A grade of “C” or “D” in 8th grade Honors Algebra I, a grade of “C” or better in Algebra I.

This course relates and applies basic geometric concepts to algebra, statistics, data analysis, and probability. Students will apply geometric properties to solve problems that relate to lines, angles, and polygons and circles: use measurement techniques to solve simple geometric figures: develop a spatial sense for two and three dimensional figures; apply the characteristics of congruence and similarity to various problems; and investigate transformations. A system of postulates and theorems will be developed and used to create formal proofs. Written plans for geometric proofs will also be addressed. The use of a straightedge, a protractor, compass, and a graphing calculator will supplement many discovery lessons throughout this course. **A graphing calculator is required for this course.**

GEOMETRY B

10,11

All year

1 credit

Prerequisite: A or a passing grade in Algebra I, with teacher recommendation.

This course relates and applies basic geometric concepts to algebra, statistics, data analysis, and probability. Students will apply geometric properties to solve problems that relate to lines, angles, and polygons and circles: use measurement techniques to solve simple geometric figures: develop a spatial sense for two and three dimensional figures; apply the characteristics of congruence and similarity to various problems; and investigate transformations. A system of postulates and theorems will be developed and used to create formal proofs. Written plans for geometric proofs will also be addressed. The use of a straightedge, a protractor, compass, and a graphing calculator will supplement many discovery lessons throughout this course. **A graphing calculator is required for this course.**

HONORS ALGEBRA II

10, 11

All year

1 credit

Prerequisite: A grade of “B” or better in Honors Geometry or a grade of “A” in Algebra I and an “A” in Geometry-A, with teacher recommendation.

This course extends the concepts introduced in Algebra I and Geometry and emphasizes algebraic expressions, functions, equations and inequalities (especially linear and quadratic). Continued emphasis will be placed on the development of the complex number system; powers, roots and matrices will be extended. Students will study exponential, logarithmic, trigonometric, polynomial, sequences and series, and other special functions. Connections will be made to geometry, statistics and probability. Exploration between real world data, mathematical modeling, and table and graph translation will be done both with paper and pencil as well as the graphing calculator. Applications, reading and writing of mathematics, and problem solving opportunities will be emphasized. **A graphing calculator will be required for this course.**

ALGEBRA II - A

10, 11, 12

All year

1 credit

Prerequisite: A grade of “C” or better in Geometry-A, a grade of “A” in Algebra I and Geometry-B, or a grade of “C” or “D” in Honors Geometry, with teacher recommendation.

This course extends the concepts introduced in Algebra I-A and Geometry-A. Connections and applications to interdisciplinary areas will be used in communicating mathematical ideas through the use of appropriate terminology, symbols, and definitions. Students will relate and apply algebraic concepts to other areas of mathematics as they use problem solving strategies and mathematical reasoning. Graphing calculators will also be used for problem solving, discovery, and for validating general conclusions. Topics include analyzing equations and inequalities, graphing linear relations and functions, solving systems of linear equations and inequalities, matrices, polynomials and radical expressions, functions, rational expressions, logarithms, sequences and series, probability, data analysis. **A graphing calculator is required for this course.**

ALGEBRA II - B

11, 12

All year

1 credit

Prerequisite: A passing grade in Geometry-B or a grade of “D” in Geometry-A, with teacher recommendation.

This course extends the concepts introduced in Algebra I-B, and Geometry-B. It is less in-depth and slower paced than Algebra II-A. Connections and applications to interdisciplinary areas will be used in communicating mathematical ideas through the use of appropriate terminology, symbols, and definitions. Students will relate and apply algebraic concepts to other areas of mathematics as they use problem solving strategies and mathematical reasoning. Graphing calculators will also be used for problem solving, discovery, and for validating general conclusions. Topics include analyzing equations and inequalities, graphing linear relations and functions, data analysis, solving systems of linear equations and inequalities, exploring polynomial and radical expressions, probability, and exploring polynomial and quadratic functions. **A graphing calculator is required for this course.**

STATISTICS

10, 11, 12

All year

1 credit

Prerequisite: A passing grade in Honors Geometry, Geometry-A or Geometry-B

Statistics acquaints students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad themes: 1) exploring data; 2) sampling and experimentation; 3) anticipating patterns; 4) statistical inference. Students work on projects involving hands-on gathering and analysis of real-world data. **A graphing calculator will be required for this course.**

DISCRETE MATH/COMPUTER SCIENCE

10, 11, 12

All year

1 credit

Prerequisite: A passing grade in Honors Geometry, Geometry-A or Geometry-B

Discrete Math/Computer Science (DMCS) will explore a variety of discrete math topics through a mix of hands-on classroom activities, traditional mathematical/logical reasoning and interactive computer science activities designed for students with no prior coding experience. Topics include Computational Thinking, Computer Logic, Game Theory, Counting/Combinatorics, Probability, Connectivity, Iteration and Recursion, and Cryptography. All topics emphasize logical reasoning, proof, and communication with precise mathematical and computer science language. **A graphing calculator will be required for this course.**

ADVANCED QUANTITATIVE REASONING

10, 11, 12

All year

1 credit

Prerequisite: A passing grade in Honors Geometry, Geometry-A or Geometry-B

Advanced Quantitative Reasoning uses application of basic mathematics skills, such as Algebra, to analyze and interpret quantitative information in real-world contexts. Critical thinking is the primary objective and outcome of the course. The course emphasizes interpretation, representation, calculation, analysis/synthesis, assumptions and communication, while also reinforcing and extending content through standards related to Algebra, Geometry, and Statistics. **A graphing calculator will be required for this course.**

COLLEGE PREP PRE-CALCULUS 11, 12 All year 1 credit

Prerequisite: A grade of “C” or better in Honors Algebra II or Algebra II-A

This course provides a complete coverage of trigonometric functions, their graphs and transformations of those graphs, as well as the inverses of the functions. Students will use fundamental trigonometric identities in proofs. The trigonometry of triangles will be developed. Conic sections will be studied. Polar coordinates, polar equations and their graphs, circular functions, and complex numbers will be examined. Combinatorics, which includes permutations, combinations and the binomial theorem will be introduced. This course also includes a complete analysis of polynomial functions, exponential functions, logarithmic functions and rational functions. The end behavior of these functions will be examined, and will lead into the concept of limits. Projects that extend the concepts studied will provide students with research and discovery opportunities. **A graphing calculator will be required for this course.**

CALCULUS I 11, 12 All year 1 credit

Prerequisite: A grade of “B” or better in College Prep Pre-Calculus **OR** a grade of “C” or better in CCP College Algebra and CCP College Trigonometry

This course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being represented graphically, numerically, algebraically, and analytically. Topics include limits, derivatives, and integrals. After learning techniques of differentiation, students will apply derivatives to rates of change and optimization. After learning techniques of integration, students will use integrals to find areas, displacement, net change, and volumes. **A graphing calculator is required for the course.**

MATH ACT PREP 10, 11, 12 1 nine weeks .25 credit

Math ACT Prep will be run in conjunction with Language Arts ACT Prep. Both courses are 9 weeks in length. The course will prepare students to successfully navigate the ACT and/or SAT, and would concrete on Algebra, Geometry, and Trigonometry topics. This course may also benefit students taking the end of course exams. Students in lower grades may be considered by guidance and administration on an individual basis.

COLLEGE CREDIT PLUS COLLEGE ALGEBRA 10, 11, 12 1 semester 1 credit

Prerequisite: Is based on college requirements. Students may earn 4 semester hours taking this course, which follows the syllabus of YSU MATH 1510.

Topics include real numbers, equations and inequalities, linear, quadratic, polynomial, exponential, and logarithmic functions, graphing techniques, systems of equations, and applications. In conjunction with Trigonometry, this course can be a prerequisite for Calculus 1.

COLLEGE CREDIT PLUS TRIGONOMETRY 10, 11, 12 1 semester 1 credit

Prerequisite: Is based on college requirements. Students may earn 3 semester hours taking this course, which follows the syllabus of YSU MATH 1511.

Topics include algebraic structure and graphs of trigonometric functions and inverse trigonometric functions, angle measurements, similar triangles, trigonometric identities, vectors, complex numbers, polar coordinates and solving trigonometric equations with applications. In conjunction with College Algebra, this course can be a prerequisite for Calculus 1.

COLLEGE CREDIT PLUS STATISTICAL LITERACY AND CRITICAL REASONING 10,11,12 All year 1 credit

Prerequisite: Is based on college requirements. Students may earn 4 semester hours taking this course, which follows the syllabus of the YSU STAT 2625.

Topics include descriptive statistics, experimental design, probability sampling distribution, statistical inference, correlation and regression. Emphasis on applications, critical reasoning, and data analysis using statistical software.

COLLEGE CREDIT PLUS CALCULUS I 11, 12 All year 1 credit

Prerequisite: Is based on college requirements. Students may earn 4 semester hours taking this course, which follows the syllabus of the YSU MATH 1571.

A sequence of integrated courses in analytic geometry and calculus. A detailed study of limits, derivatives, and integrals of functions of one and several variables with applications.

College Pathways:

<https://ysu.edu/ocat/college-credit-plus/ysu-ccp-pathways>

While some majors may have specific requirements of courses that need to be taken, this is a list of majors that could require a Calculus course: Business, Communications, Journalism, Creative Arts, Math/Science Education, Health and Human Services, STEM, Computer Sciences

While some majors may have specific requirements of courses that need to be taken, this is a list of majors that could require an Algebra course: Communications, Journalism, Creative Arts, Non-Math/Science Education, Physical Therapy, Radiology, Liberal Arts, and Social Sciences

While some majors may have specific requirements of courses that need to be taken, this is a list of majors that could require a Statistics course: Communications, Journalism, Creative Arts, Nursing

SCIENCE

INTEGRATED SCIENCE 9,10 All year 1 credit

Prerequisite: (Freshmen are eligible to take this course in conjunction with Biology upon recommendation from 7th and 8th Grade Science Teachers)

This course involves a study of several sciences. The areas are History/Nature of Science, Physical Science, Earth/Space Science. The course is designed to give the student a variety of experiences related to understanding how each strand of science relates to everyday life. The class uses student-based activities, demonstrations, visual aides, and class projects to facilitate learning.

BIOLOGY 1 9,10,11,12 All year 1 credit

This Course is Required for all Freshman

Biology investigates the relationships of all living things, with aspects of microbiology, biochemistry, genetics, ecology and evolution. Laboratory experiences may include use of the microscope and its accessories, may include dissection of selected plant and animal specimens, and proper use of laboratory equipment. Considerable class preparation is necessary. This course has been designed to meet the new Ohio Science Standards for end of course exams that will be taken. **A lab fee of \$8.00 is required.**

BIOLOGY 2 10,11,12 All year 1 credit

Prerequisite: Biology 1

This is a higher level biology course split into two semesters of biological study. Semester one will focus on microbiology, microorganisms, immunology, virology, and bacterial and fungal growth. Semester II will focus on the evolutionary relationship between organisms with an enhanced focus on ecological roles of organisms in an ecosystem. Biology II can be a precursor to AP Biology or Anatomy and Physiology. **A lab fee of \$10.00 is required.**

AP BIOLOGY 11, 12 all year 1 credit

Prerequisite: Biology 1 and Chemistry 1 completed- with a grade of “A” or “B” in both; teacher recommendation from both teachers; ACT score in science will be looked at; 90% attendance rate from the ninth and tenth grade; junior or senior status.

This is a college level biology course, and is very rigorous and demanding. Content will be covered in more depth and greater expectations will be placed on interpretation and analysis of information of previous biology courses. In addition, statistical analysis of data and modeling of concepts will be expected. A significant amount of studying must be completed at home to allow time for discussions, labs, and inquiry during class time. The College Board has redesigned the curriculum with the emphasis on scientific thinking and analytical thinking. **Students must take the AP Exam if taking the course. A lab fee of \$12.00 is required**

CHEMISTRY I 10, 11,12 all year 1 credit

Prerequisite: A grade of “C” or better in Integrated Algebra I- A or Integrated Algebra I – B. Students taking this class must have earned no lower than a “B” in previous year Science courses.

This course is designed to provide the student with a systematic introduction to the science of chemistry. Some of the concepts covered are as follows: states of matter, structure of atoms, bonding, structure of simple molecules, solutions, acids-bases, laboratory skills, fundamental theories, stoichiometry, gas laws, and modes of inquiry. The emphasis is strongly mathematical. This course will be taught in accordance with Ohio's new science standards. **A lab fee of \$12.00 is required.**

CHEMISTRY II 11,12 All year 1 credit

Prerequisite Integrated Algebra I, and Chemistry I (having passed with an A or B)

This is an advanced course designed for students interested in pursuing a science major in college. The concepts from Chemistry I will be explored in greater detail and expanded upon. Emphasis will be placed on quantitative analysis, the mathematics of chemistry. Topics may include equilibrium, ionization, thermodynamics, oxidation-reduction, solubility, reaction rates, and basics of organic chemistry. **A lab fee of \$12.00 is required.**

PHYSICS 11, 12 All year 1 credit

Prerequisite: Integrated Algebra and Integrated Geometry; must be taking College Prep-Pre Calculus, or Algebra III concurrently.

This is a laboratory course dealing with matter and energy. The areas of physics covered in this course are: measurement, force, motion, heat, waves, sound, light, electricity, and magnetism. The units of force, motion, waves, and light are covered

thoroughly and approximately two thirds of the time is budgeted for them. The course utilizes teacher demonstrations and much student laboratory work to investigate or to verify various laws that describe the physical world (closely integrated with the textbook and laboratory work are computer software). This course will be taught in accordance with Ohio's learning standards. **A laboratory fee of \$12.00 is required.**

ANATOMY & PHYSIOLOGY 10, 11, 12 All year 1 credit

Prerequisite: Grade of B or better in Biology I or teacher recommendation and administrative approval.

This is an advanced Biology course intended for students who will go on to study an area within the medical career field, such as physician, nurse, x-ray technology, PT, OT, RT, EMT, etc. This class includes: Cytology: the study of specific cells, cell structures, and cell behavior. Histology: a study in basic tissue identification and Comparative Anatomy: use of dissection of the cat within correlation to the human body. **Dissection is a mandatory component of this course.** Research: individual scientific laboratory research within selected scientific disciplines. **Lab fee is \$12.00.**

CONSERVATION SCIENCE (ECOLOGY) 11,12 All Year 1 Credit

You will learn the history of the North American Model of Wildlife Conservation led by Theodore Roosevelt and Gifford Pinchot, as well as modern day practices. Topics covered include: public lands and waters, private lands, licenses, hunting, fishing, game/fish processing, trapping, archery, firearms, and boating. Students will be asked to do some real-life activities if possible. These could include identifying plants and wildlife, boating and or fishing knots, soil and water testing, and more. Occasionally, you will be asked to do additional research to find the most current data to answer some questions in the student worktext.

ENVIRONMENTAL SCIENCE & SUSTAINABILITY 11, 12 All year 1 credit

Prerequisite: 2 Science courses (Biology, Integrated Science, Chemistry, etc...)

This course explores the study of the human relationship with the environment, delving into the significant concerns about the unintended social, environment, and economic consequences of rapid population growth, economic growth and consumption of natural resources. "Sustainable development" principles which seek to answer how to serve the needs of today's society without compromising the future generations will be addressed by exploring ethics and green business practices with relevant case studies. Global warming, biomimicry, carbon footprints, life cycle analysis and sustainable building design are among the topic areas. **Lab fee is \$8.00.**

AP ENVIRONMENTAL SCIENCE 11,12 All Year 1 Credit

Prerequisite: Grade of "A" or "B" in Integrated Science, grade of "A" or "B" in Biology and Grade of "A" or "B" in Chemistry with a teacher recommendation. The student must also have completed Algebra 1 with a "C" or better to take this course.

This course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

Environmental Science is interdisciplinary; it embraces a wide variety of topics from different areas of study. These topics include the method of science, energy, natural systems of Earth, human impact on the environment, and how we develop systems of sustainability in the ever changing world. **NOTE: Students will be required to take the AP Environmental Science Exam. Lab Fee is \$12.00**

SOCIAL STUDIES

***** NOTE:** Students who sign up for the Honors/AP Social Studies classes may not drop them once school is out for the summer.

GLOBAL STUDIES 9 ALL YEAR 1 CREDIT

The objective of this course is to provide students with the opportunity to study American History from a world perspective. This course begins with a review of events from the Renaissance through the Age of Enlightenment. The primary focus of this course is a look at world history and America's place in it from its beginning and our democratic development with the following major topics. The Industrial Revolution; the Progressive Era; America's rise to a world power; The Great War (World War I). This historical record is examined and evaluated in relation to current events involving the United States and other nations with cause and effect analysis. Instructional methods vary from lecture/discussion, short written assignments to media presentations and tests.

AMERICAN HISTORY 10 ALL YEAR 1 CREDIT

The primary focus is a look at American history in the 20th century: Politics and Culture in the 1920s; The Great Depression 1929-1941; The New Deal 1933-1940; World War II 1939-1945; the Cold War 1945-1990; Postwar Prosperity 1953-1960.; Civil Rights Turmoil 1964-1974; Conservatism in America 1974-1988; Challenges and Opportunities of the Future 1989-Present. Instructional methods vary from lecture/discussion, short written assignments to media presentations and tests.

It is through the study of our nation's history that students will gain a better understanding of the major issues our society faced in the past and their impact on the present. With this understanding, it is our hope that students will acquire the capabilities to address the challenges our nation faces in reference to contemporary events and those challenges it must meet in the future. **All students are required to take end of course exams in this course.**

HONORS AMERICAN HISTORY

10 ALL YEAR 1 CREDIT

Prerequisites: an “A” or “B” in Global Studies plus teacher recommendation

This course covers topics in much greater depth than those described in the Ohio State Standards. **Students are expected to complete summer readings and reflections as assigned by the instructor and provide feedback as prescribed in the course syllabus.** Instructional methods vary from lecture/discussion, reading and analysis of primary source documents, written assignments, research papers/projects, media presentations, tests and guest speakers. **Students are not permitted to drop this class once we leave for the summer break. All students are required to take end of course exams in this course.**

PRINCIPLES OF DEMOCRACY

11 ALL YEAR 1 CREDIT

This course is designed to provide students with an in-depth analysis of the historical development of the US Constitution and the dynamics posed by governing a pluralistic democratic society. It also examines in detail the nature and characteristics of a federal system of government. Its purpose is to create an informed citizen capable of reasoned judgment and informed decision making in an ever-changing world. The course also addresses voters and voter behavior, mass media and public opinion, interest groups, civil liberties, civil rights and comparative economic and political systems. Instructional methods and activities include traditional lecture/discussion, media presentations, guest speakers, analysis of landmark Supreme Court cases, research papers and tests. **All students are required to take end of course exams in this course.**

AP GOVERNMENT

11/12

ALL YEAR

1 CREDIT

Prerequisites:

1. A mark of an “A” or “B” in American History and Global Studies courses.
2. Junior or senior status.
3. Summer reading will be assigned.

This course is designed for college bound students and involves a rigorous and challenging curriculum requiring a strong commitment. This course incorporates college level assignments, activities and assessments. Students who take this course should have a strong interest in history, economics, civics, and current events. This course focuses on economic, social and political concepts of American Government and gives particular attention to the Constitution, Bill of Rights, political parties, political action, historical changes and current affairs. This course also targets formations and actions of state and local governments along with having students compare our political systems with those of foreign nations. **All students are required to take the AP Test at the end of course to receive credit.**

CCP: DISCOVERING WORLD HISTORY

1 SEMESTER 1 CREDIT

Prerequisite: Admission into the YSU CCP Program.

Note: This is a Dual Credit (College in High School) course. Students may earn 3 college semester hours.

This course is an introduction to the methods, problems, and content of world history from Antiquity to the present. It emphasizes the relevance of past events and developments to the modern world. This is a “hands-on” course that combines lectures with primary source exercises and analysis. Upon completing the course, students will have read and analyzed a wide variety of primary historical documents and sources from a range of times and places, all focusing on key turning points that have helped to shape the modern world we now live in. **Please note: This class requires students to read and write. All students will be held to the basic rules and expectations of college level writing.**

This Course follows the syllabus of HISTORY 1500: Discovering World History

CCP: AMERICAN DREAMS: INTRO TO U.S. HISTORY 1 CREDIT 1 SEMESTER

Prerequisite: Admission into the YSU CCP Program.

Note: This is a Dual Credit (College in High School) course. Students may earn 3 college semester hours.

This course is a survey of American history focusing on five strategic events in the American past. Emphasis is placed on cultural conflict and compromise, institutional developments and revolutions, and the emergence of democracy as concept and practice. The course material is presented thematically, working chronologically within each theme from the beginning of United States history to the present. Students are assessed by reading and discussing primary source material and submitting written assignments analyzing sources. **Please note: This class requires students to read and write. All students will be held to the basic rules and expectations of college level writing.**

This Course follows the syllabus of HISTORY 1501: American Dreams: Introduction to United States History

WORLD GEOGRAPHY 9, 10, 11, 12 1 SEMESTER .5 CREDIT

This course builds on students' understanding of physical and human geography. Contemporary social and economic topics are explored through the lens of geography, and students will be prompted to examine strategies towards solving global problems. Students will evaluate the positive and negative impacts of human interactions with their landscapes and the environment. This course will also prompt students to evaluate geographic influences on the development and change of culture. In addition to understanding where physical and cultural features are located and why those features are located as they are, students will examine and investigate these geographic patterns and processes using maps, globes, charts, graphs, data sources, and other modern geographic tools and technologies.

SOCIOLOGY 11, 12 1 SEMESTER .5 CREDIT

This is the scientific study of society. Initially, the major emphasis is directed toward the study of culture, conformity and deviant roles, relationships and groups, social structure, social change, collective behavior and social institutions (family, religion, education, government, and economics). The course culminates with individual investigations into current social problems and issues.

PSYCHOLOGY 11, 12 1 SEMESTER .5 CREDIT

Psychology is the study of human behavior. This course examines events and behaviors that explore just about all human behavior. Besides historical and current psychological theories regarding methods, behavior, learning, motivation and emotion and personality, the course explores the make-up and functioning of the brain, human development, sensation and perception as well as behavior disorders and therapies.

AP PSYCHOLOGY

11, 12 ALL YEAR

1 CREDIT

Prerequisites: A mark of an “A” or “B” in American History, Global Studies and Biology courses. Junior or senior status.

This course is designed for college bound students and involves a rigorous and challenging curriculum requiring a strong commitment. This course incorporates college level assignments, activities and assessments: therefore, students who take this course should have a strong interest in psychology, counseling and biology.

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Through the study of human behavior, students will analyze their own patterns of action, various methods of learning, strategies of solving problems, and approaches to good mental health. Students registering for this class will receive content comparable to a college-level introduction to psychology course. **Students are required to take the AP Exam in order to receive credit for the course.**

FINANCIAL LITERACY/ECONOMICS

9,10,11,12

1 SEMESTER

.5 CREDIT

This course examines the role and responsibilities of the individual in economic decision making in a free market system. Topics covered range from understanding interest rates, credit ratings to personal investing for your retirement. Students will also learn how the use of credit works, personal budgeting, the short and long term cost and benefit of college or post-secondary education, taxes, owning vs. renting a home and the various types of insurances that are available.

HISTORY OF FILM & POP CULTURE

9,10,11,12

1 SEMESTER

.5 CREDIT

This course is designed to give students the opportunity to learn about, study, and analyze American history in a different way. Rather than reading and analyzing primary and secondary sources, students will watch and analyze films, tv shows, and other pieces of pop culture from the past or modern films and shows made about a historical event. The course will start with the World War II era and end in the 2000s. There are no tests or quizzes in this class. Students will complete small assignments analyzing and discussing what they have watched or heard. Writing, or being able to express your ideas and arguments in some form, is a key component of this class.

FAMILY AND CONSUMER SCIENCES

CULINARY FUNDAMENTALS 8 1 Semester .5 Credit

In this course, students will apply fundamental culinary techniques, such as knife handling skills and the recognition, selection and proper use of tools and equipment. Students will prepare many dishes to demonstrate, practice and learn basic culinary techniques and various cooking methods. Food safety and sanitation techniques will align with food labs. **THIS IS ONLY AN 8TH GRADE CLASS.**

LIFE PLANNING/TRANSITION COURSE 9,10, 11, 12 1 semester .5 Credit

This course is designed to prepare students for a successful highschool career as well as help them develop a foundation for life after high school. During this course, students will learn about important topics that will prepare them for future success, career success and transitions through life. An emphasis will be placed on work ethics and employability skills. Additional topics that will be covered in this course include goal setting, college and career readiness, job applications, study skills, time management, interview skills , money management, and budgeting skills.

NUTRITION & WELLNESS I 9, 10, 11, 12 Semester .5 credit

In this course students will develop a personalized approach to healthy eating and living. This course takes an in-depth look at nutrition allowing students to apply the principles of nutrition to ensure a healthy and nutritious lifestyle. An emphasis will be placed on planning and preparing healthy snacks and meals with an understanding of nutrients and their benefits, portion control and dietary needs. Additional topics that will be covered in this course include My Plate, fad diets and analysis of fast foods.
Class Fee: \$10.00

CHILD DEVELOPMENT 9, 10, 11, 12 Semester .5 credit

This course is designed to help students understand how to nurture and care for children. The course will focus on studying and analyzing different parenting styles and strategies; assess readiness for assuming parenting roles; examine communication skills among parents and children; identify skills for building healthy families; learning to prepare for prenatal and infant care; and examining the theory and research of child growth and development. **Class Fee: \$5.00**

HOSPITALITY FUNDAMENTALS (CAT'S CAFE) 11,12 All year

This course will serve as an introduction to the Hospitality Industry. Students in this course will be responsible for running a successful cafe and will be required to serve in a role where they act in a professional capacity, while learning job skills needed in the real world. Students will be responsible for balancing cafe inventory, creating various advertisements and practicing professional customer service skills. Students will also apply knowledge of food preparation and food safety while running a successful cafe.

Students in this course will earn several Industry Recognized Credentials. The National Retail Foundation and over 30 leading retailers have come together to launch Rise Up. Rise Up is a program offering training and credentials that help entry-level job seekers develop meaningful careers. Students enrolled in this program will earn certification in Rise Up Retail Industry Fundamentals (certificate never expires) and Rise Up Customer Service and Sales (certificate is good for 3 years). Students will also have the opportunity to earn the ServSafe Food Handler Credential.

TECHNOLOGY & CONSTRUCTION

AUTOCAD I

9,10,11, 12 All year 1 credit

AutoCAD is a Computer Aided Design Program used by just about every Engineering and Design office in the world. AutoCAD is by far the most widely used system used by civil engineers, architects, mechanical, aeronautical and electrical engineers, as well as many other disciplines. Accurate scale drawings can be created and published using AutoCAD's powerful features. 3D 'models' can also be created giving the designer absolute control over the design from start to finish. The computerized model can be viewed through a 360 degree angle, and even 'rendered' with a texture on screen to give an idea of the finished product. In using the AutoCAD software, students will take an idea from concept to final product. The class is intended to demonstrate how the AutoCAD software is used in the world today. Topics covered include AutoCAD tools, 2D commands, Isometric drawing, and Orthographic projection.

AUTOCAD II

10,11,12 All year 1 credit

Prerequisite: A or B in AutoCad 1

Auto Cad 2 is built off the concepts of Auto Cad 1, with a more in depth look at Engineering and Design, 3D Printing, real world applications.

ROBOTICS

9,10, 11, 12 All Year 1 credit

This course introduces students to robotics and computer science/programming.. Students will have the opportunities to utilize design and create applications within a technological environment. This course will enhance student's collaborative, critical thinking and communication skills through different life scenarios. The Robotics portion of the course will be utilizing various robotics materials. The objective is to introduce the student to basic programming as well as problem solving strategies. Students will work hands-on in teams to design, build, program and document their progress. Topics will include motor control, gear ratios, torque, friction, sensors, timing, program loops, logic gates, decision making, timing sequences and propulsion systems. Students will design a robot to complete tasks in a robot skills game competition. Working with virtual robots, the VEX Robotics Design System, and RobotC++, teaches students how the different aspects of STEM are all used in the field of robotics. Students learn how to mechanically build and program their robot as they explore how the physical model reacts to the commands they create. Students will engage in virtual lab activities as well as hands-on projects that will provide opportunities for students to participate in VEX robotic league and competitions. **Participation in VEX robotics league is required. Class Fee \$20.00**

ROBOTICS II

10,11,12 All Year 1 Credit

Prerequisite: A or B in Robotics I

This course builds off of Robotics with additions to programming, building structure and gearing in VEX robotics. Students will engage in virtual lab activities as well as hands-on projects that will enhance students' learning and provide opportunities for further growth for students that participated in robotics I and build upon experiences acquired in VEX robotic competitions and the VEX league. The exception to this level two class is that the student must have achieved and "A or B" in level 1 robotics. **Participation in VEX robotics league and competitions are required. Class Fee \$20.00**

ADVANCED ROBOTICS

11,12

All Year

1 Credit

Prerequisite: A or B in Robotics II

This course builds off of Robotics 1 and 2 with additions to programming, building structure and gearing in VEX robotics. Students will engage in virtual lab activities as well as hands-on projects that will enhance students' learning and provide opportunities for further growth for students that participated in robotics I and build upon experiences acquired in VEX robotic competitions and the VEX league. The exception to this level two class is that the student must have achieved and "A or B" in level 1 robotics. **Participation in VEX robotics league and competitions are required.** A capstone project will be required to be completed in this course. **Class Fee \$20.00**

CONSTRUCTION 1

11,12

All Year

1 Credit

Students In Construction 1 will learn **basic** Carpentry skills building useful Objects. Students will learn all about safety practices and attitudes required to keep them and others safe from injury along with keeping materials and tools from damage. Students will also learn safety and proper operation of all the tools and equipment required to build the projects and understand how to use basic measurement tools and to read a set of plans to build various projects. **Class Fee \$30.00**

CONSTRUCTION 2

12

All Year

1 Credit

Students In Construction 2 will learn **intermediate** Carpentry skills building useful Objects. Students will revisit basic safety practices and attitudes required to keep them and others safe from injury along with keeping materials and tools from damage. Students will review and learn safety and proper operation of all the tools and equipment required to build the projects. Students will learn and understand how to use basic measurement tools and to read a set of plans to build various projects. Construction 2 builds off the tools and practices learned in construction 1 with more advanced tools and projects. **Class Fee \$30.00**

BUSINESS

ENTREPRENEURSHIP: WHO OWNS THE ICE HOUSE

9, 10, 11, 12

1 Semester

.5 Credit

This course is an introduction to the entrepreneurship program at Struthers High School. The Ice House Entrepreneurship Program is a powerful learning program designed to educate and engage participants in the fundamental aspects of an entrepreneurial mindset and the unlimited opportunities it can provide. The mission of the course is to develop critical thinking skills that will enable them to identify and evaluate opportunities, manage risks, and learn from the results. Understand the process that enables entrepreneurs with limited resources to transform an idea into a sustainable success. Understand and apply fundamental aspects of entrepreneurial thinking across disciplines and as a means of personal empowerment. Establish goals, identify resources, and determine the steps required to accomplish their goals, and identify and interact with local entrepreneurs within their own communities.

ENTREPRENEURSHIP: SCHOOL STORE 1

10,11,12 All Year 1 credit

Students will plan, actualize, and run a small business. They will define their business's mission; develop the business vision, goals, and objectives; and create a business plan. Students will also develop a budget and recruit, interview, select, hire, and manage employees. They will examine legal and ethical issues associated with management as well as management functions, levels, and types. Project management technology, tools, and processes will be emphasized. **A graded lab portion conducted after regular school hours is also a requirement.**

ENTREPRENEURSHIP: SCHOOL STORE 2

11,12 All Year 1 credit

Students will plan, actualize, and run a small business. They will define their business's mission; develop the business vision, goals, and objectives; and create a business plan. Students will also develop a budget and recruit, interview, select, hire, and manage employees. They will examine legal and ethical issues associated with management as well as management functions, levels, and types. Project management technology, tools, and processes will be emphasized. **A graded lab portion conducted after regular school hours is also a requirement.**

VOCATIONAL PROGRAMS

CBI (Career Based Intervention) 11,12 All year

2 credits: 1 credit for OWE Related & 1 credit for OWE Work Experience

NOTE: Students must meet ALL of the following criteria for acceptance into the OWE program:

- a. 2.2 GPA or lower**
- b. Must have a driver's license**
- c. Must complete and return an OWE application for the class**
- d. Administrative approval**

The Occupational Work Experience is designed to serve the academic underachievers who have not yet found an interest in learning or schoolwork. It is felt that these students are capable of learning and with patience and the opportunity to participate in a different kind of program may be motivated toward higher levels of achievement. In this program, the student receives work experience in an employment establishment and occupational adjustment and job related instruction in the school. The major objective is to develop, through work experiences, the necessary attitudes, skills, and abilities that will enable the student to become gainfully employed in occupations having limited skills requirements. A driver's license is recommended. Working during school's vacation is required. Loss of job due to firing or quitting will result in immediate removal from OWE program and the student will be placed in study hall and receive "0"s (ZEROS) for the work portion of the class, until another job is secured. In addition students in the CBI program will work toward completion of a Law and Public Service credential in NIMS and Ohio Means Jobs. See below for more information on credentialing programs.

CREDENTIALING PROGRAMS

LAW AND PUBLIC SAFETY CREDENTIAL

NIMS AND OHIO MEANS JOBS NO CREDIT SEMESTER

Students who need to meet additional criteria to earn a high school diploma may be required to complete a certification pathway, in the area of NIMS.

The National Incident Management System defines the comprehensive approach guiding the whole community - all levels of government, nongovernmental organizations (NGO), and the private sector - to work together seamlessly to prevent, protect against, mitigate, respond to, and recover from the effects of incidents. The course provides learners with a basic understanding of NIMS concepts, principles, and components. Students enrolled will earn certification in NIMS 100, 200, 700 and 800. Students will also be required to earn certification in basic CPR and OSHA 10: the purpose of OSHA 10 is to promote workplace safety and health and to make workers more knowledgeable about workplace hazards and their rights. In addition to earning the 12 credential points students will be required to earn a **Ohio Means Jobs Readiness Seal** : The Ohio Means Jobs-Readiness Seal is a formal designation students can earn on their high school diplomas and transcripts indicating they have the personal strengths, strong work ethic and professional experience that businesses need. **Students are required to complete activities outside the school day to earn this seal. Your child's guidance counselor will contact students and parents if he/she are required to enroll in this program.**

BUSINESS,MARKETING,AND FINANCE CREDENTIAL

RISE UP AND OHIO MEANS JOBS NO CREDIT SEMESTER

The National Retail Federation Foundation and over 30 leading retailers have come together to launch Rise Up. A powerful program offering training and credentials that help entry-level job seekers develop meaningful careers. A passing grade of 70% is required on each certification exam. Students enrolled will earn certification in RISE UP Retail Fundamentals, RISE UP Customer Service and Sales, and RISE UP Advanced Customer Service and Sales, and ServSafe Food Handler.

In addition to earning the 12 credential points students will be required to earn a **Ohio Means Jobs Readiness Seal**- The Ohio Means Jobs readiness seal is a formal designation students can earn on their high school diplomas and transcripts indicating they have the personal strengths, strong work ethic and professional experience that businesses need. **Students are required to complete activities outside the school day to earn this seal. Your child's guidance counselor will contact students and parents if he/she are required to enroll in this program.**

TRANSPORTATION CREDENTIAL

SMALL UNMANNED AIRCRAFT SYSTEMS (DRONES) I

10,11,12

All Year 1 Credit

This course introduces students to unmanned aerial vehicles (Drones) and computer science/programming. Students will have the opportunities to utilize design and create applications within a technological environment. This course will enhance student's collaborative, critical thinking and communication skills through different life scenarios. The unmanned aerial vehicles portion of the course will be utilizing various Drone materials. The objective is to introduce the student to basic safety measures of flight in order to obtain their Federal Aviation Administration Part 107 small UAS license. The Part 107 small UAS license allows the student to fly a UAS weighing less than 55 lbs commercially. Students will work hands-on in teams to program and document their progress with DJI RyzeTello Drones. Topics will include Foundations, Remote Vehicles, Data Links, Control Stations, Payloads, Meteorology & Weather, Regulations and Compliance, Operating in the National Airspace System, Human Factors & Crew Resource Management, Aeronautical Decision Making, and Professionalism & Maintenance. Students will utilize a small UAS to program and complete flight tasks. Working with virtual UAS, the DJI Ryze Tello, and DJI Mavic 3 Pro and Scratch coding, teaches students how the different aspects of STEM are all used in the field of aeronautics. Students learn how small UAS are mechanically built and program their small UAS as they explore how the physical model reacts to the commands they create. Students will engage in virtual lab activities as well as hands-on projects. **Must be 16 years old with a state issued photo identification to take the FAA Part 107 exam. The student may be responsible for the cost of the certification exam and Part 107 Exam retakes.**

Class Fee \$15.

SMALL UNMANNED AIRCRAFT SYSTEMS (DRONES) II

11,12 All

Year 1 Credit

Prerequisite: Small Unmanned Aircraft Systems I & Passing the FAA Part 107 Exam

This course builds off of Small Unmanned Aircraft Systems with additions to programming, both ground and flight school, maintenance, and practical payload applications. Students will engage in virtual flight activities as well as hands-on projects, with different payload systems. Students will be required to independently log flight time through the digital logbook. Students are exposed to real world systems and commercial use of small unmanned aircraft systems. Students will also be required to demonstrate proficiency of flight skills through completion of IQT/SBT Flight Cards and the National Institute of Standards and Technology sUAS Open Test Lane.

The student may be responsible for the cost of certification exam retakes.

Class Fee \$15