



Course Guide 2026-2027

Spencer Center for Gifted and Exceptional Students
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Wolfpack

FORWARD

THE SPENCER CENTER VISION

Spencer Center is a school founded upon six pillars:

- Equity
- Innovation
- Wonder
- Love
- Creativity
- Personalization

Spencer Center for Gifted and Exceptional Students provides an innovative and engaging learning environment aimed at developing students' capacity to actualize their visions for their future. Spencer Center is named in honor of Marian Spencer, a trailblazing civil rights activist in Cincinnati. In her memory, we are committed to creating a school environment that embodies equity and innovation. Our dedicated staff meet students where they are, using our personalized learning environments to challenge and promote analytical and creative thinking, develop collaborative and social skills, and foster a lifelong appreciation for learning. Graduates from Spencer Center possess the capability and confidence to pursue their passions, the skills and values to lead and collaborate, and the drive to make their positive impact on the world.

GIFTED EDUCATION

Gifted education at Spencer Center provides tailored and rigorous instruction that meets the unique needs of gifted students. Our approach to gifted education provides opportunities for enrichment and when appropriate, accelerated instruction. We offer enhanced learning opportunities that encourage creative and hands-on learning. We proactively address common challenges that may be experienced by gifted students by creating opportunities to develop executive functioning skills, like with our 7th and 8th grade Advisory program. Our gifted education programming also provides opportunities to address social-emotional development by encouraging collaboration and developing a sense of belonging.

INTRODUCTION

The scheduling team is committed to working directly with students and families. Our goal is to guide students through a smooth transition from junior to senior high school and onward (i.e. college, career, or enlistment), maximizing future possibilities. With that goal in mind, students are encouraged to challenge themselves academically and personally. While maintaining high grades is a component of that rigor, students should also focus on developing a well-rounded high school experience that includes advanced courses in all academic areas of study as well as participation in extracurricular activities. Spencer Center provides opportunities in art, music, drama, athletics, and more through courses and many clubs and organizations. We also believe that volunteering in the community and/or having a part-time job provide valuable experiences while enhancing options for the future. We even offer a community service elective for our high school students to directly teach this value.

This guide for students and parents presents requirements for graduation, course descriptions, and other information useful for planning a program of study at Spencer Center. Each student is advised to use this information to create a schedule well-suited to personal interests and post-secondary plans. Above all, students must prepare for a future that involves change. A program balanced with a variety of academic pursuits should assist students in preparing for the unknown demands of the future. Optioning and scheduling require thoughtful decisions. The allocation of class time is determined by student demand as indicated by the options. Requests for changes in programs must be considered as they affect the total school organization. If problems arise, students and parents should confer with teachers and counselors.

POST-SECONDARY PLANNING

When students are planning their high school program, they should be aware of the admissions and scholarship criteria employed by colleges, apprenticeship programs, military tracks, etc. Thoughtful planning will enable students to present a positive portrayal of themselves.

The high school transcript is crucial because it documents a student's academic progress throughout high school. Colleges prefer consistently high academic achievement or an improvement in grades throughout one's high school career. Admissions officers not only examine a student's grade point average, but also pay particular attention to the specific courses selected by the candidate. Spencer Center does not calculate class rank.

Scores obtained on college-entrance examinations are additional indicators of potential success in higher education. Since many colleges require certain minimum scores for admission, students should take these exams and take them seriously. In the 10th grade, students take the preACT which can be used to guide preparation for the ACT. In grade 11, all Spencer students take the ACT, and students may elect to take the PSAT for potential national merit scholarships. Further testing (e.g. additionally ACT testing and/or SAT testing) would need to be scheduled and completed independently.

In addition to the academic profile of a student, colleges express interest in a student's activities, volunteer community involvement, and/or work experience. Participation in an activity for several consecutive years often indicates an in-depth commitment to a program and may be viewed more positively than engaging in many activities over short periods of time. Admission officers highly regard continuity of activities.

GRADUATION REQUIREMENTS

A. SPENCER OVERALL MINIMUM GRADUATION REQUIREMENTS

1. 22 high school credits earned
2. Minimum of six credit hours per semester. (Must have administrator and counselor approval to have less hours due to course load)

B. SPENCER SPECIFIC COURSE MINIMUM GRADUATION REQUIREMENTS

English: Students must complete 4 years of high school English - English 9, English 10, and 2 other English credits (offered options: English 11, English 12, AP English Language and Composition, AP English Literature and Composition, or African American Literature)

Fine Arts: One Fine Arts credit is required in grades 9-12, which could be in Music or Visual Arts.

Mathematics: Algebra I, Geometry, Algebra II, and one more year of math credit. Students must complete four years (4 credits) of high school math, with the 4th Math class being a Level 4 Math requirement.

Physical Education & Health: Senior High Health (1 sem) in grades 9 -12 and two semesters of Physical Education are required in grades 9-12 for high school graduation requirements. Students may opt out of their **second semester** of physical education by submitting a waiver after successfully completing 2 seasons of interscholastic athletics, marching band, or show choir between 9th-11th grade (see guidance counselor for details).

Science: Biology (grade 9), Chemistry (grade 10), and one more advanced science credit are required. *A fourth advanced science credit is encouraged to receive an honors diploma.*

Social Studies: Modern History 9, American History 10, and one semester of Economics and one of Government (both semesters satisfied by the required year-long Government or AP Government courses). *A fourth advanced social studies credit is encouraged to receive an honors diploma.*

World Languages: In order to graduate, all Spencer Center students must take either three consecutive credit-earning years of Latin or two consecutive credit-earning years of Latin in addition to two consecutive credit-earning years of another language (e.g. Spanish). These requirements meet the language requirements for the Ohio Honors diploma as well. See a detailed description of the requirements on the next page.

Other: A semester of financial literacy is required for graduation.

C. ADDITIONAL STATE OF OHIO GRADUATION REQUIREMENTS

[Class of 2023 and beyond](#) – click this link to access the State of Ohio graduation requirements.

[2026-2027 Spencer Graduation Requirements](#) – click this link to access the chart of Spencer and the State of Ohio graduation requirements combined.

Spencer Center World Language Graduation Requirement

All Spencer Center 7-12th grade students are required to take one of two pathways to fulfill the Spencer World Language Graduation Requirement:

Pathway 1 - 3.0 credits of Latin

- Students must enroll in and complete 3.0 credits of Latin

Pathway 2 - 2.0 credits of two consecutive languages

- Students must first enroll in and complete 2.0 credits of Latin. Then, immediately enroll in and complete 2.0 credits of another language (e.g Spanish I and Spanish II)*

Students will be enrolled in a World Language course every year until their graduation requirement is met.

Special Considerations:

**Students entering grades 9-12 may request to concurrently enroll in Latin and another language (e.g. Spanish) pending instructor and scheduling team approval. Requests must be submitted to the guidance counselor during the optioning window.*

***Students are expected to maintain consecutive studies within a language (e.g. students are not permitted to switch to Spanish I in pathway 2 and then change their mind after a year and return to take Latin III the next year). Exceptions may be granted based on teacher approval for students pursuing advanced languages (e.g. a student taking Latin V postponing for a year due to a scheduling conflict).*

Students who have **not yet** completed a pathway should use the following grid to determine their next steps:

World Language Pathway Grid		
Grade Entering	HS World Language Credits earned	World Language Options
7	N/A	Student will be enrolled in Latin
8	0-1.0 of Latin or other lang.	Student will be enrolled in Latin
9*	Fewer than 2.0 of a language	Student will be enrolled in Latin
	2.0 of Latin	Student may select Pathway 1 or 2 to complete their language requirement
	2.0+ of a non-Latin language	Student will be enrolled in Latin
10*	Fewer than 2.0 of a language	Student will be enrolled in and complete 3 years of Latin (Pathway 1)
	2.0 of Latin	Student may select Pathway 1 or 2 to complete their language requirement
	2.0+ of a non-Latin language	Student will be enrolled in Latin
11*	Fewer than 2.0 of Latin	Student will be enrolled in Latin
	2.0 of Latin	Student may select Pathway 1 or 2 to complete their language requirement
12*	Fewer than 2.0 of Latin	Student will be enrolled in Latin
	2.0 of Latin only	Student will be enrolled in Latin
	2.0 of Latin & 1.0 of a Modern language	Student may select Pathway 1 or 2 to complete their language requirement

Middle School Course Grid

Not all courses are offered every school year.

Department Requirements	7th Grade	8th Grade
ART	Art Middle (sem)	Art Middle (sem)
COMPUTER/TECHNOLOGY	Middle School CTE Technology (sem)	Middle School CTE Technology (sem)
ENGLISH <ul style="list-style-type: none"> English 7 English 8 	English 7	English 8
MATHEMATICS <ul style="list-style-type: none"> 2 years of math required 	Math 7 Math 8* Algebra I* STEM Education (sem) - elective	Math 8 Algebra I* Geometry* STEM Education (sem) - elective
MUSIC	Beginning Band* Concert Band* Beginning Strings Intermediate Strings*	Beginning Band* Concert Band* Beginning Strings Intermediate Strings*
SCIENCE <ul style="list-style-type: none"> Science 7 Science 8 	Science 7	Science 8
SOCIAL STUDIES <ul style="list-style-type: none"> Social Studies 7 Social Studies 8 	Social Studies 7	Social Studies 8
WORLD LANGUAGES <ul style="list-style-type: none"> Latin I Latin II or III <p>3 credits of Latin OR 2 credits of Latin & 2 credits another language are required to graduate at Spencer</p>	Latin I Exploratory Spanish (sem)	Latin I Latin II* Latin III* Exploratory Spanish (sem)

*Denotes courses that require Instructor Approval.



High School Course Grid

Not all courses are offered every school year.

Department Requirements	9th Grade	10th Grade	11th Grade	12th Grade
ART 1 fine arts credit (music or art)	Art 1	Art 1 Sculpture (sem) Drawing and Painting (sem) Multicultural Arts (sem) Textiles (sem)	Art 1 Sculpture (sem) Drawing and Painting (sem) Multicultural Arts (sem) Textiles (sem)	Art 1 Sculpture (sem) Drawing and Painting (sem) Multicultural Arts (sem) Textiles (sem)
COMPUTER/ TECHNOLOGY	Podcasting & Digital Media (sem) Web Fundamentals (sem)	Podcasting & Digital Media (sem) Web Fundamentals (sem) AP Computer Principles*	Podcasting & Digital Media (sem) Web Fundamentals (sem) AP Computer Principles*	Podcasting & Digital Media (sem) Web Fundamentals (sem) AP Computer Principles*
ENGLISH • English 9 • English 10 or AP Seminar 10 • English 11 or AP or Afr. Am. Lit. • English 12 or AP or Afr. Am. Lit.	English 9	English 10 AP Seminar 10*	English 11 African American Literature AP English Lang. and Comp.* AP English Lit. and Comp.*	English 12 African American Literature AP English Lang. and Comp.* AP English Lit. and Comp.*
MATHEMATICS • Algebra 1 • Geometry • Alg. 2 • 1 additional Math credit required above Alg 2	Algebra 1 Geometry Algebra 2	Geometry Algebra 2 Probability/Statistics AP Precalculus* AP Calculus AB*	Algebra 2 Probability/Statistics AP Precalculus* AP Calculus AB*	Probability/Statistics AP Precalculus* AP Calculus AB*
MUSIC 1 fine arts credit (music or art)	Beginning Band Concert Band* Beginning Strings Intermediate Strings* Music Theory*	Beginning Band Concert Band* Beginning Strings Intermediate Strings* Music Theory*	Beginning Band Concert Band* Beginning Strings Intermediate Strings* Music Theory*	Beginning Band Concert Band* Beginning Strings Intermediate Strings* Music Theory*
P.E./HEALTH • P.E. (2 sem or 1 sem & a waiver) • Sr. High Health (1 sem)	Physical Education (sem) Sr High Health (sem)	Physical Education (sem) Sr High Health (sem) Sports Medicine (yr) Weight Lifting (sem) Healthy Living (sem) Health Foundations (sem)	Physical Education (sem) Sr High Health (sem) Sports Medicine (yr) Weight Lifting (sem) Healthy Living (sem) Health Foundations (sem)	Physical Education (sem) Sr High Health (sem) Sports Medicine (yr) Weight Lifting (sem) Healthy Living (sem) Health Foundations (sem)
SCIENCE • Biology • Chemistry • 1 additional Advanced Science credit required *4 total credits required for an honors diploma	Biology	Chemistry	Botany (sem) Forensic Science (sem) Astronomy (sem) Science of Cooking (sem) AP Biology* AP Physics 1* AP Environmental Science* AP Chemistry*	Botany (sem) Forensic Science (sem) Astronomy (sem) Science of Cooking (sem) AP Biology* AP Physics 1* AP Environmental Science* AP Chemistry*
SOCIAL STUDIES • Modern History • Am. Hist. or AP US • Gov or AP Gov *4 total credits required for an honors diploma	Modern History Geography (sem) Public Issues (sem) AP Human Geography*	American History Geography (sem) Public Issues (sem) AP US History* AP Human Geography*	Government Geography (sem) Public Issues (sem) AP Government* AP Psychology* AP Human Geography* AP African American Studies*	Geography (sem) Public Issues (sem) AP Psychology* AP Human Geography* AP African American Studies*
WORLD LANGUAGES 3 credits of Latin OR 2 credits of Latin & 2 credits another language are required	Latin I Latin II* Latin III* Latin IV* Latin V, VI* Spanish I	Latin I Latin II* Latin III* Latin IV* Latin V, VI* Spanish I Spanish II	Latin I Latin II* Latin III* Latin IV* Latin V, VI* Spanish I Spanish II	Latin I Latin II* Latin III* Latin IV* Latin V, VI* Spanish I Spanish II
OTHER • Financial Literacy	Comm. Service (sem or yr)	Comm. Service (sem or yr)	Comm. Service (sem or yr) AP Business with Personal Finance*	Financial Literacy (sem) Senior Project (sem or yr)* Career Exploration (sem) Comm. Service (sem or yr) AP Business with Personal Finance*

*Denotes courses that require Instructor Approval.

GENERAL INFORMATION

COURSE COMPLETION CRITERIA

1. Credits are earned for all courses in grades 9 – 12 and noted courses in grades 7 - 8.
2. Credit is awarded for a course in which the pupil has earned a final grade of “D” or better in each semester.
3. Examinations are required at the end of each semester in all subjects.

GRADING PRACTICES

Academic Honesty

It is essential that Spencer students embrace honesty and integrity in all academic endeavors. As stated in the student/parent handbook and CPS Districtwide Code of Conduct: “A student must not use, submit or attempt to obtain data or answers dishonestly, by deceit or by means other than those authorized by the teacher. These are examples of acts of cheating/plagiarism: any inappropriate copying, literary theft, falsification, counterfeiting, piracy, fraud, or unsupervised possession of any federal, state or district-mandated test(s). Plagiarism includes, but is not limited to copying word for word from references such as books, magazines, research materials or the Internet.”

Grading Policy

Grades at Spencer Center are earned by the student, determined by the teacher, and are considered final. Any concerns about grades should be brought directly to the teacher.

Late Work Policy

Goal: Build responsibility, accountability, and time management with age-appropriate expectations.

Grades 3–6: Habit Formation: Building Routines & Understanding Due Dates

Focus: In grades 3 - 6, the focus is on understanding that work has a timeline and bridging the gap between adult reminders and internal management. Students will work on skills including, following basic routines (ex. checking a folder or planner daily), organizing materials, managing time to meet deadlines, and self-advocacy to communicate the need for help or extensions ahead of deadlines.

Grace Period: Up to 5 school days late for reduced credit.

Penalty: Late work may receive a maximum of 80% credit (or lower per teacher discretion)

After 5 days: Work receives zero credit unless there's a verified extenuating circumstance or prior communication.

Grades 7-8: Strategic Self-Advocacy & Executive Functioning Scaffolding

Focus: In grades 7 and 8, the focus is on the development of independence and self-advocacy. Students are expected to take greater responsibility by planning ahead, tracking assignments, and prioritizing their work. The policy emphasizes accountability while allowing room for growth, helping students build organization, time management, and responsibility skills needed for future success.

Grace Period: Up to 3 school days late for reduced credit.

Penalty: Late work may receive a maximum of 80% credit (or lower per teacher discretion)

After 3 days: Work receives zero credit unless there's a verified extenuating circumstance or prior communication.

Grades 9-12: Prioritization & Professional Accountability **and students in all high school credit bearing courses*

Focus: In grades 9 - 12, the focus is on college and career readiness, reinforcing independence and accountability. Students are expected to manage their time, meet deadlines, and take ownership of their work. While some flexibility may be allowed, the focus is on responsibility, proactive communication, and resiliency to support success beyond high school.

Grace Period: Up to 1 school day late for reduced credit.

Penalty: Late work may receive a maximum of 80% credit (or lower per teacher discretion)

After 1 days: Work receives zero credit unless there's a verified extenuating circumstance or prior communication.

Absenteeism: Students are expected to request make-up work. Teachers are responsible for providing, reteaching, and accepting assignments, allowing a timeframe equivalent to the days missed.

Additional Note:

- Major projects or long-term assignments may have separate late policies.
- All High School credit bearing courses will follow the 9-12th grade late work policy

Grade Calculation, G.P.A.

Calculation of grade points for regular and weighted courses are shown below:

College Prep: A = 4, B = 3, C = 2, D = 1

AA/Honors: A = 5.0, B = 3.75; C = 2.50, D = 1.25

AP/CCP courses: A = 6, B = 4.5, C = 3, D = 1.5

The calculations of grade points for weighted courses are 1.0 for College Prep, 1.25 for AA, Honors, and 1.5 for AP courses and CCP (College Credit Plus). Both cumulative weighted and unweighted G.P.A. are calculated only from semester grades. Both are shown on the transcript at the end of the fifth, sixth and seventh semesters of senior high studies.

Grade Maintenance & Academic Intervention

The Spencer Center offers programming specifically designed to accelerate and challenge gifted and exceptional students while meeting their unique learning needs. A vital skill required of all students in a unique, project-based and accelerated learning environment is an independent motivation to learn. Students at Spencer are expected to maintain no less than a C in any subject. Students are expected to maintain a minimum grade point average of 2.0 and while meeting school-wide expectations for etiquette.

If the student is earning failing grades (D or F) in two or more core content (English Language Arts, Mathematics, Sciences, Social Studies and World Languages) classes for longer than two complete academic weeks or at the end of one quarter, **the student will be placed on a generalized academic intervention plan for four to six weeks.**

1. The plan will consist of the following:
 - a. The student will be paired with an academic support teacher.
 - b. The teacher team will complete CPS-4 form (see Department of Student Services page for electronic copy).
 - c. The student will have academic or behavior areas identified and be provided specific supports (as detailed on CPS-4 form) for four weeks.
 - d. There will be weekly meetings where progress/data is reviewed regarding student progress.
2. After completing the four-week academic intervention plan, the student's progress will be assessed through a panel meeting. The panel will consist of an administrator, a teacher and specials teacher.
3. The panel will develop recommendations which could include but not be limited to:
 - a. Completion of academic intervention plan
 - b. Continued interventions
 - c. Dismissal from the Spencer Center program (at the conclusion of the term, *see Note below*)

Note:

- Students who fail two or more core content subjects in consecutive semesters must enroll in another school of choice.
- Students who fail a semester of one or more core content subjects will be required to attend summer school (given available CPS Summer School Resources for the failed courses or Semesters).
 - Failure to do so will result in removal from The Spencer Center.

AA/ADVANCED ACCELERATED CURRICULUM

All courses at Spencer Center are challenging and college preparatory in nature. Spencer uses “AA” (Advanced Accelerated) for their courses to differentiate from other middle and high school courses in Cincinnati Public Schools. In grades 9 -12, students can take Advanced Placement (AP) courses as well.

ADVANCED PLACEMENT (AP)

Advanced Placement (AP) courses give students the opportunity to complete college-level work, while still in high school. By taking the course and the AP exam (exam fee required), students have the opportunity to earn college credit, boost their transcripts, receive weighted GPA, and improve the quality of their college applications. Students can choose from the following AP courses:

Spencer Center AP Courses by Department				
English	Math	Science	Social Studies	Elective
<ul style="list-style-type: none"> • AP Seminar 10 • AP Literature and Composition • AP Language and Composition 	<ul style="list-style-type: none"> • AP Precalculus • AP Calculus AB 	<ul style="list-style-type: none"> • AP Biology • AP Chemistry • AP Physics 1 • AP Environmental Science 	<ul style="list-style-type: none"> • AP US History • AP Human Geography • AP US Government • AP Psychology • AP African American Studies 	<ul style="list-style-type: none"> • AP Computer Science Principles • AP Business with Personal Finance

All universities in the state of Ohio accept AP exam scores of 3 or higher for college credit, with **some courses earning 10 or more hours of college credit**. AP scores are accepted at a variety of universities out of state, as well. You can search which courses are accepted at which universities on the [College Board’s website](#). The amount of credit offered for the course depends on the course, the exam score, and the university itself. Information about specific local universities can be found below.

[University of Cincinnati](#)

[Ohio University](#)

[Miami University](#)

[Cincinnati State](#)

[Ohio State University](#)

All AP courses require instructor approval for enrollment. Additionally, students optioning into AP courses are expected to complete and submit the [Spencer Center AP Contract](#) during their optioning process. Students that wish to option into an AP class without instructor approval must complete and submit an [Spencer Center AP Override Form](#) during the optioning window for approval.

COLLEGE CREDIT PLUS (CCP)

College Credit Plus is Ohio's dual enrollment program that provides students in grades 7-12 the opportunity to earn college and high school credits at the same time by taking courses from Ohio public colleges or universities. The purpose of this program is to enhance students' career readiness and postsecondary success, while providing a wide variety of options to college-ready students **at no or limited costs to students and families. CPS is responsible for the cost of tuition and books.** For more information, please see the [Ohio Department of Education](#) and the [CPS CCP Page](#).

How to take a CCP Course:

Students can take CCP courses directly through an Ohio public college. These courses are taught by the college, by college professors, and are taught online or at the college campus. This provides students with a much broader selection of courses and flexibility. Students work directly with the colleges to schedule these courses. *Students must provide their own transportation to and from the college campus if attending in person courses. Students taking online CCP courses will be scheduled into study halls equivalent to their CCP course load for independent work time at Spencer's campus.* **Scheduling conflicts between high school classes and college classes are not the responsibility of the high school. The high school does not rearrange the student schedule in order to offer classes at convenient times for students to attend college.**

[AP -- CCP Chart](#) Please read the information found in this link for questions about the differences between Advanced Placement (AP) and CCP courses.

Any student who intends to take a CCP course should:

- 1) attend the annual mandatory information session on 2/24/26 (Spencer) or 2/25/26 (district-wide)
- 2) fill out a CCP letter of intent form by March 31, 2026, and begin applying to the CCP college partner. **Students will not be permitted to participate in the CCP program at any time during the 2026-27 school year if they do not fill out the intent form by March 31, 2025.**

Plan your course schedule for next year:

- Consider what credits/courses you will take at Spencer Center and what courses you would take at the college or university level.
- Per CCP legislation, you have **30 total hours** to use each year (Summer 2026, Fall 2026, and Spring 2027 terms combined).
 - Please note that *all* credits earned count towards 30 total hours including: regular high school classes, summer school courses, internships, etc.
 - To determine the maximum number of credit hours a student can register for the following year, use the following formula:
 $30 - (\text{number of high school only courses} \times 3) = \text{maximum number of CCP credits per year}$
Example:

*7 high school courses x 3 hours = 21 hours
30 hours - 21 hours = 9 hours
This student would be eligible to take 9 credits hours through CCP
(including summer, fall & spring term)*

- Students still need to meet all the course requirements for graduation.

Weighting of Grades

Grades earned for courses taken through the CCP program will be weighted the same as AP courses taken at Spencer Center and be calculated into a student's high school GPA.

How does CCP impact athletic eligibility?

If you are a student athlete, you must remain eligible in accordance with the [Ohio High School Athletic Association \(OHSAA\) bylaws](#). To be eligible, students must be passing five, one credit courses. This guideline will remain in effect even if a student is participating in CCP. Please check with our Athletic Director, Wes Gerhardt, and your school counselor to ensure that the course work you are taking is compliant with the OHSAA.

What happens if you do not successfully complete a CCP course?

Students who fail a CCP course and/or drop a CCP class past the college drop date will be put on academic probation from the college, and may be held financially accountable for the class.

ACADEMIC HONORS

Honor Roll Eligibility

“A” Honors reflects a 4.0 or better GPA. “A” Average is 3.51 – 3.99 GPA, “B” Average is a GPA of 3.00 – 3.5. A grade of “D” or “F” in any subject will prohibit eligibility for the Honor Roll.

Cum Laude Society

The Cum Laude Society is a national organization dedicated to honoring scholastic achievement in secondary schools. It is a tradition at Spencer Center to honor students (per the guidelines of the National Cum Laude Society) of each graduating class by tapping them for induction into our local chapter. Additional information can be found at CumLaudeSociety.org

The Spencer Center Chapter of the Cum Laude Society selects members during the second semester of the senior year. Selection for the Spencer Center Cum Laude Society is based on cumulative unweighted GPA. GPA is calculated following the posting of first semester grades senior year, typically in February of senior year.

Marian Spencer Award

The Marian Spencer Award is the highest honor a graduating Senior can receive at Spencer Center for Gifted and Exceptional Students.

This award began with our first graduating class in 2022 to honor the legacy of Mrs. Marian Spencer. As our school's namesake, Mrs. Spencer was instrumental in fighting fearlessly for civil rights and racial justice, impacting the city of Cincinnati for generations to come. She chaired legal action to desegregate Coney Island Amusement Park (1952), was the first female President of the Cincinnati chapter of the NAACP (1980-1982), the first black female Cincinnati City Council Member (1983), and the first female to serve as Cincinnati Vice Mayor (elected in 1983). In 2018, the Spencer family was honored with the naming of the Marian Spencer Hall: a student dormitory on the campus of the University of Cincinnati.

As a civil rights legend, and community leader, our Spencer Center students strive to continue to expand upon her legacy of equality, service and excellence.

This award is given for exceptional scholarship and leadership to a Spencer Center graduating Senior. In lieu of a valedictorian, we recognize one student per year who meets the following criteria:

- has earned at least a cumulative, unweighted GPA of 3.4 or higher
- has participated in one or more extracurricular activities here at Spencer Center
- exemplifies the Spencer Spirit of the PACK.

Note: Cum Laude initiates and Marian Spencer Award Recipient will be honored as Distinguished Scholars at Commencement.

SCHEDULING PROCESS

Optioning & Course Requests

Each year, the master schedule is created to accommodate students' course requests made during optioning in January and February. Faculty members are employed, supplies are purchased and rooms are assigned on the basis of these requests. Spencer Center has an optioning process in place to ensure that students are requesting the most appropriate courses. The final step in the process allows students and parents to review, correct, and/or change requests.

While we will always do our best to schedule students into their top choices, some schedules may not include a student's top requests due to the following reasons:

- Semester class size imbalances
- Incomplete schedules
- Replacement of summer school course(s) successfully completed and /or completion of credit flex or CCP
- Missing core academic courses
- Inappropriate course level as dictated by the prerequisite course, final grade, and/or teacher recommendation
- Course conflict

Scheduling Changes

Once student schedules are finalized and released in August, students will be given two opportunities to request changes. The first will be prior to the start of the school year via a google form that will be emailed to all Spencer families. The second will require the following procedures:

Non-AP classes:

- ★ Request must be made within the first two weeks of school (half week and first full week)
 1. *Student* has conversation with their teachers
 - Valid reasons for change:
 - Graduation related needs
 - Incorrect course level
 - Missing core courses
 - Missing or too many credits (6 minimum)
 - Intervention (IEP/504) accommodations
 - Post-Secondary goal-related preparation
 - Invalid reasons for change:
 - Time of day preference
 - Teacher preference
 - Classes with peers
 2. *Teacher* fills out request for change form provided by counselor
 3. *Parent/Guardian* email counselor to verify their approval of potential course change

4. *Counselor* meets with student
 - Check viability for move
 - Ensure no graduation requirement conflicts
 - Make schedule change if viable
 - Email the impacted teachers and parent/guardian team to notify of any change

AP, Spencer CCP, & Advanced Language Classes (Adding):

- ★ Request must be made within the first three days of school due to the fast pace of courses. (Exceptions: Newly enrolled students and students who miss CCP enrollment deadlines on a case-by-case basis)
 1. *Student* has conversation with their teachers
 - Pre-reqs met
 - Students are aware of work load and make-up work.
 2. *Teacher* fills out request for change form provided by counselor
 3. *Parent/Guardian* email counselor to verify their approval of potential course change
 4. *Counselor* meets with student
 - Check viability for move
 - Ensure no graduation requirement conflicts
 - Email the impacted teachers and parent/guardian team to notify of any change

AP & Advanced Language Classes (Dropping):

- ★ Request must be made during the optioning process in the spring. When the school year starts, no AP, Spencer CCP, or Advanced Language Classes will be dropped until after the first midterm.
Exception: students enrolled in CCP courses with scheduling conflicts
- ★ After the first midterm
 1. *Student* has conversation with their teachers (*Teacher* can also initiate)
 - Assess student progress in course along with student's post-secondary goals
 - Discuss options (develop a plan to help student get back on track and continue in course OR move on to step 2)
 2. *Teacher* contacts counselor directly to recommend student removal from course
 3. *Parent/Guardian* email counselor to verify their approval of potential course change
 4. *Counselor* meets with student
 - Check viability for move
 - Ensure no graduation requirement conflicts
 - Email the impacted teachers and parent/guardian team to notify of any change

Additional Scheduling Notes

- For eligibility to play high school sports, OHSA (Ohio High School Athletic Association) guidelines require students to pass a minimum of five credit-bearing classes (excluding physical education) in the quarter preceding the sport.
- Due to changes in faculty assignments or insufficient enrollment, some courses in this guide may be eliminated for the coming academic year.

COURSE CATALOG

Not all courses are offered every school year.

Art

Art Middle

Grade Level: 7-8
Prerequisite: none
1 Semester

Students will be introduced to a variety of basic 2-D and 3-D art skills and concepts, with art history interwoven throughout. Students will participate in supportive critiques to help each other improve their skills.

Art I

Grade Level: 9-12
Prerequisite: None
2 Semesters
1.0 HS Fine Arts Credit

The first course in the sequence of high school art at Spencer focuses on largely two-dimensional art during the first semester. Students learn basic observational drawing skills, then proceed through color theory. Art history is woven throughout the course. Second semester focuses mostly on three-dimensional art, and students look at both contemporary art and/or design, and complete projects in sculpture and/or design. Students will keep a sketchbook throughout the year, where they take notes, complete mini-lessons, and do their own exploratory sketches. Students participate in critiques of one another's work throughout the year, and learn to critically assess their own work. Films, supplementary readings, visiting artists/designers, and field trips enrich the classroom activities.

Sculpture (offered every other year on odd graduation years - next offering 2026-27)

Grade Level: 10-12
Prerequisite: Art I
1 Semesters
0.5 HS Fine Arts Credit

Students will use various media such as clay, metal, wood, stone, and wire and various processes such as carving, casting, and modeling are investigated as means for creating three-dimensional artistic forms. Professional sculptors' works are studied.

Drawing & Painting (offered every other year on odd graduation years - next offering 2026-27)

Grade Level: 10-12
Prerequisite: Art I
1 Semesters
0.5 HS Fine Arts Credit

Students will use pencil, pen and ink, chalk, charcoal, acrylics, oils, and watercolors as media to be explored to create original personal images. Drawings and paintings by culturally and historically representative artists are examined for their formal, expressive, and technical qualities.

Multicultural Arts (offered every other year on even graduation years - next offering 2027-28)

Grade Level: 10-12
Prerequisite: Art I
1 Semesters
0.5 HS Fine Arts Credit

Students will learn about the visual aspects of a variety of global cultures and will create their own works based upon their studies.

Textiles (offered every other year on even graduation years - next offering 2027-28)

Grade Level: 10-12

Prerequisite: Art 1

1 Semesters

0.5 HS Fine Arts Credit

Students will learn about the art and craft of textiles through using a variety of techniques such as crochet, knitting, weaving, printing, sewing, embroidery, felting, beadwork, etc.

Computer/Technology

Middle School CTE Technology

Grade Level: 7-8
Prerequisite: None
1 Semester
0.5 HS Elective Credit

This course teaches students to use Microsoft Word, Excel, and PowerPoint. By the end of the course students should be able to use these programs for all the projects and reports they will need to produce at Spencer, in college, and later in life. This is a lab course, so most work will be done in class.

Podcasting and Digital Media

Grade Level: 9-12
Prerequisite: None
1 Semester
0.5 HS Elective Credit

Students will learn to design, develop, and produce interactive media projects, web sites, and social media contexts. Students will demonstrate methods of creating professional quality media using commercial and open source software.

AP Computer Principles

Grade Level: 10-12
Prerequisite: None
2 Semesters
1.0 HS Elective Credit

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

Web Fundamentals (9-11th)

Google Certification: IT Support (12th)

Grade Level: 9-12
Prerequisite: None
1 Semester
0.5 HS Elective Credit

Note: Students can enroll in this course for up to 5 semesters. Upon completion of course work each semester, students will earn that specific certification

- Google Certification: IT Support is a self-paced, teacher monitored course through Coursera where students understand core concepts to all IT Support jobs, including troubleshooting, customer service, networking, system administration, operating systems, and security. Know how to assemble a computer, write effective support documentation, route paths and subnets, manage device software, and more. Dive into working with Linux, Cloud Computing, and Command-Line Interfaces.
- Google Certification: UX Design is a self-paced, teacher monitored course through Coursera. By the end of the course students will have a portfolio website that includes 3 end-to-end projects: a mobile app, a responsive website, and a cross-platform experience. Dive into working in Figma and Adobe XD, two of the most in-demand design tools by employers. Know how to follow the design process: empathize with users, define pain points, ideate solutions, create wireframes and prototypes, test and iterate on designs. Understand the basics of UX research, like planning research studies, conducting interviews and usability studies, and synthesizing research results.
- Google Certification: Digital Marketing and Ecommerce is a self-paced, teacher monitored course through Coursera. By the end of the course students will learn about developing digital marketing and e-commerce strategies, attracting and engaging customers through digital marketing channels like search, social media, and email, measuring marketing analytics and sharing insights, and building e-commerce stores, analyzing e-commerce performance, and growing customer loyalty.

- Google Certification: Data Analytics Certificate is a self-paced, teacher monitored course through Coursera. By the end of the course students will learn about data types and structures, using data to solve problems, how to analyze data, data storytelling with visualizations, and use R programming to supercharge your analysis.
- Google Certification: Project Management is a self-paced, teacher monitored course through Coursera. By the end of the course students will be estimating time and budgets, running effective meetings and managing stakeholders, Identifying and managing risks, Applying Agile and Scrum frameworks, leadership skills, and navigating team dynamics.

English

English 7 AA

Grades Level: 7

Prerequisite: Language Arts 6

2 Semesters

This course will cover skills in reading comprehension & analysis, argumentative and explanatory writing, creative writing, speaking & listening, and non-fiction analysis through thematic units structured to expose students to multiple types of text; including but not limited to: articles, novels, poetry, short stories, art, media, music and current events.

English 8 AA

Grades Level: 8

Prerequisite: English 7

2 Semesters

This course will cover skills in reading comprehension & analysis, argumentative and explanatory writing, creative writing, speaking & listening, and non-fiction analysis through thematic units structured to expose students to multiple types of text; including but not limited to: articles, novels, poetry, short stories, art, media, music and current events.

English 9 AA

Grades Level: 9

Prerequisite: English 8

2 Semesters

1.0 HS English Credit

This course introduces various text types beyond the “traditional” literary text and in a student-centered learning environment. Students have the opportunity to engage in their reading with text analysis and evidence citation, in their writing with critical response and analysis, in technology with the use of digital text and multimedia resources, and in listening and speaking with inspiring and thoughtful discussion and debate. Students will make connections to real-world experiences while demonstrating proficiency of the writing process through routine writing tasks and larger research-based projects.

English 10 AA

Grade Level: 10

Prerequisite: English 9

2 Semesters

1.0 HS English Credit

This course continues the student-centered learning environment, while expanding their knowledge of and deepening their skills in text analysis and critical response. This course is designed to prepare students for advanced ELA courses, such as AP English Language and Composition or AP Literature and Composition. Students prepare writing portfolios and projects for evaluation and assessment.

English 11 AA (American Literature)

Grade Level: 11

Prerequisite: English 10

2 Semesters

1.0 HS English Credit

This course studies literature and other texts to develop students’ critical analysis skills in reading, writing, and speaking in preparation for post-secondary studies. This course fosters the idea of using literature to understand the human experience and to make connections with others. Students prepare writing portfolios and research projects for evaluation. Introduction to the Common App is included in this course.

English 12 AA (British and World Literature)

Grade Level: 12
Prerequisite: English 11
2 Semesters
1.0 HS English Credit

This course continues the study of literature and other texts with a more in-depth use of critical analysis skills in reading, writing, and speaking in order to prepare the students for post-secondary studies. This course fosters the idea of using literature to understand the human experience and to make connections with others. Students prepare writing portfolios and research projects for evaluation and assessment. The Common App and college essays will be included in this course.

African American Literature

Grade Level: 11-12
Prerequisite: English 10
2 Semesters
1.0 HS English Credit

This course explores all aspects of Black literature, music, art, and poetry while teaching the rigorous English Language Arts skills needed for graduation requirements as well as post-secondary English courses. Students will write arguments, research papers, poetry, and narratives while reading a variety of texts.

AP Seminar 10

Grade Level: 10
Prerequisite: English 9 and Instructor Approval
2 Semesters
1.0 HS English Credit

This advanced course is an English course taught in the AP Seminar style, that gives a wide range of students an early introduction to AP through relevant coursework and project based assessments. The course also helps students develop critical thinking, analytic writing, collaboration, and academic research skills.

AP Literature and Composition (offered every other year on even graduation years - next offering 2027-28)

Grade Level: 11-12
Prerequisite: English 10 and Instructor Approval
2 Semesters
1.0 HS English Credit

AP English Literature and Composition is a college-level literary analysis course. Students work to cultivate their understanding of literature as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis/argumentation in the context of multiple and varied literary works. This course prepares students for the AP Literature & Composition Exam.

AP Language and Composition (offered every other year on odd graduation years - next offering 2026-27)

Grade Level: 11-12
Prerequisite: English 10 and Instructor Approval
2 Semesters
1.0 HS English Credit

This advanced course is centered around the reading and writing standards in Ohio's Learning Standards for English Language Arts. It is designed to develop the writing and language skills students need for success in their secondary school program, in their daily lives, and in a global society. Students will compose oral, written, and media text consisting of organized subject matter and experiences emphasized in English. The course prepares students to take the AP Language and Composition Exam.

Mathematics

Math 7 AA

Grade Level: 7

Prerequisite: Math 6

2 Semesters

In this course, students will explore a variety of mathematical concepts, including: ratios & proportional relationships, the number system (rational numbers), numerical & algebraic expressions & equations (equivalent expressions), geometry (geometrical figures), as well as probability & statistics (sampling, distributions, etc.). Students will develop their problem solving skills as they apply these concepts to solve real-world mathematical problems.

Math 8 AA

Grade Level: 8

Prerequisite: Math 7

2 Semesters

In this course, students will explore a variety of mathematical concepts, including: the number system (irrational numbers), numerical & algebraic expressions & equations (radicals, linear equations, etc.), functions, geometry (congruence, Pythagorean Theorem, etc.), as well as probability & statistics (bivariate data). Students will develop their problem solving skills as they apply these concepts to solve real-world mathematical problems.

Algebra 1 AA

Grade Level: 7-9

Prerequisite: Math 8 or Pre Algebra

2 Semesters

1.0 HS Math Credit

This course is designed to emphasize the study of multiple representations of linear and nonlinear functions. It includes mathematical concepts for working with rational numbers, various expressions, analyzing and solving linear equations & inequalities, data analysis, probability, statistics, and polynomials. Students will use hands-on materials and calculators when needed in solving problems where the algebra concepts are applied.

Geometry AA

Grade Level: 9-10

Prerequisite: Algebra 1

2 Semesters

1.0 HS Math Credit

This course is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. It includes the study of transformations and right triangle trigonometry. Inductive and deductive thinking skills are used in problem solving situations, and applications to the real world are stressed. It also emphasizes writing proofs to solve (prove) properties of geometric figures.

Algebra 2 AA

Grade Level: 10-11

Prerequisite: Geometry

2 Semesters

1.0 HS Math Credit

This course is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, and concepts and includes the study of trigonometric functions. It also introduces matrices and their properties. The content of this course is important for students' success on both the ACT and college mathematics entrance exams.

Probability and Statistics AA

Grade Level: 11-12

Prerequisite: Algebra I, Geometry, and Algebra II or Instructor Approval

2 Semesters

1.0 HS Math Credit

This course introduces probability and statistics. Topics include: basic combinatorics, random variables, probability distributions, Bayesian inference, hypothesis testing, confidence intervals, and linear regression.

AP Precalculus

Grade Level: 9-12

Prerequisite: Algebra II and Instructor Approval.

2 Semesters

1.0 HS Math Credit

AP Precalculus prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

AP Calculus AB

Grade Level: 9-12

Prerequisite: AP Precalculus and Instructor Approval.

2 Semesters

1.0 HS Math Credit

AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

Music

Beginning Band

Grades: 7-12

Prerequisite: None

2 Semesters

1.0 HS Fine Arts Credit

Students will learn how to perform music of various meters and styles, including but not limited to, 4/4, 3/4, 2/4, and 6/8 time. Likewise, students will learn how to play musically in a variety of keys such as B-Flat, E-Flat, F, and A-Flat Major. Finally, students will begin to focus on not just their individual sound, but also the overall sound of the ensemble, focusing on details like dynamics, alignment, and articulation.

Concert Band

Grades: 7-12

Prerequisite: Instructor Approval (certain baseline skills/techniques required)

2 Semesters

1.0 HS Fine Arts Credit

Students will demonstrate musicality and attention to detail in every piece they play, moving past notes and rhythms, and focusing on the details that make music come to life. Students will be exposed to asymmetrical meters, unusual key signatures, and challenging music that tests their technical and musical abilities. **Students are expected to practice outside of class!**

Beginning Strings

Grade Level: 7-12

Prerequisite: None

2 Semesters

1.0 HS Fine Arts Credit

This course introduces and drills the basic skills of playing a stringed instrument (violin, viola, cello, or bass). Emphasis is placed on the student's ability to produce a good tone, play in first position on all four strings, and have basic skills in reading music. Students will perform as an ensemble in at least one public concert. Students will be provided instruments (supply permitting) or students may rent an instrument from local shops. Any supplies needed for rehearsal and performance will be provided by the district. Performance attire is a white dress shirt, a black knee-length or longer skirt or black dress pants, and black dress shoes/socks.

Intermediate String Orchestra

Grade Level: 7-12

Prerequisite: Instructor Approval (certain baseline skills/techniques required)

2 Semesters

1.0 HS Fine Arts Credit

This ensemble continues the development of skills learned in Beginning Strings. Emphasis is placed on proper bow hold and strengthening left hand technique along with ensemble playing. Students will perform as an ensemble in at least two public concerts. Students will be provided instruments (supply permitting) or students may rent an instrument from local shops. Any supplies needed for rehearsal and performance will be provided by the district. Performance attire is a white dress shirt, a black knee-length or longer skirt or black dress pants, and black dress shoes/socks. **Students are expected to practice outside of class!**

Music Theory

Grade Level: 9-12

Prerequisite: 2 years of music and Instructor approval

2 Semesters

1.0 HS Fine Arts Credit

In this course, students will learn not only how to read music, but also how it is structured in the western hemisphere. They will learn the rules to part-writing (why music is organized in a specific order) and be able to create their own rudimentary compositions. This course will begin with the basics (reading notes and rhythm) and progress through learning major scales, intervals, triads, inversions, and 7th chords, culminating in Roman Numeral analysis and basic part-writing.

Physical Education & Health

Senior High Health 1

Grade Level: 9

Prerequisite: None

1 Semester

0.5 HS Health Credit

Students will spend a semester doing educational activities that promote understanding, attitudes, and practices consistent with individual, family, and community health needs.

Sports Medicine (offered every other year on even graduation years - next offering 2027-28)

Grade Level: 10-12

Prerequisite: Senior High Health 1

2 Semesters

1.0 HS Elective Credit

The purpose of this course is to familiarize students with the broad field of medical practice related to physical activity and sport referred to as Sports Medicine. The course is designed to take the student from general to more specific topics as it relates to the recognition, management and prevention of injury in the active and athletic population. This course is ideal for any student interested in the field of medicine or personal health.

Healthy Living (offered every other year on odd graduation years - next offering 2026-27)

Grade Level: 10-12

Prerequisite: Senior High Health 1

1 Semester

0.5 HS Elective Credit

The purpose of Health Living is to expand student exposure to the broad field of practice in the active and athletic population. The course is designed to take the student from general to more specific topics as it relates to the recognition, management and prevention of upper extremity (head, neck, shoulder, elbow, wrist and hand) conditions. The course will also include therapeutic, rehabilitative and exercise prescription of musculoskeletal systems. Recognition and treatment of these conditions promote health, longevity and lifetime well being.

Health Foundations (offered every other year on odd graduation years - next offering 2026-27)

Grade Level: 10-12

Prerequisite: Senior High Health 1

1 Semester

0.5 HS Elective Credit

The purpose of Health Foundations is to expose and educate students about the structure and function of the various body systems including the Skeletal, Muscular, Nervous, Cardiovascular, Lymphatic, Respiratory, Digestive, Excretory, Endocrine, Male and Female Reproductive systems. The course will also explore the conditions and care of each system with a concentration on Medications, Communicable and Non Communicable Diseases. Recognition and management of body systems promotes health, longevity and lifetime well being.

Physical Education 9-12, Semester

Grade Level: 9-12

1 Semester

0.25 HS P.E. Credit

Students will spend one semester participating in activities that will incorporate fundamental motor skills, body control, balance, and physical fitness. They will also learn appropriate skills for leisure sport and games, cognitive functioning, and stress management.

Fall Semester Sports Units: Flag Football, Disc Golf, Volleyball, Floor Hockey, Basketball, Kickball

Spring Semester Sports Units: Tennis, Bowling, Lacrosse, Soccer, Yard Games, Baseball

** It is recommended that students enrolling in this class enroll in the opposite semester than the one taken in conjunction with health.*

Students may opt out of their second semester of physical education by successfully completing 2 seasons of interscholastic athletics, marching band, or show choir between 9th-11th grade

Weight Lifting and Conditioning, Semester

Grade Level: 10-12

1 Semester

0.25 HS P.E. Credit

Weightlifting and Conditioning is a practical course designed to develop strength, power, and conditioning through a variety of exercises using free weights, machines, and bodyweight, while emphasizing proper technique and safety.

Science

Science 7 AA

Grade Level: 7
Prerequisite: Science 6
2 Semesters

Students will build upon key concepts learned in prior grades, building a stronger foundational understanding in life science and physical science. Students will learn lab safety and enhance their understanding of content by running experiments and participating in Challenge- Based or Problem-Based Learning experiences.

Science 8 AA

Grade Level: 8
Prerequisite: Science 7
2 Semesters

Students will build upon key concepts learned in prior grades, building a stronger foundational understanding in life science, physical science, and earth science. Students will learn lab safety and enhance their understanding of content by running experiments and participating in Challenge- Based or Problem-Based Learning experiences.

Biology AA

Grade Level: 9
Prerequisite: Science 8
2 Semesters
1.0 HS Science Credit

An introduction to the unifying principles of life with emphasis on cell structure and function, heredity, the interdependence of life, and evolution. Laboratory is designed to reinforce lecture topics and develop analytical skills essential to the practice of biology.

Chemistry AA

Grade Level: 10
Prerequisite: Students should have successfully completed or be concurrently taking Algebra I.
2 Semesters
1.0 HS Advanced Science Credit

Chemistry explores how the molecular structure of matter interacts, combines, or changes over time. Laboratory work reinforces concepts in lecture and also provides a review of fundamental topics that are essential for future coursework in science.

Botany

Grade Level: 11-12
Prerequisite: Biology and Chemistry
1 Semester
0.5 HS Advanced Science Credit

Botany is a project-based exploration of plants, covering their structure, physiology, genetics, ecology, and classification. Students will study plant diversity, from algae to vascular plants, emphasizing their vital role in the ecosystem and human life.

Astronomy (next offering 2027-28)

Grade Level: 11-12
Prerequisite: Biology and Chemistry
1 Semester
0.5 HS Advanced Science Credit

Astronomy is the study of the solar system. This introductory course will provide the student with an overview of the scientific method, the universe, and the conditions, properties, and motions of bodies in space. This includes a historical perspective of astronomy and instruments used to discover solar bodies.

Science of Cooking (next offering 2027-28)

Grade Level: 11-12

Prerequisite: Biology and Chemistry

1 Semester

0.5 HS Advanced Science Credit

The Science of Cooking course is a hands-on class designed to look at cooking from a scientific lens. Students will conduct edible experiments and use the scientific method to explore the cooking process i.e. biological and chemical reactions occurring between components in defined food systems.

Forensic Science

Grade Level: 11-12

Prerequisite: Biology and Chemistry

1 Semester

0.5 HS Advanced Science Credit

Forensic Science is the application of science within the criminal justice system. Students are taught proper collection, preservation, and analysis of samples, learning to use lab techniques such as DNA extraction, gel electrophoresis, chromatography, and more as they analyze many types of evidence found at crime scenes.

AP Biology (offered every other year on even graduation years - next offering 2027-28)

Grade Level: 11-12

Prerequisite: Biology, Chemistry, Algebra I, and Instructor Approval

2 Semesters

1.0 HS Advanced Science Credit

The AP Biology course is equivalent to a two-semester college introductory biology course for biology majors. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, ecology, and interactions.

AP Physics I (offered every other year on even graduation years - next offering 2027-28)

Grade Level: 11-12

Prerequisite: Geometry, be concurrently taking Algebra II or an equivalent course, and Instructor Approval

2 Semesters

1.0 HS Advanced Science Credit

AP Physics I is the equivalent of a first-semester introductory college course in algebra-based physics. Students cultivate their understanding of Physics through inquiry-based investigations of: kinematics; force and translational dynamics; work, energy, and power; linear momentum; torque and rotational dynamics; rotational momentum; oscillations; and fluids.

AP Environmental Science (offered every other year on odd graduation years - next offering 2026-27)

Grade Level: 11-12

Prerequisite: Biology, Chemistry, Algebra I, and Instructor Approval

2 Semesters

1.0 HS Advanced Science Credit

The AP Environmental Science course is the equivalent of a one-semester introductory college course in environmental science. This interdisciplinary course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them.

AP Chemistry (offered every other year on odd graduation years - next offering 2026-27)

Grade Level: 11-12

Prerequisite: Chemistry, Algebra 2, and Instructor Approval

2 Semesters

1.5 HS Advanced Science Credit

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

Social Studies

Social Studies 7 AA Ancient World History

Grades Level: 7

Prerequisite: Social Studies 6

2 Semesters

This course covers the ancient world from Ancient Greece through the Age of European Exploration, studying: Ancient Greece, Ancient Rome, Islamic Empires, West African Kingdoms, Asian Empires, and Europe from the Middle Ages through the Age of Exploration. Students analyze and critique historical sources to explore people, their beliefs, their actions, and the results of their actions, making connections between past events and current issues. Students will participate in Ohio History Day as part of this course.

Social Studies 8 AA Early American History

Grades Level: 8

Prerequisite: Social Studies 7

2 Semesters

This class covers the first part of US history: the American continents and European colonization through the Reconstruction Era. Students will collaborate with others as they explore topics including: Native American cultures, exploration, the slave trade, the American Revolution, the War of 1812, the early Industrial Revolution, the Civil War, and Reconstruction. Students will participate in Ohio History Day as part of this course.

Modern World History AA

Grades Level: 9

Prerequisite: Social Studies 8

2 Semesters

1.0 HS SS Credit

This course will cover world history from the Renaissance to the present, directing students to think critically about the various forces that combined to shape the world today. Emphasis will be placed on geographic impact, the development of civic knowledge/responsibilities, and emerging economic systems within a chronological context. Students will participate in Ohio History Day as part of this course.

American History AA

Grade Level: 10

Prerequisite: Modern World History

2 Semesters

1.0 HS SS Credit

This course takes students from Reconstruction, post Civil War, through the election of President Obama. Students will respond through writing and discussions to information presented in readings, videos, and more. Students will interact with numerous primary sources as they become independent thinkers charged with creating effective policy decisions and challenged to evaluate contradictory information about historic events.

American Government AA

Grade Level: 11

Prerequisite: American History

2 Semesters

1.0 HS SS Credit

This course acquaints students with the origins, concepts, organizations, and policies of the US government and political system. Students will read and analyze relevant primary and secondary source documents including the Declaration of Independence and the US Constitution. The class also deals with issues of civic engagement, civil rights and liberties, the role of the government in the economy, and political ideologies.

Geography

Grade Level: 9-12
Prerequisite: None
1 Semester
0.5 HS SS Credit

This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements.

Public Issues

Grade Level: 9-12
Prerequisite: None
1 Semester
0.5 HS SS Credit

The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include: competing beliefs and goals; methods of engagement; and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives.

AP Human Geography

Grade Level: 9-12
Prerequisite: Instructor Approval
2 Semesters
1.0 HS SS Credit

This is a college level intro to geographic perspectives on human society. Students consider local, national, and international implications as they study human interactions and their settings through spatial, human environment, and regional traditions. Students analyze populations, land usage, urban development, cultural distribution, and human organization through spatial relations. The AP exam is a requirement of the course.

AP US History

Grade Level: 10-12
Prerequisite: American History and Instructor Approval
2 Semesters
1.0 HS SS Credit

AP U.S. History is designed to provide students with a college-level intro into the history of our nation. Students will learn to assess historical materials – their relevance to a given interpretive problem, reliability, and importance – and to weigh the evidence and interpretations presented in historical scholarship. The course also features an extensive amount of writing assessments. The AP exam is a requirement of this course.

AP United States Government and Politics

Grade Level: 11
Prerequisite: American History
2 Semesters
1.0 HS SS Credit

This college level course will give students an analytical perspective on US government and politics. Students study both general concepts as well as specific examples to explore various institutions, groups, beliefs, and ideas that constitute U.S. politics. Political theory and everyday practices that direct the daily operation of our government and shape our public policies will be explored. The AP exam is a requirement of the course.

AP Psychology

Grade Level: 11-12

Prerequisite: American History and Instructor Approval

2 Semesters

1.0 HS SS Credit

The purpose of AP Psychology is to introduce 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 major subfield within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. The AP exam is a requirement of this course.

AP African American Studies

Grade Level: 11-12

Prerequisite: Instructor Approval

2 Semesters

1.0 HS SS Credit

The course is designed to offer high school students a college level introduction to African American studies. The interdisciplinary course reaches into a variety of fields—literature, the arts and humanities, political science, geography, and science—to explore the vital contributions and experiences of African Americans.

World Languages

Latin I

Grades Level: 7-12

Prerequisite: Students must show proficiency in a native language

2 Semesters

1.0 HS Language Credit

In this course, students will build Novice-level proficiency in reading, writing, speaking, and listening comprehension by communicating in Latin about familiar topics; such as people, families, homes, school, and common activities; and aspects of ancient, medieval, and modern Latin-speaking and Latin-writing cultures; such as myths, fables, and daily life. By the end of the course, students will be expected to show at least Novice-High interpretive reading and listening proficiency and Novice-Mid presentational speaking and writing proficiency using memorized vocabulary and formulaic phrases within a narrow range of highly familiar communicative contexts.

Latin II

Grades Level: 7-12

Prerequisite: Latin I or equivalent proficiency

2 Semesters

1.0 HS Language Credit

In this course, students will continue to build Novice-level proficiency in reading, writing, speaking, and listening comprehension by communicating in Latin about familiar topics; such as people, families, homes, school, and common activities; and aspects of ancient, medieval, and modern Latin-speaking and Latin-writing cultures; such as myths, fables, and daily life. By the end of the course, students will be expected to show at least Intermediate-Low interpretive reading and listening proficiency and Novice-High presentational writing and speaking proficiency using familiar vocabulary and phrases within a growing number of very familiar communicative contexts.

Latin III

Grades Level: 8-12

Prerequisite: Latin II or equivalent proficiency

2 Semesters

1.0 HS Language Credit

In this course, students will build Intermediate-level proficiency in reading, writing, speaking, and listening comprehension by communicating in Latin about a growing number of topics and contexts, especially those related to Latin-speaking cultures, such as myths, fables, and notable figures and events from history. By the end of the course, students will be expected to show at least emerging Intermediate-Mid interpretive reading and listening proficiency and Intermediate-Low presentational writing and speaking proficiency within a growing number of communicative contexts.

Latin IV

Grades Level: 9-12

Prerequisite: Latin III or equivalent proficiency

2 Semesters

1.0 HS Language Credit

In this course, students will continue to build Intermediate-level proficiency in reading, writing, speaking, and listening comprehension by communicating in Latin about a growing number of topics and contexts that are familiar and of interest to students. The focus of student communication will be extensive reading of unadapted Latin texts from ancient, medieval, and modern authors. By the end of the course, students will be expected to show consistent Intermediate-Mid interpretive reading and listening proficiency and emerging Intermediate-Mid presentational writing and speaking proficiency within a growing number of communicative contexts.

Latin V/VI

Grade Level: 10-12

Prerequisite for Latin V: Latin IV or equivalent proficiency, and Instructor Approval

Prerequisite for Latin VI: Latin V or equivalent proficiency, and Instructor Approval

2 Semesters

1.0 HS Language Credit

In this course, students will continue to build high Intermediate-level proficiency in reading, writing, speaking, and listening comprehension by communicating in Latin about a wide number of topics and in contexts that are familiar and of interest to students. The course will be conducted in Latin. The focus of student communication will be extensive reading of unadapted Latin texts from ancient, medieval, and modern authors. Because readings and topics covered will vary from year to year, students who have completed Latin V may retake this course as Latin VI. By the end of the course, students in Latin V will be expected to show Intermediate-High interpretive reading and listening proficiency and Intermediate-Mid presentational writing and speaking proficiency within an ever growing number of communicative contexts. Students in Latin VI will be expected to show strong Intermediate-High or emerging Advanced-Low interpretive reading and listening proficiency, and emerging Intermediate-High presentational writing and speaking proficiency across a wide range of communicative contexts. Students in this course are encouraged to sit for the ALIRA Latin Reading Test to qualify for the foreign-language component of Ohio Seal of Biliteracy.

Exploratory Spanish

Grades Level: 7-8

Prerequisite: None

1 Semester

In this course, students will be introduced to the Spanish language and culture. Students will explore the basic principles of Spanish language, developing introductory writing, reading, listening, and speaking skills. Students will also explore cultural concepts related to the Spanish-speaking world. Students will make comparisons between their own language and culture and that of Spanish-speaking countries.

Spanish I

Grades Level: 9-12

Prerequisite: Students must show proficiency in a spoken native language

2 Semesters

1.0 HS Language Credit

In this course, students will build Novice-level proficiency in reading, writing, speaking, and listening comprehension by communicating in Spanish about familiar topics; such as people, families, homes, school, and common activities; and aspects of Spanish-speaking cultures; such as fables, celebrations, the arts, and daily life. By the end of the course, students will be expected to show at least Novice-High interpretive reading and listening proficiency and Novice-Mid presentational speaking and writing proficiency using memorized vocabulary and formulaic phrases within a narrow range of highly familiar communicative contexts.

Spanish II

Grades Level: 9-12

Prerequisite: Spanish I

2 Semesters

1.0 HS Language Credit

In this course, students will continue to build Novice-level proficiency in reading, writing, speaking, and listening comprehension by communicating in Spanish about familiar topics; such as people, families, homes, school, and common activities; and aspects of Spanish-speaking cultures; such as fables, celebrations, the arts, and daily life. By the end of the course, students will be expected to show at least Intermediate-Low interpretive reading and listening proficiency and Novice-High presentational writing and speaking proficiency using familiar vocabulary and phrases within a growing number of familiar communicative contexts.

Other

STEM Education

Grade Level: 7-8
Prerequisite: None
1 Semester
0.5 HS Elective Credit

Intro to Engineering introduces students to fundamental engineering concepts and scientific principles of engineering design. Students focus on how to apply scientific and mathematical concepts to the development of plans, processes, and projects that address real world problems within diverse STEM career paths. The importance of math and critical thinking is highlighted through challenging and enjoyable activities.

Senior Project

Grades Level: 11-12
Prerequisite: Instructor approval
1 or 2 Semesters
0.5 or 1.0 HS Elective Credit

This course serves as an independent study of a selected subject area. Students will work under the supervision of their mentor teacher to plan and complete a subject-related passion project. The objective of this passion project should focus on advancing their exploration of the subject area and applying that advanced content mastery to solve a real-world issue and/or develop skills that will be used in a professional field. Students will be graded on their daily agency as well as their project execution, using rubrics developed and agreed upon by the teacher and mentee.

**Note: Students must submit proposals for senior projects to mentor teachers for eligibility and approval prior to being optioned into this course. Teachers will only approve 1 senior project per bell that they teach.*

Career Explorations

Grades Level: 12
Prerequisite: none
1 Semester
0.5 HS Elective Credit

In this course, students investigate how classroom learning translates into marketable skills. Through hands-on learning and local business involvement, students will engage in career-related experiences to acquire basic skills in various career fields. This provides students with tangible experiences to begin career decision making.

Financial Literacy

Grade Level: 12
Prerequisite: none
1 Semester
0.5 HS Elective Credit

Students gain skills and concepts needed for personal and financial responsibility related to financial planning, savings, investments, and charitable giving in the global community. Students explore the relationship between income and careers, money management, credit and debt management, risk management and investing, protecting assets and insurance, taxes, and becoming a critical consumer. This course meets the financial literacy graduation requirement.

AP Business with Personal Finance (next offered 2027-28 school year)

Grade Level: 11-12
Prerequisite: None
2 Semesters
1.0 HS Elective Credit

AP Business with Personal Finance is a yearlong high school business and personal finance course that aligns closely with a college-level introduction to business course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business applications, case studies, and project based learning. In addition, students learn and apply all the National Standards for Personal Financial Education created by the Council for Economic Education and the Jump\$tart Coalition for Personal Financial Literacy. This course meets the financial literacy graduation requirement.

Community Service

Grades Level: 9-12

Prerequisite: none

1 Semester

0.5 HS Elective Credit

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