



# Worthington City Schools Course Planning Handbook 2019-2020

## **District Mission:**

**To empower a community of learners who will change the world.**

## **Board of Education**

Jennifer Best  
Nikki Hudson, Vice President  
Julie Keegan  
Sam Shim, President  
Charlie Wilson

## **Administration**

Trent Bowers, Ed. D., Superintendent  
Jeff McCuen, Treasurer

## **Administrative Offices**

200 E. Wilson Bridge Road  
Worthington, Ohio, 43085  
Office Hours: 8:00 AM – 5:00 PM

## **Important Numbers**

Main Office: 614-450-6000  
Fax: 614-883-3010

## **District Website**

[www.worthington.k12.oh.us](http://www.worthington.k12.oh.us)

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## **Vision Statement**

- We will engage each student with diverse opportunities to maximize every student's potential
- We will provide a safe environment where every student can grow intellectually, emotionally, socially, and physically.
- We will provide consistent communication and promote dialogue with our community.
- We will be responsible and transparent with our community's resources.

## **Mission Statement**

To Empower a Community of Learners who will change the world.

## **Statement of Equal Opportunity**

All courses are available to students without regard to race, color, national origin, sex, or handicap.

## **Non-Discrimination Policy**

The Board of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability, sexual orientation, military status, ancestry, age, genetic information, or any other legally protected characteristic, in its program and activities, including employment opportunities.

## **Thomas Worthington High School**

300 W. Granville Road, Worthington, OH 43085

Principal: Pete Scully  
Assistant Principal: Megan Kirsten  
Assistant Principal: Emilie Greenwald  
Assistant Principal: Greg Garris  
Dean of Students: Dr. Adrienne Carr  
Dean of Students: Scott Gordon  
Athletic Director: Jen Goebbel  
School Counselors: David Quart  
Felicha Smith  
Celeste Priesse  
Stephanie Burns  
Kelly Swearingen

Office Hours: 7:15 AM – 3:45 PM

### **Important Numbers:**

Main Office: 614-450-6200

Fax: 614-450-6391

Attendance: 614-450-6291

Website: [www.worthington.k12.oh.us/TWHS](http://www.worthington.k12.oh.us/TWHS)

## **Linworth Campus, Alternative**

2075 W. Granville Road, Worthington, Ohio 43085

Teacher Director: Chris Hasebrook

School Counselor: Laura Zelch

Office Hours: 7:15 AM – 4:00 PM

### **Important Numbers:**

Main Office: 614-4500-6900

Fax Number: 614-883-3710

Website: [www.worthington.k12.oh.us/Linworth](http://www.worthington.k12.oh.us/Linworth)

## **Worthington Kilbourne High School**

1499 Hard Road, Columbus, OH 43235

Principal: Aric Thomas  
Assistant Principal: Kevin Johnson  
Assistant Principal: Ken Nally  
Dean of Students: Megan Lippert  
Dean of Students: Tom Souder  
Athletic Director: Jeff Todd  
School Counselors: Brianna Abbott  
Andrea Gratz  
Molly Lord  
Erica Mann

Office Hours: 7:15 AM – 4:00 PM

### **Important Numbers:**

Main Office: 614-450-6400

Fax: 614-450-6560

Attendance: 614-450-6410

Website: [www.worthington.k12.oh.us/WKHS](http://www.worthington.k12.oh.us/WKHS)

## **Worthington Academy**

2341 Snouffer Road, Worthington, OH 43085

Principal: Adham Schirg

School Counselor: Karan Dunn

Office Hours: 7:45 AM – 10:45 AM  
11:30 AM – 2:30 PM

### **Important Numbers:**

Main Office: 614-450-4100

Fax Number: 614-883-3610

Website: [www.worthington.k12.oh.us/Academy](http://www.worthington.k12.oh.us/Academy)

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# WORTHINGTON GRADUATION REQUIREMENTS

Students must earn a total of 18 points on the State of Ohio End of Course Assessments to be eligible to graduate. Points earned include at least four points in math, four points in ELA, and a total of six points combined in science and social studies.

## REQUIRED CRS

The Worthington School Board establishes the graduation requirements. The minimum requirements conform to those set forth by the state legislature, which governs the criteria for earning a high school diploma in the state of Ohio. The credits recommended for college entrance are derived from those set forth by the Ohio Department of Higher Education or state universities, together with those of many popular colleges.

Families should consult the web sites of specific colleges and universities to assure the student is fully prepared for admission to his/her school of choice. Similarly, students interested in continued education in a technical or business field should consult available resources for requirements specific to those institutions.

Athletes interested in pursuing college scholarships should also plan their programs very carefully. NCAA Division 1 and Division 2 scholarships are granted only to those who meet very specific high school requirements. You may download the NCAA Guide for the College-Bound Student-Athlete at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

### ENGLISH

Four credits of English are required. Students may take additional courses at any time but are encouraged to be enrolled in English every semester, including during their senior year.

### MATHEMATICS

Four credits of mathematics are required. Mathematics units must include 1 unit equivalent to algebra 2. Students who pass Math I, Math II, and Math III will fulfill this algebra 2 requirement. A 4th high school math credit could include any of the following: Financial Algebra, Transitions to College Math, Precalculus, Honors Precalculus, or Calculus.

### SCIENCE

Three credits of science are required. The first two are fulfilled through enrollment in the ninth/tenth grade series of courses (Physical Science and Biology). The third may be fulfilled by taking any of the remaining Science classes. All science courses qualify as lab sciences for college entrance.

### SOCIAL STUDIES

Three credits of Social Studies are required. One credit must be earned in Modern World History, one credit in American History, and one-half credit in American Government. The remaining one-half credit may be fulfilled through selecting one of the several elective courses available in the department.

### HEALTH & PHYSICAL EDUCATION

One semester of health and two semesters (1/2 credit) of physical education are needed to fulfill the requirement in HPE. Typically, health is taken in the tenth grade and physical education classes can be taken at the grade level (Wellness 4 Life, Strength Training, Flex & Tone, Yoga).

### PHYSICAL EDUCATION WAIVER

Students who have participated in District-sponsored interscholastic athletics, marching band, or cheerleading for at least two (2) full seasons while enrolled in grades 9 through 11 may be excused from one-half unit (.50 credit) of the high school physical education requirements. Ohio Revised Code defines District-sponsored interscholastic athletics, marching band, or cheerleading as any high school athletic team, high school cheerleading squad, or high school marching band of the Worthington School District that participates in the District's regular athletic season(s) and is operated

under the supervision of a Board employee. Club activities and organizations are not considered part of District-sponsored athletics, marching band, or cheerleading. Regular athletic season(s) and District-sponsored interscholastic athletics are identified in the student handbook.

A high school student who has not fulfilled his/her physical education requirement prior to the beginning of his/her senior year will be scheduled into physical education classes. Participation in District-sponsored interscholastic athletics, marching band, or cheerleading during the senior year cannot be used to fulfill the physical education graduation requirement. Students electing such an option shall complete one-half unit (.50 credit) or more in another course of study which is designated by the Board as meeting the high school curriculum requirements. Such instruction shall be separate from and in addition to all other courses of study and hours of instruction that are required in order to graduate.

### FINANCIAL LITERACY

One-half credit of financial literacy is required. Financial Algebra (1.0 credit), Economics & Financial Literacy (0.50 credit), IB History SL 1 1/2 credits), IB History HL (2 credits), and Personal Financial Management (0.50 credit), fulfill this requirement.

### FINE ARTS

Two semesters of fine arts are required and may be taken at any time in grades 7-12. Students following a career-technical pathway are exempted from the fine arts requirement.

### ELECTIVES

Five credits of electives are required which can include 0.5 credits of financial literacy and 1.0 credit of Fine Arts. They can include any combination of foreign language, fine arts, business, career-technical education, technology, English, mathematics, science, or social studies courses beyond those required. Wellness courses do not meet elective requirements.

## GRADUATION REQUIREMENTS

REQUIREMENTS FOR WORTHINGTON SCHOOLS	
AREA	CR
English	4.0
Social Studies	3.0
Science	3.0
Mathematics (must reach equivalent of Algebra 2*)	4.0
Health	0.5
Physical Education	0.5
Electives (Wellness courses do not meet this requirement; Financial Literacy & Fine Arts requirements may be met in this area)	5.0
<b>TOTAL</b>	<b>20.0</b>

\*\*\*Additional College Recommendations: Most 4-year colleges/universities require 4.0 credits of Science and 2-3 years of the same global language. Highly selective colleges look for the most rigorous course selection across all content (AP and IB included), including 3-4 years of a global language.

## Graduation Requirements

**Course Requirements + Assessment Requirements + Demonstration of Readiness =**

<p style="text-align: center;"><b>Course Requirements:</b></p> <p>4 credits of English</p> <p>4 credits of Math (including equivalent of Algebra 2 – for us that is Math 3)</p> <p>3 credits of Science</p> <p>3 credits of Social Studies (including US History &amp; Government)</p> <p>½ credit of Health</p> <p>½ credit of Physical Education (if utilize waiver for athletic participation, must replace with ½ credit of elective)</p> <p>5 credits of Elective</p> <p>½ credit of Financial Literacy (can be met with PFM, Econ, Financial Algebra, or IB Social Studies classes)</p> <p>2 semesters worth of Fine Arts successfully completed between grades 7-12</p>	<p style="text-align: center;"><b>Assessment Requirements:</b></p> <p>Take 7 End of Course Exams:</p> <ul style="list-style-type: none"> <li>– English 1</li> <li>– English 2</li> <li>– Math 1</li> <li>– Math 2</li> <li>– Biology</li> <li>– American History</li> <li>– American Government</li> </ul> <p>The higher a student scores on any end-of-course exam, the more graduation points he or she earns:</p> <p style="padding-left: 20px;">Advanced = 5 points Accelerated = 4 points Proficient = 3 points Limited = 2 points Basic = 1 point</p>	<p>Demonstration of Readiness: Meet one of the following three:</p> <ul style="list-style-type: none"> <li>• Earn a cumulative passing score on seven end-of-course exams</li> <li>• 18 points overall</li> <li>• At least 4 points must come from English</li> <li>• At least 4 points must come from Math</li> <li>• At least 6 points must come from Science and Social Studies</li> </ul> <p>Earn a “Remediation Free” score on the ACT. The State of Ohio will pay for students to take one test administration in the student’s 11<sup>th</sup> grade year.</p> <ul style="list-style-type: none"> <li>• Students may use their highest verifiable score to meet the requirements.</li> </ul> <p><b>Industry credential and workforce readiness:</b></p> <ul style="list-style-type: none"> <li>• Students earn 12 points through a State Board of Education-approved industry credential or group of credentials in a single career field and achieve a workforce readiness score on the WorkKeys assessment. The State of Ohio will pay one time for those who take the assessment.</li> <li>• Additional options are provided for the Class of 2020 and Beyond.</li> </ul>
<p><b><i>ACADEMIC PLANNING FOR POST-SECONDARY SUCCESS/COLLEGE PLANNING</i></b></p> <p>Please see your WKHS counselor website at <a href="http://www.wkhs counselors.com">www.wkhs counselors.com</a> or TWHS counselor website at <a href="http://www.twhs counselors.com">www.twhs counselors.com</a>. Information can be found regarding college/career search and planning, college visits, scholarships, and college entrance exams (ACT/SAT).</p> <p style="text-align: center;"><b><i>FOUR YEAR PLAN</i></b></p> <p>A four-year planning form is provided for your use. The purpose of this form is to show you your four years as a whole. Although you may revise your plan each year, it is always wise to have a long-range plan.</p>		

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## FOUR-YEAR PLANNING FORM

Content	Summer Other	Freshmen	Sophomore	Junior	Senior	Min. Credits	Total Credits
English		ELA I or Honors ELA I	ELA II or Honors ELA II	ELA III, AP English Language or IB English	Refer to chart in English Dept. section for Sr. Yr. options	4.0	
Mathematics		Refer to sequence chart in Math Dept. section	Refer to sequence chart in Math Dept. section	Refer to sequence chart in Math Dept. section	Refer to sequence chart in Math Dept. section	4.0	
Science		Physical Science, Honors Physical Science, STEM Biology	Biology, Honors Biology, STEM Physical Science	Upper Level Science	Upper Level Science	3.0	
Social Studies		Modern World History	American History or AP US History	American Government or AP Government	Social Studies Elective	3.0	
Health						0.5	
Wellness						.25 + .25=0.5	
<b>Electives</b>							
Global Language							
Technology							
Computer Science							
Art							
Music							
Theater							
Business							
<b>Total # Classes Scheduled</b>						<b>Total = 20</b>	

## GRADUATES WITH HIGHEST HONORS

Graduates with Highest Honors are those students who after eight semesters achieve a grade point average of 4.0 or above. These students receive recognition at the Senior Recognition Program and during the commencement ceremony. The Graduates with Highest Honors can be recognized by their white stoles leading the commencement processional and have their names highlighted in the commencement program.

## HONORS DIPLOMA

Per the Ohio Department of Education (ODE), high school students who exceed graduation requirements in Ohio are eligible to receive an Honors Diploma.

Students must achieve all but one of the requirements to be eligible for any of the Honors Diplomas. The following charts show the current three Honors Diploma criteria and the proposed six Honors Diplomas requirements for the Class of 2021 and beyond.

## Class of 2021 & Beyond



## Ohio High School Honors Diploma

Criterion	Ohio Diploma	Academic Honors Diploma	International Baccalaureate Honors Diploma	Career Tech Honors Diploma	STEM Honors Diploma	Arts Honors Diploma (Includes dance, drama/theatre, music, and visual art)	Social Science & Civic Engagement Honors Diploma
<b>Math</b>	4 units, must include one unit of algebra II or equivalent	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content	5 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content <sup>4</sup>	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content
<b>Science</b>	3 units	4 units, including two units of advanced science <sup>2</sup>	4 units, biology, chemistry, and at least one additional advance science <sup>2</sup>	4 units, including two units of advanced science <sup>2</sup>	5 units, including two units of advanced science <sup>2</sup>	3 units, including one unit of advanced science <sup>2</sup>	3 units, including one unit of advanced science <sup>2</sup>
<b>Social Studies</b>	3 units	4 units	4 units	4 units	3 units	3 units	5 units
<b>World Languages</b>	N/A	3 units of one world language, or no less than 2 units of each of two world languages studied	4 units minimum, with at least 2 units in each language studied	2 units of one world language studied	3 units of one world language, or no less than 2 units of each of two world languages studied	3 units of one world language, or no less than 2 units of each of two world languages studied	3 units of one world language, or no less than 2 units of each of two world languages studied
<b>Fine Arts</b>	2 Semesters	1 unit	1 unit	N/A	1 unit	4 units	1 unit
<b>Electives</b>	5 units	N/A	N/A	4 units of Career-Technical minimum <sup>3</sup>	2 units with a focus in STEM courses	2 units with a focus in fine arts course work	3 units with a focus in social sciences and/or civics
<b>GPA</b>	N/A	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale
<b>ACT/SAT/WorkKeys<sup>1</sup></b>	N/A	27 ACT/1280 SAT <sup>8</sup>	27 ACT/1280 SAT <sup>8</sup>	27 ACT/1280 SAT <sup>8</sup> /WorkKeys (6 Reading for Information & 6 Applied Mathematics) <sup>7</sup>	27 ACT/1280 SAT <sup>8</sup>	27 ACT/1280 SAT <sup>8</sup>	27 ACT/1280 SAT <sup>8</sup>
<b>Field Experience</b>	N/A	N/A	Complete a field experience and document the experience in a portfolio specific to the student's area of focus <sup>5</sup>	Complete a field experience and document the experience in a portfolio specific to the student's area of focus <sup>5</sup>	Complete a field experience and document the experience in a portfolio specific to the student's area of focus <sup>5</sup>	Complete a field experience and document the experience in a portfolio specific to the student's area of focus <sup>5</sup>	Complete a field experience and document the experience in a portfolio specific to the student's area of focus <sup>5</sup>
<b>Portfolio</b>	N/A	N/A	Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's area of focus that is reviewed and validated by external experts <sup>6</sup>	Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's area of focus that is reviewed and validated by external experts <sup>6</sup>	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus that is reviewed and validated by external experts <sup>6</sup>	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus that is reviewed and validated by external experts <sup>6</sup>	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus that is reviewed and validated by external experts <sup>6</sup>
<b>Additional Assessments</b>	N/A	N/A	N/A	Earn an industry-recognized credential or achieve proficiency benchmark for appropriate Ohio Career-Technical Competency Assessment or equivalent	N/A	N/A	N/A

*NOTE: Items shaded in blue are changes that were made to the honors diploma system, including the entire STEM, Arts, and Social Science and Civic Engagement Honors Diplomas*

1/24/17

## STATE ASSESSMENT TESTS

For more information on Common Core Standards and the End of Course Exams please see the link below: <http://oh.portal.airast.org/>

## EARLY GRADUATION POLICY

Students may be eligible for graduation at the end of six or seven semesters providing they have met the requirements as outlined in this handbook. Any student wishing to be considered for early graduation must comply with the following procedures:

At least one semester prior to your proposed early graduation:

- Consult with your counselor and parents to discuss the ramifications of early graduation such as athletic eligibility.
- Complete the early graduation request form and have it signed by your parents. This request should be returned to your counselor
- The request form must be signed and approved by your counselor and the principal.

## SCHOOL RECORD

The Worthington Board of Education assumes that at the time of graduation each student will have fulfilled all academic and financial obligations. A good school record, scholastically and otherwise, is the best recommendation an applicant can offer either a college, a military recruiter or a prospective employer. A record of good personal behavior and cooperation will be expected.

## TRANSFER CREDITS

When students enroll in Worthington Schools from another school, the grades and credits earned from another high school will be indicated on the Worthington transcript by school year, the name of the school, courses and grades. These courses will not be calculated into the Worthington transcript GPA. Students entering our schools from home school will need to have their coursework evaluated by a principal and credits will be granted as appropriate. These credits will be assigned a grade of "P" and indicated on the Worthington transcript by school year as "Home School."

Upon request of the student, when transcripts are sent to colleges or universities, a copy of the transcript from a student's previous high school will be included with the Worthington transcript. Colleges or universities may re-compute the student's GPA using the transfer school's grade and/or grading scale for credits earned there and our scale for credits earned while a Worthington high school student.

## CREDIT FOR MIDDLE SCHOOL CLASSES

Student work successfully completed in Global Language and 8<sup>th</sup> Grade Math I while in middle school will earn credit, but not be counted for GPA or for class rank.

# Scheduling Guidelines & Academic Policies

## COURSE PLANNING

This Course Planning Handbook is designed to help you plan your high school program of study. Graduation requirements are outlined, level placement is addressed, and related policies are explained. Descriptions are provided of the nearly two hundred courses offered at our school with specific prerequisites listed so you know whether or not you qualify to take a given course. The Handbook also contains information about the many special programs available to our high school students.

Course planning decisions need to involve the student, teachers, counselor, and parents. Future goals and personal objectives and interests must always be kept in mind. The faculty and counselors will recommend specific courses for individuals depending upon assessed academic potential and past achievement records. During the registration process multiple opportunities exist for students and parents to gather information. You are strongly urged to get the information needed to be ready to select future courses in February. Requests to change course choices after that time are strongly discouraged and sometimes not possible.

## STUDENT/PARENT RIGHTS UNDER TITLE IX AND THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

All students of the District have equal educational opportunities. Students have the right to be free from discrimination on the basis of race, color, national origin, citizenship status, religion, sex, economic status, marital status, pregnancy, age or disability, in all decisions affecting admissions; membership in school sponsored organizations, clubs or activities; access to facilities; distribution of funds; academic evaluations or any other aspect of school sponsored activities. Any limitations with regard to participation in a school sponsored activity are based on criteria related to that specific activity.

FERPA - The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day that our school receives a request for access.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA.

3. The right to provide written consent before the school discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The written consent should be received by the school registrar within two weeks of the beginning of school.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA.

## ACADEMIC INTEGRITY

Academic Integrity Background: At Worthington Schools, we believe the students, staff and community are stakeholders in the climate and culture of our school. The school was founded on the belief that all students can and must learn in order to achieve success in our society. The community and staff further believe that success begins with personal and academic integrity, which are grounded in honesty, trust, fairness, respect and responsibility.

Academic and personal integrity are built upon continuous conversations about how these five values are embodied throughout our school. It is our belief that the pursuit of truth, the promotion of learning and the development of lifelong learners are indeed the conduit to personal success in our school and our democracy. Raising the level of student integrity should remain our highest priority as a community of lifelong learners. In the spirit of that pursuit, the Academic Integrity Committee of Worthington Schools offered the following:

Culture - The values of honesty, trust, fairness, respect and responsibility are worthy of our pursuit at our school. We strive to ensure success, exhibit integrity and serve humanity through these five essential values. Any lapse in exhibiting these values by any stakeholder does not condone misconduct of another stakeholder.

Honesty - Honesty is the foundation of teaching, learning, research and service. It is the prerequisite for full realization of trust, fairness, respect and responsibility. Policies at our school uniformly deplore cheating, lying, fraud, misrepresentation, theft and other forms of dishonest behaviors that jeopardize the rights and welfare of our learning community.

Trust - Mutual trust is formed in an academic community that celebrates the free exchange of ideas. Trust enables us to reach our full potential as human beings. Our school believes people respond to consistent honesty with trust. Only with trust can our learning community believe in the social value inherent in academic inquiry, scholarship and integrity.

Fairness - Fairness evolves from predictability, clear expectations, consistency, careful listening and just responses to dishonesty. All students and staff have a role in ensuring an environment embracing fairness.

Respect - Respect is one of the rich rewards of an environment built on fairness. Teaching and learning demand active engagement and mutual respect. Students and faculty must respect their individual roles in order to appreciate diversity, learn and test new skills, build community and grow from failures. The antithesis of respect is being rude, sarcastic, demeaning or disruptive to others.

Responsibility - Responsibility requires that each stakeholder protect the integrity of the learning climate. Each person in the school community must be responsible for his/her own honesty and personal responsibility and to encourage positive conduct by others.

Guidelines: Absolute integrity is expected of everyone in our schools. Academic and personal integrity entail a firm adherence to a set of values essential to an academic community grounded in honesty, trust, fairness, respect and responsibility for all.

In honor of the five essential values, the faculty commits to the following:

- develop procedures for constructive feedback on all student endeavors
- give no student unfair advantage or disadvantage;
- be open to all student concerns;
- keep students and parents informed of student progress;
- set clear guidelines for assignments and evaluation of work;
- collaborate with each other to assist learners and not participate in gossip;
- follow school policies in responding to dishonesty;
- cultivate and model respect through regular attendance, punctuality and preparedness;
- incorporate current knowledge and practices;
- respect others work by citing sources.

Faculty, staff and parents expect students to honor the five essential values. Students will:

- model, encourage and support each other in maintaining academic integrity;
- treat all individuals, ideas, environment and property with respect, courtesy and dignity;
- respond honestly when asked about issues of fairness for themselves and others despite peer pressure, fear, loyalty, or compassion;
- cultivate and model respect through regular attendance, punctuality and preparedness;
- follow school rules in responding to dishonesty;
- prepare and submit their own work including that which is cited;
- collaborate with others when appropriate;
- use their positions, roles or memberships fairly and honestly.

Violations - The following are examples of activities that violate the CODE of ACADEMIC INTEGRITY. This is not a definitive list:

- knowingly representing the work of others as one's own;
- using, obtaining or providing unauthorized assistance on examinations, papers or any other academic work;
- fabricating data in support of laboratory or fieldwork;
- forging a signature to certify attendance, completion of a course assignment or any other gain for any purpose not authorized;
- advancing one's academic position unfairly by hoarding or damaging library materials;
- misrepresenting one's academic accomplishments;
- communicating, copying materials, allowing another to copy your materials, using unauthorized materials during a quiz, test, project or homework assignment;
- submitting falsified information for grading purposes;
- removing examinations or parts of examinations without the knowledge or consent of the faculty member;
- impersonating or having another person impersonate a student to assist the student in some academic gain;
- stealing, using or accepting stolen copies of tests or answer keys;
- changing answers and seeking credit on an assignment or examination after work has been graded or returned;
- altering a teacher's grade book or computer records;
- falsifying information on applications such as scholarships, etc.;
- using computers, programmable calculators or the internet for violations of guidelines established by the faculty;
- committing any other violation intended to obtain credit for work that is not one's own.

The faculty of our school will include the statement below on all course syllabi:

In this class you will neither give nor receive unauthorized aid in class work, quizzes, examinations, preparation of reports or projects, or in any other work that I use to evaluate you without specific permission for collaboration or without proper citation.

Our School's Code of Conduct Honor Statement:

"As a student of integrity at our school, I have neither given nor received unauthorized aid on this assignment." This statement means that the student understands and has complied with the requirements of the assignment as set forth by the instructor. It is the faculty's intent that we will incorporate the above statement at the beginning or end of tests, quizzes and other assignments as a visible and external reminder of our highest expectations for all.

At our school we know academic integrity requires our attention to detail, vigilance in routines and clarity of expectations. The above work synthesized from the Kenan Ethics Program, the Center for Academic Integrity, student input and faculty conversations make us a richer, stronger and more vibrant school for learning

Students are cautioned to maintain consistency in the level of challenge represented by their course selections over the years. In specific, students should not plan to significantly reduce their load and the challenge of their courses for the senior year to ensure they are not reducing their chance of being accepted at the school or program of choice in their post-high school plans. Students and parents need to carefully consider the complexities and commitments of student and family life when making course selections. This often requires time for focused conversation and families may want to include the counselor in part of their decision-making process. Students should challenge themselves in ways which cause them to stretch and to learn without becoming overwhelmed. In particular, students who select a 7-class load need to weigh carefully the balance of their lives: academic, co-curricular, work and personal life. Careful consideration should be given to the amount of work a student can handle (both school work and employment) and still maintain involvement in other chosen activities and the family, while at the same time getting enough sleep. Caution should be used in selecting a schedule which is top-heavy with advanced placement or honors courses, especially in conjunction with co-curricular commitments.

## FEES

As established by the Worthington Board of Education, a flat fee for academics is charged for all students. If your student attends Delaware Area Career Center, Linworth or CC+ (Columbus State) student fees will be prorated. If your student has free or reduced lunch, fees can also be prorated. There is a mandatory graduation fee for all seniors. If your student drives to school, there is also a parking fee. Fees are paid in August when students pick up their class schedule.

## STUDENT LOAD

The typical student load is six classes per semester. Six is recommended for freshmen, sophomores and juniors and a minimum of 5 is recommended for seniors, although many take more in at least one of the semesters. Any variation on this requires special permission.

Students who plan to participate in co-curriculars (including athletics, cheerleading, theater and music programs, the Mock Trials team, and so on) need to plan their course load to ensure that they are earning sufficient credits each grading period to remain eligible to participate during the next grading period. This means that, among the courses they are taking, they must be passing five courses, each of which carry one-half credit for the semester. If you are taking any combination of Wellness 4 Life, Flex and Tone, or Strength Training classes, please check with your counselor to ensure Co-Curricular credit eligibility requirements. Note that you must carry three graded courses of one-half credit or more per semester to be considered for honor roll and four to be considered for Academic Honor Awards. You must be passing a minimum of five one-half credit courses (or the equivalent) per semester and 1.25 credits per grading period to be eligible to participate in Co-Curriculars for the next grading period.

## PASS/FAIL COURSES

Students may elect to take designated courses on a pass/fail basis that they might not otherwise choose in view of the pressure for grades. To elect this grading option:

- Determine if the desired course is designated for the pass/fail option by checking the Course Planning Handbook.
- Obtain the appropriate form from the Counseling Center
- Complete the form, including your parent's signature. Return form to the Counseling Center within the first 4 weeks of the semester.

Be aware that:

- The choice of pass/fail, once made, stays in effect throughout the course.
- School policy regarding adding or dropping a course still applies.
- Courses taken pass/fail receive graduation credit provided the student fulfills all course requirements.
- A grade of pass (P) or fail (F) will be issued for the semester grade.
- Pass/fail courses will not be counted in determining grade point average for Honor Roll, Class Rank or Academic Awards unless an "F" is received.

## INCOMPLETES

Students receiving an Incomplete ("I") on their grade cards shall receive written notice from the teacher of the work to be completed to receive a grade and the date that work is due if credit is to be received. When possible, the student should sign the Notification of Incomplete form before copies are distributed to the student, parents and counselor.

Any work not completed by the date shown on the notice may not be made up and a grade of "F" or "zero" shall be given for the missing work. Teachers shall average the student's grades and record the grade received not later than the day following the date shown on the Notification of Incomplete form. The only exception to this rule is a student under documented doctor's care for whom the time may be extended as approved by the Principal or Assistant Principal.

## REPEATING A COURSE

When a student repeats a course, either to improve a grade or to gain credit because of a failure, the transcript will show both attempts and both grades. The higher of the grades earned will become the grade used for the GPA.

The repeated course will count toward the minimum course load a student must carry and the repeating grade in that course will count for athletic eligibility.

## AUDITING COURSES

The purpose of auditing is to give the student an opportunity to explore a subject area by taking a course for no credit and no grade. An audited course will not count for athletic eligibility. No audit requests will be accepted after the third day of the semester.

The criteria for auditing are:

- The student is expected to complete all assignments and to take all quizzes and tests.
- The teacher is expected to maintain a record of grades, although no grade will appear on the student's grade card or transcript.
- If the teacher determines that the student is not performing at a satisfactory level or otherwise not fulfilling the expectations set forth for the course, the student will be expected to drop the audited course.

To request audit status:

- The student submits a request to audit a specific course to his/her counselor.
- The counselor or administrator determines whether or not there is space available in a section of the course requested.
- The teacher and counselor determine whether or not the student qualifies based on previous work.
- The student is notified regarding audit status.

## TRANSCRIPTS

Current students may request transcripts for college and scholarship applications through the school registrar. Whenever possible, official transcripts will be sent electronically. Those unable to be sent electronically will be officially stamped, sealed and mailed. Upon request of the student, a previous high school's transcript will be included with our school's transcript. College Credit Plus courses will be calculated into the student's Worthington GPA.

Students wishing not to display SAT and ACT scores on their transcript must fill out a special request form for the school registrar to remove said scores.

## STUDENT SCHEDULE CHANGES

The high school plans course sections and assigns staff based upon student requests at the time of course registration in February. Therefore, we ask students to give serious consideration to their course selections at that time and to not assume they will be able to change their selections later. Class size limits or other factors may preclude replacing one course with another.

Upon completion of course registration, if an insufficient number of students enroll in a particular course, that course is cancelled, and the student's alternate course selection is substituted. Where enrollments are sufficient, reasonable class size limits are established; course sections are created, any need for a change in staffing is addressed, the master schedule is built, and textbooks and supplies are ordered. As schedules are run and adjustments are made to the master schedule, teachers and counselors help students resolve conflicts. It is our top priority that each student has a viable schedule for the coming year (one which includes the required number of courses and meets graduation requirements appropriate to that level) by the time the current school year ends.

Students who find they are failing or might fail a course should enroll in summer school as soon as they are aware of the possible failure. If the student then passes the course and summer school is not needed, the fee will be refunded. Students who fail a course and do not plan to make up the credit in summer school should notify their counselor as soon as possible of the need to repeat the course in the fall.

If, however, the student repeats a failed course or takes a course in the summer that he/she requested for the next school year, he/she must notify the counselor as soon as possible.

Valid Changes will be processed to the degree possible in the spring and as needed through the third day of school. Change requests will be considered to be valid if they result from one of the following reasons:

- schedule conflicts
- mechanical errors
- overloaded schedule
- graduation requirements
- physical health of the student
- change in graduation date
- completion of a correspondence or summer school course
- admittance to or return from the Career Center
- low / failing grades resulting in repeating a course
- changing levels (teacher/counselor recommendation)
- specific college entrance requirements
- balancing class sizes (administrative)
- administrative changes (teacher/counselor recommendation)
- co-curricular/athletic eligibility requirements

A limited number of personal preference requests may be considered during the first three days of school by the Exceptions Committee to accommodate changes in circumstances.

Personal Preference Requests should adhere to the following reasons:

- addition of a class in place of Academic Prep or Options during the same period (class size permitting)
- converting an Option into a late arrival or early release during the same period(s)
- changing a lunch period with an Academic Prep or Option (lunch sizes permitting)

### Procedure:

- The student secures a Schedule Change Request Form from the Counseling Center. (Deadlines and guidelines will be stated on the form.)
- The student follows his/her current schedule until the request has been processed and, if a change is to be made, the new schedule has been generated.
- The student checks the status of the request daily (if during the school year) or periodically (if during the summer) until a decision has been finalized.
- All schedule change requests are subject to review by the Exceptions Committee.
- No requests are guaranteed.
- No change is to be assumed until a new schedule is generated.

## DROPPING A COURSE WITHOUT RECEIVING AN "F"

To drop a course without receiving an F, the student must drop the course (through your Counselor) within 4 weeks of the beginning of the semester. Forms are available in the Counseling Center.

## EARLY RELEASE/LATE ARRIVAL Juniors and Seniors

Worthington Schools offers juniors and seniors the opportunity of not reporting to school until your first scheduled class or leaving school after your last scheduled class. You may request this option at the time of course registration in the spring. To do so, you and your parents must complete a form and return it to your counselor during your registration appointment. While students are not guaranteed a release, every effort will be made to assign your requested classes to allow a release. When this is not possible, the release request will be dropped. Those students who do not choose to exercise this option will be expected to be at school during unscheduled periods. The library, computer lab, counseling center and cafeteria/ commons will be available for your use based upon their capacity and scheduled use.

# ACADEMIC RECOGNITION

## CLASS STANDING

A student who has earned a minimum of fifteen (15) credits will be classified as a senior; ten (10) credits is the minimum for junior classification and five (5) credits for sophomore classification.

## RANK IN CLASS

Worthington Schools does not report class rank on the high school transcript. Feedback from high school counselors and college admissions officers across the country determined that this will benefit our students in the competitive college admissions process. We believe this decision helps universities look more carefully at the individual applicant to see beyond just a class ranking, which can sometimes be skewed in competitive high schools like those in Worthington. Counselors will include #1 rank for students with a 4.0 GPA or above on all college applications and recommendations. If you have questions about this policy, you may direct them to any counselor.

## GRADE POINT AVERAGE

All semester final grades received in Worthington subjects which could count toward graduation are used for computation of the student's GPA, with the exception of "S" and "P" grades. Grades earned in middle school for high school subjects are not used for computation of grade point average or rank in class. The same is true of courses which are audited or transferred into Worthington. Letter grades are equated as follows for semester courses:

- A = 4.00 points
- B = 3.00 points
- C = 2.00 points
- D = 1.00 point
- F = 0 points

Note that in all cases pluses and minuses are not computed. Only Advanced Placement (AP), IB and College Credit Plus courses have "weighted" grades. The weighting system used equates letter grades as follows:

- A = 5.00 points
- B = 3.75 points
- C = 2.50 points
- D = 1.25 points
- F = 0 points

# CO-CURRICULAR ACADEMIC ELEGIBILITY

Parents and Students Please Take Special Note:

Please note that participants in co-curricular activities, which include, but are not limited to participation on athletic teams, must pass a minimum of 1.25 credits each nine-weeks and 2.5 credits each semester. This translates to: five half credit periods each nine weeks and semester; each course period equals either a .25 credit for a nine-week passing grade and a .50 credit for a passing semester grade.

If you register for Wellness 4 Life, Flex & Tone, Strength Training or Global Scholars it is imperative that you **double check your balance of credits** in August of the new school year. Physical Education classes only count for .125 credit for a nine-week passing grade and a .25 credit for a passing semester grade. This could render you ineligible for sports and co-curricular activities if you are not taking enough classes.

You should add an additional half credit during the semester in which you have signed up for any Physical Education classes, i.e., 5 classes in addition to your Physical Education class.

Be sure to check with your counselor and the athletic office in August if you have any questions whatsoever about your eligibility for the coming school year. Athletes and participants in non-athletic co-curriculars that compete are required to meet the OHSAA academic requirements and Board of Education academic requirements in order to participate in their activities. Co-curricular sports (listed below) and approved activities could be affected per the Worthington Board of Education policy:

## ATHLETICS

Fall:	Winter:	Spring:
Cheerleading	Basketball (B&G)	Baseball(B)
Cross Country (B&G)	Cheerleading	Lacrosse (B&G)
Field Hockey (G)	Gymnastics (G)	Softball (G)
Football	Ice Hockey	Tennis (B)
Golf (B&G)	Swimming (B&G)	Track & Field (B&G)
Soccer (B&G)	Diving (B&G)	Volleyball (B)
Tennis (G)	Wrestling	
Volleyball (G)	Bowling (B&G)	
Water Polo (B&G)		

Eligibility is determined by the grades received in the PRECEDING 9 weeks of the grading period **and** by the PRECEDING semester grades as well.

First Nine Weeks Eligibility: To be eligible for the 1st nine weeks, all 10th, 11th, and 12th grade students must have earned 1.25 credits during the last nine-week grading period of the previous school year **and** a minimum of 2.5 credits for the 2nd semester.

Courses taken as Pass/Fail are counted, if passed.

If a high school student earns 1.25 credits, but not 2.5 credits for the second semester, a student may be able to reinstate their athletic and co-curricular eligibility by attending summer school, or other methods approved by the building principal. Principal approved methods and summer school classes count only for the semester requirement.

Students entering the 9th grade for the first time must have passed 5 courses taken during the fourth quarter of the 8th grade year.

Second Nine Weeks Eligibility: To be eligible for the 2nd nine weeks, all 9th, 10th, 11th and 12th grade students must have earned 1.25 credits during the first nine weeks.

Third Nine Weeks Eligibility: To be eligible for the 3rd nine weeks, all 9th, 10th, 11th and 12th grade students must have earned 1.25 courses for the second nine weeks, **and** earned 2.5 credits for the 1<sup>st</sup> semester.

Fourth Nine Weeks Eligibility: To be eligible for the 4th nine weeks, all 9th, 10th, 11th, and 12th grade students must earn 1.25 credits for the 3rd nine weeks.

# PROGRAM OPTIONS

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## THE LINWORTH ALTERNATIVE PROGRAM

The Linworth Alternative Program, housed on the Linworth Campus, is a part of the Worthington School System for students seeking the opportunity to become self-directed learners. The program provides students with a small school atmosphere in which a student may choose to learn in traditionally taught classes or through learning contracts, in seminars, through independent study projects carried on outside the building and/or through concurrent enrollment in a college or university. Courses not offered at the Linworth Campus may be taken at the student's home school. The Linworth Program deals with interpersonal relations, use of time, self-image, problem solving and independent learning. Basic curriculum goals are the same as those of the other two campuses.

The program is limited to 180 students. Each person desiring admission must visit the school, interview with a staff person and complete an application. Persons interested in this program should contact the Director of the Linworth Program for additional information.

Students accepted into the program are expected to meet Worthington Schools' graduation requirements in addition to meeting the requirements of the Linworth program. These requirements include:

1. Interest in developing lifelong learning skills.
2. Participation in at least one community service activity each year.
3. One or more independent self-directed learning projects each year.

While there is no grade point requirement for entry into the program, there is an expectation that each applicant has the necessary basic skills to successfully complete the standard high school curriculum. Many of the classes at Linworth are designed by staff with student input. Some examples of classes unique to the Linworth campus are:

- Essential Books - a seminar course dealing with great works of literature
- Walkabout — a semester-long, off-campus experiential learning opportunity for second semester seniors who have met all graduation requirements

For more information, contact your counselor or the Director of the Linworth Program.

## WORTHINGTON ACADEMY

### Who should attend?

Worthington Academy will provide an additional educational setting for Worthington high school students that are credit deficient and/or looking for a different educational environment. The curriculum will be enhanced through the use of technology.

Courses offered at the Worthington Academy will be in the areas of mathematics, English language arts, social studies and science. All courses will be a blended learning environment where students will be able to engage in online content, learn at their personal pace and engage with teachers in a small learning environment. The goal for student to teacher ratio is 15:1.

Students will schedule a morning or afternoon session at the Worthington Academy. Students will then have flexibility to take elective courses back at their home high school, participate in co-curricular activities and all aspects of student life. Worthington Academy will work with students and families to develop a flexible plan that meets their individual needs.

Students interested in attending the Worthington Academy should see their school counselor for application information and forms. All Worthington Academy applications should be returned to their school counselor. Seniors, or students approaching graduation, will receive priority scheduling. Students will be notified of their selection to the Worthington Academy towards the end of the current school year.

### Academy

#### Admittance:

- Students currently enrolled in Worthington Schools will apply to the Academy for the next school year during registration. Students entering Worthington Schools will have an admission process through the "Welcome Center". Students who already attend Worthington Academy will be able to register with the Worthington Academy, but staff will review personal plans with students and families.
- Academy staff will monitor student registration process and admit students. School counselors should turn in application materials to appropriate Academy Staff
- Seniors, or students approaching graduation, will receive priority scheduling.
- Once students are admitted, Academy staff will schedule a Family Pathway Meeting to set goals, create their personalized pathway and program expectations.
- As students complete their individualized pathway, building student referrals will then be processed and seats will be filled. This process will occur throughout the school year.
- If students do not make progress to meeting their goals established in the Family Pathway Meeting, they may be asked to rescind their seat and return to their home school.

### **Worthington Academy placement includes:**

- Academic Focus - A blended learning environment will support the individual needs of students including credit recovery, credit advancement and personalized intervention.
- Career Exploration - Students will have opportunities to explore career activities, opportunity for skill development, work experience and potential credit through CBIP or Credit Flex.
- Counseling Services - Counseling services will be available to focus on development of self-esteem, reframing our situations to be structured for success and work with students and families.
- Goal Setting – Short- and Long-term goals will be established at Family Pathway Meeting. Goals will be monitored by students and staff and communicated with family members.

### **Worthington Academy will:**

Initially there will be parent informational meetings to make certain parents receive an overview of the academy plan and philosophy. Individual Family Pathway meetings will occur with each student for scheduling purposes during spring or summer.

As students surface through the year, the Academy will provide

Family Pathway Meetings with the following present:

- Parent(s)/Guardian
- Building Level Principal or building designee at students assigned campus
- Worthington Academy Instructor/Principal
- Counselors will also be invited from the student's home school unless one counselor is designated as the building representative for the Worthington Academy.
- Provide weekly feedback regarding progress for each student via e-mail to parents through online content provider.

## **ENGLISH LANGUAGE LEARNERS**

The English Language Learners Program is designed to meet the needs of those students whose limited proficiency in the English language make them unable to perform successfully in the regular curriculum. Course offerings through this unit include a Guided Studies course and a Reading course. Individual programs are designed for each student based upon the student's ability to communicate in English.

## **HOME BOUND and HOSPITAL INSTRUCTION**

Home instruction is an individualized special education program provided to a student with a handicap which prevents the student from attending a regular or special education program, even with the aid of special transportation.

In establishing eligibility for home instruction, the following criteria must be met: the student must have more than 15 consecutive days of school absence or more than 20 days of intermittent absence related to the same health impairment to be eligible for this program. If it is known at the beginning of the absence that this amount of time or more will be involved, home instruction may begin as soon as eligibility is determined, a tutor is secured and an "Individualized Educational Program" is in place.

In all cases a statement from a physician verifying the diagnosis and the length of absence must be on file before determination of eligibility can be made. The parent/guardian must notify the school attendance office that home instruction services are being requested. At that time the parent/guardian will be asked to obtain a home instruction application from the building school psychologist who, in turn, will arrange a Multi-Factored Evaluation team meeting. In general, the school psychologist coordinates the home instruction procedure between the student, parent/guardian and school.

## ***CREDIT FLEXIBILITY***

Credit Flexibility may be used to expand and enrich students' learning experiences and opportunities. These experiences must maintain the educational standards adopted by the district through its course of study. Before students may begin any course through credit flexibility, a plan must be submitted and signatures signifying approval obtained. Credit Flexibility applications are available on the district and high school websites.

Credit Flexibility options may include, but are not limited to:

- correspondence courses
- online courses
- educational travel
- service learning
- independent study
- demonstration of mastery
- college course work (Post-Secondary Enrollment)

For more information about Credit Flexibility, please refer to the

Credit Flexibility plan on the Worthington Schools website.

## CREDIT RECOVERY

(Counselor Recommendation)

For many learners, making up lost ground can seem overwhelming. Worthington Schools partners with online schools to provide our student learners with an online experience that is media-rich and highly interactive, making credit recovery engaging and attainable. They are an industry expert in proven, effective credit recovery solutions. By focusing on instruction that fills knowledge gaps and provides a personalized learning experience, they target the specific issues that have prevented learners from moving forward.

## SUMMER SCHOOL

Summer school is offered to Worthington Schools' students as well as students from other districts. High school students may choose to enroll in summer school

- for credit recovery,
- for support/skill-building, and
- for enrichment and/or get-ahead courses.

The high school program is conducted as a four-week summer session in June.

- Most traditional face-to-face courses will run the first three weeks of the June session.
- Credit recovery will run the full four weeks in June; select credit recovery students will be invited to a two-week July extended session.
- One-credit, blended get-ahead courses will extend beyond the four-week June session; students in blended courses will have access to their course materials during the last week of May and will complete requirements during the last week in July.

All information (including how to register) for summer school is online at [www.worthington.k12.oh.us/summerschool](http://www.worthington.k12.oh.us/summerschool). Registration begins in late January. Early-bird registration for all courses (except credit recovery) ends April 30. Families will be notified by the second week of May if courses must be cancelled due to insufficient enrollment.

Inquiries about summer school should be directed first to the student's counselor and then, if needed, to Leah Baker at the Worthington Education Center (614-450-6088 or [lbaker@wscloud.org](mailto:lbaker@wscloud.org)).

## SPECIAL EDUCATION

When a student has been evaluated through a Multi-Factored Evaluation and determined to have a disability according to the Individuals with Disabilities Education Improvement Act (IDEIA) and Ohio's Operating Standards for Ohio Educational Agencies Serving Children With Disabilities, a student may receive educational services through special education. Disabilities under IDEIA include: multiple disabilities, deaf, blind, hearing impairment, visual impairment,

speech-language, orthopedic disability, other health impairment, emotional disturbance, specific learning disability, autism and traumatic brain injury. An Individualized Education Program, identifying an individual student's needs and the special education services needed to provide the student with free, appropriate, public education, is developed by parents and school personnel. If determined eligible, a student may also receive related services such as transition services, occupational therapy, adapted physical education and speech-language services. A continuum of special education services is available, including direct instruction, supportive instruction to the regular classroom, and consultation.

If a parent suspects that their child may have a disability, they may contact the building principal or the Director of Special Education at 614-450-6000 for information regarding the Intervention Assistance Team process for possible referrals to special education.

## BLENDED LEARNING

Blended Learning is a formal program in which students learn in multiple settings, including online and face-to-face, with some ability to determine the pace, path, and/or place of their learning. Blended Learning courses are designed and facilitated by Worthington teachers who seamlessly and intentionally integrate technology and instructional best practices so that learning is accessible and more personalized for all students. Course learning outcomes are the same for both blended and traditional courses.

In blended courses, teachers choose to use a blend of materials, instructional methods, and/or class time. For example, a blended course might include myriad materials in various media formats such as textbooks, videos, labs, software, and simulations.

Other blended courses might include a combination of instructional methods and approaches, such as the use of lecture, small-group instruction, peer collaboration, videos, or online discussions.

And finally, teachers might choose to use a blend of class time, where time is used differently and flexibly, depending upon the class and age of students. For example, teachers and students might use a combination of face-to-face and online "seat time" in a **hybrid** model where students might not be required to attend face-to-face (F2F) every day. Whereas in other blended classes, students are required to attend class every day but work in different locations around the classroom or building. Class time and the class environment are used in flexible ways to organize and optimize learning for students.

Blended learning may be for **every** student, and many of the characteristics that enable students to be successful in traditional settings are equally important in a blended setting.

## COLLEGE CREDIT PLUS

### *College Courses Being Offered at Worthington Schools Through College Credit Plus*

College Credit Plus (CC+) allows students in grades 7-12 to take courses and earn both high school and college credit. The grades and credits earned appear on both the student's high school and college transcripts. Students can earn up to 30 credits per year. (Maximum of 120 credit hours total.)

#### **Where can students take courses?**

Eligible students can take courses at the high school taught by a high school teacher, at the high school taught by a college instructor or at the college (online or live). Students may choose to take courses in any combination of formats or with any combination of Ohio colleges. Please be aware that no matter where the course is offered (at the college campus, online or at school), the course will follow the same college course syllabus, use the same textbook, and be assessed using the same methods and grading standards.

#### **What does it cost?**

There is no cost for the student to participate in College Credit Plus when the student is enrolled in a public college or university. The high school and college share the cost for these course(s). Students choosing to enroll in a participating private college or university might incur costs. If a student fails a course, the student will be expected to pay for the course.

#### **When can I participate?**

Students can take classes during the summer, fall or spring semesters or any combination of terms provided that the student does not exceed 30 hours in that academic year (beginning with summer term). It is important to meet all college deadlines in order to participate.

#### **What classes can I take?**

Students may take any course offered in the college's course catalog for which the student has met the prerequisites. Course options include traditional courses and online courses. The courses offered are listed below.

#### **Requirements:**

All students interested in participating in CC+ must attend a College Credit Plus information counseling session with a parent/ guardian. This presentation will fulfill the state's requirement for the counseling information session. Students who are not able to attend this presentation should contact their counselor for alternate dates and locations of presentations for fulfilling this requirement.

#### **I want to participate, what do I do next?**

1. Submit the written notice of intent to participate for the following school year between February 15 and April 1.
2. Select the CC+ classes you intend to take during the course registration process.
3. Apply to the college(s) of choice. Please be aware that colleges will have different deadlines for various terms and students must apply prior to the deadline for their intended college(s).
4. Upon acceptance to the college(s), complete testing requirements to assure placement into your intended courses. If you are not accepted or do not place into your intended courses, you must immediately notify your counselor and select alternate courses for your schedule.
5. Follow through with completing any requirements established by the college.

#### **Question**

**s:**

Students who have additional questions should refer to the counselor website for more information about CC+ under Academic Options or see their counselor.

## College Credit Plus Courses Offered at Worthington Schools

### **PRE-CALCULUS/ HONORS PRE-CALCULUS (MATH 150)**

Grades: 9,10,11,12

2 Semesters

5 college credits,

1 high school math credit

teacher

Prerequisite: See below

Graded: Conventional

taught by Worthington

This course is a study of algebraic functions, trigonometry, vectors, conic sections, sequences and series. The course will include the study of polynomial, rational, radical, exponential, logarithmic and piece-wise defined functions, and the trigonometric functions and their graphs. Topics investigated will include domain, range, graphs, inverses, operations, equations, inequalities and their applications.

Students must meet the prerequisite standards put in place by Columbus State Community College. Please check their website at [www.csc.edu](http://www.csc.edu) for the most up-to-date information regarding prerequisites.

### **AP CALCULUS AB (MATH 200)**

Grades: 9,10,11,12

2 Semesters

5 college credits,

1 high school math credit

Prerequisite: See below

Graded: Conventional

taught by Worthington teacher

Concepts of limits of functions are covered including continuity of functions. The definition of the derivative as well as rules for differentiation develop the ability to find the derivatives of functions, including polynomial, rational, algebraic, trigonometric, inverse trigonometric, exponential, logarithmic, hyperbolic and inverse hyperbolic functions.

Derivatives are used in curve sketching as well as in solving applied problems. The Mean Value Theorem and Newton's Method for optimization are covered. Definite and indefinite integrals, the Fundamental Theorem of Calculus, the substitution method and area between curves are discussed. Requires:

- Successful completion of Math 150
- Students must meet the prerequisite standards put in place by Columbus State Community College. Please check their website at [www.csc.c.edu](http://www.csc.c.edu) for the most up-to-date information regarding prerequisites.

### **AP CALCULUS BC/MATH 200 AND MATH 210**

Grades: 9,10,11,12

2 Semesters

5 college credits, for each

1 high school math credit  
teacher

Prerequisite: See below

Graded: Conventional

taught by Worthington

Concepts of limits of functions are covered including continuity of functions. The definition of the derivative as well as rules for differentiation develop the ability to find the derivatives of functions, including polynomial, rational, algebraic, trigonometric, inverse trigonometric, exponential, logarithmic, hyperbolic and inverse hyperbolic functions. Derivatives are used in curve sketching as well as in solving applied problems. The Mean Value Theorem and Newton's Method for optimization are covered. Definite and indefinite integrals, the Fundamental Theorem of Calculus, the substitution method and area between curves are discussed. Requires:

- Successful completion of Math 150
- Students must meet the prerequisite standards put in place by Columbus State Community College. Please check their website at [www.csc.c.edu](http://www.csc.c.edu) for the most up-to-date information regarding prerequisites.

### **INTRO TO PROGRAMMING LOGIC (CSCI 1103)**

Grades: 9,10,11,12

1 Semester

3 college credits,

1 high school elective credit

Prerequisite: See below

Graded: Conventional

taught by Worthington teacher

Introduces concepts of programming logic through algorithmic solutions applied to problem-domain scenarios. Examples of these scenarios are Computer Science disciplines such as programming languages, networking, operating systems, databases and others. The course covers the basic units of logic: sequence, selection and loop. Students repair faulty algorithmic solutions. The course also uses basic UML (Unified Modeling Language) notation to model problem-domain objects, via classes.

Students must meet the prerequisite standards put in place by Columbus State Community College. Please check their website at [www.csc.c.edu](http://www.csc.c.edu) for the most up-to-date information regarding prerequisites.

### **ENGINEERING DESIGN & DEVELOPMENT**

Grades: 12

1 Semester

DE

1 Credit

Conventional

Prerequisite: IED, POE, &

Graded:

This course lets students apply what they have learned in core academic and Project Lead the Way course as they complete challenging, self-directed projects. Students work individually and in teams to design and build solutions to authentic engineering problems. An engineer or other appropriate business professional from the school's partnership team mentors each student. Examples of projects may include a robotic mascot for the school, a remote-controlled hovercraft, or a solar-powered device. This course equips students with the independent study skills that they will need in post-secondary education and careers associated with the business of engineering and engineering technology.

### **INTRO TO BUSINESS (BUS 105)**

Grades: 9,10,11,12

1 Semester

3 college credits,

1 high school elective credit taught by Worthington teacher

Prerequisite: See below

Graded: Conventional

This introductory course explains the principles, terminology and concepts necessary for interpreting business. Activities and presentations are provided to the student that will allow him or her to identify business environments, business ownership, ethical issues, global business awareness, organizational structures, management and marketing principles, technology information and financial implications in society. Upon completion of the course, the student will have a better understanding of the various elements of the business process, with this assisting in both the student's personal and professional life.

### **INTRO TO PSYCHOLOGY (PSY 1100)**

Grades: 9,10,11,12

1 Semester (Fall) Prerequisite: See below  
3 college credits, Graded: Conventional  
1 high school social st. credit taught by college instructor

This introductory course provides an overview of the origins, growth, content and applications of psychology, including the application of the scientific method to the following topics: research methodology, beginning statistics, theories of physical, cognitive, moral and emotional development, sensation, perception, learning, motivation, intelligence, memory, personality, coping processes, abnormality, adjustment, and the individual in small groups and a pluralistic society. Requires:

- Students must meet the prerequisite standards put in place by Columbus State Community College. Please check their website at [www.csc.edu](http://www.csc.edu) for the most up-to-date information regarding prerequisites.

### **COMPOSITION 1 (ENGL 1100)**

Grades: 9,10,11,12

1 Semester (Fall) Prerequisite: See below  
3 college credits, Graded: Conventional  
1 high school English credit taught by college instructor

English 1100 is a beginning composition course which develops processes for critically reading, writing, and responding to a variety of texts in order to compose clear, concise, expository essays. The course facilitates an awareness of purpose, audience, content, structure and style, while also introducing research and documentation methods. Course reading and writing assignments may be thematically organized. Requires:

- Students must meet the prerequisite standards put in place by Columbus State Community College. Please check their website at [www.csc.edu](http://www.csc.edu) for the most up-to-date information regarding prerequisites.

### **COMPOSITION 2 (ENGL 2367)**

Grades: 9,10,11,12

1 Semester (Spring) Prerequisite: See below  
3 college credits, Graded: Conventional  
1 high school English credit taught by college instructor

ENGL 2367 is an intermediate composition course that extends and refines skills in expository and argumentative writing, critical reading and critical thinking. This course also refines skills in researching a topic, documenting sources and working collaboratively. Course reading and writing assignments are organized around the diversity of those who comprise the identities. Requires: Students must meet the prerequisite standards put in place by Columbus State Community College. Please check their website at [www.csc.edu](http://www.csc.edu) for the most up-to-date information regarding prerequisites.

### **INTRO TO AMERICAN GOVERNMENT (POLS 1100)**

Grades: 9,10,11,12

1 Semester (Spring) Prerequisite: See below  
3 college credits, Graded: Conventional  
1 high school social st. credit taught by college instructor

This course introduces students to the nature, purpose and structure of the American political system. Attention is given to the institutions and processes that create public policy. The strengths and weaknesses of the American political system are discussed, along with the role of citizens in a democracy. Requires:

- Students must meet the prerequisite standards put in place by Columbus State Community College. Please check their website at [www.csc.edu](http://www.csc.edu) for the most up-to-date information regarding prerequisites.

### **INTRO TO SOCIOLOGY (SOC 1101)**

Grades: 9,10,11,12

1 Semester (Spring) Prerequisite: See below  
3 college credits, Graded: Conventional  
1 high school social st. credit taught by college instructor

This course introduces the basic concepts, methods and findings of sociology as a scientific discipline. The sociological perspective, emphasizing social interaction and structure, is used to explore the following topics: culture; socialization; social groups, including organizations; deviance; various types of social inequality; major social institutions; collective behavior, social movement and social change. Requires:

- Students must meet the prerequisite standards put in place by Columbus State Community College. Please check their website at [www.csc.edu](http://www.csc.edu) for the most up-to-date information regarding prerequisites.

### **ETHICS (PHIL 1130)**

Grades: 9,10,11,12

1 Semester (tentatively Fall) Prerequisite: See below  
3 college credits, Graded: Conventional  
1 high school social st. credit taught by college instructor

This course introduces students to moral reasoning, examining theories of right and wrong, good and bad, justice and injustice as they have been viewed in the past and as they shed light on contemporary ethical issues. PHIL 1130 meets elective requirements in the Associate of Arts and Associate of Science Degree programs and distributive transfer requirements in philosophy and humanities. Requires:

- Students must meet the prerequisite standards put in place by Columbus State Community College. Please check their website at [www.csc.edu](http://www.csc.edu) for the most up-to-date information regarding prerequisites.

### **AFRICAN AMERICAN HISTORY 1 (HIST 2223)**

Grades: 9,10,11,12

1 Semester (Tentatively Fall)	Prerequisite: See below
3 college credits,	Graded: Conventional
1 high school social st. credit	taught by college instr.

The class is primarily a lecture/discussion course which includes the history of African Americans in the New World from the time of the slave trade to the end of Reconstruction. Requires:

- Students must meet the prerequisite standards put in place by Columbus State Community College. Please check their website at [www.csc.edu](http://www.csc.edu) for the most up-to-date information regarding prerequisites.

### **HISTORY OF ART (HART 1201)**

Grades: 9,10,11,12

1 Semester (Tentatively Fall)	Prerequisite: See below
3 college credits,	Graded: Conventional
1 high school fine arts credit	taught by college instr.

This course is a historically based introduction to the study of visual arts in the West. Through a critical examination of the fundamental formal concepts and the historical developments in the visual arts, this course examines the visual expression of culture from the Prehistoric Era to the early Renaissance. Requires:

- Students must meet the prerequisite standards put in place by Columbus State Community College. Please check their website at [www.csc.edu](http://www.csc.edu) for the most up-to-date information regarding prerequisites.

### **CLASSICAL MYTHOLOGY (CLAS 1222)**

Grades: 9,10,11,12

1 Semester (Tentatively Spring)	Prerequisite: See below
3 college credits,	Graded: Conventional
1 high school social st. credit	anticipate course being purely online

This course is an introduction to the world of mythology through the study of myths from Greece and Rome. The course explores some of the religious ideas, traditions and values that distinguish one civilization from another, while also indicating universally shared themes. Attention will be given to cultural expression of mythical themes in literature and art. Requires:

- Students must meet the prerequisite standards put in place by Columbus State Community College. Please check their website at [www.csc.edu](http://www.csc.edu) for the most up-to-date information regarding prerequisites.

## **STEM PATHWAY**

### A Vision for Stem Education

The vision for STEM education for Worthington Schools is to engage students in a rigorous integrated PK-16 inquiry-based education that substantially increases the numbers of youth who possess not only the valuable skills of problem solving, logical thinking, and innovating, but who graduate from high school both college and career ready.

We believe it is vital that we prepare students for an increasingly global economy. Due to technological advances and the presence of the world-wide web, Americans will compete with people from all over the world for the high tech high wage jobs of the future. We must improve the quality of America's workforce by ensuring that students become effective critical thinkers, communicators, problem solvers, innovators, and inventors.

We believe the most impactful way we can teach rigor (Core Knowledge), and relevance, (meaningful connections to what society needs from us), is through an integrated collaborative approach in which our math, science, English/language arts and technology teachers work collaboratively. Worthington's STEM instructional model emphasizes the integration of course content with an emphasis on applied problem solving through real-world relevant project-based lessons. Inquiry is at the heart of the STEM program.

An emphasis of Worthington STEM is the development of a "Can Do" attitude with the students. This attitudinal growth should manifest in a way that students become so proficient and comfortable with core content knowledge AND design processes and problem-solving models that they are comfortable with engaging in complex, ill-defined problems in a dynamic setting.

Worthington's STEM program also places an emphasis on taking the students out into real world (field trips) settings as well as bringing the real world to our students. Both college faculty and industry professionals are involved in mentoring and assisting in the evaluation of student work.

## **The IB Diploma Programme**

### **At WKHS**

#### **History and Mission Statement of the International Baccalaureate**

The International Baccalaureate® (IB) was founded in Geneva, Switzerland in 1968 as a non-profit educational foundation. A group of talented, forward-thinking teachers at the International School of Geneva, with assistance from several other international schools, created the IB Diploma Programme.

At our heart we are motivated by a mission to create a better world through education. We value our hard-earned reputation for quality, for high standards and for pedagogical leadership. We achieve our goals by working with partners and by actively involving our stakeholders, particularly teachers.

We promote intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century. All of this is captured in our mission statement:

*The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.*

*To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.*

## ***IB Learner Profile***

*from the IB Learner Profile Booklet published by the IB Organization, July, 2013:*

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

**Inquirers:** They nurture their curiosity, developing skills for inquiry and research. They know how to learn independently and with others. They learn with enthusiasm and sustain a love of learning throughout life.

**Knowledgeable:** They develop and use conceptual understanding, exploring knowledge across a range of disciplines. They engage with issues and ideas that have local and global significance.

**Thinkers:** They use critical and creative thinking skills to analyze and take responsible action on complex problems. They exercise initiative in making reasoned, ethical decisions.

**Communicators:** They express themselves confidently and creatively in more than one language and in many ways. They collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled:** They act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. They take responsibility for their actions and their consequences.

**Open-minded:** They critically appreciate their own cultures and personal histories, as well as the values and traditions of others. They seek and evaluate a range of points of view and are willing to grow from the experience.

**Caring:** They show empathy, compassion and respect. They have a commitment to service, and act to make a positive difference in the lives of others and in the world around them.

**Risk-takers / courageous:** They approach uncertainty with forethought and determination. They work independently and cooperatively to explore new ideas and innovative strategies. They are resourceful and resilient in the face of challenges and change.

**Balanced:** They understand the importance of balancing different aspects of their lives—intellectual, physical, (spiritual) and emotional—to achieve well-being for themselves and others. They recognize their interdependence with other people and with the world in which they live.

**Reflective:** They thoughtfully consider the world and their own ideas and experience. They work to understand their strengths and weaknesses in order to support their learning and personal development.

## **What makes IB at WKHS worthwhile?**

- **Well-rounded:** you will design a curriculum that is broad-based, promoting your ability to think and act effectively under many different circumstances
- **International-minded:** you will be challenged to consider the contributions of other cultures to the progress of human society -- and to understand how issues close to you can be affected by global influences and in turn have global significance
- **Interdisciplinary:** your teachers will strive to help you discover the connections between subject areas
- **Inquiry-based:** you will acquire knowledge primarily through the pursuit of answers to “real-world” questions and put that knowledge to work solving “real-world” problems
- **Student-directed:** often, you and other students will be required to initiate, design, and conduct the tasks that will lead to your learning
- **Collaborative:** you will often work together with other students to achieve your learning goals

## **What kinds of students will succeed in IB at WKHS?**

A student does not have to be “a genius” or in any official way identified as “gifted” to qualify to participate in IB at WKHS. There are admissions requirements listed on the next page, but none of these specify that a student must be identified as “gifted.” The keys to success are:

- **Ambition:** because this is a comprehensive program that requires students to complete a lot of work over the course of two years
- **Commitment:** because the program will consume five to seven of a student’s eight periods during the school day, and will require a lot of work to be done outside the school day, as well
- **Courage:** because the program is academically challenging, intellectually rigorous, and it requires students to take on a lot of responsibility for their own learning
- **Determination:** because given the workload and long-term nature of the program, there will be moments when students will be tempted to give up
- **Organization:** because the workload will consist of short-term and long-term assignments, and the ability to plan and space out work will be helpful, if not essential

Students who possess these traits coming into the program are likely to be successful. Structures are built into the program to assist students who require more individualized instruction. A lack of “giftedness” should not be a barrier to successful participation.

## Options available to IB at WKHS Students

Students and parents should be advised that in order to earn college credit for IB courses, they must complete the IB subject exams. Registration for IB subject exams require students to pay fees to the IB Organization. These fees cover the administration and grading of the exams. Students and their parents will be required to pay the necessary fees for the student's first two IB exams (approximately \$300 for one exam, \$410 for two exams); the Worthington City School District will pay the subject fees for any additional IB exams.

### Option #1: IB DIPLOMA PROGRAMME STUDENT

This option is for the student who wishes to be a candidate to earn the Diploma of the International Baccalaureate. He/she must enroll in six subject courses, one from each of the following groups:

IB Diploma Programme Subject Groups	Courses available at WKHS
Group 1 Studies in Language & Literature	English Literature HL
Group 2 Language Acquisition	French HL; Latin SL; Spanish HL
Group 3 Individuals and Societies	History SL/HL Psychology SL
Group 4 Experimental Sciences	Biology SL
Group 5 Mathematics	Mathematics SL Math Studies SL
Group 6 The Arts and Other Electives	Business Management SL or HL or a second course from any other group

A "Standard Level" (SL) course includes less content than a "Higher Level" (HL) course, and may be taught over a shorter period than an HL course. All HL courses are two years long, while an SL course may range from one to two years.

To earn the Diploma of the International Baccalaureate, a student must successfully complete the exams for one course in each of the six Subject Groups (a total of six IB Subject courses). The student must also take at least three and no more than four Higher Level (HL) courses.

Additionally, a student who wants to earn the Diploma of the International Baccalaureate must complete:

- **Theory of Knowledge:** a course which explores the nature of knowledge; it asks questions like "How do we know something is real / true?" and "How do our standards for truth differ from discipline to discipline?" In order to complete this course, students must write a 1,200-1,600 word essay to be graded externally and make an in-class presentation. Additional coursework will be assigned by the teacher.
- **Extended Essay:** a work of original research on a specific topic of personal interest to the student. The student must write this 4,000-word essay and submit it for external grading.
- **Creativity-Activity-Service:** a series of experiences that take a student's learning outside the classroom and into the community; students must make a sustained effort over a period of 18 months to engage their creative talents, engage in physical activity, engage in community service, initiate their own project, and reflect upon the growth that they achieve.

### Option #2: Partial Program Student

This option provides students who decide not to pursue the full IB diploma (Option #1) with the ability to engage with the IB at WKHS learning community in a substantial way. The WKHS IB staff believes engaging with IB coursework and the IB Core (Theory of Knowledge, the Extended Essay, and Creativity, Activity, Service) is valuable to all students willing to undertake the challenge.

Partial program students enroll in at least two IB subject courses. At least one of these courses must be a two-year course. Partial program students must also enroll in Theory of Knowledge and complete either the Extended Essay or Creativity, Activity, Service.

Students completing the partial program option will not be eligible to earn the IB diploma. However, like all IB students, they may register for IB exams and potentially earn college credit for their work.

### Option #3: IB COURSE STUDENTS

Students who meet the prerequisites may register for individual IB courses. These students may not register for the IB Core components (Theory of Knowledge, the Extended Essay, and Creativity, Activity, Service). However, course students may register for IB exams and potentially earn college credit for their work. This is the best option for students who are not prepared to make a substantial commitment to IB but who still want to challenge themselves with IB coursework.

Please note that the cost to register for one IB exam is about \$300. Students may take IB courses without registering for IB exams, but such students must still complete all IB coursework, including internal assessments, papers written in class for external assessment, and practice/mock exams.

### *Admissions Policy*

To be admitted as an IB Diploma Programme Student or Student, a student . . .

1. Must have a cumulative GPA of 2.5 or above after three semesters.
2. Earn a cumulative passing score of 18 points on seven end-of-course state tests. See page 5.
3. Must have earned a passing grade for both semesters of ELA I or Honors ELA I and the first semester of Honors ELA II or ELA III.
4. Must have earned a passing grade for both semesters of a Level 2 course (standard or Honors) in French or Spanish or the Level 1 course in Latin and for the first semester of a Level 3 course (standard or Honors) in French or Spanish or the Level 2 course in Latin
5. Must have earned passing grades in both semesters of Modern World History and the first semester of U. S. History or AP U. S. History
6. Must have earned passing grades in both semesters of Physical Science (standard or Honors) and the first semester of Biology (standard or Honors)
7. Must have earned passing grades in both semesters of Math 2 (standard or Honors) and the first semester of Math 3 (standard or Honors)

## *IB at WKHS (IB Diploma Requirement)*

### IB THEORY OF KNOWLEDGE

3 semesters  
Meets 2 days per week semester 1,  
4 days per week semester 2,  
and 2 days per week semester 3

Grades: 11, 12  
Fulfills IB Diploma

Elective credit  
Prerequisite: Must be IB Diploma student or partial program student  
Graded: Conventional, Weighted

Candidate or

partial program requirement

Prerequisite: Must be IB Diploma student or partial program student

Graded: Conventional, Weighted

From the Theory of Knowledge Guide published by the International Baccalaureate Organization, November 2008: The TOK course, a flagship element in the Diploma Programme, encourages critical thinking about knowledge itself, to try to help young people make sense of what they encounter. Its core content is questions like these: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge? . . .

The aims of the TOK course are to:

- develop a fascination with the richness of knowledge as a human endeavor, and an understanding of the empowerment that follows from reflecting upon it
- develop an awareness of how knowledge is constructed, critically examined, evaluated and renewed, by communities and individuals
- encourage students to reflect on their experiences as learners, in everyday life and in the Diploma Programme, and to make connections between academic disciplines and between thoughts, feelings and actions
- encourage an interest in the diversity of ways of thinking and ways of living of individuals and communities, and an awareness of personal and ideological assumptions, including participants' own encourage consideration of the responsibilities originating from the relationship between knowledge, the community and the individual as citizen of the world.

Having followed the TOK course, students should be able to:

- analyze critically knowledge claims, their underlying assumptions and their implications, generate questions, explanations, conjectures, hypotheses, alternative ideas and possible solutions in response to knowledge issues concerning areas of knowledge, ways of knowing and students' own experience as learners demonstrate an understanding of different perspectives on knowledge issues
- draw links and make effective comparisons between different approaches to knowledge issues that derive from areas of knowledge, ways of knowing, theoretical positions and cultural values
- demonstrate an ability to give a personal, self-aware response to a knowledge issue formulate and communicate ideas clearly with due regard for accuracy and academic honesty.

# NON-DEPARTMENT ELECTIVES

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## STUDENT LIBRARY AIDE TRAINING

1 Semester  
Not for credit

Grades: 9, 10, 11, 12  
Prerequisite: Librarian's approval  
Graded: pass/fail

Working as a library aide enables students to learn the skills and routines involved in using and running a library. They will help fellow students, teachers and librarians while having a "hands-on" work experience which may be of use to them in future years. This course may be repeated several times; responsibilities will increase with experience. Evaluation is based on student's performance of assigned tasks.

## STUDENT OFFICE AIDE

1 Semester  
Not for credit

Grades: 9, 10, 11, 12  
Prerequisite: Librarian's approval  
Graded: pass/fail

Working as an office aide gives students first-hand knowledge of the various aspects involved in the running of a high school office and in dealing with teachers, parents and students. Duties vary depending on the office assigned and individual student abilities. Examples of student responsibilities are as follows: delivering and sorting mail, relaying messages to staff and students, receiving guests, running passes, special projects such as stapling and collating materials. The course may be repeated several times, and responsibilities will increase with experience. Evaluation will be based on daily performance of tasks, attitudes, and behavior.

## STUDENT TEACHER AIDE

1 Semester  
Not for credit

Grades: 9,10,11,12  
Prerequisite: Teacher permission  
Graded: pass/fail

Working as a teacher aide gives students first-hand knowledge of the various aspects involved in teaching a class. Students will be asked to assist the teacher in preparation for class. Duties vary depending on the type of class taught and the individual student's abilities. Examples of student responsibilities are as follows: helping the teacher set up for class, running errands within the building, and working on special projects such as stapling and collating materials. This course may be repeated several times; responsibilities will increase with experience. Evaluation will be based on daily performance of tasks, attitudes, and behavior.

## GLOBAL SCHOLARS I

2 Semesters  
1/2 credit

Grades: 9, 10, 11, 12  
Prerequisite: None  
Graded: Conventional

Global competency is having the knowledge, skills, and mindset to thrive in our global society. The Global Scholars Program is a four-year program in which students pursue a path of learning that focuses on developing these skills. Students will receive a credential that recognizes global competency above and beyond the required curriculum at Worthington City Schools by meeting the following requirements:

- Complete required blended learning (face-to-face and online) courses through Worthington City Schools all four years;
- Earn digital badges through four domains of global competencies;
- Attend face-to-face sessions;
- Explore the world through online, self-paced modules;
- Conduct a capstone focusing on action research or a service-learning project with opportunities to explore the world through international travel or mentorship in a global business setting.

# Introduction to Delaware Area Career Center



Mary Beth Freeman, Superintendent  
 Tammy Hall, Director of Secondary Operations  
 Kris Lucas, South Campus Director  
 Chad Williams, North Campus Director

North Campus  
 1610 St. Rt. 521  
 Delaware, OH 43015  
 p: (740) 363.1993  
 f: (740) 362.6461

South Campus  
 4565 Columbus Pike  
 Delaware, OH 43015  
 p: (740) 548.0708  
 f: (740) 548.0710

Mission: The Delaware Area Career Center, in partnership with community, is an innovative model for developing lifelong learners, quality leaders, and critical thinkers for the dynamic and global environment.

## North Campus Programs

Automotive Collision Technology  
 Automotive Technology  
 CBI 9 & 10\*<sup>^</sup>  
 Construction Technology  
 Cosmetology+  
 Culinary Arts  
 Early Childhood Education  
 Fire Service Training  
 Landscaping and Turfgrass Management  
 Power Line Technician  
 Power Sports and Diesel Technology  
 Welding and Sheet Metal Fabrication

## South Campus Programs

App Development/Programming  
 Bioscience  
 Dental Assisting  
 Digital Design  
 Engineering Technology\*\*  
 Food Service<sup>^</sup>  
 Health Technology  
 Law Enforcement  
 Networking  
 Pharmacy Technician++

## Off-Site Programs

Hospitality<sup>^</sup> at Willowbrook Christian Village  
 Columbus Zoo and Aquarium School  
 Equine Science at the Delaware County Fairgrounds  
 Wildlife and Resource Management at Camp Lazarus

### Key

+ Full day only program  
 ++ Senior only program

\* One-year program.

<sup>^</sup> Counselor recommendation pre-req.

\*\* Three-year program beginning in the 10th grade

The Delaware Area Career Center (DACC) affirms that equal opportunities are offered without regard to race, color, religion, sex, military status, national origin, disability, age, and ancestry of person. For more information, visit our website at [www.DelawareAreaCC.org](http://www.DelawareAreaCC.org).



Everyone wants a job someday.



A good education is your first step.

## What else do you need?

### Practical experience

Books will give you answers.  
 Experience brings it to life.



### Industry credentials

Become an expert in your area of study and get noticed.



### Professional contacts

Meet the people you want to work for now and show them why you're worth it.



## Stand out from the crowd on your

College Essays

Scholarship Applications

Resume

# Career and Technical Lab Programs

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## Agricultural and Environmental Systems

### Columbus Zoo & Aquarium School

- Experience the excitement, independence and demand of authentic animal field research.
- Apply science and math to produce a college level thesis.
- Work with zoo professionals and apply animal knowledge.

Career Focus: Prepared for further education in any science or conservation field.

### Equine Science

- Work on-site at stables and track with professionals in the daily care, health, and training of horses
- Explore the science of veterinary medicine for horses including clinical procedures, terminology, and disease prevention
- Practice sound stable management

Career Focus: Prepared for immediate employment, licensure, and further education

### Landscaping and Turf Management

- Design, install, and maintain unique residential and commercial landscapes
- Apply an extensive knowledge of plants and creative design elements to construct patios, decks, and recreational spaces
- Explore business management and ownership as a lawn care specialist

Career Focus: Prepared for immediate employment and further education

### Power Sports & Diesel Technology

- Troubleshoot, repair, overhaul, and assemble new and used gas and diesel power-driven machinery, equipment, and small engines
- Service air-cooled engines, lawn mowers, farm tractors, and motor cycles
- Design, create, and produce parts using plasma cutting technology

Career Focus: Prepared for further education and immediate employment in mechanized equipment maintenance

### Wildlife & Resource Management

- Build and maintain a wetland habitat
- Investigate and apply alternative energy solutions
- Research and propose solutions for environmental issues

Career Focus: Prepared for further education in conservation, environmental science, or other science related fields

## Construction Center

### Construction Technology

- Construct a residential home from the ground up
- Interpret blue prints and specifications to build structures from rough lumber to finish grade
- Operate a wide range of construction tools

Career Focus: Prepared for immediate employment in construction, advanced certifications, and further education

## Education and Training

### Early Childhood Education

- Teach in a preschool and infant/toddler daycare center
- Research, create, and deliver developmentally appropriate materials for young children
- Plan activities that engage children by utilizing effective learning techniques

Career Focus: Prepared for college in a teaching career, advanced certifications, and immediate employment as a preschool aide

- Design and implement scientific research projects using knowledge gained from this program such as - Bioethics for Good Laboratory Practices and applying experiments/assays that explore Molecular Biology and Anatomy.

## Health & Public Safety

### Bioscience

- Ability to create data, correctly interpret data, and be able to present data that there is a clear understanding of the experiment(s).
- Complete lab/clinic hours

Career Focus: Prepared for an active role in the Bioscience field.

### Dental Assisting

- Take x-rays and develop chair side etiquette as part of a dental team
- Create impressions and molds
- Use knowledge of anatomy, physiology and dental terminology to educate and care for patients

Career Focus: Prepared for immediate employment, advanced certifications

### Fire Service Training

- Experience the thrill of saving lives and fighting fires
- Operate a wide-range of firefighting and life-saving equipment
- Develop your mind and body through rigorous mental and physical training

Career Focus: Prepared for immediate employment as a firefighter/EMT, jump start on Paramedic certification, and further education

### Health Technology

- Apply advanced health care concepts, processes and diagnostic procedures in a clinical environment
- Emphasis on medical terminology, anatomy, physiology, and infection control
- Develop professional work ethic, medical skills, and patient/client care and confidentiality

Career Focus: Prepared for college medical programs and immediate employment

### Law Enforcement

- Use investigative techniques to solve crime scenarios and to mediate and resolve conflicts
- Develop your mind and body using self-defense tactics and fitness training
- Research and analyze current trends and issues in public safety

Career Focus: Prepared for immediate employment, advanced certification, and further education

### Pharmacy Technician

- Prescription protocol
- Medication and drug laws
- Medical math and terminology

Career Focus: Pharmacy Technician, Pharmacy Aide, Pharmacist

## Human Services

### Cosmetology

- Evaluate, recommend and create hair designs
- Use advanced techniques to deliver a wide range of skin care and nail treatments
- Experience a full-service interactive salon environment

Career Focus: Prepared for immediate employment in a salon/day spa, advanced licensure, and further education

### Culinary Arts

- Create meals, cakes, and pastries with artistic presentation
- Plan, prepare, and serve meals for upscale events and casual dining
- Operate a full service restaurant open to the public

Career Focus: Prepared for professional culinary programs, immediate employment, and further education

### Food Service:

- Prepare and serve food according to entry level catering and restaurant standards
- Plan menus, create shopping lists, and acquire supplies within the community
- Identify, sanitize, and safely use equipment in a commercial kitchen

Career Focus: Prepared for immediate employment

## Hospitality

- Work at Willow Brook Christian Communities performing a variety of support functions
- Team with hospitality professionals to provide customer service
- Develop critical employability and job attainment skills

Career Focus: Prepared for immediate employment or Project Search

## Information Technology

### App Development/Programming

- Learn how to create a user interface
- Become familiar with common programming languages such as Java, C++ and HTML
- Use analytical skills to determine users' needs and design an app to suit them

Career Focus: Mobile app developer, programmer

### Digital Design

- Conceive, design, and deliver unique interactive content with animation, graphics, audio and visual
- Design, install, and troubleshoot complex computer and audio/visual network systems
- Use the same hardware and software as information technology professionals

Career Focus: Graphic designer, photographer, web developer, videographer

### Networking

- Set up servers, workstations and networks with Microsoft software
- Design, install, and troubleshoot Microsoft technologies
- Use the same hardware and software as Microsoft information technology professionals

Prepared for certifications, immediate employment and college scholarships

## Manufacturing Center

### Engineering Technology

- Learn the engineering design process
- Read and interpret technical drawings
- Electro-mechanical components and systems
- Computer-integrated manufacturing

Career Focus: Prepared for immediate employment as an entry-level engineer.

### Power Line Technician

- Study to be a Power Line Technician
- Complete all requirements for the entry level position of a power line technician
- Earn qualifications necessary to climb poles and begin work in the field
- Study state approved power curriculum

Career Focus: Prepared for immediate employment as a ground worker at any electric company

### Welding and Sheet Metal Fabrication

- Design, engineer, build, and troubleshoot complex manufacturing solutions for actual clients
- Interpret blueprints and specifications using math and computer technology
- Develop the strength, work ethic, and stamina necessary for a career in fabrication

Career Focus: Prepared for entry-level welding certification, immediate employment as an apprentice, and further education

## Early High School Opportunities

### CBI 9 & 10

- Introduction to personal, professional, and academic strategies for success centered on The 7 HABITS of Highly Effective TEENS by Stephen Covey.
- Create and implement a career plan

## Transportation Center

### Automotive Collision Technology

- Learn how to repair and refinish a damaged vehicle
- Create damage analysis and estimate for repair costs
- Mig welding, sheet metal repair and fabrication
- Sanding surfaces and spraying basecoat/clear coat automotive paint.

Career Focus: Prepared for immediate employment as Collision Repair Technician/Painte Refinisher, Insurance Adjustor, Estimator or Collision Repair Frame Technician.

### Automotive Technology

- Diagnose, maintain, and repair a wide-range of vehicles
- Use the same equipment and techniques as professional technicians
- Work side-by-side with Master Technicians at local automotive service centers

Career Focus: Prepared for college in an advanced auto tech program or related field and immediate employment

## Academic Course Descriptions

### Science

#### Advanced Chemistry\*

#### Anatomy & Physiology+

#### Biology

#### Chemistry

#### Forensics+

#### Introduction to Physics

#### Material Science

#### Physics

#### Physical Geology

### Mathematics

#### Algebra II

#### Calculus

#### Geometry

#### Pre-Calculus

#### Statistics+

#### Transition to College Math

### Social Studies

#### American History

#### Financial Literacy/Economics

#### Psychology

#### Sociology

#### U.S. Government

#### World History

### English

#### English 10+

#### English 11

\*Dual credit option.

# Business

## Introduction to Business

Length:	1 semester
Prerequisites:	None
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Introduction to Business explores areas such as Management, Human Resources, Economics, Marketing, Sales and International Business. Many hands-on activities reinforce concepts learned. Students, using a computer simulation, operate a virtual business during most of the course. The final project involves operating an actual business.

## Keyboarding & Computer Skills

Length:	1 semester
Prerequisites:	None
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Keyboarding and Computer Skills focuses on word processing skills that are used to create memos, letters, tables and reports. Students learn to master keyboarding techniques and build speed and accuracy. Students create a resume and employment documents. Database and spreadsheet concepts are also introduced. The skills learned using Microsoft Office will benefit students in high school, college, and in any career.

## Accounting 1

Length:	1 semester
Prerequisites:	None
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

This course is designed to provide students with a basic understanding of accounting principles and procedures including analysis of business transactions, journalizing, posting, adjusting and closing entries, and financial statement preparation. This class presents basic information needed in a college accounting course. Also included are transactions involving payroll accounting, bank accounts, and cash funds.

## Law 1

Length:	1 semester
Prerequisites:	None
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Law 1 focuses on civil law, as well as juvenile law. Students learn about the legal system by studying the civil trial process, and by participating in several mock trials throughout the semester. Students take a field trip to the Franklin County Courthouse to watch cases being tried. During the course of the semester, students also take a tour of the Franklin County Jail, and study torts (which are a type of lawsuit). Speakers including attorneys, police officers, and judges, are invited to class to share their expertise.

## Law 2

Length:	1 semester
Prerequisites:	Law 1
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Law 2 continues to explore legal issues by studying criminal law, with an emphasis on search and seizure, as well as contract law. Students will also learn about the appeals process by taking a field trip to the Ohio Supreme Court. In addition, students role play important constitutional issues through mock trials and mock Appellate Court Hearings. Speakers, including criminal defense attorneys, district attorneys, and police officers share their knowledge and experiences with the students.

## Personal Financial Management

Length:	1 semester
Prerequisites:	None
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Practical money survival skills will be taught leading to success facing financial opportunities, responsibilities, and challenges. Students will gain an understanding of basic terminology and attitudes that lead to personal financial well-being. The course will also increase your decision-making, goal setting and planning capabilities in money matters that young adults face. Learn how to keep more of the money you earn. The course will cover: career exploration, saving for college, using a checking account and debit card, credit and credit cards, savings and investing, insurance, taxes, budgeting, consumer awareness, renting an apartment versus buying a house, meal planning, decision-making, and buying versus leasing a car, among other topics, through hands-on activities and guest speakers.

You will even have a chance to try your hand at investing by playing an online stock market game. Throughout the semester, you will use Virtual Business®, a computer simulation, to see how well you manage your virtual finances. This course fulfills the state requirement for financial literacy.

## IB Business Management SL or HL

Length:	4 semesters
Prerequisites:	None
Credit:	2
Graded:	Conventional, Weighted for IB
State Tested:	No
Location:	WKHS

IB Business Management is a one or two year course. It is a rigorous and thorough study of business activities and decision-making processes. The course includes:

- An in-depth study of five topics: 1) Business Organizations and Environment, 2) Human Resources, 3) Accounts and Finance, 4) Marketing, 5) Operations Management
- Group collaboration to further understand the business tools and theories
- A comprehensive research project dedicated to a local or international corporation
- Demonstration of communication abilities through projects and presentations
- Inquiry of business concepts - change, culture, ethics, globalization, innovation, and strategy
- Potential of receiving college credit

## EBA - Microsoft Office Advanced Applications

Length:	1 semester
Prerequisites:	Follow EBA Pathway
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS

Today computer skills are increasingly important to people in all walks of life. This course is intended to give students the ability to use advanced features associated with word processing (Word), spreadsheet (Excel), database (Access), and presentations (PowerPoint) applications. Students will demonstrate knowledge and competence in using the basic functions of a personal computer and its operating system. Students collaborate to develop projects and presentations using skills learned in class.

## EBA - Social Media and Marketing & Sales

Length:	1 semester
Prerequisites:	Follow EBA Pathway
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS

In this course, students will learn how to use social media for marketing purposes. Additionally, students will learn about the many ways companies, advertising agencies, and public relations firms use these social networking sites. In addition to the social media component, the course presents an overview of marketing -- the business operations that connect a product or service to its user. Students will learn skills and concepts such as the four P's of marketing (Product, Price, Place, & Promotion), channels of distribution, sales, customer service, advertising and promotion.

## EBA - Business Internship

Length:	1 semester
Prerequisites:	Follow EBA Pathway
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS

Business internship will provide our students with a culminating work experience opportunity as well as address essential skills that our students need to succeed as citizens and workers in the 21st century. Our students will be placed alongside actual business entrepreneurs in our community to learn as much as possible about small business enterprise. In addition, our EBA students will be in a classroom setting not only to reflect on their internship experiences but also to learn valuable employment skills. These skills include: communication skills (verbal and written), collaboration skills, critical thinking and problem solving skills, leadership skills, ethics, and financial, economic, business and entrepreneurial literacy.

## EBA - Exploring Entrepreneurship

Length:	1 semester
Prerequisites:	Follow EBA Pathway
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS

This course introduces the fundamentals of planning and executing a new business venture, opportunities and rewards of a small business, and entrepreneurship characteristics and competencies. Topics will include choosing a business idea, defining the product/service including features/benefits and pricing, identifying the competition, developing a marketing and advertising plan, identifying a business location and start-up expenses and financing a business.

# ELA

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## English Language Arts I

Length:	2 semesters
Prerequisites:	None
Credit:	1
Graded:	Conventional
State Tested:	Yes
Location:	TWHS & WKHS

English I is a year-long course which offers a foundation for the other courses in the English curriculum. Students learn the basic elements of both composition and literature. Instruction in composition emphasizes the writing process, including grammar and usage, sentence structure, the paragraph, and multi-paragraph writing. Basic elements of literature such as theme, plot, character and setting are emphasized, as well as literary techniques and styles used by various authors. The study of literature includes short stories, plays, novels, and poetry. The study of Informational Texts includes technical writing, literary nonfiction, and Seminal US Documents. Research techniques are emphasized with the ability to evaluate intricate arguments and credibility of the source. Students will participate in structured conversations—whole class, small groups, or with a partner—and use technology to present research.

## Honors English Language Arts I

Length:	2 semesters
Prerequisites:	Teacher Recommendation
Credit:	1
Graded:	Conventional
State Tested:	Yes
Location:	TWHS & WKHS

Honors English I is year-long course of enriched and integrated Common Core English Language Arts Curriculum. Students build upon the basic elements of both composition and literature. Instruction in composition emphasizes the writing process, including grammar and usage, sentence structure, the paragraph, and multi-paragraph writing. Elements of literature such as theme, plot character and setting are emphasized and enriched, as well as literary techniques and styles used by various authors. The study of literature includes short stories, plays, novels, and poetry. The study of Informational Texts includes technical writing, literary nonfiction, and Seminal US Documents. Students interrogate text to determine main idea, point of view, cite evidence, make inferences from text, and comprehend complex texts from a variety of genres including informational text, literary nonfiction, poetry, short stories, plays, and novels. Integration of strands enables students to utilize mentor texts to expand skills in grammar and structure, producing clear and coherent writing that is developed, organized, and appropriate for the intended purpose and audience. Students have frequent opportunities to present their writing through discussion and utilization of technology.

## English Language Arts II

Length:	2 semesters
Prerequisites:	ELA I or Honors ELA I
Credit:	1
Graded:	Conventional
State Tested:	Yes
Location:	TWHS & WKHS

English II is a year-long course that builds upon the foundational skills acquired in English I. Students extend their learning of both composition and literature. Instruction in composition emphasizes the writing process, including grammar and usage, sentence structure, the paragraph, and multi-paragraph writing. Elements of literature such as theme, plot, character, and setting are emphasized, as well as literary techniques and styles used as by various authors. The study of literature includes short stories, plays, novels, and poetry. The study of Informational Texts includes technical writing, literary nonfiction, and Seminal U.S. Documents. Research techniques are emphasized with the ability to evaluate intricate arguments and credibility of the source. Students will participate in structured conversations—whole class, small groups or with a partner—and use technology to present research.

## Honors English Language Arts II

Length:	2 semesters
Prerequisites:	Teacher recommendation
Credit:	1
Graded:	Conventional
State Tested:	Yes
Location:	TWHS & WKHS

Honors English II is a year-long course that builds upon the foundational skills acquired in English I. Students extend their learning of both composition and literature. Instruction in composition emphasizes the writing process, including grammar and usage, sentence structure, the paragraph, and multi-paragraph writing. Elements of literature such as theme, plot, character, and setting are emphasized, as well as literary techniques and styles used as by various authors in American Literature. The study of literature includes short stories, plays, novels, and poetry. The study of informational texts includes technical writing, literary nonfiction, and seminal U.S. Documents. Research techniques are emphasized with the ability to evaluate intricate arguments and credibility of the source. Students will participate in structured conversations—whole class, small groups or with a partner—and use technology to present research.

## English Language Arts III

Length:	2 semesters
Prerequisites:	ELA I & II
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

English III is a year-long course that focuses on the development of American literature throughout history from the colonial period to the diversity of the contemporary emerging canon. Students continue to build on the integrated skills from previous courses. Reading material includes both whole-class and self-selected novels, as well as shorter texts incorporating a variety of literary and informational texts. Students write essays of analysis, a research paper, and informal responses to literature. Speaking and listening skills are emphasized through both discussions and formal presentations.

## African-American Literature

Length:	1 semester
Prerequisites:	English Language Arts I & II
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

African-American Literature is a semester-long course that focuses on how the past has shaped the present circumstances of African Americans. Readings will focus on African-American literature, from oral traditions to the present, with relevant connections to the past by comparing themes that resonate throughout the literature. Writing assignments will include explanatory, argumentative, and narrative essays, as well as informal responses. To culminate the course, students will create an interactive, multimedia presentation and a research paper.

## Contemporary Voices in Literature

Length:	2 semesters
Prerequisites:	English III or AP Language
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Contemporary Voices is a year-long course that acquaints students with the authors, literature, and media of current times and includes voices of diverse cultures and genders. The format of the course in both content and structure is designed to create lifetime learners. Students will read both assigned and self selected texts, including informational, technical, persuasive, literary, and electronic texts. Literary texts will include both fiction and nonfiction. Students examine through research, writing, and discussion works in the traditional and emerging canons of literature, film, and other media. Active participation in discussions is an integral part of the course.

## Creative Writing & Publishing

Length:	1 semester
Prerequisites:	English Language Arts I & II
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Creative Writing is a semester-long course for students who wish to express themselves imaginatively in various literary forms. Students develop reading and writing skills in preparation for online and traditional self-publishing. Coursework covers a variety of genres including: poetry, short stories, novels, script writing, creative nonfiction, songwriting, one-act plays, comic books, and an option to pursue individual creative writing interests. Students create and maintain individual blogs to publish their writing and to respond to the writing of their peers. Reading includes a variety of poetry, fiction, and nonfiction through the examination and evaluation of the works of published authors. In learning about publication, students will read informational texts about intellectual property rights and publication. Individual final projects and presentations allow students to pursue the genre they most enjoy and to demonstrate proficiency in writing.

## Cultural Studies

Length:	1 semester
Prerequisites:	English Language Arts I & II
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Cultural Studies is a semester-long course that focuses on how the shared themes in multiple cultures shaped our past and impact our present and future. Students will read literature and be challenged to make relevant connections in and between the cultures studied in class. These themes will guide classroom discussion, student writing, and research. Students will write informational/explanatory texts, argument, narrative and other modes. To culminate the course, students will create an interactive, multimedia presentation and a research paper.

## Great Books

Length:	1 semester
Prerequisites:	English Language Arts I & II
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Great Books is a semester-long course that emphasizes the reading of literature based on individual student choices from an extensive book list that includes both canonical and contemporary works in the 11th and 12th grade complexity bands. Students work to expand their skills through integration of the strands in Reading Literature, Reading Literary Nonfiction, Writing, Language, and Speaking and Listening. Writing assignments focus on responses to reading, incorporating both informal writings and formal, extended arguments. Students develop speaking and listening skills in both formal presentations and informal discussions of books and genres. The class serves primarily as a lab where students spend class time reading, writing, and conferencing.

## Introduction to Journalism

Length:	1 semester
Prerequisites:	None
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Introduction to Journalism is a semester-long course designed to provide a foundation in multiple forms of news media including documentary, television, radio, magazine, and newspaper. Students will learn and practice speaking and listening skills through interviews and broadcasts. Writing assignments include research and informative texts in the form of news articles, feature stories, sports news, and profile pieces, as well as argument texts in the form of reviews and editorials. Students will identify and evaluate an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. Peer-editing others' writing improves command of the English language.

## Reading Lab

Length:	1 semester
Prerequisites:	Teacher recommendation
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Reading Lab is a semester-long course recommended for students who require additional scaffolding to read grade-level texts. In this course, students develop integrated, research-based literacy strategies through instruction and practice using a variety of informational and literary texts. Using these strategies students analyze literature and informational text to interpret and evaluate aspects of the work. Students engage in assigned reading, independent reading, response to reading, word study, and the use of technology to reinforce close reading skills needed for college and career readiness. This course may be repeated with teacher recommendation.

## Science Fiction

Length:	1 semester
Prerequisites:	English Language Arts I & II
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Science Fiction is a semester-long course that emphasizes speculative fiction, developing ways to understand complex literature, and responding to literature through various types of writing, small-group discussion, whole-class seminars, and activities. Students are exposed to both classic and modern science fiction, reading critically in order to analyze the concepts of science fiction, apply literary terms, and write in a variety of styles including reflective, creative, analytical, and research based. Science fiction films that complement the course themes are used as a critical comparison, as is a study of current science or technological discoveries and their implications for our future. A final speculative research project will enable students to synthesize knowledge gained throughout the semester in the form of a multi-genre project.

## Senior Composition

Length:	1 semester
Prerequisites:	English Language Arts I & II
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Senior Composition is a semester-long writing course that fulfills a senior requirement. This course emphasizes the writing process from the beginning ideas to the final writing of the complete composition, as well as emphasizing individual goal setting and development as a writer. Writing assignments develop career and college readiness, including narratives, arguments, informational texts and literary analysis. Modes of expression include essays, research papers, presentations, and multi-media projects.

Collecting, evaluating, and organizing evidence to develop valid conclusions is stressed, as well as command of the conventions of Standard Written English. Students review grammar, usage, and mechanics. Mentor texts are included to give students a basis for writing. May be offered in Blended Learning format.

## Yearbook

Length:	2 semesters
Prerequisites:	None
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Students enrolled in Yearbook produce the school yearbook. They are responsible for planning, arranging interviews and pictures, writing and editing stories, designing layouts, and selling advertising. The course is entirely laboratory with each student becoming an editor of a section. Creativity and quality writing are essential skills for staff members. This course cannot be counted as one of the four required English Language Arts credits required for graduation.

## Advanced Journalism

Length:	1 semester
Prerequisites:	Introduction to Journalism
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Advanced Journalism is a semester-long repeatable course focused on publication of the school newspaper. This course is primarily intended to further develop and improve the writing and style of journalism students. This course is primarily intended to further develop and improve the writing and style of journalism students. Writing assignments include informative texts in the form of news articles, feature stories, sports news, and profile pieces with special emphasis on research and revising skills. Students will also complete argument texts in the form of satire, reviews, and editorials. Optional narrative and creative texts may be included as well. Students will also improve technology skills through the layout design for each page of an article, working as a team to brainstorm and assign topics and peer-editing student pieces prior to submission to the advisor.

## AP English: Language and Composition

Length:	2 semesters
Prerequisites:	ELA I & II
Credit:	1
Graded:	Conventional, Weighted for AP
State Tested:	No
Location:	TWHS & WKHS

Advanced Placement English Language and Composition is a year-long college-level course studying the art of language. Designed in accordance with the guidelines described in the AP English Language Course Description, this course embraces two overall purposes. The main purpose is to help students learn about the use of language to communicate, both as readers and as writers. The second purpose is to prepare students to perform as well as possible on the AP Language and Composition test. The AP Language and Composition course concentrates mostly on rhetorical analysis of non-fiction—specifically the study of the relationships among readers, writers, their purposes, and subjects. This study of rhetoric provokes a heightened consciousness of the students' reading and writing processes through a variety of reading and writing assignments. To enhance the students' use of language and their ability to analyze its effective use, timed writings, challenging multiple choice tests, formal papers, research, discussion, and other instructional and evaluative procedures recommended by the College Board are used. May be offered in Blended Learning format.

## AP English: Literature and Composition

Length:	2 semesters
Prerequisites:	ELA I & II
Credit:	1
Graded:	Conventional, Weighted for AP
State Tested:	No
Location:	TWHS & WKHS

Advanced Placement English Literature and Composition provides a year-long college-level English course for twelfth grade students who want a challenging and stimulating course as well as preparation for the official AP examination. Students should expect intensive and extensive reading to include fiction, poetry, drama, and literary criticism, reflecting on this reading through both class discussion and composition. Writing assignments emphasize analytical skills through development of critical arguments through extensive reading journals, in-class timed essays, and formal essays that incorporate an extended writing process as well as research.

## EL English

Length:	1 semester
Prerequisites:	EL Placement
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

EL courses are for students whose primary language is not English and who qualify for placement in EL based on testing results. Emphasis is on student's acquisition of the English language through the integration of reading, writing, speaking, and listening. The courses reflect the goals and objectives of the regular English classes.

## EL Guided Studies

Length:	1 semester
Prerequisites:	EL Placement
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

This course is designed to help EL students acquire the specific skills to become self-confident and self-directed learners as they progress through high school. This curriculum promotes the development and practical application of study techniques, personal attitudes and habits, communication and problem solving skills, goal-setting and monitoring, and future visioning. Instruction will also support reading and writing for academic purposes.

## EL Reading

Length:	1 semester
Prerequisites:	EL Placement
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

This course is designed to provide reading strategies for students who are developing language skills which are needed for success in classes. The course is based on individual needs. Students have the opportunity to improve their reading through an integrated language arts program. Reading for enjoyment is strongly emphasized along with vocabulary development. Evaluation is based on discussions, writing, portfolio, quizzes and participation. The writing process will be utilized, emphasizing pre-writing, drafting, and revision. Writing folder will be maintained throughout the semester.

# Fine Arts

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## Drawing 1

Length:	1 semester
Prerequisites:	None
Credit:	0.5
Graded:	Conventional or Pass/Fail
State Tested:	No
Location:	TWHS & WKHS

The goal of Drawing 1 is to help students develop their skills at observational drawing, concepts of design and aesthetics. They will learn strategies for seeing more accurately and rendering objects realistically. In addition, students will have opportunities to engage in creative art-making and to experiment with a wide range of materials. Evaluation is based upon art-making, and mastery of concepts.

## General Art (Art Foundations)

Length:	1 semester
Prerequisites:	None
Credit:	0.5
Graded:	Conventional or Pass/Fail
State Tested:	No
Location:	WKHS

Students in Art foundations will receive a broad experience with art. They will:

- make expressive art in a wide variety of drawing, painting, sculptural, and other media;
- learn how art can communicate meaning;
- learn about the roles and styles of art in a variety of cultures and historical periods;
- become familiar with the elements and principles of design.

Evaluation will be based on skill development, and demonstration of knowledge through a variety of means. This course is highly recommended as a prerequisite to Drawing 1.

## Ceramics & Sculpture 1

Length:	1 semester
Prerequisites:	None
Credit:	0.5
Graded:	Conventional or Pass/Fail
State Tested:	No
Location:	TWHS & WKHS

This course is designed as an introduction to the medium of ceramics and three-dimensional expression. Emphasis is placed on studio practice and skill development of ceramic techniques as well as understanding the cultural and historical context of art in past and present societies. A variety of techniques and processes will be explored that will develop skills in the making of both functional and sculptural objects. Students gain knowledge of clay and glaze terminology. This course encompasses exploration and practice in the art-making process, creating and understanding aesthetic design, as well as art criticism and study of contemporary and traditional works. Evaluation is based on aesthetic design, craftsmanship, art criticism and the knowledge of vocabulary and processes.

## Ceramics & Sculpture 2

Length:	1 semester
Prerequisites:	Suggested - "B" or above in Ceramics and Sculpture 1, Drawing 1 completed
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Ceramics & Sculpture 2 is designed for the art student prepared to explore in-depth the possibilities of working 3-dimensionally by expanding knowledge and skills learned previously in Ceramics & Sculpture 1. A balance of structure and freedom creates an atmosphere for individual development in chosen areas of practice. Students have opportunities to focus on areas such as glazing, mold work, potter's wheel, sculpting, coil forms and mixed media. The course will also emphasize art history, criticism, and aesthetics. Evaluation is based on aesthetic design, craftsmanship, art criticism, and the knowledge of vocabulary and processes.

## Ceramics & Sculpture 3

Length:	1 semester
Prerequisites:	Suggested - "B" or above in Ceramics and Sculpture 2
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

This course is designed for the advanced ceramics and sculpture student. It is individualized to meet each student's needs for skill mastery and self-expression. Each student prepares a portfolio of work suitable for exhibition or possible college application. Evaluation is based on aesthetic design, craftsmanship, art criticism, and the knowledge of vocabulary and processes. Students will be expected to reach high standards of initiative.

Evaluation is based on aesthetic design, craftsmanship, art criticism, and the knowledge of vocabulary and processes.

## Drawing 2

Length:	1 semester
Prerequisites:	Drawing 1
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Drawing 2 is a continuation of Drawing 1. It provides for more experience drawing from life as well as an extended range of mediums. Students will grow in their ability to communicate ideas through art as well as the development of their personal styles. Evaluation will be based on art-making, improvement, and problem-solving.

## Painting 1

Length:	1 semester
Prerequisites:	Drawing 1
Credit:	0.5
Graded:	Conventional or Pass/Fail
State Tested:	No
Location:	TWHS & WKHS

Painting 1 builds upon the drawing and compositional skills learned in Drawing 1. In addition, students will learn about color theory and various acrylic painting techniques. Students will paint on a variety of supports. Paintings will range in style from representational to abstract. Students are encouraged to experiment and solve visual problems creatively. Students will research painting periods and themes. Some materials will be expected to be supplied by the student. Evaluation is based on aesthetic design, craftsmanship, art criticism, and the knowledge of vocabulary and processes.

## Painting 2

Length:	1 semester
Prerequisites:	Drawing 1, Watercolor & Painting 1
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	WKHS

Drawing 2 is a continuation of Drawing 1. It provides for more experience drawing from life as well as an extended range of mediums. Students will grow in their ability to communicate ideas through art as well as the development of their personal styles. Evaluation will be based on art-making, improvement, and problem-solving.

## Digital Art

Length:	1 semester
Prerequisites:	None
Credit:	0.5
Graded:	Conventional or Pass/Fail
State Tested:	No
Location:	WKHS

This course is designed to give students fundamentals in digitally designed artwork. The course will explore multiple digital resources and techniques including creating vector art and altering digital photography. This course will provide another alternative to those students interested in the role of art in a technology world. Digital Art is a blended learning course with an online component. Students may or may not meet with the teacher daily.

## Advanced Studio

Length:	2 semesters
Prerequisites:	Drawing 1, one 2nd level class in the area of focus, and teacher permission.
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

This course is designed for the advanced art, video, and photography student. It is individualized to meet each student's needs for skill mastery and self-expression. Students may choose to work in any 2D or 3D medium, or video production. Each student prepares a portfolio for suitable possible advanced placement credit. The instructor provides guidance regarding college applications, scholarships and employment in the field of art. Students will be expected to reach high standards of initiative and performance.

## Craft 1 - Jewelry & Glass

Length:	1 semester
Prerequisites:	None
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS

This mixed media beginning level course is designed to introduce the student to simple design problems interpreted in metals, using silversmith metalworking techniques, and design oriented crafts. Emphasis is placed on aesthetic design, craftsmanship, problem-solving, self-assessment, work ethic and the nature of adornment during periods in history. Requirements of the course include: piercing, etching, overlay, forming and bezel mount stone setting and other craft projects. Optional contracted projects may be included with some materials supplied by the student. Students are required to complete a specified number of projects. Due to the individual contract nature of the course, the course fee may not cover all expenses incurred by the student. Evaluation is based on aesthetic design, craftsmanship, art criticism and the knowledge of vocabulary and processes.

## Craft 1 - Jewelry & Glass

Length:	1 semester
Prerequisites:	None
Credit:	0.5
Graded:	Conventional or Pass/Fail
State Tested:	No
Location:	TWHS

This mixed media beginning level course is designed to introduce the student to simple design problems interpreted in metals, using silversmith metalworking techniques, and design oriented crafts. Emphasis is placed on aesthetic design, craftsmanship, problem solving, self-assessment, work ethic and the nature of adornment during periods in history. Requirements of the course include: piercing, etching, overlay, forming and bezel mount stone setting and other craft projects. Optional contracted projects may be included with some materials supplied by the student. Students are required to complete a specified number of projects. Due to the individual contract nature of the course, the course fee may not cover all expenses incurred by the student. Evaluation is based on aesthetic design, craftsmanship, art criticism, and the knowledge of vocabulary and processes.

## Advanced Studio 2D Design/Drawing

Length:	1 semester
Prerequisites:	2 Advanced art level classes
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Those students interested in an intense studio experience will begin to develop a portfolio that may be used for the AP Portfolio class the following year or for college admittance. Students should be prepared for research, group critiques and commitment to time outside the classroom. Students will work concurrently with AP level students for the first semester of the school year.

## Advanced Studio 3D Design

Length:	1 semester
Prerequisites:	Ceramics 1 & 2
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Those students seriously interested in studying art at the college level or in an intense studio environment will begin to develop a portfolio of 3-D sculptures that may be used for AP College Board requirements. The class will involve research, group critiques, and commitment to time outside the classroom. Students will work and critique concurrently with Ceramic III students. Students will complete at least a 3 piece portfolio with a ceramics or sculpture design focus.

## Technical Problems 2-D Drawing/Painting

Length:	1 semester
Prerequisites:	All painting and drawing courses (time to be arranged)
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS

This independent course is intended to individualize instruction for students planning a career in art. All problems are arranged through student-teacher conferences and the student works on assignments at his/her own speed. Time for lab work is arranged, and critiques, like assignments, occur in student-teacher conferences. This program offers the student the opportunity to study in depth a particular area or idea, to have greater flexibility in scheduling, and to prepare a portfolio of work. A display showcase of the student's work is required. Students must have a "B" or above average grade in all other art courses and the written permission of the instructor. Students will be expected to provide some supplies. Evaluation will be based on individual growth and completion of projects.

## Technical Problems 3-D -

### Ceramics/Sculpture

Length:	1 semester
Prerequisites:	Drawing 1, Advanced Ceramics & Sculpture with B Average (Time to be arranged)
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS

This independent course may include such things as throwing on the potter's wheel, glaze mixing problems and various problems in sculpture. The purpose of the course is to individualize instruction as much as possible to allow for greater flexibility in scheduling, and to prepare a portfolio of work. A display showcase of the student's work is required. Students must have permission of the instructor to take this course and a grade average of B or above in all art courses. Evaluation will be based on individual growth and completion of projects.

### Technical Problems 3-D Crafts

Length:	1 semester
Prerequisites:	Drawing 1, or Craft 2 with B average
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS

This independent course will include advanced problems in jewelry and/or fiber arts. The purpose of the course is to individualize instruction as much as possible, to allow a greater flexibility in scheduling and to prepare a portfolio of work. A display showcase of the student's work is required. Students will not be permitted to take this course unless they have written permission of the instructor and a grade average of B or above in previous art courses. Evaluation will be based on individual growth and completion of projects.

## AP Portfolio

Length:	2 semesters
Prerequisites:	Advanced Studio or permission of instructor.
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	WKHS

This course is designed for the advanced art, video, and photography student. It is individualized to meet each student's needs for skill mastery and self-expression. Students may choose to work in any 2D medium or video production. The instructor provides guidance regarding college applications, scholarships and employment in the field of art. Students will be expected to reach a college level of initiative and performance. Students will have the opportunity to submit a portfolio for college.

## Craft 2 - Jewelry & Glass

Length:	1 semester
Prerequisites:	Suggested - "B" or higher in Craft 1
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS

The Silversmith processes learned during Craft 1 are the foundation for the intermediate level processes and technical skills development encountered by the returning craft student. Students will inlay metal and create a work by the lost-wax casting method. In addition, other individually contracted works which may be in the area of metal or design oriented crafts. Emphasis is placed on advanced level aesthetic design and craftsmanship, problem solving, self-assessment, work ethic and the nature of adornment during periods in history. Due to the individual contract nature of the course, the course fee may not cover all expenses incurred by the student. Evaluation fee may not cover all expenses incurred by the student. Evaluation is based on aesthetic design, craftsmanship, art criticism and the knowledge of vocabulary and processes.

## AP Studio Art: 2-D Design

Length:	2 semesters
Prerequisites:	Drawing 1, one 2nd level class in the area of focus, and teacher permission
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Those students interested in studying art at the college level or in an intense studio environment will develop a twenty-one piece minimum portfolio to meet AP College Board requirements that may be used for college admittance. Students should be prepared for research, group critiques, and commitment to time outside the classroom. Students will work and critique concurrently with Advanced Studio Art students for the first semester of the school year and then work on independently assigned projects during the second semester. Students will complete a portfolio with a 2-D design focus.

## AP Studio Art: 3-D Design

Length:	2 semesters
Prerequisites:	Ceramics 1 and 2
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Those students interested in studying art at the college level or in an intense studio environment will develop an eighteen-piece minimum portfolio to meet AP College Board requirements that may be used for college admittance. Students should be prepared for research, group critiques, and commitment to time outside the classroom. Students will work and critique concurrently with Ceramic III students. Students will complete a portfolio with a ceramics or sculpture design focus.

## AP Studio Art: Drawing

Length:	2 semesters
Prerequisites:	Drawing 1, one 2nd level class in the area of focus, and teacher permission
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Those students interested in studying art at the college level or in an intense studio environment will develop a twenty-one piece minimum portfolio to meet AP college Board requirements that may be used for college admittance. Students should be prepared for research, group critiques, and commitment to time outside the classroom. Students will work and critique concurrently with Advanced Studio Art students for the first semester of the school year and then work on independently assigned projects during the second semester. Students will complete a portfolio with drawing and/or painting issues as a focus.

# Health and Physical Education

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## Health Education

Length:	1 semester
Prerequisites:	None
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

The intent of the Health course is to help young people make independent, informed decisions concerning their physical, mental, and social well being. Students are encouraged to discover their unique capabilities and to assume responsibility for developing attitudes and patterns of behavior that will promote a full and satisfying life. Curriculum includes mental and emotional health, human growth and development including life cycle and sexuality, safety and risk reduction including first aid and CPR, alcohol, tobacco and other drugs, and nutrition and exercise. Individual, family, and community concerns are considered in relation to the factors affecting health in today's world. The physical, social, emotional, and psychological development of youth is explored.

Due to the graduation requirement, all sophomores and any junior or senior transfer student who has not previously received credit in health must complete one semester of Health.

## Wellness 4 Life

Length:	1 semester
Prerequisites:	None
Credit:	0.25
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

The curriculum at this level is designed to have students participate in a combination of non-traditional physical activities and traditional team sports in a coeducational setting. Fitness records will be maintained through various assessments by both teachers and students using heart monitors, pedometers, etc. Students are required to wear athletic clothing appropriate to the activity. Evaluation will be based on meeting the minimum state required hours of participation, dressing appropriately, skill and fitness assessments, written tests and quizzes. 1/4 credit.

## Strength Training

Length:	1 semester
Prerequisites:	None
Credit:	0.25
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

This course concentrates on the six components of total fitness: muscular strength, muscular endurance, flexibility, body composition, and nutrition with an emphasis on muscular strength. Students will have a core set of lifts used by all but the program will be individualized to meet student needs and goals. Students exercise four days per week and engage in weekly class discussions. Students are required to wear athletic clothing appropriate to the activity. Evaluation will be based on meeting the minimum state required hours of participation, dressing appropriately, skill and fitness assessments, written tests and quizzes.

## Flex and Tone

Length:	1 semester
Prerequisites:	None
Credit:	0.25
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

This course adds another option to meeting the PE credit requirement for graduation. Students will alternate days of full body workouts in the weight room with flexibility training in the gym performing Yoga. It provides a well-rounded approach to fitness that students can carry into their adult lives. Progress will be assessed regularly through both activities. Fitness records will be maintained through various assessments by both teachers and students using heart monitors, pedometers, etc. Students are required to wear athletic clothing appropriate to the activity. Evaluation will be based on meeting the minimum state required hours of participation, dressing appropriately, skill and fitness assessments, written tests and quizzes.

## Yoga & Stress Reduction

Length:	1 semester
Prerequisites:	None
Credit:	0.25
Graded:	Conventional
State Tested:	No
Location:	TWHS

Improve your personal level of fitness through Yoga training. Emphasis will be in improving flexibility and muscular strength. Students will learn to perform various poses a minimum of four times per week. Classroom discussions will focus on the role that nutrition, fitness, sleep, organizational skills and relaxation techniques play in overall stress reduction. Students will learn to identify the major muscles of the body, perform over 50 yoga poses, and create their own fitness plan.

## Athletic Training

Length:	1 semester
Prerequisites:	Introduction to Musculoskeletal Anatomy/Physiology
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	WKHS

In this course students will be able to apply the basic principles of anatomy and physiology learned in Introduction to Musculoskeletal anatomy to the human body such as 1.) injury evaluation, 2.) physiological response to trauma, and 3.) advanced rehabilitation techniques. This class will also explore medical field career choices such as physician, nurse, athletic trainer, physical therapist, occupational therapist, radiologist and exercise physiologist. Students must be able to stay on task as content areas of interest such as nutrition, ergogenic aids (e.g., steroids), and controversial issues will be explored independently. This class will be evaluated through homework, quizzes, research papers, and clinical practice.

## Introduction to Musculoskeletal

### Anatomy/Physiology

Length:	1 semester
Prerequisites:	None
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	WKHS

This course is an introduction to human musculoskeletal studies. In this course you will be learning to identify the bones, muscles, and the physiological processes that enable these structures to function and produce movement. Instructional activities will emphasize visual learning utilizing models, software, self application and diagramming. This course provides an opportunity for students considering a career in the medical sciences to establish a basic foundation of human structure. Although a prerequisite to Athletic Training, this course does not include the expectation to pursue athletic training.

# Mathematics

## Math I

Length:	2 semesters
Prerequisites:	Math 8
Credit:	1
Graded:	Conventional
State Tested:	Yes
Location:	TWHS & WKHS

Math I deepens and extends student understanding built in previous courses by focusing on relationships between quantities; linear and exponential relationships; reasoning with equations; descriptive statistics; congruence, proof, and constructions; connecting algebra and geometry through coordinates; and circles.

On a daily basis, students in Math I apply the Mathematical Practices by problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking.

The course is well balanced among procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and application).

## Math I-A

Length:	2 semesters
Prerequisites:	Math 8 and Teacher Recommendation
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Math I-A is the first half of a two-year modified Math I course. The teacher uses teaching strategies that allow students more time to learn math through in-depth, hands on opportunities.

Upon completion of Math I-B, students achieve the same expected understanding of mathematics as in a traditional one-year math class.

See Math I Course description for further details.

## Math I-B

Length:	2 semesters
Prerequisites:	Math I-A
Credit:	1
Graded:	Conventional
State Tested:	Yes
Location:	TWHS & WKHS

Math I-B is the second half of a two-year modified Math I course. The teacher uses teaching strategies that allow students more time to learn math through in-depth, hands on opportunities.

Upon completion of Math I-B, students achieve the same expected understanding of mathematics as in a traditional one-year math class.

See Math I Course description for further details.

## Math II

Length:	2 semesters
Prerequisites:	Math I
Credit:	1
Graded:	Conventional
State Tested:	Yes
Location:	TWHS & WKHS

Math II formalizes and extends the algebra and geometry that students have learned in previous courses. It does this by focusing on applications of probability; expressions and equations; quadratic functions and modeling; similarity, right triangle trigonometry and proof; circles with and without coordinates; and extending geometric ideas to three dimensions.

On a daily basis, students in Math II apply the Mathematical Practices by using problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking.

The course is well balanced between procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and transference).

## Honors Math II

Length:	2 semesters
Prerequisites:	Math I
Credit:	1
Graded:	Conventional
State Tested:	Yes
Location:	TWHS & WKHS

Honors Math III applies and extends what students have learned in previous courses and focuses on inferences and conclusions from data; polynomials, rational and radical relationships; trigonometry of general triangles and trigonometric functions; and modeling with functions. Honors Math II includes additional mathematics that students should learn in order to take advanced math courses.

On a daily basis, students in Honors Math III apply the Mathematical Practices by using problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking.

The course is well balanced between procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and transference).

## Block Math II/ Math III

Length:	2 semesters
Prerequisites:	Math I and teacher recommendation
Credit:	2
Graded:	Conventional
State Tested:	Yes
Location:	WKHS

This course is designed for students who wish to accelerate through the high school mathematics curriculum, Block Math II/Math III is offered during two consecutive class periods for the entire year. Students must complete both semesters to receive credit for both Math II and Math III, as the content is interspersed throughout. Due to the fast-paced nature of the course, attendance and completing homework are essential to success.

## Math III

Length:	2 semesters
Prerequisites:	Math II
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Math III applies and extends what students have learned in previous courses and focuses on inferences and conclusions from data; polynomials, rational and radical relationships; trigonometry of general triangles and trigonometric functions; and modeling with functions.

On a daily basis, students in Math III apply the Mathematical Practices by using problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking.

The course is well balanced between procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and transference).

## Honors Math III

Length:	2 semesters
Prerequisites:	Honors Math II
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Honors Math III applies and extends what students have learned in previous courses by focusing on finding connections between multiple representations of functions, transformations of different function families, finding zeros of polynomials and connecting them to graphs and equations of polynomials, modeling periodic phenomena with trigonometry, and understanding the role of randomness and the normal distribution in making statistical conclusions. Honors Math III includes additional mathematics that students should learn in order to take advanced math courses.

On a daily basis, students in Honors Math III apply the Mathematical Practices by using problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking.

The course is well balanced between procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and transference).

## Math I, II, III Support

Length:	2 semesters
Prerequisites:	Teacher Recommendation
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Math I, II, III Support is an intervention course designed to help the student keep up and succeed with the pace, rigor, and accountability of the regular course. The course will include, but is not limited to, in-depth, hands-on opportunities for students to fill learning gaps as well as spend more time on current material from the regular course. Credit is awarded for both the Math Support class and the regular class, fulfilling up to two mathematics credits.

Students in the Class of 2014 and beyond need four credits of high school mathematics (including Math III) as one requirement to earn an Ohio high school diploma. Math I, II, III Support can only fulfill up to one of the four needed mathematics credits.

\* The NCAA recognizes 1 credit per course for college admission and athletic eligibility. Please see NCAA handbook for further details.

## Precalculus

Length:	2 semesters
Prerequisites:	Math III
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Precalculus integrates the major ideas of functions, trigonometry, and solving equations and inequalities needed for calculus. Some of the functions analyzed include linear, exponential, logarithmic, quadratic, power, polynomial, rational, and trigonometric, along with transformations of these functions. Other topics include polar coordinates, complex numbers, modular arithmetic, graphs, and vectors. This class prepares students for AP Calculus AB.

## Honors Precalculus

Length:	2 semesters
Prerequisites:	Honors Math III
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Pre-Calculus integrates the major ideas of functions, trigonometry, and solving equations and inequalities needed for calculus. Some of the functions analyzed include linear, exponential, logarithmic, quadratic, power, polynomial, rational, and trigonometric, along with transformations of these functions. Other topics include matrices, polar coordinates, complex numbers, modular arithmetic, mathematical induction, graphs, and vectors. Limits and differentiation are added to the honors course. This class prepares students for AP Calculus BC.

## Transition to College Math

Length:	2 semesters
Prerequisites:	Math III
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Transitions to College Mathematics is an alternative for those students who do not feel ready for the pace and abstraction of the Pre-Calculus course. This course reviews and extends the algebraic concepts used in Mathematics III including further study of linear and quadratic equations and functions, polynomials and rational functions, trigonometry, logarithms, sequences, series, probability, descriptive statistics, and the complex number system. This course is designed to assist with the transition to a college preparatory program.

## Financial Algebra

Length:	2 semesters
Prerequisites:	Math III
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Financial Algebra is an algebra-based technology and project-oriented program. The mathematics necessary for daily living is embedded in the content that directly relates to financial decisions adults make in their daily lives. The mathematical formulas, functions and graphical representations used in the course assist students in making sense of the financial world around them through mathematical modeling and equip them with the ability to make sound financial decisions based on data.

## Introduction to Programming Logic

Length:	1 semester
Prerequisites:	Math III
Credit:	0.5
Graded:	Conventional or Pass/Fail
State Tested:	No
Location:	TWHS & WKHS

Students receive an introduction to the concepts of programming logic in a lab setting while developing programs for curricular and non-curricular applications and problem solving. Topics include computer systems, program design using flowcharts, program implementation and analysis, testing and debugging. The course covers the basic units of logic: sequence, selection, and loop. Programming languages used may include Python, Java and UML.

## AP Calculus (AB)

Length:	2 semesters
Prerequisites:	Precalculus or Honors Precalculus
Credit:	1
Graded:	Conventional, Weighted for AP
State Tested:	No
Location:	TWHS & WKHS

AP Calculus AB is a college level course which prepares students for the AP exam given in May. Emphasis is placed on the theoretical aspects of the calculus of functions of a single variable. As dictated by the AP syllabus, the topics of the course include limits, polynomial and transcendental functions, the derivative and its applications, the definite integral and its applications, slope fields, and the techniques of integration. Students benefit from spending more time on these topics than would be allotted in most calculus courses taken in college. Students in the course will need a programmable graphing calculator (TI-84 is recommended). This technology is an integral part of the course curriculum. Students may expect the amount of work in this class to be equivalent to taking a college calculus class.

## AP Calculus (BC)

Length:	2 semesters
Prerequisites:	Honors Precalculus and teacher recommendation
Credit:	1
Graded:	Conventional, Weighted for AP
State Tested:	No
Location:	TWHS & WKHS

Advanced Placement Calculus BC is designed for the student who has taken a sequence of honors mathematics classes through Honors Precalculus and likes the challenge of a faster paced math course. Calculus BC includes all the topics of Calculus AB plus additional topics, including Euler's method, logistics models, sequences and series, vector-valued functions, parametric functions and polar functions. Students who sign up for Calculus BC should intend to take the AP exam in May.

## AP Computer Science

Length:	2 semesters
Prerequisites:	Concurrent Precalculus or higher
Credit:	1
Graded:	Conventional, Weighted for AP
State Tested:	No
Location:	TWHS & WKHS

AP Computer Science is for those interested in extending study of the JAVA Language with the intent of taking the Advanced Placement Computer Science Test. Lab work is intensive and may require time beyond the regular class period. Topics covered include classes, recursion, array lists, inheritance, sequences, selection looping and arrays.

## IB Mathematics Applications and Interpretation SL

Length:	4 semesters
Prerequisites:	Math II (Recommended: C+ or higher)
Credit:	2
Graded:	Conventional, Weighted for IB
State Tested:	Yes
Location:	WKHS

Adapted from the IB Mathematics Application and Interpretation Standard Level Guide published by the International Baccalaureate Organization, March 2019: This course is organized and structured with the following tenets in mind: placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students' mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; using the calculator effectively.

This course is geared toward the students who have an interest in Humanities, Business, Social Science, Nursing or Education. The major topics are: Numbers and Algebra (16 hours), Functions (31 hours), Geometry and Trigonometry (36 hours), Statistics and Probability (36 hours) and Calculus (19 hours). In addition, each student completes a project, based on their own research; this is guided and supervised by the teacher. The project provides an opportunity for students to carry out a mathematical study of their choice using their own experience, knowledge and skills acquired during the course.

## IB Mathematics Analysis and Approaches

### HL

Length:	4 semesters
Prerequisites:	Math III (Honors - Recommended)
Credit:	2
Graded:	Conventional, Weighted for IB
State Tested:	No
Location:	WKHS

Adapted from the IB Mathematics Analysis and Approaches Higher Level Guide published by the International Baccalaureate Organization, March 2019: The major topics are: Numbers and Algebra (39 hours), Functions (32 hours), Geometry and Trigonometry (51 hours), Statistics and Probability (33 hours) and Calculus (55 hours). In addition, each student completes a project, based on their own research; this is guided and supervised by the teacher. The project provides an opportunity for students to carry out a mathematical study of their choice using their own experience, knowledge and skills acquired during the course.

This course is geared toward students who have an interest in a field where Calculus is part of their college requirement.

## IB MATHEMATICS ANALYSIS AND APPROACHES HL

Length:	4 semesters
Prerequisites:	Math III (Honors - Recommended)
Credit:	2
Graded:	Conventional, Weighted for IB
State Tested:	No
Location:	WKHS

Adapted from the IB Mathematics Analysis and Approaches Higher Level Guide published by the International Baccalaureate Organization, March 2019: The major topics are: Numbers and Algebra (39 hours), Functions (32 hours), Geometry and Trigonometry (51 hours), Statistics and Probability (33 hours) and Calculus (55 hours). In addition, each student completes a project, based on their own research; this is guided and supervised by the teacher. The project provides an opportunity for students to carry out a mathematical study of their choice using their own experience, knowledge and skills acquired during the course.

This course is geared toward students who have an interest in a field where Calculus is part of their college requirement.

# Performing Arts

## Cardinal Band

Length:	2 semesters
Prerequisites:	Middle School Band or Audition
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS

This heterogeneous ensemble of freshmen band instrumentalists meets on a daily basis for the entire year. Technical studies are used to extent skills of each student, and literature representing Grade II ½ to Grade III is learned. The band performs at two or three community concerts and may choose to perform at the high school OMEA Adjudicated Event or junior high school OMEA Adjudicated event in the winter and spring. Students are encouraged to play solo and ensemble literature at OMEA Solo and Ensemble Adjudicated Event.

## Concert Band

Length:	2 semesters
Prerequisites:	Audition
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

This heterogeneous ensemble meets on a daily basis for the entire year. Technical studies are used to extent skills of each student, and literature representing Grade II ½ to Grade III½ is learned. The band performs at two or three community concerts and performs at the high school OMEA Adjudicated Event in the winter and spring. Students are encouraged to play solo and ensemble literature at OMEA Solo and Ensemble Adjudicated Event.

## Concert Choir - TWHS

Length:	2 semesters
Prerequisites:	None
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS

Concert Choir is open to any student who wishes to learn the production and control of a good singing voice. Choir performs at regular concerts and possibly community performances. Literature performed is based on the particular abilities of the students in the group. Concert attendance is required. Evaluation will be based on classroom participation, concert attendance, written tests, and individual performance.

## Concert Choir - WKHS

Length:	2 semesters
Prerequisites:	None
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	WKHS

This course is open to male voices. Vocal production, correct breathing, good diction, correct posture and the carrying of an independent vocal part are stressed in this course. Regular con- certs and outside appearances each year are some of the class's activities. Literature performed is based on the particular abilities of the students in the class. Due to the nature of the subject matter and performance commitment of the choir, students are requested to make every effort to schedule this class for the entire school year. Evaluation is achieved through concert attendance, singing and written tests and progress of individual vocal performance.

## Orchestra

Length:	2 semesters
Prerequisites:	Middle School Orchestra, Audition, or Instructor's Approval
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Orchestra is a full year course providing instruction in technical development, musicianship, ensemble training and interpretive skills as it applies to each student's instrument, as well as providing performance opportunities.

Selection of literature is based upon technical, musical and performance considerations. During any particular year, the group performs a wide variety of music from all historical time periods in music. While one period may be stressed for its contribution to individual skills, another may receive attention in terms of development of a particular element of musicianship or ensemble style. In addition to regular rehearsals, chamber ensembles and individual technical development is part of the class instruction. Advanced students and section leaders will have additional responsibilities for rehearsals and for participating in musical theater when the opportunity is available. This course is not offered on a semester basis. Evaluation is based on playing tests, homework, tests and quizzes, performance and extra rehearsal attendance, equipment accessories and string replacement

## Symphonic Band - TWHS

Length:	2 semesters
Prerequisites:	Audition
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS

This is an auditioned heterogeneous ensemble that meets on a daily basis for the entire year. The ensemble is grounded in the study of a wide range of large ensemble repertoire. The literature represents Grade III to Grade IV. The band performs at two or three community concerts and performs at the high school OMEA Adjudicated Event in the winter and spring. Students are encouraged to play solo and ensemble literature at OMEA Solo and Ensemble Adjudicated Event.

## Theater Arts Survey

Length:	1 semester
Prerequisites:	None
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	WKHS

Learn acting, theater history, the basic principles of acting and directing, and the accompanying technical fields of costume, properties and publicity design. Students prepare and perform one-act plays and/or scenes. The course is designed to give the general student a complete production experience and increase his appreciation of theater arts. Students will understand and appreciate the historical, social, political and cultural contexts of drama/theater in societies both past and present and also recognize the relationship between concepts and skills learned through drama/theater with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students will recognize the benefits of lifelong learning in drama/ theater. The course will also serve as a prerequisite for more advanced work in theater production. Evaluation is based on student performance, rehearsal participation and written assignments.

\*This class meets .50 of the 1.0 Fine Arts Credit requirement.

## Theater Production Technology

Length:	1 semester
Prerequisites:	None
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS

This course provides students with experiences in technical theater production, management and teamwork. Students learn stage construction, lighting, sound, and operations of theaters. Students plan and execute all technical aspects of the Theater Repertory productions. Students may work other performances/productions. Students are evaluated on their completion of required hours regardless of semester, a journal of experiences, and an independent project.

\* Does not meet English graduation requirements and/or senior English Requirement.

## Applied English

Length:	1 semester
Prerequisites:	Strong work ethic & desire to solve theatrical challenges.
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	WKHS

As students analyze various elements of scripts, they bring to life the world of a play through application of lighting, set design, set construction and sound design to meet the demands of playwright's words. Students learn script analysis for technical theater, stage construction, lighting, sound, and operation of theaters, and apply the skills to public performances in conjunction with Theater Repertory students. Students are evaluated on their completion of required hours regardless of semester, a journal of experiences, and independent projects. The successful theater production student has a strong work ethic and a desire to solve theatrical challenges and problem solve in a self-directed manner. Time outside the regular school day is required in application of the analysis and technical skills and every attempt is made to schedule around other co-curricular activities.

\* Does not meet English graduation requirements and/or senior English Requirement, however, it will meet part of the required General Electives credit.

## Theater Repertory

Length:	1 semester
Prerequisites:	Theater Arts Survey & Drama Teacher's Recommendation and/or Audition
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Each student is a member of a play production company, cooperating with others in performance and technical preparation of plays produced for the public. Students practice and expand performance and technical skills. Through repetition of the course, students will be exposed to a wide variety of theatrical works and genres as they learn to appreciate the historical, social and cultural context in the past and present. Students seeking company membership must audition second semester of the previous school year or receive recommendation from the theater teacher. Students recognize the relationship between concepts and skills learned through drama/theater with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students recognize the benefits of life-long learning in drama/theater. Evaluation is based on student performance, rehearsal participation and written assignments. Time outside the regular school day is required and every attempt is made to schedule around other co-curricular activities. This class meets .50 of the 1.0 Fine Arts Credit requirement.

## Treble Ensemble

Length:	2 semesters
Prerequisites:	None
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	WKHS

This musical organization is open to female voices in the ninth through twelfth grades, regardless of their past experience in vocal music. Vocal production, correct breathing, good diction, correct posture and the carrying of an independent vocal part are stressed in this course. This group performs in regular concerts and some outside appearances. Due to the nature of the subject matter and performance commitments of the choir, students are requested to make every effort to schedule this class for the entire school year. Evaluation will be achieved through concert attendance, singing and written tests and progress of individual performance.

## Wind Ensemble

Length:	2 semesters
Prerequisites:	Audition
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

This organization is comprised of the most advanced band musicians in the high school. Appearances at local, state and national events, including OMEA sanctioned festivals, highlight this band's performance schedule. This group performs literature that is challenging for the advanced musician. The ensemble plays music of the highest quality, including masterpieces performed by collegiate and professional organizations. Emphasis is placed on chamber music and 20th century literature. Outstanding guest conductors and soloists annually appear in concert with the Wind Symphony. In addition to earning an academic credit, musicians in this organization earn awards and special recognition for outstanding musical achievement throughout the year. Evaluation is based on individual playing tests, written tests, concert critiques, service credits, and quality of individual performance.

## Symphonic Band - WKHS

Length:	2 semesters
Prerequisites:	Audition or teacher recommendation
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	WKHS

This class is designed to be a place for instrumentalists to receive instruction to continue to further their instrumental skills. Students will be placed in this band through an audition. In addition, there will be a component for beginning instrumentalists that will be taught concurrently by the associate Director of Bands. As beginning students progress, they will be able to join the regular band and perform in concerts. Performances at several public concerts and possibly OMEA sanctioned events highlight this year. Evaluation is based on concert attendance and tests.

## Wind Symphony - WKHS

Length:	2 semesters
Prerequisites:	Audition
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	WKHS

This organization builds on the musical skills mastered in previous years of individual and group study. Appearances at local and state events, including OMEA-sanctioned festivals, highlight this band's performance schedule. The most outstanding musicians are invited to perform in a full orchestra setting. The curriculum focuses on exploring the highest quality band literature published, including many masterpieces performed by collegiate and professional organizations. In addition to earning an academic credit, musicians in this organization earn awards and special recognition for outstanding musical achievement throughout the year. Evaluation is based on individual playing tests, written tests, concert attendance, service credits, and quality of individual performance.

## Symphonic Choir - TWHS

Length:	2 semesters
Prerequisites:	Audition
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS

Members of this mixed ensemble are selected from early spring auditions. A select vocal group, they work for the highest standards of vocal performance. Experience in singing is augmented by various appearances. Experiences include singing in small ensembles and required performances at community events and district/state music events. Evaluation will be based on classroom participation, concert attendance, written tests, and individual performance.

## Women's Chorale

Length:	2 semesters
Prerequisites:	Audition
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS

Members of this ensemble are selected from auditions in the early spring. A select vocal group, they work for the highest standards in vocal performance. Experience in singing is augmented by various performances in concerts, broadcasts, and public appearances. Class experiences include singing in small ensembles made up of members of the entire group while emphasizing independent singing. Concert attendance is required. Evaluation will be based on classroom participation, concert attendance, written tests, and individual performance.

## Symphonic Choir - WKHS

Length:	2 semesters
Prerequisites:	Audition
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	WKHS

This course is comprised of female voices that are selected from auditions held the previous spring prior to registration. This select vocal group works towards the highest standards of achievement in vocal performance. Experience in singing is augmented by various appearances. Class experiences include singing in small ensembles made up of different members of the entire group. Due to the level of individual vocal performance and number of public performances, students must make every effort to schedule this class for the entire school year. Evaluation will be achieved through concert attendance, singing and written tests and progress of individual performance.

## AP Music Theory

Length:	2 semesters
Prerequisites:	None
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Advanced Placement Music Theory is an advanced academic course designed to study the fundamentals of music. It is for those students who plan to study music in college or who plan to make a career in music. Others interested in the elements and structure of music are also welcome. The course provides the student with a complete background through which to enjoy and understand music more fully. Composition, harmony, and ear training, included. Evaluation is based on testing, individual assignments, projects. Students are expected to take the Advanced Placement test.

## Jazz Choir - TWHS

Length:	2 semesters
Prerequisites:	Audition
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS

Students in this ensemble will learn, study, and sing a variety of literature that is found in the jazz and pop genres. Students for this ensemble will be selected through auditions in the spring and must also be part of a curricular choir. This group will perform at some of the major concerts as well as community events.

Evaluation will be achieved through concert attendance, and individual performance/participation.

## Kilbourne Singers - WKHS

Length:	2 semesters
Prerequisites:	Audition
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	WKHS

This musical organization is open to the most advanced male and female choir members in the high school. These students will be working on extremely challenging choral literature, major works and commissioned pieces. Appearances at local, state and national events, including OMEA sanctioned festivals, a yearly concert tour and college visits highlight this choral ensemble. Evaluation will be achieved through concert attendance, and individual performance.

# Science

## AP Physics 1

Length:	2 semesters
Prerequisites:	Math II or concurrent, Chemistry or concurrent
Credit:	1
Graded:	Conventional, Weighted for AP
State Tested:	No
Location:	TWHS & WKHS

The key concepts and related content that define the algebra based AP Physics 1 are organized around underlying principles called the big ideas, which encompass the core scientific principles, theories and processes of physics that cut across traditional content boundaries and provide students a broad way of thinking about the physical world. AP Physics 1 offers students the opportunity to be taught at an AP level. There will be opportunity to switch from the AP course to the non-AP course without any schedule change. Physics 1 topics include: kinematics, Newton's laws of motion, torque, rotational motion and angular momentum, gravitation and circular motion, work, energy, and power, linear momentum, oscillations, mechanical waves and sound, and introduction to electric circuits.

## Physical Science

Length:	2 semesters
Prerequisites:	None
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Physical science is a conceptually based high school level course, which introduces students to key concepts and theories that provide a foundation for further study in other sciences and advanced science disciplines. Students will access fundamental math skills to help describe science phenomena.

Physical science comprises the systematic study of the physical world as it relates to fundamental concepts about matter, energy and motion. A unified understanding of phenomena in physical, living, Earth and space systems is the culmination of all previously learned concepts related to chemistry, physics, and Earth and space science, along with historical perspective and some mathematical reasoning.

## Honors Physical Science

Length:	2 semesters
Prerequisites:	Math I Concurrently
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Honors Physical Science is an algebra based high school level course, which introduces students to key concepts and theories that provide a foundation for further study in other sciences and advanced science disciplines. Students will access math skills to further describe science phenomena.

Physical science comprises the systematic study of the physical world as it relates to fundamental concepts about matter, energy and motion. A unified understanding of phenomena in physical, living, Earth and space systems is the culmination of all previously learned concepts related to chemistry, physics, and Earth and space science, along with historical perspective and some mathematical reasoning.

## STEM Physical Science

Length:	2 semesters
Prerequisites:	Concurrent with POE
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

STEM Physical science is a conceptually based high school level course designed to align to the Principles of Engineering (POE) course. STEM Physical Science introduces students to key concepts and theories that provide a foundation for further study in other sciences and advanced science disciplines. Students will access fundamental math skills to help describe science phenomena.

STEM Physical science comprises the systematic study of the physical world as it relates to fundamental concepts about matter, energy and motion. A unified understanding of phenomena in physical, and Earth and space systems is the culmination of all previously learned concepts related to chemistry, physics, and Earth and space science, along with historical perspective and some mathematical reasoning.

## Biology

Length:	2 semesters
Prerequisites:	Physical Science
Credit:	1
Graded:	Conventional
State Tested:	Yes
Location:	TWHS & WKHS

This course emphasizes the concepts, principles, and theories that enable people to understand the living environment. This conceptually based course will require students to access fundamental math skills to describe science phenomena.

Students study life science concepts such as cells and their structure and function, the genetic and molecular bases of inheritance, biological evolution and the diversity and interdependence of life. Embedded throughout this study are the basic processes of inquiry, modeling investigations, reasoning, and the nature of science. Students learn to trace the historical development of scientific theories, ideas, ethical guidelines, the interdependence of science and technology, and the study of emerging issues.

## Honors Biology

Length:	2 semesters
Prerequisites:	Physical Science
Credit:	1
Graded:	Conventional
State Tested:	Yes
Location:	TWHS & WKHS

This course emphasizes the concepts, principles, and theories that enable people to understand the living environment. This honors based course will require students to access math skills to describe science phenomena.

Students study life science concepts such as cells and their structure and function, the genetic and molecular bases of inheritance, biological evolution and the diversity and interdependence of life. Embedded throughout this study are the basic processes of inquiry, modeling investigations, reasoning, and the nature of science. Students learn to trace the historical development of scientific theories, ideas, ethical guidelines, the interdependence of science and technology, and the study of emerging issues.

## STEM Biology

Length:	2 semesters
Prerequisites:	Concurrently with IED
Credit:	1
Graded:	Conventional
State Tested:	Yes
Location:	TWHS & WKHS

STEM Biology course emphasizes the concepts, principles, and theories that enable people to understand the living environment. This conceptually based course will require students to access fundamental math skills to describe science phenomena. STEM Biology has been designed to align with the Introduction to Engineering and Design (IED) course in the STEM cohort.

Students study life science concepts such as cells and their structure and function, the genetic and molecular bases of inheritance, biological evolution and the diversity and interdependence of life. Embedded throughout this study are the basic processes of inquiry, modeling investigations, reasoning, and the nature of science. Students learn to trace the historical development of scientific theories, ideas, ethical guidelines, the interdependence of science and technology, and the study of emerging issues.

## Chemistry

Length:	2 semesters
Prerequisites:	Math II
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

This is an introductory level chemistry course. It will be preparation for college chemistry. This course will prepare the student to interpret everyday events in terms of chemical concepts and processes. The topics of study will be: basic laboratory techniques and safety procedures, matter, atomic structure, chemical bonding, writing and using balanced chemical equations, acid-base reactions, introductory organic chemistry, chemical equilibrium, analysis of substances as to both amount and nature of contents. This course includes many mathematical problem solving experiences and theoretical constructs, but the overall emphasis will be placed upon the qualitative aspects of chemistry as well as the role chemistry plays in everyday life. Class activities include individual and group laboratory experimentation, lecture, discussions, demonstrations, and problem solving sessions. Evaluation is based upon quizzes, tests, lab reports, lab techniques, and homework.

## Honors Chemistry

Length:	2 semesters
Prerequisites:	Math II
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

This introductory-level chemistry course will prepare the student to interpret everyday events in terms of chemical concepts and processes. The topics of study will be generally those of any introductory high school chemistry course: basic laboratory techniques and safety procedures, types and states of matter, atomic structure, chemical bonding, writing and using balanced chemical equations, acid-base reactions, introductory organic chemistry, oxidation-reduction, and analysis of substances as to both amount and nature of contents. These topics will be presented and studied on a qualitative and quantitative basis. The theoretical and mathematical aspects of the studies will be extensive. Class activities include individual and group laboratory experimentation, lecture, discussions, demonstrations, and problem-solving sessions. Evaluation is based upon quizzes, tests, lab reports, lab techniques, and homework.

## STEM Chemistry

Length:	2 semesters
Prerequisites:	Math II, Digital Electronics
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	WKHS

STEM chemistry is a multidisciplinary approach to science that will apply the same chemistry course understandings and content to better understand relationships between chemistry, experimental design and the application of mathematics. This course includes the same topics as Chemistry, and expands upon the engineering and mathematics integrated into the course.

This is an introductory level chemistry course. It will be preparation for college chemistry. This course will prepare the student to interpret everyday events in terms of chemical concepts and processes. The topics of study will be: basic laboratory techniques and safety procedures, matter, atomic structure, chemical bonding, writing and using balanced chemical equations, acid-base reactions, introductory organic chemistry, chemical equilibrium, analysis of substances as to both amount and nature of contents. This course includes many mathematical problem solving experiences and theoretical constructs, but the overall emphasis will be placed upon the qualitative aspects of chemistry as well as the role chemistry plays in everyday life. Class activities include individual and group laboratory experimentation, lecture, discussions, demonstrations, and problem solving sessions. Evaluation is based upon quizzes, tests, lab reports, lab techniques, and homework.

## Materials Science

Length:	2 semesters
Prerequisites:	Physical Science and Biology
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS

Materials Science is an engineering-based study of “stuff.” It involves mining, processing, testing, selecting, and designing three major categories of materials: Metals, Ceramics & Glass, and Polymers. Materials Science is a heavily lab-based course devoted to developing scientific skills such as critical thinking, problem-solving, and independent decision-making. The course focuses heavily on currently relevant topics and applies many of the fundamental concepts of chemistry, physics, and engineering to real-world environmental, economic, and social issues. Success in Materials Science requires a high level of teamwork, time-management, organization, and responsibility. Evaluation is based on lab analysis, homework, research projects, quizzes, and tests.

## Biomedical Science

Length:	1 semester
Prerequisites:	Physical Science and Biology
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

This course provides an introduction to Biomedical Science through hands-on projects and problems. Students investigate concepts of biology and medicine as they explore health topics including epidemiology, heart disease, public health, metabolic disease, cancer, and infectious diseases. The activities and projects in this course will allow students to dissect organs, grow bacteria, and practice with the use of medical equipment. Key biological concepts, including maintenance of homeostasis in the body, metabolism, hematology, inheritance of traits, oncology, and defense against disease are embedded in the curriculum. The course will touch on the fundamentals of human physiology, microbiology, biochemistry, and molecular genetics.

## Astronomy

Length:	1 semester
Prerequisites:	Physical Science and Biology
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Astronomy introduces you to the composition and structure of the universe. Astronomy is the scientific study of the contents of the entire Universe. This course provides the student with a study of the universe and the conditions, properties, and motions of bodies in space. The content includes, but is not limited to, historical astronomy, astronomical instruments, the celestial sphere, the solar system, the earth as a system in space, the earth/moon system, the sun as a star, and stars.

## Environmental Science

Length:	1 semester
Prerequisites:	Physical Science and Biology
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

This course surveys key topic areas including the application of scientific process to environmental analysis; ecology; energy flow; ecological structures; earth systems; and atmospheric, land, and water science. Topics also include the management of natural resources and analysis of private and governmental decisions involving the environment. Students learn that political and private decisions about the environment and the use of resources require accurate application of scientific processes, including proper data collection and responsible conclusions.

## Forensics

Length:	1 semester
Prerequisites:	Physical Science and Biology
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

This course focuses on the collection, identification and analysis of crime scene evidence. Emphasis will be placed on the methods that link suspect, victim, and crime scene. Laboratory exercises will include fingerprinting, handwriting analysis, anthropology, blood stain pattern analysis, hair and fiber examination, and DNA analysis. Case studies and current events will be explored. This course will focus upon evidence based reasoning skill.

## Physics 1

Length:	2 semesters
Prerequisites:	Math II or concurrent, Chemistry or concurrent
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

The key concepts and related content that define the algebra based Physics 1 are organized around underlying principles called the big ideas, which encompass the core scientific principles, theories and processes of physics that cut across traditional content boundaries and provide students a broad way of thinking about the physical world. Physics 1 offers students the opportunity to be taught at an AP level. There will be opportunity to switch from the non-AP course to the AP course without any schedule change. Physics 1 topics include: kinematics, Newton's laws of motion, torque, rotational motion and angular momentum, gravitation and circular motion, work, energy, and power, linear momentum, oscillations, mechanical waves and sound, and introduction to electric circuits.

## Physics 2

Length:	2 semesters
Prerequisites:	Physics 1 or AP Physics 1
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

The key concepts and related content that define the algebra based Physics 2 are organized around underlying principles called the big ideas, which encompass the core scientific principles, theories and processes of physics that cut across traditional content boundaries and provide students a broad way of thinking about the physical world. Co-seated with AP Physics 2, Physics 2 offers students the opportunity to be taught at an AP level. There will be opportunity to switch from the non-AP course to the AP course without any schedule change. Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

## AP Physics 2

Length:	2 semesters
Prerequisites:	AP Physics 1
Credit:	1
Graded:	Conventional, Weighted for AP
State Tested:	No
Location:	TWHS & WKHS

The key concepts and related content that define the algebra based AP Physics 2 are organized around underlying principles called the big ideas, which encompass the core scientific principles, theories and processes of physics that cut across traditional content boundaries and provide students a broad way of thinking about the physical world. Co-seated with Physics 2, AP Physics 2 offers students the opportunity to be taught at an AP level. There will be opportunity to switch from the AP course to the non-AP course without any schedule change. Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

## AP Biology

Length:	2 semesters
Prerequisites:	Chemistry or concurrent
Credit:	1
Graded:	Conventional, Weighted for AP
State Tested:	No
Location:	TWHS & WKHS

The AP Biology course is designed to be the equivalent of a two semester college introductory biology course usually taken by biology majors during their first year. This course is designed to provide an in-depth study of some of the major concepts of Biology. These concepts include: cellular function, biochemistry, bio-energetics, protein synthesis, genetics, evolution, population dynamics, animal biology and physiology, and plant biology and physiology. Teaching methods include a heavy reading load as well as lectures, discussions and laboratory experiences. Evaluation is based on quizzes, tests, lab reports, and homework.

## IB Biology SL

Length:	2 semesters
Prerequisites:	Physical Science & Biology
Credit:	1
Graded:	Conventional, Weighted for IB
State Tested:	No
Location:	WKHS

The IB Diploma Program biology standard level course covers the relationship of structure and function at all levels of complexity. Students learn about cell theory, the chemistry of living things, plant structure and growth, and the difference between genes and alleles, among many other topics, to further their understanding of and learning about biology. Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context.

## AP Chemistry

Length:	2 semesters
Prerequisites:	Chemistry, Math II
Credit:	1
Graded:	Conventional, Weighted for AP
State Tested:	No
Location:	TWHS & WKHS

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. The use of mathematics is prevalent and laboratory work is extensively used in the course and is often a cooperative venture. College-level texts and laboratory books are used to teach students six big ideas in chemistry: 1) the chemical elements are fundamental building materials of matter, and all matter can be understood in terms of arrangements of atoms. These atoms retain their identity in chemical reactions, 2) Chemical and physical properties of materials can be explained by the structure and the arrangement of atoms, ions, or molecules and the forces between them, 3) Changes in matter involve the rearrangement and/or reorganization of atoms and/or the transfer of electrons, 4) Rates of chemical reactions are determined by details of the molecular collisions, 5) The laws of thermodynamics describe the essential role of energy and explain and predict the direction of changes in matter, 6) Any bond or intermolecular attraction that can be formed can be broken. These two processes are in a dynamic competition, sensitive to initial conditions and external perturbations. Evaluation is based upon homework, laboratory results and reports, quizzes and tests.

## AP Environmental Science

Length:	2 semesters
Prerequisites:	Chemistry or concurrent
Credit:	1
Graded:	Conventional, Weighted for AP
State Tested:	No
Location:	TWHS & WKHS

The AP Environmental Science course is designed to be the equivalent of a lab-based, introductory college course in environmental science. Unlike most other introductory-level college science courses, environmental science includes content from a wide variety of subject areas. The goal of the course is to provide students with the scientific principles, concepts, and methodologies required to understand the inter-relationships of the natural world, to identify and analyze environmental issues both natural and man-made, to evaluate the relative risks associated with these issues, and to examine alternative solutions for resolving or preventing them. Laboratory, field, and internet-based research and investigations are emphasized to familiarize students with contemporary research, investigative and problem-solving techniques.

## Marine Ecology

Length:	Spring break
Prerequisites:	Application
Credit:	0.5
Graded:	Pass/Fail
State Tested:	No
Location:	TWHS & WKHS

Marine Ecology offers participants an opportunity to travel and explore the unique ecology of the coral reef. This class is offered through Worthington Field Studies, Inc. and involves a week-long trip during Spring Break to the Caribbean or the West Indies. Students study the biology, geology and oceanography of the region. Activities include snorkeling and scuba diving. Participants are expected to be highly motivated, good swimmers and in good physical condition. Additional program fee for participation.

## Field Ecology

Length:	Summer break
Prerequisites:	Applications
Credit:	1
Graded:	Pass/Fail
State Tested:	No
Location:	TWHS & WKHS

Field Ecology offers participants an opportunity to travel in and explore unique ecosystems. This class is offered through Worthington Field Studies, Inc. and involves approximately a month-long field experience to interesting destinations in the western part of North America. Students study biology, geology and Native American cultures of the Southwestern or Rocky Mountain regions. Activities including camping, hiking, backpacking, and rafting are integral to this unique field experience. Participants are expected to be highly motivated and in good physical condition. An additional program fee for participation.

# Social Studies

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## Modern World History

Length:	2 semesters
Prerequisites:	None
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

## Multicultural Studies

Length:	1 semester
Prerequisites:	Modern World History
Credit:	0.5
Graded:	Conventional or Pass/Fail
State Tested:	No
Location:	TWHS & WKHS

Multicultural Studies is an elective course that challenges students to examine key events in American history from the perspective of non-dominant cultures. In the course students will analyze the causes and effects of events, focusing on the historical background to current diversity issues. Students will come to have a better understanding of the diverse ethnicities which have contributed to American history and contemporary American culture. Students will explore various answers to the questions, "Who is an American?" and "What is America?"

## American History

Length:	2 semesters
Prerequisites:	Modern World History
Credit:	1
Graded:	Conventional
State Tested:	Yes
Location:	TWHS & WKHS

The aim of American History is to provide students with the knowledge and understanding of our nation's recent past required to more effectively respond to its present, prepare for its future, and to serve as responsible participants in the American democracy. Major cultural, political, social, and economic trends are emphasized. Continuity between the pre-Industrial and postIndustrial United States is achieved through a selective enrichment of students' earlier study of pre-Industrial development.

## Native American Studies

Length:	1 semester
Prerequisites:	Modern World History and American History
Credit:	0.5
Graded:	Conventional or Pass/Fail
State Tested:	No
Location:	TWHS

Native American Culture Studies is an interdisciplinary study with an anthropological, historical, cultural, political, and sociological analysis of the American Indian. The course will include an overview of the approximately 230 Indian tribes indigenous to the United States both past and present, as well as a more in-depth study of the Plains and Southwest Indian cultures. Native American survival skills and crafts will be included in the course.

## Introduction to Behavioral Sciences

Length:	1 semester
Prerequisites:	Modern World History and US History
Credit:	0.5
Graded:	Conventional or Pass/Fail
State Tested:	No
Location:	TWHS & WKHS

Introduction to Behavioral Sciences provides students with the opportunity to explore various methods for studying human behavior and learn basic concepts in the fields of sociology and psychology. The course is designed to help students learn more about themselves, identify the function of social groups, and explain the behavior of people in groups. They develop an awareness of the problems arising from social and cultural differences learn more about sociology and cultural anthropology determine whether the scientific process can be applied to the study of human behavior, and become independent thinkers.

## Global Cultures

Length:	1 semester
Prerequisites:	World History
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Global Cultures is a discussion-based cultural geography course that qualifies as a geography credit if required as a college entrance requirement. The main focus is on cultures considered non-western, such as those found in Africa, Asia, and Latin America. Emphasis is placed on geography, literature, religion, education, and family organization found within various cultures that have developed in these regions.

## Economics & Personal Financial Literacy

Length:	1 semester
Prerequisites:	Modern World History, American History
Credit:	0.5
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

This course explores the fundamentals that guide individuals and nations as they make choices about how to use limited resources to satisfy their wants. More specifically, it examines the ability of individuals to use knowledge and skills to manage limited financial resources effectively for a lifetime of financial security.

## American Political Thought and Radicalism

Length:	1 semester
Prerequisites:	Modern World History and US History
Credit:	0.5
Graded:	Conventional or Pass/Fail
State Tested:	No
Location:	TWHS & WKHS

American Political Thought and Radicalism analyzes various groups and organizations from the extreme right to the far left of the political spectrum. It studies political and social movements, the 1960's, dissent and protest, radical thought alienation of individuals and groups, the social historical context of radical movements, and the political labeling process. Present day interest groups representing the extremes of the political spectrum are invited to speak to and interact with this course.

## American Government

Length:	1 semester
Prerequisites:	American History
Credit:	0.5
Graded:	Conventional
State Tested:	Yes
Location:	TWHS & WKHS

How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can have an impact on issues addressed by government through service learning projects.

## AP European History

Length:	2 semesters
Prerequisites:	Modern World History
Credit:	1
Graded:	Conventional, Weighted for AP
State Tested:	No
Location:	TWHS

This course has two broad objectives: (1) to advance the academic, intellectual, and personal development of the students as individuals, and (2) to prepare students to take the Advanced Placement European History Test in May. The first requires that we examine the historical narrative and analyze multiple interpretations of it. Our purpose in doing so is to understand the decisions made by the people of the nations and states of Europe (individually and collectively) that shaped the world today, and to examine the values which informed those decisions. For students, the impact of this effort will be: (1) an increased sense that they can understand “how things work” in the world as a result of European influences, and (2) a well-founded system of values which they are able to articulate with greater clarity and confidence. Both objectives require that specific skills and habits be learned and exhibited by the students. One of our purposes in making this happen is to produce better writers who can make an organized and logical argument on paper, supported by judiciously selected historical evidence. For students, the result of this effort will be the enhancement of their performance on the AP European History Exam. Some of the specific goals that we will pursue in connection with the achievement of these objectives are: 1) Develop a measurable understanding of the events, concepts, themes and ideas that characterize Europe’s history and heritage, and its influence on current ideas and institutions. 2) Examine the qualities of leadership. 3) Develop a competency for historical analysis, including understandings of theory and point of view. 4) Refine skills in reading for comprehension. 5) Learn, refine, and practice the craft of technical writing.

## AP Psychology

Length:	2 semesters
Prerequisites:	None
Credit:	1
Graded:	Conventional, Weighted for AP
State Tested:	No
Location:	TWHS

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice (2014 The College Board).

## IB Psychology SL

Length:	2 semesters
Prerequisites:	None
Credit:	1
Graded:	Conventional, Weighted for IB
State Tested:	No
Location:	WKHS

The IB Diploma Program Psychology course is the systematic study of behavior and mental processes. Students undertaking the course can expect to develop an understanding of how psychological knowledge is generated, developed and applied. This will allow them to have a greater understanding of themselves

and appreciate the diversity of human behavior. The holistic approach reflected in the curriculum, which sees biological, cognitive and sociocultural analysis being taught in an integrated way ensures that students are able to develop an understanding of what all humans share, as well as the immense diversity of influences on human behavior and mental processes. The ethical concerns raised by the methodology and application of psychological research are also key considerations of the IB psychology course (IBO, 2015).

## AP U.S. Government & Politics

Length:	2 semesters
Prerequisites:	American History or concurrently taking American History
Credit:	1
Graded:	Conventional, Weighted for AP
State Tested:	Yes
Location:	TWHS & WKHS

The Advanced Placement U. S. Government course is designed to provide the serious student with the opportunity to gain a critical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret United States politics and the analysis of specific case studies. It will also familiarize students with the various institutions, groups, beliefs, and ideas that make up the United States political reality. Through the development of critical writing skills, students will learn to recognize and clarify value conflicts and communication problems; examine and weigh alternatives; and project consequences and make decisions to solve problems in public policy. Emphasis will be placed on analysis and research. This course will require a greater number of reading and writing assignments than normally given in regular classes. Students will be encouraged to take the Advanced Placement Examination in U. S. Government at the end of the year.

## AP U.S. History

Length:	2 semesters
Prerequisites:	Modern World History
Credit:	1
Graded:	Conventional, Weighted for AP
State Tested:	Yes
Location:	TWHS & WKHS

The Advanced Placement United States History course fulfills the requirements of The College Board's advanced Placement program and "prepares the student for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses" (Advanced Placement Course Description, published by the College Board, 1995.) Students who complete this course are prepared to take the advanced Placement U. S. History Examination, administered by The College Board each May. Advanced Placement United States History is a content-oriented course which examines the years between 1492 and the present. Incorporated into this course are major themes which include constitutional development, the presidency, foreign policy, economics, reform and idealism, race relations and minorities, and social history. The course will help students learn to use higher order cognitive skills that derive from the discipline of history. Achievement of this goal is facilitated by the heavy emphasis on the development of critical reading and writing skills.

## IB History SL/HL

Length:	4 semesters
Prerequisites:	Successful Completion of Modern World History & American History or AP American History
Credit:	2
Graded:	Conventional, Weighted for IB
State Tested:	Yes
Location:	WKHS

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present. It is an exploratory subject that poses questions without providing definitive answers. It involves the selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts.

A working knowledge of European history is the essential point of entry into a study of World History because it introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of ideas and institutions that shaped the 20th and 21st Century world.

The theme of our IB History course is "Conflict within and among societies." The course examines the causes of conflict, ways it can be resolved short of resorting to violence/war, and the reasons and consequences for the failure to avoid violence/war.

Year One begins with an examination of the discipline of history and the work of historians. The major units of study for Year One are: The French Revolution and Napoleon; the First World War; and German/Italian Aggression leading to the Second World War.

Year Two begins with the completion of the Historical Investigation, a work of independent historical research, thinking, and writing. The major units of study for Year Two are: two civil wars – China and Spain; Japanese aggression in east Asia and the Pacific; the Second World War; the Cold War.

Students will read and extract evidence from works by historians representing multiple historical perspectives and write essays reflecting their own historical thinking.

(\*IB History SL - 3 semesters; 1.5 credits)

# Special Education

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## Enclave

Length:	2 semesters
Prerequisites:	IEP placement, teacher and parent recommendation and enrollment through the Secondary Transition Specialist.
Credit:	1
Graded:	Pass/Fail
State Tested:	No
Location:	TWHS & WKHS

Enclave offers identified students a structured and supervised work program in a community-based setting. The purpose of these courses is to allow students an opportunity to practice and gain employability skills as they explore various entry level career opportunities. At the end of this course, students should be better able to define their job preferences. Students receive support at the sites from a Transition Coach.

## Sheltered Internship

Length:	2 semesters
Prerequisites:	IEP Placement, teacher. parent recommendation & enrollment through the Secondary Transition Specialist
Credit:	1
Graded:	Pass/Fail
State Tested:	No
Location:	WKHS

This course is designed to help students develop employability skills within the school setting under close supervision of an adult. The type of jobs the students perform closely resemble those found in sheltered employment.

## Internship

Length:	1 semester
Prerequisites:	IEP Placement, teacher, parent recommendation and enrollment through the Secondary Transition Specialist.
Credit:	0.5
Graded:	Pass/Fail
State Tested:	No
Location:	TWHS & WKHS

This course is designed to help students develop and practice employability skills within the school setting. Students perform actual jobs under the supervision of a Transition Coach.

## Job Training Program

Length:	2 semesters
Prerequisites:	IEP Placement, Teacher and parent recommendation enrollment through the Job Training Consultant. Must be 16 years old. Ability to obtain own transportation. Completion of the referral packet.
Credit:	2
Graded:	Pass/Fail
State Tested:	No
Location:	TWHS & WKHS

This course is designed to help the student who has successfully demonstrated positive employability skills to work in a job within the community. Students receive support from a Job Coach.

# Technology and Engineering

## Introduction to Engineering Design

Length:	2 semesters
Prerequisites:	Math 1 (may take concurrently)
Credit:	1
Graded:	Conventional or Pass/Fail
State Tested:	No
Location:	TWHS & WKHS

This is the first course in the Project Lead the Way program. It is designed to nurture student gifts, talents and curiosities about the design, technology and engineering related fields. Students will work side by side and on teams to develop innovative solutions to interesting design challenges. Along the way, students learn sophisticated design software applications, and practice the common sense problem solving skills that professionals use. The course applies and concurrently develops knowledge and skills in mathematics, science, and technology. The course of study includes: design process, modeling, sketching, prototyping, measurement, statistics, and applied geometry, presentation design and delivery, engineering drawing standards, cad solid modeling, reverse engineering, consumer product design, innovation, marketing, graphic design, engineering ethics, virtual design. In addition to knowledge gleaned from the curriculum, students will also learn: problem-solving skills, traditional shop tools and skills, technology prototyping tools and equipment, and executive functioning skills associated with professional workforce attributes.

## Principles of Engineering

Length:	2 semesters
Prerequisites:	Introduction to Engineering Design
Credit:	1
Graded:	Conventional or Pass/Fail
State Tested:	No
Location:	TWHS & WKHS

Through real-world engineering problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, automation, and kinematics. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. Through theory and practical hands-on experiences, students address the emerging social and political consequences of technological change. Principles of Engineering is a foundation course in the Project Lead The Way Engineering Academy.

## Engineering Design & Development

Length:	2 semesters
Prerequisites:	IED, POE, & DE
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

This course lets students apply what they have learned in core academic and Project Lead the Way course as they complete challenging, self-directed projects. Students work individually and in teams to design and build solutions to authentic engineering problems. An engineer or other appropriate business professional from the school's partnership team mentors each student. Ex-amples of projects may include a robotic mascot for the school, a remote-controlled hovercraft, or a solar-powered device. This course equips students with the independent study skills that they will need in post-secondary education and careers associated with the business of engineering and engineering technology.

## Civil Engineering & Architecture

Length:	2 semesters
Prerequisites:	Math 2 (Can be taken concurrently)
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

This course teaches students about the design, technology and engineering fundamentals associated with civil engineering, architecture, landscape design, interior design, and community management fields. Many hands on activities will take place such as soil testing, real working models of structures, construction of foundation, framing, plumbing and electrical systems in both residential and commercial application. The course applies and concurrently develops knowledge and skills in mathematics, science, and technology. The course of study includes: design process, modeling, sketching, prototyping, project planning, presentation design and delivery, engineering drawing standards, CAD solid modeling, site planning, building design, innovation, project documentation & presentation, engineering ethics, and virtual design.

## Computer Aided Drafting and Design

Length:	1 semester
Prerequisites:	None
Credit:	0.5
Graded:	Conventional or Pass/Fail
State Tested:	No
Location:	TWHS & WKHS

This course is designed to provide students with skills and knowledge in the use of both traditional and computer-assisted drafting and design media, process and techniques. CAD 1 provides a means for students to visualize and express their own ideas graphically and to interpret the ideas of others. Students will participate in many activities related to engineering, architecture and technical fields. This is a fun, fast-paced, hands-on course in which most of the required work is done in class. If you are considering a career that requires knowledge about drafting, design, computers, graphics, etc., then you should find this course beneficial to your long-term goals.

## Adaptive Technology Education

Length:	1 semester
Prerequisites:	IEP Placement
Credit:	0.5
Graded:	Pass/Fail
State Tested:	No
Location:	WKHS

The Adaptive Technology program provides both academic and pre-vocational experiences for students in our Daily Living Skills program. Students are exposed to a variety of technological processes such as tools and machines, electricity, photography and computers. They learn in a laboratory setting with hands-on activities. Learning experiences are created to help meet the needs of each student as identified in the Individualized Education program (IEP). Although specific instructional objectives are tailored to the need of each student, some fundamental goals are designed for all special education students who take this course.

## Digital Electronics

Length:	2 semesters
Prerequisites:	None
Credit:	1
Graded:	Conventional or Pass/Fail
State Tested:	No
Location:	TWHS & WKHS

The course is designed to expose students to engineering design and troubleshooting techniques that are used in the electronics field. Computer simulation software is used to design and test digital circuitry prior to actually constructing them. Students will also learn a systematic approach that engineers use to design the electronics that are used every day. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.

This class is normally taken by juniors but any grade level of student is allowed to take Digital Electronics. Binary math, Kirchhoff's Laws and Ohm's Law will be covered at length so a strong foundation in mathematics will be required.

Activities will include virtual circuit simulation, breadboarding, circuit construction, robotics, programming, micro-controllers and soldering.

## Advanced Multimedia Communications

Length:	1 semester
Prerequisites:	Keyboarding & Computer Skills, Multimedia or permission of instructor
Credit:	0.5
Graded:	Conventional or Pass/Fail
State Tested:	No
Location:	TWHS & WKHS

Advanced Multimedia Communications provides students an opportunity to further their skills learned in the beginning class in which they were able to gather, arrange and manipulate computer based digital media. This involves integrating audio, video, text, and graphics into final products. Throughout the course students will build upon their skills using various software applications and further develop problem solving skills in order to create brochures, signs, video clips, animation, presentations, and web page items. This is a production type course that requires students to learn multimedia skills and concepts and then apply them in a meaningful way.

## Advanced Photography/Digital Imaging

Length:	1 semester
Prerequisites:	Beginning Photography
Credit:	0.5
Graded:	Conventional or Pass/Fail
State Tested:	No
Location:	TWHS & WKHS

Advanced Photography/Digital Imaging will give students a chance to further pursue their knowledge and skills in photography. This course will differ from the beginning photography course by being more student-centered. Students will be responsible for deciding the areas of photography they will pursue in more depth and contract with the instructor as to how they will achieve the goals which they have set. Students will have more opportunity to create a personal portfolio of their work which could be very useful for applications to some colleges or art schools. This course explores digital imaging and the use of computer software in refining and manipulating the photographic image. Evaluation will be based upon successful completion of contracts with the instructor and student presentations of portfolios and photographic work.

## Beginning Photography/Digital Imaging

Length:	1 semester
Prerequisites:	None
Credit:	0.5
Graded:	Conventional or Pass/Fail
State Tested:	No
Location:	TWHS & WKHS

Beginning Photography/Digital Imaging is a course that acquaints students with the history of photography, the basic principles of photography, and the basic techniques employed in the use of a digital camera, digital imaging, and printmaking. The course is designed around classroom activities which include lectures, discussions, reading assignments, photographing subjects, and instruction in photographic techniques to complete photo assignments. No prior knowledge of photography is necessary. Students are required to provide their own digital camera for use on photography assignments (Phone camera, point shoot, Digital SLR are some examples of acceptable cameras). During the semester, students will also explore and discuss digital photography and Adobe Photoshop. Evaluation will be based on tests and the completion of photographic assignments, which involve the taking of pictures outside of class and producing portfolios of work as directed in the course.

## Multimedia Communications

Length:	1 semester
Prerequisites:	None
Credit:	0.5
Graded:	Conventional or Pass/Fail
State Tested:	No
Location:	TWHS & WKHS

Multimedia Communications is a course that provides students with the opportunity to gather, arrange and manipulate computer-based digital media. Audio, video, text and graphics are integrated to create the final product. Students learn how to make presentations, manipulate files, scan images and use both a digital camera and video equipment. Problem solving skills are developed as students create, design and produce copy ready work for posters, brochures, videos or web pages for school or community groups. Students develop knowledge and skills in using a complete suite of Adobe software, including Adobe Illustrator, Dream Weaver, Photoshop and Flash. This is a production type course that requires students to learn multimedia skills and concepts and then apply them in a meaningful way. This is a fun, fast, hands-on course. Skills will benefit high school, college or professional career. Evaluation is based on completed in-class assignments, tests and projects. There is no homework. This course is also offered as a blended learning course.

## Web Page Design

Length:	1 semester
Prerequisites:	Recommended completion of: Keyboarding & Computer Skills, Multimedia or permission of instruction
Credit:	0.5
Graded:	Conventional or Pass/Fail
State Tested:	No
Location:	TWHS & WKHS

Would you like to be able to design your very own web site? If so, then this course is for you. The skills you learn could lead you into a career in Web Publishing. Skills that are taught include Internet basics, HTML coding, web design fundamentals, CSS layout, and web authoring, and publishing/uploading. These topics are reinforced by hands-on computer activities in which students create several web sites. Students will have the opportunity to actually upload one of the sites they create using Adobe Dreamweaver and Photoshop. All work is done in class.

# World Languages

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## French 1AB

Length:	2 semesters
Prerequisites:	None
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS

This course is designed for the majority of beginning French students and will cover the 1A and 1B material in one year. Students are introduced to the culture and people of French-speaking countries and to beginning vocabulary and pronunciation in order to gradually build a foundation of speaking and understanding French. Writing and reading reinforce the listening and speaking skills.

## French 3

Length:	2 semesters
Prerequisites:	French 2
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

This course continues to develop the student's skills and knowledge with an emphasis on improvement of fluency and in the range of ability to speak, understand, read and write French. More opportunities are provided for study of the French cultures and people.

## French 2

Length:	2 semesters
Prerequisites:	French 1B or 1AB
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

This course more fully develops the student's ability to listen, speak, read and write French through study of the cultures. Grammar study continues with additional structures and tenses. Emphasis is on using the French language with an expanding vocabulary. Discussions stress the diversity of French-speaking people.

## Honors French 3

Length:	2 semesters
Prerequisites:	French 2, teacher recommendation
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

This course builds on the content in French 3 with an expectation that students will demonstrate greater depth of knowledge of the language and cultures through more open-ended writings and responses. Students will be expected to demonstrate a high proficiency level in each skill and have a greater understanding of French cultures and people.

## Honors French 2

Length:	2 semesters
Prerequisites:	French 1AB
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

This course builds on the content in French 2 with an expectation that students will apply language learning at a more sophisticated level. Students will be expected to demonstrate a high proficiency and fluency level in each skill through more consistency and spontaneity in their use of vocabulary, grammar, expressions and structures.

## French 4

Length:	2 semesters
Prerequisites:	French 3
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Every effort will be made to conduct the class primarily in French and students likewise are expected to communicate in French. This course stresses the increased use of idiomatic language. Students further develop their competence in listening, reading, speaking and writing, with a focus on communication and culture. The course will begin the study of some of the major themes: Families and Communities; Personal and Public Identities; Contemporary Life; Global Challenges, Science and Technology; Beauty and Aesthetics.

## Honors French 4

Length:	2 semesters
Prerequisites:	French 3, teacher recommendation
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Honors students are expected to demonstrate the skills and attitudes taught in French 4 with greater depth of knowledge of the language cultures through more open-ended writings and responses.

## AP French

Length:	2 semesters
Prerequisites:	French 4
Credit:	1
Graded:	Conventional, Weighted for AP
State Tested:	No
Location:	TWHS & WKHS

The AP French Language and Culture course is an advanced study of language and culture. This course is designed as a culmination of students' French studies and is structured around six themes: Families and Communities; Personal and Public Identities; Contemporary Life; Global Challenges; Science and Technology; and Beauty and Aesthetics. Students who enroll in this course should already have a good command of the grammar, extended vocabulary, substantial knowledge of Francophone culture, and considerable competence in listening, reading, speaking and writing.

This course strives to promote both fluency and accuracy in language use. Students will continue to build their language proficiency in the three modes of communication: interpretive (understanding audio, audiovisual, written and print materials), presentational (giving oral reports and writing essays), and interpersonal (through emails and conversations).

The class will be conducted exclusively in French and students likewise are expected to communicate understanding of the cultures (products, practices and perspectives), incorporate interdisciplinary topics (connections), and make comparisons between the target language and culture and their own native language and culture in real-life settings. Authentic materials will be used in a variety of contexts.

The course provides intensive preparation for the AP French Language and Culture Exam, which can give the opportunity to earn a college credit.

## IB French HL

Length:	4 semesters
Prerequisites:	Successful completion of French or Honors French 2 & 3
Credit:	2
Graded:	Conventional, Weighted for IB
State Tested:	No
Location:	WKHS

This is a 2-year program that is designed as a culmination of students' French studies. Every effort will be made to conduct the class exclusively in French and students likewise are expected to communicate in French. Students will work on improving their ability to communicate in French by focusing on the four language skills of speaking, reading, writing and listening. Furthermore, students will study grammar and vocabulary in order to improve their ability to communicate across a wide variety of topics. The courses will focus on 5 of the 8 themes described in the IB Course Handbook: Communication and Media, Global Issues, Social Relationships, Cultural diversity, Customs and Traditions, Health, Leisure, Science and Technology. Students will develop their linguistic abilities through the development of receptive (understanding audio, audiovisual, written and print materials), productive (giving oral presentations and writing a variety of texts) and interactive skills (spontaneous exchange of ideas). Materials will extend from everyday oral exchanges to literary texts, and will be directly related to the culture of French speaking countries in order to develop students' intercultural understanding. Classroom activities will make a point to dismantle cultural stereotypes in order to create an awareness and appreciation of the different perspectives of people from other cultures.

## Spanish Foundations Year 1

Length:	2 semesters
Prerequisites:	None
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS

This course is designed for students at the high school level who have not yet completed a middle school 1A or 1B Spanish course. Students in Spanish Foundations Year 1 acquire vocabulary and grammar in order to understand and produce written and spoken Spanish. Students will appreciate the impact of Spanish-speaking cultures and language through multiple experiences and projects. The ability to understand, read, write, and speak Spanish will be expanded as students work with authentic materials.

## Spanish Foundations Year 2

Length:	2 semesters
Prerequisites:	None
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS

This course is designed for students at the high school level who have completed Spanish Foundations Year 1 successfully, or who need more of a Spanish foundation prior to taking Spanish 2. Students in Spanish Foundations Year 2 will continue to acquire vocabulary and grammar in order to understand and produce written and spoken Spanish. Students will appreciate the impact of Spanish-speaking cultures and language through multiple experiences and projects. The ability to understand, read, write, and speak Spanish will be expanded as students work with authentic materials.

## Spanish 1 AB

Length:	2 semesters
Prerequisites:	No prior Spanish, or completed Spanish 1A or experience in another foreign language
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

This course is designed for students beginning Spanish at the high school level and will cover the 1A and 1B material in one year. Students are introduced to the cultures and peoples of Spanish-speaking countries and develop beginning vocabulary and pronunciation by gradually building a foundation of speaking and understanding Spanish. Writing and reading reinforce the listening and speaking skills.

## Honors Spanish 2

Length:	2 semesters
Prerequisites:	Spanish 1, Teacher Recommendation
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

This course builds on the content in Spanish 2 with an expectation that students will demonstrate greater depth of knowledge of the language and cultures through more open-ended writings and responses.

## Spanish 2

Length:	2 semesters
Prerequisites:	Spanish 1 AB
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

This course more fully develops the student's ability to listen, speak, read and write Spanish through study of Spanish-speaking cultures. Grammar study continues with additional structures and tenses. Emphasis is on using the Spanish language with an expanding vocabulary. Discussions stress the diversity of Spanish-speaking people.

## Honors Spanish 3

Length:	2 semesters
Prerequisites:	Spanish 2 or and teacher recommendation
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

This course builds on the content in Spanish 3 with an expectation that students will demonstrate greater depth of knowledge of the language and cultures through more open-ended writings and responses.

## Spanish 3

Length:	2 semesters
Prerequisites:	Spanish 2
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

This course continues to develop the student's skills and knowledge with an emphasis on fluency and range of ability to speak, understand, read, and write Spanish. Grammar and vocabulary study continues to build. Readings of class and contemporary literature and frequent opportunities to write help students develop and refine their skills. More opportunities are provided for study of Spanish-speaking cultures and people.

## Honors Spanish 4

Length:	2 semesters
Prerequisites:	Spanish 3 and teacher recommendation
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Honors students are expected to demonstrate the skills and attitudes taught in Spanish 4 with greater depth of knowledge of the language and cultures through more open-ended writings and responses.

## Spanish 4

Length:	2 semesters
Prerequisites:	Spanish 3
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

This course is conducted primarily in Spanish. It continues to build skills, knowledge and attitudes stressing the use of communication in 3 modes: receptive (understanding authentic audio, audiovisual, written and print materials), productive (giving oral presentations and writing a variety of texts) and interactive (spontaneous exchanges of ideas). The themes for this course will focus on real-world issues as they relate to the Spanish speaking world: social relationships, customs and traditions, leisure time, technology and media, global challenges, cultural diversity, the environment and health.

## Spanish 5

Length:	2 semesters
Prerequisites:	Spanish 4
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	WKHS

This course is a senior course targeted for those students who have completed four credits of Spanish and are interested in working to improve their communication and literacy skills in Spanish. This course is designed to give students real life opportunities to improve their Spanish communication skills and their understanding of the history and culture of the Spanish- speaking world through the study of film, music, literature and news media. This course will be conducted exclusively in Spanish and students are expected to utilize Spanish as the primary language of communication in class. This course will extend student learning in the areas of cultural knowledge and language acquisition beyond what is taught in the previous sequence of courses. The assessments in this class are designed to encourage students to use Spanish in real-life ways in order to demonstrate their understanding of the cultural themes studied in class.

## AP Spanish

Length:	2 semesters
Prerequisites:	Spanish 4
Credit:	1
Graded:	Conventional, Weighted for AP
State Tested:	No
Location:	TWHS & WKHS

This course is a college-level course targeted for those students who have completed Spanish 4 and are interested in working to improve their communication and literacy skills in Spanish. This course is designed to give students real life opportunities to improve their Spanish communication skills and their understanding of the history and culture of the Spanish- speaking world through the study of film, music, literature and news media. This course will be conducted exclusively in Spanish and students are expected to utilize Spanish as the primary language of communication in class. This course will extend student learning in the areas of cultural knowledge and language acquisition beyond what is taught in the previous sequence of courses. The assessments in this class are designed to prepare students for the rigorous expectations of the AP Spanish Language Examination authored and administered by the College Board. Class time will be dedicated to the practice of activities similar to those that appear on the College Board Assessment and unit assessments will reflect the format and expectations of the AP Examination.

## IB Spanish HL

Length:	4 semesters
Prerequisites:	Fulfills IB Group 2 requirements; Spanish 3
Credit:	2
Graded:	Conventional, Weighted for IB
State Tested:	No
Location:	WKHS

This is a 2-year program that is designed as a culmination of a student's Spanish studies. Every effort will be made to conduct the class exclusively in Spanish and students likewise are expected to communicate in Spanish. Students will work on improving their ability to communicate in Spanish by focusing on the four language skills of speaking, listening, reading and writing. Furthermore, students will study grammar and vocabulary in order to improve their ability to communicate across a wide variety of topics. Over the course of two years the focus will be based on three core themes: Social Relationships, Communication and Media, and Global Issues. In addition, other optional themes will include Leisure Activities, Cultural Diversity, Science and Technology, Customs and Traditions and Health. Students develop their linguistic abilities through the development of 3 communicative skills: receptive (understanding authentic audio, audiovisual, written and print materials), productive (giving oral presentations and writing a variety of texts) and interactive (spontaneous exchanges of ideas). Materials will range from everyday spoken interactions to literary texts and will be directly related to the culture of Spanish speaking countries in order to develop students' intercultural understanding. Classroom activities will make a point to dismantle cultural stereotypes in order to create an awareness and appreciation of different perspectives of people from other cultures.

## Latin 1

Length:	2 semesters
Prerequisites:	None
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Basic grammatical principles and vocabulary of the Latin language are learned and practiced in reading modified Latin passages that address such topics in Roman culture and history as geography, mythology, and technological achievements. Emphasis is placed on the influence of the Romans in our lives

today, particularly through the study of English derivatives.

## Latin 2

Length:	2 semesters
Prerequisites:	Latin 1
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Latin grammar and vocabulary development continues emphasizing the influence of Latin on the English language, including in medical and legal terms. Students study Roman culture, history, government, mythology, religious observances and architecture.

## Latin 3

Length:	2 semesters
Prerequisites:	Latin 2
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Basic grammatical principles are reviewed and advanced concepts are learned. Continued vocabulary development is emphasized through a study of the Roman authors Caesar, Catullus, Livy, Virgil and Ovid. The historical perspective of this course includes a study of the late Republic and early Empire. An opportunity is given to examine the problems of Rome in daily living and politics. An introduction to Latin poetry - its rhythm, beauty and message - is afforded through the poems of Ovid or Vergil.

## Latin 4 / AP Latin

Length:	2 semesters
Prerequisites:	Latin 3
Credit:	1
Graded:	Conventional
State Tested:	No
Location:	TWHS & WKHS

Following a review of grammatical structures, students spend most of their time reading selections from Caesar's Gallic wars and Vergil's Aeneid. Through translation and discussion, the literary style of each work is examined. Students will analyze, compare and discuss common themes concerning Roman life, history, politics and belief found in each work. Student opting for Advanced Placement credit will follow the Advanced Placement syllabus which involves additional translation, Advanced Placement essays, and practice with Advanced Placement multiple choice questions.

## IB Latin SL

Length:	4 semesters
Prerequisites:	Latin 2
Credit:	2
Graded:	Conventional, Weighted for IB
State Tested:	No
Location:	WKHS

Adapted from the Classical Languages Guide published by the International Baccalaureate Organization, May 2010: The Diploma Programme courses in Latin provides an opportunity for students to explore the language, literature and culture of ancient Rome. This ancient civilization has played a vital part in shaping many modern societies and cultures. The language itself is versatile and finely structured, and has had a major influence on the development of most modern European languages. The rich and varied literature of Rome has left its mark on almost every genre of modern writing. The study of Latin gives important insights into the culture that produced it, and offers a bridge between the contemporary world and the civilizations of antiquity. Much contemporary thinking is still informed by the political, religious and legal principles of the Roman world, and the course includes a study of its historical development and wider cultural achievements. In the classical languages it is a fundamental principle that the texts should be studied in the original language. Linguistic skills lie at the heart of the course, since it is through a visceral understanding of the workings of a language that true intellectual contact can be made with the peoples of the past. In order to broaden students' knowledge of Latin literature, students will study some works in translation but the foundation remains linguistic. It is intended that through studying Latin in its cultural context, students will see that culture and language are symbiotic, and that they shape one another.