EAST KNOX HIGH SCHOOL PROGRAM OF STUDY

2026-2027



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FOREWORD

The East Knox High School Guidance Office is available to answer questions and help students plan their schedules in order to meet graduation requirements. This Program of Study has been prepared to give the students and parents the information about courses and is to assist in the selection process. It is essential for students to select the right courses **and get passing grades** in order to meet graduation requirements.

Students and parents/guardians should first check the required classes needed for graduation below. Through guidance students will fill out a course request form, which
parents/guardians should review with their student. School officials will develop the master schedule.

Necessary schedule changes will only be made during the first three days of each semester. Therefore, care should be taken when requesting classes. Any schedule change requests must be made through the guidance office. Changes due to enrollment numbers,
class overload, availability, or facility limitations will be made by the administration.

GRADUATION REQUIREMENTS

Curriculum	State and Local Credit
English	4 credits
Math	4 credits (to include Algebra I, Algebra II, and Geometry)
Science	3 credits (must include Physical Science and Biology)
Social Studies	3 credits (must include World Studies, US Studies, & Government)
Financial Literacy	½ credit
Health	½ credit
Physical Education	½ credit (two semesters)
Fine Arts (Art, Music)	1 credit
Electives	5 1/2 credits (additional credits in categories above count as electives) Total **22**

Note: Students planning to attend college should also take at least 2 years of Spanish.

NOTE – To receive a diploma the student must:

1. Pass 22 Credits, minimum, as outlined above.
2. Fulfill all requirements of state testing (see State Testing below).
3. Earn 2 graduation seals, one of which must be state defined.
4. Owe no fees or debts to the East Knox School District, including discipline.
5. Have 81 or fewer unexcused absence hours during senior year.

STATE TESTING

Students will be required to pass both the Algebra I and English II tests or choose and complete one of three alternative pathways to show competency. In addition, students will be required to earn two of a possible twelve diploma seals(one seal must be a state seal) that demonstrate academic, technical, and/or professional skills and knowledge to
demonstrate readiness.

NCAA REQUIREMENTS

If a student thinks he/she may have the opportunity to play Division I or II athletics at the college level, they must be registered with the NCAA and meet academic requirements. To register with the NCAA visit http://www.ncaa.org/ Refer to the
website to see if you will qualify.

A student athlete needs to be aware of these guidelines and should consider them throughout high school to ensure eligibility should he/she be given the opportunity to participate in Division I or II college level sports. Fundamental math courses (i.e.
Algebra I Plus, Algebra II Plus, and Geometry Plus) are NOT accepted by the NCAA.

COLLEGE CREDIT PLUS

The College Credit Plus program (CCP) permits Ohio public and non-public high school students in grades 7 through 12 to earn college credit and/or high school graduation credit through the successful completion of college courses. The purpose of the program is to promote rigorous academic pursuits and to provide a variety of options to Jr./Sr. High School students. Students must have a minimum grade point average to qualify for enrollment at the College Credit Plus institution, successfully complete all testing requirements of the institution, and attend the mandatory CCP meeting each spring. The GPA requirements vary based on the college/university. Students must return the "Intent to Participate" form to the Guidance Office by April 1st and apply to the college of their choice prior to the application deadline set by the college.

East Knox may offer College Credit Plus classes at our facility during the school day in cooperation with Kenyon College. Students will earn both high school and college credit. Students must return the "Intent to Participate" form to the Guidance Office by April 1st and must meet eligibility requirements set forth by Kenyon College.

<u>HONORS DIPLOMA</u> (classes of 2026 and beyond)

Students must meet all but one of the following criteria.

Math	Fourth math must be > Algebra 2
Science	One additional unit Advanced Science
Social Studies	One additional unit Social Studies
World Languages	Three sequential units of one world language, or no less than 2 sequential units of two world languages studied
GPA	3.5 on a 4.0 scale
ACT/SAT	ACT: Score of 27 or higher, SAT: Score of 1280 or higher
Seal Requirement	Earn two additional diploma seals, not including Honors Diploma Seal
Experiential Learning	Field Experience, OhioMeansJobs Readiness Seal*, Portfolio 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:

- <u>College Credit Plus</u>: 12 total College Credit Plus credit hours
- <u>Advanced Placement</u>: three courses with score of 3 or higher on AP tests
- <u>Career-Technical Assurance Guide</u> (CTAG): 12 total credits
- <u>Apprenticeship/Pre-Apprenticeship</u>: Completion or Evidence of Acceptance if required to be older than 18
- <u>WorkKeys</u>: Score of 6 or higher on all tests (*void for Career-Tech Honors Diploma)
- <u>Armed Services Vocational Battery</u>: Score of 50 or above on the ASVAB
- <u>Work-Based Learning</u>: 250 total hours of work-based learning

REGISTRATION PROCEDURES

SCHEDULE REQUIREMENTS

1. A student may take only **ONE** study hall per semester. Students who wish to drop their Study Hall and apply for teacher aide or office aide must complete an "Aide Application." All student aides must be in good academic standing, on track for graduation, and earn no grade below a C- in all classes during the preceding quarter. Grades will be checked quarterly and any student who fails to meet the grade requirement will be placed back into study hall to focus on improving their grades.
2. Courses should be carefully considered. Only during the first five days of the beginning of school and the beginning of the second semester will changes be considered.
3. Class standing is based on the number of credits earned as follows:

Freshman	0 – 5.50 Credits
Sophomore	5.75 – 10.75 Credits
Junior	11.00 – 16.00 Credits
Senior	16.75 +

4. Lunch will automatically be scheduled.

The Guidance Office and administration reserve the right to make changes due to enrollment numbers, class overloads, availability, and/or facility limitations.

HIGH SCHOOL COURSE DESCRIPTIONS

AGRICULTURAL SCIENCE DEPARTMENT

AGRICULTURAL SCIENCE I **LENGTH–YEAR**

The Agricultural Science I curriculum will follow Ohio's Competency Analysis Profile for AgriScience. The curriculum will include research technology, environmental science, plant science and physiology, animal science, mechanical leadership activities through involvement in the student youth organization, FFA. Specific subject matter will include basic soil science, rural soil use, leadership, FFA parliamentary procedure, animal science, plant science, record keeping, basic woodworking and arc welding.

Grades: 9-12

PREREQUISITE: None

Credit: 1.00

Credit: .25 (SAE or Supervised Agricultural Experience) Student completes an SAE project over the summer for the additional .25 credit.

AGRICULTURAL SCIENCE II **LENGTH–YEAR**

The Agricultural Science II curriculum will follow the same curriculum as in Agricultural Science I but specific subject matter will include tree identification, compass use, reading topographic maps, urban soil uses, public speaking, parliamentary procedure, summarizing record books, oxy acetylene torch use, basic small engines, animal science and plant science.

Grades: 10-12

PREREQUISITE: Agricultural Science I

Credit: 1.00

Credit: .25 (SAE or Supervised Agricultural Experience) Student completes an SAE project over the summer for the additional .25 credit.

AGRICULTURAL SCIENCE III **LENGTH–YEAR**

The Agricultural Science III & IV courses of study will include marketing, farm management, soil nutrition, advanced welding, advanced woodworking, natural resources, livestock health, credit, taxes and job opportunities.

Grades: 11-12

PREREQUISITE: Agricultural Science I & II or permission of instructor

Credit: 1.00

Credit: .25 (SAE or Supervised Agricultural Experience) Student completes an SAE project over the summer for the additional .25 credit.

AGRICULTURAL SCIENCE IV **LENGTH–YEAR**

Same format as Agricultural Science III with more in depth study.

Grade: 12

PREREQUISITE: Agricultural Science IIII

Credit: 1.25

Credit: .25 (SAE or Supervised Agricultural Experience) Student completes an SAE project over the summer for the additional .25 credit.

AGRICULTURAL BUSINESS **LENGTH–YEAR**

Class emphasis is on job skills. Topics include interviewing, resumes, job application, taxes and tax preparation, etc. A job that is Ag related is preferred. If 450 hours of work are completed successfully, a student can obtain 3 credits for work.

Grade 11-12

PREREQUISITE: Previous Agricultural Class

Credit: 1 for class, up to 3 for work

ART DEPARTMENT

STEAM – 1 Semester/.5 Credits

This class is open to students in grades 9-12. Focus will be placed on engineering, digital design, computer modeling/TinkerCAD, architecture, etc. Students will use technology to solve real-world problems. Students will be given the opportunity to meet with county engineers and learn how art plays a large role in science related careers and technology advancements. Students will gain further experience working with a variety of mediums and mixed media. The objective is to encourage individual achievement using critical thinking, problem solving and integrating technology. Writing components, as well as research, technology and place-based learning will be incorporated into the curriculum.

2D Art – Yearlong/1 Credit

This class is open to students in grades 9-12. Focus will be placed on Drawing, Painting, Printmaking, Photography and other 2-dimensional artwork. This yearlong course will focus on observational skills, creativity, forming meaningful connections to the world around us, careers in art and art history. This course is designed to teach the student the basic fundamentals in art, including the elements and principles of art and design and to familiarize the student with various art media, techniques and materials in 2-dimensional art. Students will gain experience in working with graphite pencil, calligraphy pens, pastels, colored pencil, acrylic paint, watercolor, oil pastels and other assorted mediums. Emphasis will be on techniques and expression through observational artwork using models, nature and still lifes, as well as creating work using research and the imagination. The objective is to encourage individual achievement through critical thinking, problem solving, exploration of basic art principles and integrating technology. Writing components as well as research, technology and art history will also be incorporated into the curriculum.

3D Art – Yearlong/1 Credit (Prerequisite: 2D Art – Or both Art 1 & 2)

This class will be open to students in grades 10-12. Students will work with ceramics, plaster, cardboard, wire and other 3-dimensional materials. This yearlong course will focus on problem solving skills, attention to detail and using many different mediums to create a variety of diverse sculptures. This course will allow students to concentrate in art and design with further application, using skills and techniques acquired in primary classes. Emphasis will be on developing more advanced techniques in different mediums. The objective is to encourage individual achievement using critical thinking, problem solving and integrating technology. Writing components, as well as research, technology and art history will be incorporated into the curriculum.

Advanced Art – 1 Semester/.5 Credits
(Prerequisite: B or higher in both 2D & 3D – Or B or higher in both Art 1 & 2)

This class is open to students in grades 11-12. Previously Art 3/4, this course will focus on independent research and project ideas. This course will allow students to further their talents in skill and individual style. Advanced techniques using various mediums and mixed media will be taught. The objective is to encourage individual achievement using critical thinking, problem
solving and integrating technology. Emphasis will be on exploration, composition, independent work and well-developed final products. Projects will be highly individualized. Writing components as well as research, technology and art history will be incorporated into the curriculum. (This course may be repeated with the student receiving no more than two total credits.)

Art Honor Cord – Color: Rainbow

- Overall non-weighted GPA of 2.5 with no grade below an A- in at least 4 High School Art classes.
- Taken Art 1, 2, 3 & 4, or at least 2 Art credits.
- Exhibit in at least 3 annual East Knox Art shows.
- Show leadership, good character and outstanding merit in the field of Art

VISUAL ARTS AND GRAPHIC DESIGN

Graphic Design I — Intro to Visual Design (340310)

Graphic Design I introduces students to the principles and practices of visual communication and digital design. Students learn how designers use typography, color, images, and layout to communicate messages to specific audiences. Through project-based learning, students explore design careers, practice professional design workflows, and create digital media using Canva and introductory Adobe Illustrator tools. Students develop problem-solving, communication, and presentation skills while completing real-world design projects including promotional graphics, social media campaigns, logos, and brand style guides. This course aligns to Ohio Career Technical Education standards for Intro to Visual Design (340310) and prepares students for advanced coursework in Graphic Design II.critiques, and explores career pathways in graphic design and communications.

(HS) Grades: 9–12 Length: Semester Prerequisite: None Career Field: Arts, A/V Technology & Communications Software: Adobe Illustrator (introductory)

Graphic Design II — Advanced Visual Design & Illustrator Certification

Graphic Design II expands students' knowledge of visual communication through advanced design projects, professional workflows, and Adobe Illustrator skill development. Students work with client-based design briefs, create marketing campaigns and package designs, and build a professional portfolio. This course integrates preparation for the Adobe Certified Professional in Adobe Illustrator industry credential. Students practice advanced vector illustration, typography, branding systems, and production workflows while simulating real-world design scenarios. Students can take this as a standalone course, but it is designed to follow Graphic Design I.

Grades: 10–12 Length: Semester (75 instructional days) Prerequisite: Graphic Design I (recommended)

CAREER BASED INTERVENTION

Career-Based Intervention 10 (CBI 10) -first semester only

Career-Based Intervention 10 is a program for sophomore students who are interested in exploring vocational training and expanding their career options. After completing their core academic classes at East Knox High School, CBI 10 students are transported by bus to the Knox County Career Center. There, students participate in hands-on learning experiences across a variety of career labs aligned with their interests, while building workplace skills.

Career-Based Intervention 12 - Year Long

Career Based Intervention (CBI) is an Ohio Department of Education and Workforce approved career-technical program designed to provide meaningful career exploration, employability skill development, and paid or unpaid work-based learning experiences for students in grades 11 and 12. The course integrates classroom instruction with supervised workplace experiences to help students build essential skills for success in the workforce and post-secondary education.

Aligned to the **Ohio Career Field Technical Content Standards for Career Based Intervention** and Ohio's **Employability Skills Framework**, students develop competencies in:

- Workplace professionalism and soft skills
- Communication and teamwork
- Financial literacy and workplace documentation
- Career exploration and pathway planning
- Job acquisition skills (résumé writing, interviewing, applications)
- Workplace safety and labor laws

Students are required to maintain approved employment or a structured internship aligned to their career interests. Regular site visits and evaluations are conducted by the CBI instructor to ensure skill development and workplace performance standards are met.

First Aid/ CPR - Semester 7-12

This semester-long course equips high school students with essential, life-saving skills they can use at school, at home, and in the community. Students will learn CPR for adults, children, and infants; how to use an AED; and how to respond confidently to common medical emergencies such as choking, bleeding, burns, fractures, allergic reactions, and sudden illness. Through hands-on practice, real-world scenarios, and team-based simulations, students build confidence, decision-making skills, and situational awareness. Emphasis is placed on safety, responsibility, and leadership, making this course ideal for students interested in healthcare, public safety, athletics, childcare, or simply being prepared to help others. Upon successful completion, students may earn CPR and First Aid certification, depending on program requirements.

ENGLISH EDUCATION DEPARTMENT

ENGLISH 9 **LENGTH–YEAR**

Instruction will integrate literature study, grammar and composition. There will also be compositions on nonfiction selections. The objective is to teach the student clearer communications through writing, speaking, thinking and listening. Improvement of reading skills, analysis and enjoyment of reading are also class goals. Students will read full-length books and may be required to complete a short research assignment.

Grade: 9
PREREQUISITE: None
Credit: 1.00
Note: Honors English 9 requires a teacher recommendation and a grade of A in both semesters of Language Arts 8

WORLD LITERATURE **LENGTH–YEAR**

Students will study a variety of literature, including world literature and novels and learn to write varied compositions with emphasis on developing paragraphs and short essays. Research skills will be used in a short paper. Also, students will develop writing skills making practical application of grammar and vocabulary study. Students will develop an appreciation of world literature, plays, short stories, myths, and novels.

Grade: 10
PREREQUISITE: Passing grade in English 9
Credit: 1.00
Note: Honor English 10 requires a teacher recommendation and a grade of A in both semesters of English 9

AMERICAN LITERATURE **LENGTH–YEAR**

Students will study American Literature, focus on research and analysis in their writing, increase their vocabulary skills, remediate grammar and usage problems, and read two or three supplemental novels. In addition, students will improve their oral presentation skills, their visual literacy skills, and their reading and writing skills.

Grade: 11
PREREQUISITE: Passing grade in World Literature
Credit: 1.00

BRITISH LITERATURE **LENGTH–YEAR**

Students will study literary works and literary elements focusing on British literature. Literary study will include poetry, plays, fiction, and nonfiction prose. Reading selections will include both assigned and supplemental choices. Students will write for various purposes with a focus on applying standard English grammar, usage and vocabulary in compositions. Research and analytical skills will be applied for writing and speaking. Listening skills and visual literacy will be implemented throughout the course. Presentations will include the use of research and technology. Throughout the course, students will develop a writing portfolio in addition to supplementing a career portfolio. The language arts State Standards will be included throughout the course. Students will enhance their literary and writing experiences, as well as develop communication skills for employment and/or further education.

Grade: 12
PREREQUISITE: Passing grade in American Literature
Credit: 1.00

MYTHOLOGY **LENGTH–SEMESTER**

Mythology is used as a reference in many pieces of literature, being a basis for reading and understanding. Students will read many mythological stories, studying the gods and goddesses, heroes, creatures, and places of Ancient Greece and Rome and other cultures. Students will become familiar with word roots and bases to help enlarge vocabulary.

Grades: 10-12
Credit: .50

COLLEGE WRITING **LENGTH–SEMESTER**

The purpose of College Writing is to help you grow and prepare yourself to write at a college level. In this course, you will work on both research and writing skills. Students will write college-level papers in both MLA and APA formats. College Writing students should be planning on attending a four-year college. The college search and application process will be covered in some detail as part of this course.

Grades: 10-12
PREREQUISITE: Grade of B in English previous school year
Credit: .50

SCHOOL NEWSPAPER **LENGTH–YEAR**

In this class, students will learn how to research, write, and edit articles for the school newspaper. They'll get to explore different types of writing, like news stories, opinion pieces, interviews, and feature articles. Along the way, they'll also pick up important skills like fact-checking, ethical reporting, and media literacy. Students will also get hands-on experience with photography, layout design, and digital publishing to help bring the newspaper to life. Plus, they'll have opportunities to create video and podcast interviews, learning how to record, edit, and produce engaging multimedia content. By the end of the class, they'll know how to create engaging, well-written stories and keep their school community informed in a variety of ways. 9th to 12th grade students must have a B or higher in their English class and a teacher recommendation in order to join the school newspaper.

Grades: 9-12
Credit: 1.0/This course can be repeated throughout high school.

ENGINEERING

Engineering Essentials - Full year

Engineering Essentials is a hands-on course where students learn how engineers think, design, and solve real-world problems. In this class, students work in teams to build models, test ideas, and improve their designs. They explore topics like computer-aided design (CAD), robotics, programming, and basic engineering concepts. The course helps students develop creativity, critical thinking, and teamwork skills while discovering different engineering career paths.The course is roughly divided into four parts; mechanical motion, electrical circuits, 3D engineering design and urban design. Grades 9-12

ROBOTICS **LENGTH–YEAR**

This course is available to upcoming 7th and 8th graders in the 2025-2026 academic year with the option for freshmen to enroll in the course as well to build the course for high school students in future years. Throughout this course we will be learning how to construct, design, and code for robots! We use VEX robotics. This is a year-long course. VEX utilizes plastic, snap-together pieces in order to create functional robots. This course will be a prerequisite to higher level courses, such as engineering.

Grade: 9-12 (2026-2027 school year)
Credit: 1.00
PREREQUISITE: Math/Science teachers' recommendation

FAMILY & CONSUMER SCIENCE DEPARTMENT

PRINCIPLES OF FOOD **LENGTH–SEMESTER**

In this course, students will gain knowledge in food selection criteria and apply preparation methods to promote a healthy lifestyle. Students will apply cooking methods, ingredient selection and nutritional information in the context of selected food dishes. Throughout the course, basic food safety and sanitation techniques will be emphasized.

Grades: 8-10
Credit: .50

CULINARY FUNDAMENTALS **LENGTH–SEMESTER**

This is a study of basic nutrition, principles of food preparation, meal planning and social etiquette. Food will be prepared with an additional emphasis on sanitation and safety. Course goals include increased knowledge about nutrition information, planning and carrying out attractive and nutritious meals, experiencing new foods and methods of preparation.

Grades: 9-12
Credit: .50
PREREQUISITE: Principles of Food

GLOBAL FOODS **LENGTH–SEMESTER**

This is a more in depth study of nutrition, meal planning and principles of food preparation. More advanced foods will be planned and prepared. Students will be expected to use prior knowledge retained in Foods I to continue to learn about foods and nutrition. Course goals include learning about meal planning and budgeting, adjusting recipes, planning and carrying out advanced meals, understanding various cultures and their views on food and nutrition, and experiencing new foods and methods of food preparation.

Grades: 9-12
PREREQUISITE: Culinary Fundamentals
Credit: .50

CHILD DEVELOPMENT **LENGTH–SEMESTER**

In this course, students will study the principles of child growth, development and behavior. An emphasis will be placed on the cognitive development of a child and sensory and motor skills. Additional topics will include childhood diseases, immunizations, theories of development, learning styles and evaluating childcare services.

Grades: 10-12
Credit: .50

LEADERSHIP AND COMMUNITY ENGAGEMENT **LENGTH–SEMESTER**

In this course, students will learn how to become an active community member and citizen. An emphasis will be placed on service-learning, leadership training, and team building opportunities. Additional topics will include public policy issues and community and global engagement.

Grades: 9-12
Credit: .50

TEXTILES AND INTERIOR DESIGN **LENGTH–SEMESTER**

In this course students will explore a broad range of topics relating to the various aspects and career opportunities available in the field of textiles and design. The emphasis will be given to textiles project development and developing strategies to maintain the home. Additional topics will include project collaboration, design techniques and environmental sustainability.

Grades: 8-10
Credit: .50

INTERIOR DESIGN, FURNISHINGS, AND MANAGEMENT **LENGTH–SEMESTER**

Students will examine design principles used in residential interiors. An emphasis will be placed on incorporating anthropometrics, ergonomics, and psychological responses. Additional topics will include the selection and organization of furnishings, floors and wall coverings in living spaces, kitchens, and baths.

Grades: 9-12
Prerequisite: Textiles and Interior Design **or** junior or senior status

Credit: .50

TEXTILE DESIGN, CONSTRUCTION, AND MAINTENANCE LENGTH–SEMESTER
In this course, students will study the visual appearance of fabric and fashion design. Students will identify, analyze and apply production processes and techniques to textiles. Additional topics will include the maintenance and alterations of textiles products, including home interior accessories and garments.
Grades: 9-12
Prerequisite: Textiles and Interior Design **or** junior or senior status
Credit: .50

LIFE SKILLS LENGTH- SEMESTER

Life Skills is a hands-on, practical course designed to help students build confidence and independence in everyday situations. This class focuses on real-world skills you will use now and in the future. Students will explore topics such as effective study skills, time management, goal setting, and organization to support academic success. The course also covers basic cooking and nutrition, personal wellness, and healthy lifestyle habits.

In addition, students will learn practical skills like changing a tire, checking the oil in a vehicle, understanding basic car maintenance, and managing everyday responsibilities. Communication is a key component of the class, including proper communication skills, social etiquette, professionalism, and how to interact respectfully. Grades 9-12

FOREIGN LANGUAGE DEPARTMENT

SPANISH I **LENGTH–YEAR**

Spanish I consists of: (1) pronunciation and ear training in production and recognition of Spanish sounds; (2) vocabulary development for conversation and reading; (3) basic language patterns and grammatical construction; (4) reading and composition within the limits of language comprehension; (5) supplementary activities for background knowledge of Spanish Speaking countries and their cultures. The objectives of Spanish I are to give students knowledge of both written and spoken Spanish, the people and their cultures.

Grades: 9-12
PREREQUISITE: C or higher in English 8 or teacher recommendation
Credit: 1.00

SPANISH II **LENGTH–YEAR**

Spanish II consists of a review of Spanish I increasing vocabulary, improving pronunciation, conversation, reading, writing, and learning about the history, geography and culture of Spanish speaking countries, and Spanish literature.

Grades: 9-12
PREREQUISITE: C or higher in Spanish I and English or teacher recommendation
Credit: 1.00

SPANISH III **LENGTH–YEAR**

Spanish III consists of the review of grammar and vocabulary in Spanish I and II, speaking to express one's own ideas, reading compositions, learning about the history, geography, and culture of Spanish speaking countries and Spanish literature.

Grades: 11-12
PREREQUISITE: C or higher in Spanish I & II or teacher recommendation
Credit: 1.00

MATHEMATICS DEPARTMENT

ALGEBRA I **LENGTH–YEAR**

Algebra I extends the principles of arithmetic by working with variables with emphasis on the structure of mathematics. This course is a comprehensive course that prepares students to use algebraic skills and concepts in mathematics, in related disciplines and in real world situations. The student will develop problem solving strategies to think critically and solve problems. Topics include signed numbers, equations, graphing, factoring, and exponents. This course is recommended for the college bound student. A TI 30X IIS scientific calculator is recommended for this course.

Grades: 8-10

PREREQUISITES: Teacher recommendation and acceptable score on the Algebra Prognosis test for grade 8

Credit: 1.00

GEOMETRY **LENGTH–YEAR**

This course involves the study of properties of geometric figures and ideas. Learning to do various formal and informal proofs is an important concept in this course. Extensive use of formulas constitutes a large portion of the material covered. Students will be expected to memorize many theorems, definitions and properties. Both plane and solid geometry are covered. Other topics studied include geometric construction, congruence, similarity, right triangle trigonometry. This course is highly recommended for students planning to go on to Algebra 2 and Precalculus (Advanced Math) and college bound students. A TI 30X IIS scientific calculator is recommended for this course.

Grades: 10-12

PREREQUISITES: Successful completion of Algebra I and Algebra II and teacher recommendation

Credit: 1.00

ALGEBRA II **LENGTH–YEAR**

This course builds upon first year algebra concepts and continues to emphasize problem solving skills as they apply to real world situations. Additional topics include, but are not limited to, irrational and complex numbers, quadratic functions, analytic geometry, graphing, exponential functions, logarithms, series and sequences, and permutations and combinations. This course is recommended for those students intending to study advanced mathematics/precalculus. A graphics calculator is **required,** a TI83+ or TI84+ is preferred.

Grades: 9-12

PREREQUISITES: Successful completion of Algebra I or teacher recommendation

Credit: 1.00

MATH LAB **LENGTH–SEMESTER**

This course is designed to support students who are working towards proficiency on the Ohio State Test for mathematics. While prioritizing the reinforcement of existing concepts, this course prepares students without introducing extensive new material.

Grades: 9-10

PREREQUISITES: Algebra 1

Credit: .50

COLLEGE MATH **LENGTH–YEAR**

College Math is a great 4th credit in mathematics for juniors or seniors. The first half of the course is a review of the mathematics they have covered in high school, but at a more advanced level. This is a great review for juniors who are taking the ACT or for seniors who are about to take placement tests for college. The second semester of the course is for fun math! We will learn about problem solving, logic, set theory, number theory and history of mathematics. We even learn how to convert numbers into binary! This is also a good course for students who don't favor math. It gives them a chance to succeed in mathematics and with less stress as there is no state test. I also have more opportunity to work with them one on one, or in small groups, because the class sizes are smaller at that level. Grade 11-12

Grades: 11-12

PREREQUISITES: Algebra I and II (or their equivalents) plus Geometry

Credit: 1.00

Consumer Math -semester (Can be paired with Financial Literacy for a full year of math)

Consumer Math is a comprehensive, semester-based course designed to equip students with the practical money management skills needed for real-world success. This course explores essential topics including earning income, understanding taxes, budgeting, banking, saving and investing, credit and loans, purchasing vehicles and homes, and managing insurance. Students learn to calculate gross and net pay, reconcile bank statements, compare loan options, evaluate credit card finance charges, analyze mortgage payments, and apply the 50-30-20 budgeting rule. Through guided instruction, real-world projects, and applied problem-solving activities, students develop financial decision-making skills that prepare them for independent living and long-term financial stability. Grade 11-12

Financial Literacy - Semester .5 credit

During this semester course, students explore key personal finance topics including budgeting, saving and investing, credit and debt management, insurance and risk management, and fundamentals of taxes and income. Through real-world applications, simulations, and project-based learning, students will develop the financial capability to set goals, evaluate financial choices, and responsibly manage resources both now and in the future. This course ensures all graduates are prepared with the financial understanding necessary for post-secondary success, career readiness, and lifelong financial well-being. This is a graduation required course.

Advanced Quantitative Reasoning (AQR) **LENGTH–YEAR**

Advanced Quantitative reasoning (AQR) course is an advanced quantitative reasoning course. Quantitative Reasoning (QR) is the application of basic mathematics skills, such as algebra, to the analysis and interpretation of quantitative information (numbers and units) in real-world contexts to make decisions relevant to daily life. The Advanced Quantitative Reasoning course is designed to promote reasoning, problem-solving and modeling through thematic units focused on mathematical practices, while reinforcing and extending content in Number and Quantity, Algebra, Functions, Statistics and Probability, and Geometry. **Grades: 11-12**

Credit: 1.00

MUSIC EDUCATION DEPARTMENT

HIGH SCHOOL MARCHING BAND **LENGTH–YEAR**

The high school band class is actually a combination of two separate groups. The marching band is a group that performs at all football games, parades, festivals, concerts and other special events. Marching band students sign a commitment form in the previous spring and will be required to meet after school in addition to the high school band class. Band students are required to participate in both marching and concert bands and can only be exempt by written consent from the band director. Students who participate in a fall sport will not be required to participate in the marching band. Students in the high school band class will play marching band music until October. The students who are concert band only students will participate by playing with the marching students during the class period, but will not be required to meet after school or perform with the ensemble. The concert band is a group that performs at concerts, festivals, large group contests and other special events. Students in this part of the class are also encouraged to prepare music for solo and ensemble contests; however, it is not required. This group will rehearse during the high school band period starting in October through the remainder of the school year. The objective of this course is to further the reading ability of each student in the language of music, develop sound pedagogical understanding with respect to a student's individual instrument, foster team building and group dynamics and improve upon skills learned from previous music experiences. Note: Color Guard and Majorette members of the marching band can take this class for .50 credit with director approval.

Grades: 9-12

Note: STUDENTS THAT ARE AUDITIONED FOR MARCHING BAND INCLUDE DRUMLINE, COLOR GUARD, AND MAJORETTES.

Credit: 1.00

CHOIR **LENGTH–SEMESTER/YEAR**

Choir is open to any students in grades 9 through 12 and requires **NO** audition. Choir will train students' individual solo voice and ensemble voice through musical repertoire. Students will also be taught basic singing techniques in a variety of styles, music notation, dynamics, intonation, and balance. The choir will learn, memorize, and perform several songs throughout the semester. Students who would like to participate in choir are required to participate in daily singing activities with a positive attitude. Students will be required to participate in a concert held at the end of the semester.

Grades: 9-12

Credit: .50 per semester

SURVEY OF MUSIC **LENGTH–SEMESTER**

This is a non-performing class that explores several areas of music. Subjects that will be covered include the history of classical music, jazz, rock and roll, pop, music theory, and how to listen to music. Students will write music, participate in group projects, engage in group discussion, and write a final paper at the end of the semester.

Grades: 9-12

Credit: .50

MUSIC OF BROADWAY AND THE MOVIES **LENGTH–SEMESTER**

This course is an examination of the history and aesthetics of music written for on stage musicals and Hollywood films. In addition to the music itself, the course will also consider cultural, philosophical, psychological, and some technical aspects of film scoring. No prior training in music is necessary for this course, and the course will include a review of the elements of musical style with particular emphasis on their relationship to the dramatic aspects of film. There will be written work including responses to articles and critical analysis of the music in various American film genres.

Grades: 9-12

Credit: .50

PHYSICAL EDUCATION/HEALTH DEPARTMENT

PHYSICAL EDUCATION **LENGTH–SEMESTER**

Physical education is involvement in physical activities, knowledge of how our bodies move and the things that are good/bad for our bodies. The mind and body are not separate: how the mind works at a given time has a great deal to do with how the body feels. Class activities will stress strategies for staying physically fit.

Objectives: Physical fitness—To be able to carry one's workload without difficulty; to participate in recreation with ease and enjoyment; to develop endurance to meet the emergencies of life; to keep your body in good physical and mental health.

Motor skills—to see improvement in learned motor skills.

Knowledge—to know rules and strategies of activities and to be able to make split second decisions.

Social—to help students to cooperate and appreciate exercise, sports and the use of leisure time.

Participating is the key requirement for physical education. Each unexcused dress cut will result in lowering of a student's grade. **Example:** Each student starts the nine weeks with an A. If one unexcused dress cut occurs, the grade drops to an A; two unexcused dress cuts, the grade drops to a B: etc. More than six cuts a quarter will result in an F for the nine weeks. **STREET SHOES WILL NOT BE ALLOWED ON THE GYM FLOOR.** Students must provide tennis shoes which are dedicated for gym use only.

Grades: 9-12

Credit: .25 (FULL YEAR = .50 CREDIT)

STRENGTH AND CONDITIONING **LENGTH–SEMESTER**

This class will give each student an opportunity to improve total physical fitness through weight training as well as fitness-based exercise. Students will have the opportunity to work in the weight room, indoors, and outdoors. The goal of this class is to assist the student in exercise techniques to keep the body in good physical condition.

Grades: 10-12

Credit: .25

YOGA **LENGTH–SEMESTER**

In this beginner Yoga course, we will utilize yoga practices to become more physically, mentally and emotionally fit. You will learn breathing techniques, basic to intermediate yoga poses, improve the mind-body connection and increase strength and flexibility. Emphasis will be placed on correct alignment and safe practices.

Grades: 10-12

Credit: .25

HEALTH **LENGTH–SEMESTER**

The course deals with introducing the different systems of the human body. This includes how each system functions, what organs are involved in this function, what diseases can affect the health of these systems, how the things which are put into the body (drugs, food, etc.) affect it, and how the environment around us can affect a person's health. Students will be required to take written tests, quizzes, do homework assignments and keep a record (of their choice) on a health related subject.

Grades: 9-10

Credit: .50

Advanced Team Sports - Semester

Advanced Team Sports is a rigorous high school physical education course for students who have mastered foundational skills and are ready to refine advanced techniques, strategic understanding, and competitive play across major team sports, including volleyball, basketball, softball, baseball, football, and other team-oriented activities. Building on Ohio's physical education standards that emphasize motor skills, movement patterns, strategic application, teamwork, and personal and social behavior, this course challenges students to enhance sport-specific skills, assess tactics and game strategies, and exhibit leadership and sportsmanship in authentic gameplay scenarios.

Grades 9-12

Interscholastic Athletic Physical Education Waiver Policy

The Ohio Department of Education mandates 120 hours of physical education to earn the one half unit of credit required for graduation. Section 3313.603 (L) of the Revised Code, however, allows "the board of education of each school district . . . may adopt a policy to excuse from the high school physical education requirement each student who, during high school, has participated in interscholastic athletics, marching band, or cheerleading for at least two full seasons. If the board or authority adopts such a policy, the board or authority shall not require the student to complete any physical education course as a condition to graduate. However, the student shall be required to complete one half unit, consisting of at least sixty hours of instruction, in another course of study."

East Knox High School will allow sophomore and junior student athletes who participate in two interscholastic sports seasons throughout the school year, to be excused from physical education class, with the exception of 9th grade physical education. Marching Band shall count as 1 sport season. Participants in Marching Band must still compete in a second interscholastic sport in either the winter or spring. Students are not permitted to utilize two activities in the same season to meet this requirement (i.e. band and soccer will count as only one season). The intent of this policy is to encourage and give credit for extended physical activity over the entire length of the school year.

Participation in two interscholastic sports seasons means the following:

1. Interscholastic Sports Seasons

    a. Fall Interscholastic Sports Season

    b. Winter Interscholastic Sports Season

    c. Spring Interscholastic Sports Season

2. Selection to any interscholastic team will require that student athletes meet appropriate team standards in order to be a member of any team. Selection to any team is not a guarantee.

3. A minimum of 90% attendance at ALL team practices, competitions, and team events, beginning with the sport's official start date (set by the Ohio High School Athletic Association) even if this date is prior to the opening of school in the fall and continuing through all post season play. This may also include events held over school holidays.

4. Each student athlete is responsible for remaining academically eligible throughout the sports seasons.

5. Participation in the season must include physically active participation in ALL aspects of team training, preparation, and play. If at any time a student athlete does not meet the criteria set forth above, he/she will be required to make up the appropriate coursework and must contact the guidance to make any necessary schedule changes.

This policy is intended to free time for additional academic scheduling during the school day for two interscholastic sport student athletes. Student athletes meeting the requirements of this policy will not receive a grade for physical education since they have been excused from the graduation requirement.

Students planning to participate in this program may request paperwork in April. The paperwork must be submitted to the athletic director before June 1.

SCIENCE DEPARTMENT

HONORS ANATOMY AND PHYSIOLOGY **LENGTH–YEAR**

Human Anatomy and Physiology covers the structure and function of the human body. Each of the systems of the body is covered in detail. Topics include: anatomical terminology, tissues, integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary, and reproductive systems. The course helps prepare students for nursing and/or other allied health professions. The course is taught as a CCP course through Central Ohio Technical College (COTC).

Grades: 11-12
PREREQUISITES: Biology, Chemistry suggested
Credit: 1.00

BIOLOGY **LENGTH–YEAR**

Biology I is designed to provide students with a fundamental understanding of the general concepts of biology, the scientific study of living things. Topics include the scientific method, basic chemistry, cell structure and function, photosynthesis and cell respiration, cell reproduction, genetics, evolution, classification of organisms, and ecology.

Grade: 10
Credit: 1.00

BOTANY **LENGTH–SEMESTER**

Botany is the study of plants. This course introduces students to the identification and classification of local flowering plants with an emphasis on wildflowers. Students will learn how to use field guides in the first part of the course which is conducted largely in the field. A survey of the plant kingdom including algae and fungi will be the focus of the second half of the course. The course is only offered in the fall.

Grade: 11-12
PREREQUISITE: Biology
Credit: .50

EARTH SCIENCE **LENGTH–YEAR**

Earth science is a yearlong introductory course designed to teach students the structure of the Earth and the dynamic forces, which shape our planet. Topics include: Geology (study of rocks, plate tectonics, earthquakes, volcanoes, weathering and erosion, glaciers and history of the Earth), Oceanography (study of the oceans and water systems), and Meteorology (study of the atmosphere, climate and weather). This elective course will satisfy the third year of science required for high school graduation. This course is iPad intensive.

Grades: 11-12
Credit: 1.0

FORENSIC SCIENCE **LENGTH–SEMESTER**

This course focuses on the skills and concepts behind crime scene investigation and forensic science. This course will help you hone your investigative skills and review a wide range of science concepts and critical thinking. You will review physics, chemistry, anatomy, cell biology, environmental science and computer science in the process of learning about forensic science. You will engage in lectures, labs, case studies, and online activities. This course should help you see how science is used to answer questions rather than just learning science concepts.

Grades: 11-12
Credit: .50

INTRODUCTION TO CHEMISTRY **LENGTH–YEAR**

Chemistry is a science that deals with matter and the changes it undergoes. Major emphasis is placed upon the structure of matter in determining chemical and physical properties of substances. Chemistry is a basic science course for students who plan to attend college or a science oriented technical school. The student will be exposed to abstract chemical theory, intensive problem solving, and basic laboratory procedure.

Grades: 11-12

PREREQUISITE: Grade of B in both semesters of Algebra I

Credit: 1.00

METEOROLOGY **LENGTH–SEMESTER**

Students will study an Overview of Major climatic controls; climatic classifications and comparisons of major climatic types; an overview of current climate issues such as global warming and El Niño; overview of the global climate; current weather maps; structure of the atmosphere and the role of moisture in the development of dew, clouds, and precipitation; air masses, fronts, cyclones, thunderstorms, tornadoes, and hurricanes. Elements of weather forecasting, instrumentation and communication will be discussed

Grades: 11-12

Credit: .50

PHYSICAL SCIENCE **LENGTH–YEAR**

Physical Science is a required graduation course that is designed to better prepare students to apply science concepts to everyday life. A basic introduction to high school chemistry and physics, it includes topics such as the structure of atoms, matter, chemical reactions, and motion and forces, and the conservation of energy.

Grades: 9

Credit: 1.00

SOCIAL STUDIES DEPARTMENT

WORLD STUDIES **LENGTH–YEAR**

Ninthgrade students continue the chronological study of world history. This study incorporates each of the seven Academic Content Standards. As students study historic eras, they consider the influence of geographic settings, cultural perspectives, economic systems and various forms of government. Students gain a deeper understanding of the role of citizens and continue to develop their research skills.

Grade: 9
Credit: 1.00

U.S. STUDIES **LENGTH–YEAR**

Tenth grade students continue the chronological study of the history of the United States with emphasis on domestic affairs. This study incorporates the Academic Content Standards. As students study historic eras, they consider the geographic, cultural, economic and governmental changes that have occurred. Students develop a deeper understanding of their role as citizens and continue to expand their command of social studies skills and methods.

Grade: 10
Credit: 1.00

GOVERNMENT **LENGTH–SEMESTER**

This course is an in depth study of the U.S. government, as well as civic responsibilities. This study incorporates all seven standards. Students study the historic tools of the political system and how it has changed over time. They continue to develop an understanding of the rights and responsibilities of citizenship including current events that shape their society.

Grades: 11-12
Credit: .50

PRINCIPLES OF PSYCHOLOGY **LENGTH–SEMESTER**

This course is designed to involve students in the scientific study of theories and concepts related to the individual. Students learn basic psychological theories and concepts through classroom discussion and experimentation. Current topics in psychology are emphasized.

Grades: 11-12
Credit: .50

GEOGRAPHY **LENGTH–SEMESTER**

Geography is designed to give students the knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world. The course will also focus on today's global economics, politics, social values, ideology and culture.

Grades: 10-12
Credit: .50

CCP US History I: 1492-1877 -Semester
This course surveys the political, social, economic, and cultural development of the United States from pre-history and European exploration through Reconstruction. Among the topics covered are colonization, slavery, the establishment of the new nation, the displacement of native peoples, sectional problems, national growth, the Civil War and Reconstruction. Credit: 3 College credit hrs

WORLD WAR II **LENGTH–SEMESTER**
This course explores the origins, events, and consequences of WWII, the deadliest conflict in human history. It examines the major military campaigns and strategies, the key leaders, the political and social factors that led to the war's outbreak, and the war's impact on the world order and the people affected by it. The course will use primary sources, films, and lectures to understand World War II comprehensively.
Grades: 11-12
Credit: .50

FINANCIAL LITERACY **LENGTH–SEMESTER**
The content of this course is based on the Financial Literacy Standards and Model Curriculum and includes topics such as financial responsibility and decision making, planning and money management, informed consumers, investing, credit and debt, risk management, and insurance. This course is a graduation requirement for the Class of 2026 and beyond.
Grades: 11-12
Credit: .50

AMERICAN CIVIL WAR & RECONSTRUCTION ERA **LENGTH–SEMESTER**
This course provides a comprehensive exploration of the American Civil War (1861-1865) and the Reconstruction era (1865-1877), key periods that reshaped the United States socially, politically, and economically. Through an examination of primary sources, scholarly readings, and critical analysis, students will delve into the causes of the Civil War, including slavery, states' rights, and sectionalism, and explore the major military campaigns, battles, and figures that defined the conflict. The course will also cover the profound effects of the war on American society, including the abolition of slavery and the passage of the 13th, 14th, and 15th Amendments.

Following the war, the Reconstruction era will be studied in-depth, focusing on the challenges and contradictions of rebuilding the South, integrating formerly enslaved people into the political and social fabric of the nation, and navigating the contentious relationships between the federal government, Southern states, and African Americans. Students will critically analyze the successes and failures of Reconstruction policies, including the rise of Jim Crow laws, the impeachment of President Andrew Johnson, and the eventual end of Reconstruction in 1877.
Grades: 9-12
Credit: .50

Apocalyptic Geography: Surviving the Zombie World
A one-semester, 0.5-credit Social Studies course for grades 9–12 that teaches essential geographic concepts through an immersive zombie apocalypse scenario.

Using a three-stage framework—Outbreak, Survival, and Resettlement—students apply the Five Themes of Geography (Location, Place, Human-Environment Interaction, Movement, and Region) to analyze how a fictional virus spreads, determine the most sustainable regions for survival, and design plans to rebuild society. Through project-based learning, simulations, mapping labs, and collaborative design challenges, students develop critical thinking, spatial analysis, research, and presentation skills. Assessment is based on projects, participation, and application of geographic reasoning, making this an engaging and

academically rigorous course for students interested in geography, environmental systems, and creative problem-solving.

ELECTIVES

YEARBOOK **LENGTH–YEAR**

The purpose of Yearbook I is to produce and publish a school yearbook that includes coverage of student life on campus and major events of that year while preparing students for the increasingly complex life and work environment in the 21st century. In Yearbook, students will learn to design layouts, take quality pictures, interview fellow students, write stories, and be a part of a professionally published book.

This class is responsible for the publication of the school yearbook. Students are expected to develop proficiency in skills such as copywriting, design, layout, and public relations. An ability to write and spell is required. Students must spend time outside of class working on all phases of yearbook production, including the sale of ads. Yearbook photographers must be able to take pictures and produce good quality photos.

The students considering this course must have and exhibit a high degree of self-motivation and maturity. They must possess good time management skills. The students will be responsible for writing articles, taking and gathering photographs, and the layout and design of yearbook pages on the computer. In addition, students will market the yearbook. Students must be prepared to spend extra time outside of class working on the yearbook.

Grades: 9-12

PREREQUISITES: English teacher recommendation, a grade of B or better grade average in their previous semester English course and Yearbook teacher approval.

Special Note: This course may be repeated each year of high school.

Credit: 1.0

SUGGESTED COURSES FOR STUDENTS PARTICIPATING IN COLLEGE CREDIT PLUS

11TH GRADE YEAR

English: **Composition 1**

American Literature

Math: **Pre-Calculus**

Calculus

Science: **General Biology with Lab**

Human Biology with Lab

S.S.: **Government**

Economics

*Plus any electives that would count towards student's planned major and/or that the student finds interesting

SUGGESTED COURSES FOR STUDENTS WHO ARE ON A COLLEGE/HONORS TRACK BUT NOT PARTICIPATING IN COLLEGE CREDIT PLUS

11TH GRADE YEAR

English: **American Literature**

College Writing

Math: **Geometry, Statistics, or College Math** Science:

Intro to Chemistry or Astronomy & Botany S.S.:

Government

Economics

*Plus any electives related to the student's planned major and/or that the student finds interesting

SUGGESTED COURSES FOR STUDENTS PARTICIPATING IN COLLEGE CREDIT PLUS

12TH GRADE YEAR

English: **Composition 2**

British Literature

Math: **Intro. To Statistics** Science:

Basic Chemistry with Lab

Physics with Lab

S.S.: **Cultural Diversity** or **Intro to Psychology**

Fine Arts **Fundamentals of Drawing**

*****Plus any electives that would count towards student's planned major and/or that the student finds interesting

SUGGESTED COURSES FOR STUDENTS WHO ARE ON A COLLEGE/HONORS TRACK BUT NOT PARTICIPATING IN COLLEGE CREDIT PLUS

12TH GRADE YEAR

English: **British Literature**

College Writing

Math: **Statistics or College Math**

Science: **Intro to Chemistry, Physics, Neuroscience, and/or Forensic Science**

S.S.: **Government**-If not taken previously

Economics-If not taken previously

Principles of Psychology

*****Plus any electives related to the student's planned major and/or that the student finds interesting

MOUNT VERNON NAZARENE UNIVERSITY

15-Credit Hour Core Pathway

This pathway included courses that are typically required at any college regardless of a student's choice of major.

Course #	Course Name	CR
ENG-1083G	College Writing	3
ENG-1063G	Engaging Literature	3
PSY-1013G SOC-1013G	General Psychology or Introduction to Sociology	3
MAT-1023G MAT-1034G MAT-2063G	Pre-Calculus or Calculus 1 or Introduction to Statistics	3 4 3
COM-1023G COM-1053G	Public Speaking or Introduction to Communication	3
		15-16

30-Credit Hour Pathway

The 15-credit hour core pathway above can be combined with a specialized pathway designed with a specific major in mind to create a 30 hour pathway. For example, students seeking a degree in Biology would complete the below pathway after completing the Core Pathway above. Additional MVNU specialized pathways can be found on their website (https://www.mvnu.edu/dualenrollment/pathways).

Course #	Course Name	CR
BIO-1054G	General Zoology with Lab	4
BIO-1074G	General Botany with Lab	4
CHE-1034G	General Chemistry I with Lab	4
CHE-1044G	General Chemistry II with Lab	4
BIO-2001	Medical Terminology	1
		17

CENTRAL OHIO TECHNICAL COLLEGE

15-Credit Hour Pathway

ENGL-112 (3) Composition I

MATH-130 (3) Introduction to Statistics

SOC-110 (3) Cultural Diversity

PHIL-100 (3) Critical Thinking

PSY-100 (3) Introduction to Psychology

30-Hour Pathway (includes 15 Credit Hour Pathway courses)

ECON-105 (3) Principles of Microeconomics

ENGL-113 (3) Composition II

PHIL-200 (3) Introduction to Ethics

SOC-100 (3) Introduction to Sociology

SPCH-205 (3) Public Speaking