



**BIG WALNUT**  
**LOCAL SCHOOLS**

**INSPIRE  
& GUIDE**

# **Big Walnut High School Program of Studies 2024-2025**



**BIG WALNUT** | **INSPIRE**  
**LOCAL SCHOOLS** | **& GUIDE**

# Big Walnut Local Schools

The mission of Big Walnut Local schools is to  
Inspire and Guide each student  
to his or her maximum potential.

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Big Walnut Local School District High School Program of Studies is subject to change and is revised periodically throughout the year. All courses are subject to cancellation due to low enrollment.

## Non Discrimination Statement (Title IX)

All of the courses, programs, and activities presented in this booklet are open to all students without regard to race, color, national origin, sex, or handicap. This policy meets all requirements and directions of the U.S. Department of Education under Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.

## BWHS Standard Grade Scale

The standardized grade scale to be used for assessing student work at Big Walnut High School is listed below. This scale is to be used by all staff members. This scale is to be made known to the students. Any deviation from the scale is to be discussed with the principal.

Letter Grade	Numerical Range	Points for GPA Calculation		
		General Courses	Honors Courses	Advanced Placement/CCP** Courses
A	93 - 100	4.00	4.50	5.00
A-	90 - 92	3.67	4.17	4.67
B+	87 - 89	3.33	3.83	4.33
B	83 - 86	3.00	3.50	4.00
B-	80 - 82	2.67	3.17	3.67
C+	77 - 79	2.33	2.83	3.33
C	73 - 76	2.00	2.50	3.00
C-	70 - 72	1.67	2.17	2.67
D+	67 - 69	1.33	1.83	2.33
D	63 - 66	1.00	1.50	2.00
D-	60 - 62	.67	1.17	1.67
F	0 - 59	0	0	0
** CCP Course grades are determined by the college they attend and are on a 5 point scale				

## Requirements for Passing a Course

A student must receive a passing average (60%) AND must pass at least two of the three factors that determine the second semester average. The three factors are: the third marking period grade, the fourth marking period grade, and the second semester final exam.

For semester courses, it would be the three factors that determine the final average: both marking period grades and the final. In a semester course where no final exam is given, the student must earn a passing average (60%) the second of the two marking periods in order to earn a passing grade and credit for the course.

Failure to meet the above requirement will result in the student not being granted credit for the courses regardless of the grade achieved. A final grade of "F" is to be given.

Should a student not pass two of the three factors, the student will have one additional opportunity to earn course credit by completing the appropriate requirement listed below:

- **Requirement One:** When the final exam and one grading period have been failed, the student can either successfully retake the final or complete summer school.
- **Requirement Two:** When two grading periods have been failed, the student must complete summer school.

A student will have only one opportunity to earn the credit. The student must complete the appropriate requirement by the last day of the first marking period of the next school year. If a student does not complete one of the requirements in a timely fashion, the student grade of "F" in the course will remain.

Students who earn less than 50% for a quarter may have the opportunity to work with the teacher to raise the grade to a 50%.

## Report Cards

- Grades will be issued in every subject.
- The symbols A, B, C, D, and F will be used; plus (+) and minus (-) may be used. Teacher comments will appear on Parent Portal as well as the report card.
- Electronic Report cards are available for viewing at the end of each nine-week period. Paper copies of report cards are available by request by contacting the School Counseling Office.
- To conform to the report card and our permanent records, we have adopted the following procedure:
  - For semester courses, average the first and second nine weeks grades and semester exam grade to determine a semester grade. The semester exam grade is weighted one half compared to nine-week grades.
  - For year long courses, average the four nine-week grades and the two semester final exam grades to determine the yearly grade. Semester exam grades are weighted one half compared to nine-week grades.

## Honor Roll

Honor Roll is a quarterly recognition from the school for students who earn a 3.67 GPA or higher.

## Honor Court for Graduation

Since the 2006 graduation class the following system has been in place to recognize our top graduates. There is no recognition as a Valedictorian & Salutatorian. Honor Court will consist of the following cumulative GPA's at the end of the first semester of the student's senior year and being a full-time student for the prior semester.

- 4.10 or higher (ranked #1 in the class) Summa Cum Laude
- 4.09 - 3.83 Magna Cum Laude
- 3.82 - 3.67 Cum Laude



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# Graduation Requirements

**Class of 2023 & Beyond**

Students must meet all three requirements for graduation: 1. Cover the Basics, 2. Show Competency, and 3. Show Readiness

## 1. Cover the Basics

**Earn 20 Credits**



**4**

English



**4**

Math



**3**

Science



**3**

Social Studies



**5**

Electives



**1**

Health/P.E.

## and 2. Show Competency

Students who do not pass both tests after at least two attempts are eligible for one of these options

Earn 684+ on both  
**English II**  
&  
**Algebra I**  
Ohio State Tests

or



**Demonstrate  
career  
readiness**



**Complete  
college  
coursework**



**Enlist  
in the  
military**

## and 3. Show Readiness

**Earn 2 Seals**

At least 1 seal must be a \*State Seal



Biliteracy\*



Community Service



Industry-Recognized  
Credential\*



Science\*



Citizenship\*



Fine & Performing Arts



Military Enlistment\*



Student Engagement



College-Ready\*



Honors Diploma\*



OhioMeansJobs  
Readiness\*



Technology\*

**Want to learn more?** Contact your school counselor or visit [education.ohio.gov/graduation](https://education.ohio.gov/graduation)



# Graduation Seals

**Class of 2023 & Beyond**

*Students must earn two of the following diploma seals, choosing those that line up with their goals and interests. These seals give students the chance to demonstrate academic, technical and professional skills and knowledge that align to their passions, interests and planned next steps after high school. At least 1 seal must be a \*State Seal. Ohio law requires that seals earned by students using these graduation requirements be affixed to the student's diploma.*

## **Biliteracy\***

A student must meet ALL three requirements: 1. Demonstrate eligibility for a high school diploma; 2. Demonstrate English language arts proficiency; and 3. Demonstrate world language proficiency.

## **Citizenship\***

A student must meet at least ONE of three requirements: 1. Earn a score of proficient or higher on both the American history and American government end-of-course exams; 2. Earn a score that is at least equivalent to proficient on appropriate Advanced Placement exam; 3. Earn a final course grade that is equivalent to a "B" or higher in appropriate classes taken through the College Credit Plus program.

## **College-Ready\***

A student must earn remediation-free scores on either ACT or SAT, as outlined:

ACT: English subscore of 18 or higher, Reading subscore of 22+, Mathematics: Subscore of 22+;

SAT: Evidence-Based Reading and Writing score of 480+, Mathematics score of 530+

## **Community Service**

A student must complete 40 hours of community service. It is recommended that students meet this total by completing 10 hours of community service each year of high school. Students pursuing this seal will track their own hours and obtain their own signatures from someone at the organization(s) agreeing to the community service hours. Completed service hours and documentation is due by January 1st of the student's senior year.

## **Fine and Performing Arts**

A student must earn 2 high school credits in fine or performing arts. Fine Arts credits may also be earned through College Credit Plus consistent with CCP rules/regulations. Many fine arts courses are 0.5 credits each; students pursuing this seal must keep this in mind.

## **Honors Diploma\***

A student must earn ONE of six honors diplomas: 1. Academic Honors Diploma; 2. Career-Tech Honors Diploma; 3. International Baccalaureate Honors Diploma; 4. STEM Honors Diploma; 5. Arts Honors Diploma; 6. Civics and Social Sciences Honors Diploma.

## **Industry-Recognized Credential\***

A student must earn a 12-point approved industry-recognized credential or group of credentials totaling 12 points in a single career field.

## **Military Enlistment\***

A student must provide evidence that a student has enlisted in a branch of the U.S. Armed Forces; or Participate in an approved JROTC program.

## **OhioMeansJobs Readiness\***

A student must meet the requirements and criteria established for the readiness seal, including demonstration of work-readiness and professional competencies.

## **Science\***

A students must meet at least ONE of three requirements: 1. Earn a score of proficient (3) or higher on Ohio's State Test in Biology; 2. Earn a score equivalent to proficient on an appropriate Advanced Placement 3. Earn a "B" or higher in a College Credit Plus science course.

## **Student Engagement**

A student must actively participate in at least 4 extracurriculars by January 1st of their senior year. Extracurriculars include clubs, sports, leadership groups for which the student does NOT earn academic credit. Students pursuing this seal must obtain signatures from the advisor or coach as verification of active and consistent participation.

## **Technology\***

A student must meet at least ONE of three requirements: 1. Earn a score that is at least proficient on an appropriate Advanced Placement exam; 2. Earn a final course grade that is equivalent to a "B" or higher in an appropriate class taken through the College Credit Plus program; or 3. Complete a course offered through the district or school that meets guidelines developed by the Department. (i.e. Creative Industries, AP Computer Science, Multimedia II)

**Want to learn more?** Contact your school counselor or visit [education.ohio.gov/graduation](https://education.ohio.gov/graduation)

# Ohio High School Honors Diploma



Criterion	Ohio Diploma	Academic Honors Diploma	International Baccalaureate Honors Diploma	Career Tech Honors Diploma	STEM Honors Diploma	Arts Honors Diplomas (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	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	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, biology, chemistry, and at least one additional advance science	4 units, including two unit of advanced science	5 units, including two units of advanced science	3 units, including one unit of advanced science	3 units, including one unit of advanced science
<b>Social Studies</b>	3 units		4 units	4 units	3 units	3 units	5 units
<b>World Language</b>	N/A		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	N/A	1 unit	4 units	1 unit
<b>Electives</b>	5 units		N/A	4 units of Career-Technical minimum	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 a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale
<b>ACT/SAT/WorkKeys</b>	N/A		27 ACT/ 1280 SAT	27 ACT/ 1280 SAT / WorkKeys (6 Reading for Information & 6 Applied Mathematics)	27 ACT/ 1280 SAT	27 ACT/ 1280 SAT	27 ACT/ 1280 SAT
<b>Field Experience</b>	N/A		Complete a field experience and document the experience in a portfolio specific to the student's area of focus	Complete a field experience and document the experience in a portfolio specific to the student's area of focus	Complete a field experience and document the experience in a portfolio specific to the student's area of focus	Complete a field experience and document the experience in a portfolio specific to the student's area of focus	Complete a field experience and document the experience in a portfolio specific to the student's area of focus
<b>Portfolio</b>	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	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	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	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	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
<b>Additional Assessments</b>	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 we made to the honors diploma system, including the entire STEM, Arts, and Social Science and Civic Engagement Honors Diplomas

## Big Walnut High School Graduation Requirements

Big Walnut Local School District follows the graduation requirements set forth by the State of Ohio with no additional requirements.

Students who take American History or American Government as part of Advanced Placement, College Credit Plus or Credit Flexibility programs can use their scores from the programs' end-of-course exams in place of the state end-of-course exam scores to accumulate graduation points.

## Scheduling Courses

### Student Enrollment

To be considered as a fulltime student, a student must be enrolled in a minimum of five classes per semester. This does not include the following: Pep Band, Physical Education, Student Council, Student Aid, and Jazz Band.

### Athletic Eligibility

According to the guidelines for student athletic eligibility produced by the Ohio High School Athletic Association (OHSAA) and Big Walnut High School students must have both of the following requirements for the preceding grading period of the athletic season:

- Students must have passed a minimum of five (5) courses excluding PE, and any Education Options courses which may or may not count. Students should work closely with the School Counselor if taking courses through Educational Options and/or College Credit Plus.
- Big Walnut has the additional requirement of a weighted quarter GPA:
  - Freshmen 1.25 GPA
  - Sophomores 1.25 GPA
  - Juniors 1.50 GPA
  - Seniors 1.75 GPA

Students are responsible for communicating with their School Counselor when they intend to participate in athletics in order to ensure that they are eligible. Please see the OHSAA website for more information: <http://www.ohsaa.org/eligibility/default.asp>.

If a student is interested in playing a Division 1 or Division 2 collegiate sport, the student will need to become familiar with the NCAA eligibility rules and process. Information can be found [here](#). Students must share this desire to play collegiate sports with their school counselor to ensure eligibility.

NCAA requires students to take a minimum of 16 core classes (English, math, science, social studies, and world language) to be eligible.

Big Walnut offers a few core classes that are not cleared with NCAA and will therefore not count as part of the 16 required courses. They are listed below. All other core classes are NCAA cleared courses.

<b>BWHS Classes that are NOT NCAA approved</b>
<u>Math</u> : AGS (the combination of algebra, geometry, and statics) and all SLC Math 1-4 courses, Financial Literacy
<u>English</u> : all SLC English 1-4 classes, journalisms, Dramas, and yearbook
<u>Science</u> : all SLC Science 1-4 courses
<u>Social Studies</u> : all SLC Social Studies courses

### Early Release/ Late Start

*Pending application approval, seniors are eligible to request 2 periods off. Juniors can have one period off. Tardiness and attendance will be monitored and privileges revoked at the discretion of the Assistant Principal. All students MUST have 5 classes per semester.*

- Early Release/late start is a privilege available only to Junior and Senior students who fulfill the required academic, attendance, and disciplinary standards.

- Qualifying students may pre-register to have an Early Release/late start; however, other course requests take the first priority in developing schedules.
- Early Release/late start will NOT be added to a schedule until the signed Early Release Form is returned to the School Counseling Office.
- All students are to have 5 classes per semester.

## **Course Offerings**

The number of sections to be offered for a specific course will be determined by the number of students who pre-register for the course, as well as the availability of staff members who are licensed to teach it. Some courses that are offered may not be scheduled if the minimum enrollment for the course is not met.

## **School Fees**

There is a flat fee which includes the technology fees. In addition, students may be charged for supplemental items depending on course enrollment. Please review the district student fee information for details. Students will not be permitted to attend the Prom and/or graduation ceremony unless all school fees and obligations are paid. Students who are eligible for Free & Reduced Lunch must submit the *Free & Reduced - Price Meal Application* in order to be exempt from most school fees.

## **Honors & Advanced Placement (AP) Courses**

**Families of students who are interested in learning more about Honors & AP Courses are strongly encouraged to attend the Honors, AP, and College Credit Plus Information Meeting.**

- Students in AP courses are required to participate in the corresponding College Board AP test and are responsible for the cost of the test (students eligible for free/ reduced lunch program may have the cost of the test waived). The award of college credit is determined by the individual college or university.

## **Summer Assignments**

Many Honors & AP courses require summer work that counts for a grade in their first quarter courses. All summer school assignments will be coordinated by the assigned high school teacher. Failure to complete summer work will not automatically drop a student from an AP or Honors course.

## **Schedule Changes**

Schedules can be viewed in PowerSchool in August. Students may request changes until the Friday before the start of the school year. No teacher, lunch, or core academic change requests will be honored. Schedule changes for second semester courses must be made prior to winter break. Selective changes may be made the first week of school.

## **Dropping a Course**

A student has up to the end of the second full week of classes to drop the course with no grade repercussion to a study hall. All students must always have 5 classes. After this deadline the student will fail the class regardless of the grade average, unless an administrative committee grants an appeal. This process is initiated by the completion of the appropriate paperwork with the school counselor.

## **Changing from Honors to Non-Honors**

- The last day to change from an advanced course to its non-honors level equivalent will be June 1st.
- Only students who have earned a first semester average of an "F" will be permitted to go into the aligning non-honors course. The grade will carry with you. This is not an option for AP courses.

## **DACC Students changing from Full-Time to Half-Time (or vice-versa):**

A student at the DACC who wishes to return to the high school must make this decision by the second Friday of the semester. Otherwise the student must remain at the DACC until the start of the second semester. Grades earned during this time at the DACC will transfer back to the high school.

## Summer School

Summer school options are available by a variety of academic organizations. Students who intend to take a summer school class must inform their School Counselor by the last day of the school year to ensure that the chosen course will count for intended credit.

In order for a class to be removed from your schedule for a new class, the summer school transcript must be received by the BWHS Counseling Office no later than the week before the school year begins. Otherwise students will be placed in a study hall upon completion of the summer school course. **All transcripts can be submitted to the BWHS Counseling Office.**

## Educational Options

### Big Walnut Educational Options (BWEO)

Any student is eligible to be considered for alternative ways to earn credit toward graduation, but must meet the criteria of the conditions prescribed in order to earn credit. See your school counselor for registration or application information.

### Credit Flexibility

Credit flexibility provides students with an alternative method for earning high school credit outside of the traditional classroom. Recognizing that some students have advanced skills and/or special interests in particular content areas, Credit Flexibility provides a venue for demonstrating learning and proficiency — thus allowing students to earn credit and/or move into more advanced coursework, bypassing previous “seat time” requirements. The plan for the credit is developed by the student, the family and the school. The application will include an outline specifying major instructional activities and identifying materials, resources, faculty, and equipment needed to achieve instructional objectives.

*\*Application and approval process through BWEO Committee*

### Testing Out

The Testing Out option is an opportunity for students to test out of and receive credit for a course prior to taking it. This allows students who have mastered course content to accelerate through the curriculum at an individual pace. Students are able to “test out” of a course by passing locally- developed assessments, which may include both written and practical criteria. A course syllabus will be provided and testing date arranged if approved. *\*Application and approval process through BWEO Committee*

### College Credit Plus

College Credit Plus allows students to take a college course and earn college plus high school credit while in 7th-12th grades, on a full or part-time basis. The goal of this option is to promote rigorous academic pursuits and expose students to options beyond the high school classroom. Students may take college courses taught within the high school building by a high school instructor with postsecondary credentials, taught within the high school building by a postsecondary instructor, taught on the college campus, or a course taken online. Students choosing a course offered through a public college or university in Ohio will have tuition, fees, and books provided. Students choosing a course through a private college or university may be responsible for fees associated with the course. Students must complete applications and testing requirements. For additional information, please contact the College and Career Readiness Coordinator.

## Sample 15+ College Credit Plus Pathways

### Columbus State Community College

(Ohio public institution Pathway, transferable to any state institution)

<u>Course #</u>	<u>Course Name</u>	<u>Semester Credits</u>
BIOLOGY 1111	Intro to Biology*	4
ENGL 1100	Composition I*	3
HIST 1181	World Civ I*	3
MATH 1148	College Algebra*	4
PSY 1100	Intro to Psychology	3

\* = course taught at BWHS

### Sample CCCC 30+ Hour Pathway

**These pathways incorporate the Public Institution Pathway, listed above, and builds on it with the courses geared toward the named discipline.**

(Minimum of 15 credit hours in each specific track)

<u>Associate of Arts Pathway</u>		<u>Associate of Science</u>		<u>Associate Business Pathway</u>	
Course Name	CR	Course Name	CR	Course Name	CR
Comm 1105 Oral Communications	3	Biology 1113 General Biology	4	BMGT 1101 Principles of Business	3
English 2367 Composition II*	3	Chemistry 1171 General Chemistry	4	BMGT 1102 Interpersonal Skills	3
History 1182 World Civ. II*	3	English 2367 Composition II*	3	CSCI 1101 Computer Concepts & App.	3
Pols 1100 Introduction to Am. Gov't	3	Math 1149 Trigonometry*	4	ESSH 1101 Intro to Env Science, Safety & Health	3
Math 1149 Trigonometry*	4	<b>Total Credit Hours</b>	<b>15</b>	FMGT 1101 Personal Finance	3
<b>Total Credit Hours</b>	<b>16</b>			<b>Total Credit Hours</b>	<b>15</b>

# AREAS OF STUDY

## BWHS Campus CCP Course Descriptions

- Students are required to have a high school unweighted cumulative grade point average of 3.0+ AND complete an application to Columbus State Community College to take any of these CCP courses. In place of the cumulative 3.0+ GPA, one of the following is required:
  - Accuplacer: Reading 250+ AND Writing 5+
  - ACT: English 18+ AND Reading 22+
  - SAT: EB Reading & Writing 480+
- All CCP courses require an application to Columbus State Community College.
- All CCP courses are part of the Ohio Transfer Module and will seamlessly transfer to any state university and most private in state institutions.

### **Biology 1111, Introduction to Biology**

This is an introductory course in general biology for the non-major. Topics include cell structure and function, bioenergetics, DNA structure and function, biodiversity, ecology and evolution.

*Semester course  
4 hours of college credit  
1 high school credit*

#### **Additional requirement:**

**Minimum placement scores needed for entrance.**

Must have HS Biology or CSCC Biology 0100

### **English 2367, Composition II**

This course 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. Sections of this course are S-designated Service- Learning classes. Sections of this course are H-designated Honors classes.

*Semester course  
3 hours of college credit  
1 high school credit*

#### **Additional requirements for entrance.**

*Completion of English 1100 with a C or higher OR  
AP Language or Literature Score of 3+*

### **English 1100, Composition I**

This Course 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.

*Semester course  
3 hours of college credit  
1 high school credit*

### **History 1152, American History Since 1877**

This course covers a wide range of topics in modern American history from Reconstruction to the present time. It is an introduction to the study of history and to the political, economic, intellectual, and social themes that have shaped our present society.

\*\*\* This class has extensive college reading and writing requirements.

*Compare American History options here:*



*Semester course  
3 hours of college credit  
1 high school credit*

**History 1181, World Civilization I, Non-Western to 1500**

This course is a survey of non-Western Civilization to 1500. It serves as an introduction to the study of history and to the intellectual, social, and cultural values of the Far East, India, Middle East, Africa, and South America.

*Semester course*  
*3 hours of college credit*  
*1 high school credit*

**History 1182, World Civilization II, Non-Western since 1500**

This course is a survey of non-Western Civilization since 1500. It serves as an introduction to the study of history and to the intellectual, social, and cultural values of the Far East, India, Middle East, Africa, and South America.

*Semester course*  
*3 hours of college credit*  
*1 high school credit*

**Math 1148, College Algebra**

College Algebra 1148 is a course in the study of the elementary functions. The concept of function is developed from definition and notation through an analysis of the elementary functions: linear, quadratic, absolute value, reciprocal, square root, polynomial, rational, exponential, and logarithmic, as well as piecewise, composite and inverse functions. The analysis includes function behavior with an introduction to the concepts of continuity and limits, extrema, and zeros, as well as corresponding graphical characteristics. The topic of average rate of change of a function is included. Analytic techniques include the Rational Zeros Theorem, Intermediate Value Theorem, and Conjugate Pairs Theorem, as well as factoring and transformations. The course includes solving systems of nonlinear equations and partial fraction decomposition and concludes with an introduction to arithmetic and geometric sequences and partial sums. This course emphasizes the conceptual framework of the elementary functions and the quantitative reasoning to apply them.

**In addition to the 3.0+ high school unweighted cumulative GPA, students must earn one of the following assessment scores:**

*ALEKS: Math 54+*  
*ACT: Math 24+*  
*SAT: Math 570+*

**Math 1149, Trigonometry**

Trigonometry 1149 is a study of the trigonometric functions, vectors, and related applications. Topics include right triangle trigonometry; trigonometry of general angles; the unit circle; the graphs of the trigonometric functions; analytical trigonometry; inverse trigonometric functions; verifying identities; solving trigonometric equations; the Law of Sines; the Law of Cosines; applications of trigonometry; polar coordinates and the graphs of polar equations; geometric and algebraic vectors; vector applications; plane curves and parametric equations, trigonometric form of complex numbers, and DeMoivre's Theorem. The conic sections are defined and analyzed algebraically and graphically.

*Semester course*  
*4 hours of college credit*  
*1 high school credit*

**In addition to the 3.0+ high school unweighted cumulative GPA, students must earn one of the following assessment scores:**

*ALEKS: Math 54+*  
*ACT: Math 24+*  
*SAT: Math 570+*

**EDUCATION 2210 - Introduction to Education**

This course provides an introduction to the teaching profession. Candidates will learn how the historical, philosophical and sociological foundations of education as well as current cultural, economic and political forces impact schools through class discussion, inquiry, and field experiences. Focusing on understanding themselves, understanding their students, and understanding the teaching profession, candidates work in community and school settings and critically reflect on their values, experiences, and observations. Specifically, students will

**POLITICAL SCIENCE 1100 - Introduction to American Government**

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.

*Compare Government options here:*

<p>gain an understanding of educational policy and practice in preschool, elementary, middle and high school settings.</p> <p><i>Semester course</i>  <i>3 hours of college credit</i>  <i>1 high school elective credit</i></p>	<p><i>Grades: 11-12</i>  <i>Semester: 1</i>  <i>Credit: 1</i></p>
<p><b>POLITICAL SCIENCE 1200- Comparative Politics</b>  This course is designed as an introductory survey class for the student interested in the field of comparative politics. Students will analyze what comparative politics is; explore a theoretical framework that helps the student understand the basic principles found with comparative politics; and will study specific countries by analyzing their history, institutions, political culture, and economy.</p> <p><i>Semester course</i>  <i>3 hours of college credit</i>  <i>1 high school elective credit</i></p> <p><i>Prerequisites: American Government Credit (including AP Government or CCP Pols 1100)</i></p>	



## BWHS Course Descriptions 2024-2025

### English Language Arts

#### **English 9 (017)**

English 9 provides college-bound students with a yearlong study and development of literary, composition, and language skills. Studies in writing, language, and literature are integrated throughout the year. Compositions have varying lengths and diverse subject matter. Specific writing formats are part of the instruction. Students develop skills in drafting, editing, proofreading, and publishing the finished paper. Students study language for the improvement of their sentence structure and logic. Students complete a research paper and participate in debates, seminars, and presentations. This course strives to enhance students' enjoyment of reading as it broadens students' experiences in literature. Students read plays, poems, essays, short stories, novels, and non-fiction work.

*Grade Level: 9*

*Semesters: 2*

*Credit: 1*

#### **Honors English 9 (018)**

Honors English 9 provides college-bound students with an advanced yearlong study and development of literary, composition, and language skills. Studies in writing and diverse literature are the main focus throughout the year. Students are expected to already know how to edit, proofread, and draft a paper. This course will begin to fully develop a student's writing style and sense of voice. There will be many essays and timed writings over varied subject matter. This course is writing intensive. Students will also read plays, poems, essays, short stories, novels, and non-fiction work. Only students with strong writing and reading skills are recommended. Honors English 9 strives to push students with advanced reading and writing skills to their maximum potential. A summer assignment may be required.

*Grade Level: 9*

*Semesters: 2*

*Credit: 1*

*Course Requirement: Completion of Summer Assignment*

#### **English 10 (025)**

This year-long sophomore course is designed to build on the comprehension and composition skills of the student. Novels, short stories, drama, nonfiction texts/articles, and poetry are the focus for advancing the student's comprehension and analytical thinking skills. Composition skills are strengthened through writing experiences including journals, essays, and research writing. Grammar study and vocabulary round off the language arts experience in this class.


*Grade Level: 10*

*Semesters: 2*

*Credit: 1*

#### **Honors English 10 (026)**

Honors English 10 focuses on the development of academic reading, writing, listening, and speaking skills. Students develop their skills as critical thinkers, annotators, researchers, writers, effective listeners, and communicators through challenging, rigorous coursework. All students are required to participate in class discussions, collaborate with peers, provide evidence of critical thinking, and develop argumentative writing skills through repeated practice. Course assignments include frequent written assignments, both formal and informal, projects, and oral presentations for various purposes and audiences. All written responses to literature will emphasize creating arguable claims and supporting the arguments with strong textual evidence. Argumentative essays, including in-text citations, will be written for each core text in the course. Students must be willing to challenge themselves to think, communicate, and work at an advanced pace as materials are studied in greater depth in the honors classroom. Summer work may be required and includes reading and composition assignments designed to further enrich the course's core

	<p>themes. Students moving from CP English 9 to Honors English 10 are strongly encouraged to receive their teacher's recommendation and earn a solid A each quarter of their freshman English course. This transition will require additional practice and effort on the student's behalf for academic success.</p>  <p><i>Grade Level: 10</i>  <i>Semesters: 2</i>  <i>Credit: 1</i></p> <p><i>Course Requirement: Completion of Summer Assignment</i></p>
<p><b>American Literature &amp; Composition (034)</b>  Man's struggle with his own identity, priorities, and awareness of his role in the community of man will be explored through literature. Students will read, write, and discuss these issues in both small and large groups. They will examine their own opinions of the problems, characteristics, and positive and negative aspects of America and the struggles of her people. This course will challenge students to think critically about issues that faced Americans in earlier time periods and how those issues relate to 21st century Americans. In doing so, the students will experience some of the types of classroom learning experiences which they can expect to encounter in college courses. Research and composition will be integrated in this course.</p> <p><i>Grade Level: 11</i>  <i>Semesters: 2</i>  <i>Credit: 1</i></p>	<p><b>AP English Language &amp; Composition (058)</b>  This course, equivalent to college composition, focuses on argumentation and rhetoric. As is hinted at in the title of the course, analyzing the rhetorical strategies (the language) a writer uses to create a piece of writing is the main thrust of our studies. Readings will focus on essays, articles, and documentation. Students will engage in timed writing, analysis of writers' style and diction, and preparation for the AP Language and Composition test. Students may receive college credit and/or qualify for advanced standing upon entering college. Students will write a research paper using the MLA format. This is a weighted course and, as with all honors-level courses, summer reading will apply.</p> <p><i>Grade Level: 11-12</i>  <i>Semesters: 2</i>  <i>Credit: 1</i></p> <p><i>Course Requirement: Completion of Summer Assignment, Completion of AP exam</i></p>
<p><b>AP English Literature &amp; Composition</b>  AP Lit. is a college-level, introductory course in the reading and analysis of literature. This course asks students to think critically and independently, as well as complete more rigorous reading and writing assignments with the primary goal to become better readers, thinkers, and writers. In this class, students will examine literary works in their historical context and in relation to their own lives and experience. Together we will explore and evaluate literature for its quality while appreciating authors' artistry, getting to know a few literary works extremely well. This requires us to read and annotate actively to recognize and analyze figurative and rhetorical devices such as imagery, symbolism, and tone in diverse literary works. AP Lit. students are expected to work independently and to</p>	<p><b>English 12</b>  This course introduces students to writing real-world documents. Students will produce personal documents, such as resumes and cover letters, as well as business and consumer documents such as brochures, manuals, budgets, advertisements, etc. Additionally, students will develop public speaking and active listening skills, create individual and group presentations, and prepare for real-world speaking engagements.</p> <p><i>Grade Levels: 12</i>  <i>Semester: 1</i>  <i>Credit: ½</i></p>

<p>meet all required deadlines. Students will compose and revise analytical argumentative essays, focusing on understanding the relationship between form and function. Students will be asked to take risks as writers with individual interpretations and develop well-defined, supported arguments. The test students take in May is important, but will not be the sole focus of the class. Students may receive college credit and/or qualify for advanced standing upon entering college. As with all honors level courses, summer reading and assignments will apply.</p> <p><i>Grade 11-12</i>  <i>Semester: 2</i>  <i>Credit: 1</i></p> <p><i>Course Requirement: Summer Assignment, AP exam</i></p>	
<p><b>Contemporary Literature and Creative Writing</b></p> <p>Contemporary Literature and Creative Writing explores the literature of the twentieth century to the present. Emphasis is placed on analysis of modern text and structure. Students will also be introduced to many of the processes and techniques of creative writing across multiple genres, developing their own poems, stories, and creative essays. Contemporary issues and mature language may be encountered in the reading. Class readings will expose students to various writing styles, and provide examples of the successes and strategies of other writers across many different formats and genres. Students will also learn some of the basics of work-shopping their pieces, including how to respond to writing in different genres, and aspects of reading and discussing texts as both a writer and consumer.</p> <p><i>Grade Levels: 12</i>  <i>Semester: 1</i>  <i>Credit: ½</i></p>	<p><b>Advanced Contemporary Literature and Creative Writing</b></p> <p>This semester course will build on the foundations of the Contemporary Literature &amp; Creative Writing (I) course with an increased focus on students honing their distinct authorial voices within a focused genre and writing in multiple modes. The course will utilize a collaborative workshop format and approach literature and composition as fine arts. Student choice and personalization in reading material and writing assignments will be emphasized. Students will draw on books and novel excerpts as well as short fiction and poetry published in the last twenty years for writing inspiration and deep reading instruction. Throughout the semester, we'll take a deeper dive into foundational narrative writing skills such as imagery, figurative language, characterization, dialogue, plot sequencing, theme development, and more.</p> <p><i>Grade Levels: 12</i>  <i>Semester: 2</i>  <i>Credit: ½</i></p> <p>Suggested Prerequisite: 70% or better grade on Contemporary Literature &amp; Creative Writing (I), AP Literature &amp; Composition, AP Language &amp; Composition, or CCP Composition I.</p>
<p><b>Dystopian Literature</b></p> <p>What is happening in postmodern society that young readers are reading books based on fear, loss, and the will to survive against all odds? This class will focus on answering that question—we'll track the emergence of the modern dystopian novel, and we'll talk about governments, war, freedoms, fears, culture, the apocalypse, modern society, and many other ideas that may give us a foothold into this complex topic.</p>	<p><b>Tales of Terror: Horror and Suspense Literature</b></p> <p>This is a course about things that go bump in the night. The course will ask students to examine a number of different texts from novels and stories to poetry and essays that examine the genre of horror and suspense literature. From the Gothics to Stephen King, we will explore how writers have used tales of terror to reflect on the human condition.</p> <p><i>Grade Levels: 12</i></p>

<p>Students will be expected to complete extensive reading as well as write and present on various topics.</p> <p><i>Grade Levels: 12</i>  <i>Semester: 1</i>  <i>Credit: ½</i></p>	<p><i>Semester: 1</i>  <i>Credit: ½</i></p>
<p><b>English 1100, Composition I</b>  This Course 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.</p> <p><i>Semester course</i>  <i>3 hours of college credit</i>  <i>1 high school credit</i></p>	<p><b>English 2367, Composition II</b>  This course 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. Sections of this course are S-designated Service- Learning classes. Sections of this course are H-designated Honors classes.</p> <p><i>Semester course</i>  <i>3 hours of college credit</i>  <i>1 high school credit</i></p> <p><b>Additional requirements for entrance.</b>  <i>Completion of English 1100 with a C or higher OR AP Language or Literature Score of 3+</i></p>
<p><b>English 1 (004)</b>  This course aligns with the standards and curriculum of English 9.</p> <p><i>Grade Level: 9</i>  <i>Semesters: 2</i>  <i>Credit: 1</i>  <i>Prerequisite: Recommendation from intervention specialist</i></p>	<p><b>English 2 (014)</b>  This course aligns with the standards and curriculum of English 10.</p> <p><i>Grade Level: 10</i>  <i>Semesters: 2</i>  <i>Credit: 1</i>  <i>Prerequisite: Recommendation from intervention specialist</i></p>
<p><b>English 3 (016)</b>  This course aligns with the standards and curriculum of English 11.</p> <p><i>Grade Level: 11</i>  <i>Semesters: 2</i>  <i>Credit: 1</i>  <i>Prerequisite: Recommendation from intervention specialist</i></p>	<p><b>English 4 (015)</b>  This course aligns with the standards and curriculum of English 12.</p> <p><i>Grade Level: 12</i>  <i>Semesters: 2</i>  <i>Credit: 1</i>  <i>Prerequisite: Recommendation from intervention specialist</i></p>
<p><b>English Electives</b>  <i>Please Note: These are electives that are taught by English teachers. They are not for English credit.</i></p>	
<p><b>Introduction to Journalism (052)</b>  Journalism is an elective class that focuses on all aspects of journalism in today's society. Students will become working journalists, writing newspaper stories, conducting</p>	<p><b>Journalism II :News Production (NWP)</b>  Journalism II is an elective course in which students will build on the knowledge and skills learned in Intro to Journalism to produce and publish Big Walnut High</p>

<p>interviews, writing, reporting and publishing their work. Class is a stepping stone to Yearbook. Film, podcasts, digital news and all aspects of new forms of journalistic media, including internet modes and other technological advances will be addressed.</p> <p><i>Grade Levels: 9-12</i>  <i>Semester: 1</i>  <i>Credit: ½</i></p>	<p>School's quarterly student newspaper, <i>Rage Page</i>. Students will become working journalists as they maintain a self-supporting newsroom in which students will be assigned a staff role and work collaboratively to create content for publication, sell advertisements, layout news spreads, and interview sources throughout the community. A position on the newspaper staff is a big responsibility and will require time, effort, and dedication from all staff in order to produce a high quality publication.</p> <p><i>Grade Levels: 9-12</i>  <i>Semester: 2</i>  <i>Credit: 1</i>  <i>Suggested Prerequisite: B- or higher in Journalism 1: Introduction to Journalism</i></p>
<p><b>Yearbook Journalism (774)</b>  The goal of yearbook class is to publish a quality, well-designed, inclusive book recording the events of the Big Walnut High School community during the course of the school year. A position on the yearbook staff is a big responsibility and will require time, effort and dedication from all staff members. Skill and/or aptitude in writing, design, or photography is desired and will be improved throughout the year. Participation in the student-produced yearbook affords all members more freedom than the majority of classes. This also demands a higher amount of responsibility and degree of maturity on behalf of the staff member. This class does NOT count as an English credit.</p> <p><i>Grade Levels: 10-12</i>  <i>Semesters: 2</i>  <i>Credit: 1</i>  <i>Prerequisite: Introduction to Journalism</i></p>	<p><b>English Connections</b>  Prerequisite: Recommendation from the Intervention Specialist</p> <p>English Connections is an English based study hall where students complete individualized assignments related to English 1, 2, 3, and 4 along with additional assignments focused on reading comprehension, writing mechanics, grammar, and vocabulary.</p> <p><i>Semester: 2</i>  <i>Credit: 1</i></p>
<p><b>England Travel Experience</b>  <i>(Educational Option – outside of school day)</i>  Those students who travel with the English Department have the opportunity to earn credit for their experience abroad through their trip preparation, participation, research papers, travel log, and follow-up project. All students will receive an instructional plan with guidelines when signing up for the program. This is an elective credit.  <i>*Those students independently traveling abroad with groups led by adults other than Big Walnut faculty must apply for Flex Credit through the Flex Credit committee.</i></p> <p><i>Credit: 1</i></p>	

## Mathematics

**Please Note: Course Requirements for ALL Math courses will require a TI-84 or the Silver (family).**

<p><b>AGS: Introduction to Algebra, Geometry and Statistics (329)</b></p> <p>This course includes content that will prepare students for Algebra I, along with introductory geometry and statistics information. This includes solving equations and inequalities, graphing linear functions, operations with polynomials, factoring and solving quadratic equations, and simplifying radicals. The geometry and statistics content includes data analysis and probability, polygons, circles, angle measures, and three- dimensional figures.</p> <p>Semesters: 2 Credits: 1</p>	<p><b>Algebra I (311)</b></p> <p>This is the initial college-preparatory course in mathematics. It moves at a steady pace and requires a strong background in integers, rationals, solving equations, and graphing. New topics include: the real number system, laws of exponents, functions, absolute value equations, inequalities, factoring, quadratic equations, and radicals. There is a state end of course exam for this course.</p> <p><i>Semesters: 2 Credits: 1</i></p>
<p><b>Geometry (333)</b></p> <p>This course is the second in the college preparatory series and it integrates Algebra topics with Geometry concepts. Algebra topics include: linear and quadratic equations, linear systems, and irrational numbers. Geometry topics include: inductive and deductive reasoning, congruence, transformations, similarity, perpendicularity, parallelism, quadrilaterals, triangles, trigonometry, circles, 2D, 3D, relationships, surface areas, volumes and coordinate geometry. There is a state end of course exam for this course.</p> <p><i>Semesters: 2 Credit: 1</i></p> <p><i>Prerequisite: Algebra I and need a protractor and compass.</i></p>	<p><b>Honors Geometry (GEOMA)</b></p> <p>This weighted course is the second in a college preparatory series and it integrates Algebra topics with Geometry concepts and moves at a rigorous pace. Beyond the standard Geometry curriculum above, students will investigate analytic trigonometry, theorems about circles, advanced volume concepts, transformations, logic, and probability concepts related to geometry. Extra emphasis is placed on critical thinking, problem solving and the use of technology. Students will examine more complex situations and deepen their explanations of geometric relationships. This course is designed for students who intend to pursue the advanced math course path such as Honors Algebra II, Pre-Calculus, or Calculus. There is a state end of course exam for this course.</p> <p><i>Semesters: 2 Credit: 1</i></p> <p><i>Prerequisite: Alg I</i></p>
<p><b>Algebra II (334)</b></p> <p>This course is the third in the college preparatory series and continues to build on the Algebra and Geometry topics. Concepts include: inequalities, systems, linear functions, quadratic functions, rational expressions and equations, complex numbers, exponentials and logarithms. Graphing technology will be incorporated to analyze graphs and to connect mathematics to real world data. This course meets the Ohio Department of Education mandatory Algebra 2 graduation requirement. This course does not allow entrance into Pre-Calculus</p>	<p><b>Honors Algebra II (330)</b></p> <p>This weighted course is the third in the college preparatory series and continues to build on the Algebra and Geometry topics and moves at a rigorous pace. New concepts include: inequalities, systems and matrices, rational expressions and equations, complex numbers, polynomial functions, conic sections, exponentials and logarithms. Extra emphasis is placed on critical thinking, problem solving, and the use of technology. This course meets the Ohio Department of Education mandatory Algebra 2 graduation requirement. This course is designed</p>

<p>Honors.</p> <p><i>Semesters: 2</i> <i>Credit: 1</i></p> <p><i>Prerequisite: Geometry, preferably Honors Geometry</i></p>	<p>for students who intend to continue to Precalculus and Calculus.</p> <p><i>Semesters: 2</i> <i>Credit: 1</i></p> <p><i>Prerequisite: Geometry, preferably Honors Geometry</i></p>
<p><b>Algebra II CORE (332)</b> Functions and data will be used to teach the CORE Algebra II topics including factoring, solving equations, polynomial arithmetic, systems and properties of equations and inequalities, definitions, absolute value, slope, laws of exponents, exponentials and logarithms, etc. Graphing technology will be incorporated to analyze graphs and to connect mathematics to real world data. This course meets the Ohio Department of Education mandatory Algebra 2 graduation requirement.</p> <p><i>Semesters: 2</i> <i>Credit: 1</i></p> <p><i>Prerequisite: Geometry (Seniors only)</i></p>	<p><b>Financial Literacy:</b> Using project-based instruction and real-world situations this course will give students the knowledge and general understanding of all key aspects of personal finances necessary to be successful now and throughout their adult lives. The structure of this class will reflect real-world situations as closely as possible. This course meets the Ohio Department of Education mandatory Algebra 2 graduation requirement. Does not meet NCAA math requirements.</p> <p><i>Semesters: 1</i> <i>Credit: .5</i></p> <p><i>Prerequisite: Algebra 2</i></p>
<p><b>Statistics 1</b> This is a one semester introductory course in statistics designed to provide students with the basic concepts of data gathering, statistical analysis, and computing. Topics covered include basic descriptive measures, measures of association, designing experiments, collecting data, and probability.</p> <p><i>Semesters: 1</i> <i>Credit: .5</i></p> <p><i>Prerequisite: Algebra 2</i></p>	<p><b>Statistics 2</b> This is a one semester introductory course in statistics designed to provide students with the basic concepts of probability, data analysis and inference. Topics covered include probability theory, and confidence intervals. The main objective is to provide students with pragmatic tools for assessing statistical claims and conducting their own statistical analyses.</p> <p><i>Semesters: 1</i> <i>Credit: .5</i></p> <p><i>Prerequisite: Statistics 1</i></p>
<p><b>Algebra &amp; Functions</b> This course is designed to follow Algebra II with a focus on functions. New concepts include statistical analysis and higher level probability, conics, personal finance as related to exponential functions. The course will also include a deeper analysis of polynomials, rational and radical equations and inequalities and logarithmic functions.</p> <p><i>Semesters: 1</i> <i>Credit: .5</i></p> <p><i>Prerequisite: Algebra II</i></p>	<p><b>Trigonometry</b> This course is designed to follow Algebra II with a focus on trigonometry. New concepts include oblique trigonometry, trigonometry using the unit circle, graphing trigonometric functions, vectors, and parametric equations.</p> <p><i>Semesters: 1</i> <i>Credit: .5</i></p> <p><i>Prerequisite: Algebra II</i></p>

**Honors Pre-Calculus (342)**

This is a weighted preparatory course for Calculus or advanced mathematics students. Completion of this course will prepare students to take Calculus either at the high school or college level. This class will include a deeper analysis of polynomial and rational functions, exponential and logarithmic functions, and graphing by transformations. New topics include trigonometry and periodic functions, polar coordinates and graphs, vectors and matrices, functions, sequences and series, and parametric equations.

*Semesters: 2*

*Credit: 1*

*Prerequisite: Honors Algebra II*

**AP Statistics (STAT)**

AP Statistics involves the study of four main areas: exploratory analysis, planning a study, probability, and statistical inference. According to the College Board, any student entering this course is expected to have a strong background in the graphical and algebraic concepts of linear, quadratic, exponential and logarithmic functions, as well as strong quantitative reasoning ability. In contrast to many other math courses, this course requires reading of the textbook. This course is taught as an activity-based course in which students actively construct their own understanding of the concepts and techniques of statistics.

*Semesters: 2*

*Credit: 1*

*Prerequisite: Algebra II*

*Course Requirement: Completion of the AP Statistics Exam*

**AP Calculus AB (346)**

This is a weighted course designed for advanced mathematics students in which the National Advanced Placement Exam determines the curriculum. Completion of the course may allow students to earn college credit based on their score on the National AP AB Exam. The expectation is that all students pay the test fee and take the National AP Exam. Topics include limits, derivatives of polynomials, logarithmic, exponential and transcendental functions, implicit differentiation, integrals, and volume and surface area of solids of revolution.

*Semesters: 2*

*Credit: 1*

*Prerequisite: Honors Pre-Calculus*

*Course Requirement: Completion of the AP Calculus Exam*

**AP Calculus BC (CALCBC)**

AP Calculus BC is a course in single-variable calculus that includes a review of AP Calculus AB (techniques and applications of the derivative, techniques and applications of the definite integral and the Fundamental Theorem of Calculus) plus additional topics in differential and integral calculus (including parametric, polar and vector functions) and series. Algebraic, numerical and graphical representations are emphasized throughout the course. AP Calculus BC is an extension of AP Calculus AB rather than an enhancement; common topics require a similar depth of understanding.

*Semesters: 2*

*Credit: 1*

*Prerequisite: AP Calculus AB*

*Course Requirement: Completion of the AP Calculus Exam*

<p><b>Math 1148, College Algebra</b>  College Algebra 1148 is a course in the study of the elementary functions. The concept of function is developed from definition and notation through an analysis of the elementary functions: linear, quadratic, absolute value, reciprocal, square root, polynomial, rational, exponential, and logarithmic, as well as piecewise, composite and inverse functions. The analysis includes function behavior with an introduction to the concepts of continuity and limits, extrema, and zeros, as well as corresponding graphical characteristics. The topic of average rate of change of a function is included. Analytic techniques include the Rational Zeros Theorem, Intermediate Value Theorem, and Conjugate Pairs Theorem, as well as factoring and transformations. The course includes solving systems of nonlinear equations and partial fraction decomposition and concludes with an introduction to arithmetic and geometric sequences and partial sums. This course emphasizes the conceptual framework of the elementary functions and the quantitative reasoning to apply them.</p> <p><b>In addition to the 3.0+ high school unweighted cumulative GPA, students must earn one of the following assessment scores:</b>  <i>ALEKS: Math 54+</i>  <i>ACT: Math 24+</i>  <i>SAT: Math 570+</i></p>	<p><b>Math 1149, Trigonometry</b>  Trigonometry 1149 is a study of the trigonometric functions, vectors, and related applications. Topics include right triangle trigonometry; trigonometry of general angles; the unit circle; the graphs of the trigonometric functions; analytical trigonometry; inverse trigonometric functions; verifying identities; solving trigonometric equations; the Law of Sines; the Law of Cosines; applications of trigonometry; polar coordinates and the graphs of polar equations; geometric and algebraic vectors; vector applications; plane curves and parametric equations, trigonometric form of complex numbers, and DeMoivre's Theorem. The conic sections are defined and analyzed algebraically and graphically.</p> <p><i>Semester course</i>  <i>4 hours of college credit</i>  <i>1 high school credit</i></p> <p><b>In addition to the 3.0+ high school unweighted cumulative GPA, students must earn one of the following assessment scores:</b>  <i>ALEKS: Math 54+</i>  <i>ACT: Math 24+</i>  <i>SAT: Math 570+</i></p>
<p><b>Math 1 (304)</b>  Math 1 is designed to give students a foundation in algebraic skills. Students will explore algebraic expressions, solve equations, solve and graph inequalities, as well as learn about ratios, rates, proportions, and percentages.</p> <p><i>Semesters: 2</i>  <i>Credit: 1</i></p> <p><i>Prerequisite: Recommendation from intervention specialist</i></p>	<p><b>Math 2 (306)</b>  Students will expand their knowledge of algebraic concepts and build on the skills they learned in Math 1. Students will continue to work to solve more complex equations and inequalities while also learning how to graph linear equations and inequalities. Students will also learn about the various operations using polynomials as well as factoring, systems of equations, and functions.</p> <p><i>Semesters: 2</i>  <i>Credit: 1</i></p> <p><i>Prerequisite: Recommendation from intervention specialist</i></p>
<p><b>Math 3 (315)</b>  Students will study geometric concepts, including area, volume, surface area, circles, triangles, angles, and transformations. Students will apply algebraic skills, such as solving equations, to geometric concepts in order to solve for variables.</p> <p><i>Semesters: 2</i>  <i>Credit: 1</i></p> <p><i>Prerequisite: Recommendation from intervention specialist</i></p>	<p><b>Math 4 (316)</b>  Students will learn principles of personal finance, such as calculating employment earnings, budgeting, checking and savings accounts, taxes, and credit cards. Students will apply concepts to real-world situations and gain an understanding of the basic principles of money management.</p> <p><i>Semesters: 2</i>  <i>Credit: 1</i></p> <p><i>Prerequisite: Recommendation from intervention specialist</i></p>

## Science



<p><b>Physical Science (214)</b>  This course is a survey of chemical concepts, force, motion, and energy. Topics include fundamental science concepts and skills, atomic structure, composition of matter, periodic table, elemental properties, nuclear chemistry, motion, forces, energy, solar system genesis. This course stresses how science and technology act together and demonstrates the effect on our daily lives.</p> <p><i>Grade: 9</i>  <i>Semesters: 2</i>  <i>Credit: 1</i></p>	<p><b>Biology (220)</b>  Botany and Zoology have been combined into a one-year course that deals with the study of living organisms and their relationship with their environment. This course is intended to be a general introduction that includes such areas as cell biology, genetics, zoology, and ecology. This course not only teaches the fundamentals of science, but also works to create a life-long interest in helping to preserve the beauty of nature. All Biology students take the EOC which counts toward graduation the requirement. This course addresses the EOC standards. All biology students take the EOC exam which counts towards graduation.</p> <p><i>Suggested prerequisite: 9th graders should have completed Algebra I</i></p> <p><i>Grades 9 and 10</i>  <i>Semesters 2</i>  <i>Credit: 1</i></p>
<p><b>Honors Biology (222)</b>  Botany and Zoology have been combined into a one year course that deals with the study of living organisms and their relationship with their environment. This weighted course is accelerated and intended to be an in depth introduction that includes such areas as cell biology, genetics, zoology, and ecology. Laboratory experiences are a priority. This course is designed for the student with a strong interest in biological science and who has been very successful in previous science courses. All biology students take the EOC exam which counts towards graduation.</p> <p><i>Suggested prerequisites: Strongly recommended to have earned a "B" or higher in physical science or 8th grade science. Grade 9 students should have completed Algebra 1.</i></p> <p><i>Grades: 9-10</i>  <i>Semesters: 2</i>  <i>Credit: 1</i></p>	<p><b>Chemistry (232)</b>  Chemistry 232 is a General Chemistry course for the college bound student. The course is designed to be a first year course. The instructional approach is a combination of exploratory activities, lectures, labs, and projects. This course studies the properties and reactions of matter. Due to the physical science side of this course it is strongly encouraged that students are currently enrolled in Algebra II or above.</p> <p><i>Grades: 10-12</i>  <i>Semesters: 2</i>  <i>Credit: 1</i></p> <p><i>Suggested: Geometry, Biology (may be taken concurrently)</i></p> <p><i>Course Requirement: Calculator</i></p>
<p><b>Honors Chemistry (233)</b>  Honors Chemistry is a first year chemistry course that is weighted. The course is intended for the serious science student who plans to take AP Chemistry/or Chemistry at the college level. In-class work will consist of guided</p>	<p><b>AP Chemistry (235)</b>  <i>*Fee required</i>  This course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. For some students this course</p>

<p>inquiry labs, hands-on activities, projects and problem sets. Due to the mathematical side of this course the student must demonstrate a solid algebra foundation.</p> <p><i>Grades: 10-12</i>  <i>Semesters: 2</i>  <i>Credit: 1</i></p> <p>Suggested prerequisites: <i>Completion of or currently enrolled in Algebra II</i>  <i>Prerequisites: Biology</i>  <i>Course Requirement: Scientific Calculator</i></p>	<p>enables them to undertake, in their freshman year, second-year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. Since many of the labs are guided inquiry, students will be expected to design their own procedures and will occasionally conduct experiments outside of class time. Strong math and problem solving skills are encouraged. Students will also be expected to watch instructional videos and read the e-textbook outside of class. The AP Chemistry test will be a requirement of the course. Summer work will be required.</p> <p><i>Grades: 11-12</i>  <i>Semesters: 2</i>  <i>Credit: 1</i></p> <p>Suggested prerequisites: <i>Chemistry Honors</i>  <i>Course Requirement: Must complete summer assignment, TI 84+ or 84+ Silver calculator and reliable access to internet.</i></p>
<p><b>Honors Anatomy and Physiology (251)</b>  Honors Anatomy and Physiology covers anatomy with an emphasis in human physiology. The twelve systems of the human body are covered in depth so that students understand the complex interactions and intricacies of the body.</p> <p>This course was designed with students interested in health and life science related careers in mind such as becoming a physician, nurse, physical therapist, occupational therapist, sports medicine doctor, etc.</p> <p>Laboratories will be devoted to gross and microscopic anatomy and physicochemical processes. There will be dissections, use of simulations, lab demonstrations, pathologies and activities that require students to use mathematical and computational thinking, asking and defining problems, developing and using models, analyzing and interpreting data, construct explanations and design solutions, engage in argument from evidence, and obtain, evaluate, communicate information.</p> <p>Suggested prerequisites: <i>Biology</i></p> <p><i>Grades: 10-12</i>  <i>Semesters: 2</i>  <i>Credit: 1</i></p>	<p><b>Physics (241)</b>  Physics is the science that deals with energy. This covers such areas as motion, mechanics, heat, sound, light and electricity. Emphasis will be on lab design, data collection and data interpretation. Due to the extent math is used in this course, the student is required to have completed Algebra I and it is suggested to have completed Algebra II with a C or higher.</p> <p><i>Grades: 10-12</i>  <i>Semesters: 2</i>  <i>Credit: 1</i></p> <p>Suggested prerequisites: <i>Required to have completed Algebra I and suggested to have completed Algebra II with a C or higher</i></p>
<p><b>Honors Physics (244)</b>  Physics is the science that deals with energy. This covers such areas as motion, mechanics, heat, sound, light and electricity. Emphasis will be on lab design, data collection and data interpretation. Due to the extent math is used in</p>	<p><b>Environmental Science (254)</b>  Environmental Science is the study of how humans have impacted the environment. Throughout the course, students will look at ways in which both natural and man</p>

<p>this course, the student is required to have completed Pre-Calculus..</p> <p><i>Grades: 10-12</i>  <i>Semesters: 2</i>  <i>Credit: 1</i></p> <p>Suggested prerequisites: <i>Completed Pre-Calculus with a B</i></p>	<p>made processes have changed the environment, and will then explore ways that these environmental problems can be solved. Topics will include sustainability and sustainable development, natural resource management, alternative energy sources, endangered and invasive species, human population control, climate change and stream and soil quality testing. Students will be asked to complete many hands-on projects and activities, and will look to become environmentally conscious citizens that think about how their actions can impact the earth in both a negative and positive way.</p> <p><i>Grades: 11-12</i>  <i>Semesters: 2</i>  <i>Credit: 1</i></p> <p>Suggested prerequisites: <i>Two years of Science (both Physical and Biological)</i></p>
<p><b>AP Environmental Science (253)</b>  <i>*Fee required</i>          Unlike most other introductory-level college science courses, environmental science is offered from a wide variety of departments, including geology, biology, environmental studies, environmental science, chemistry and geography. Depending on the department offering the course, different emphases are placed on various topics. Some courses are rigorous science courses that stress scientific principles and analysis and that often include a laboratory component; other courses emphasize the study of environmental issues from a sociological or political perspective rather than a scientific one. The AP Environmental Science course has been developed to be most like the former; as such, it is intended to enable students to undertake, as first-year college students, a more advanced study of topics in environmental science or, alternatively, to fulfill a basic requirement for laboratory science and thus free time for taking other courses.</p> <p><i>Grades: 10-12</i>  <i>Semesters: 2</i>  <i>Credit: 1</i></p> <p>Suggested prerequisites: <i>Biology; Algebra II</i></p>	<p><b>Introduction to Forensic Science</b>          Forensic Science is "how science helps solve crimes". In this exciting, hands-on course, students will learn how different types of evidence are analyzed, the procedures for processing a crime scene, and how scientific principles are applied to legal matters. An Introduction to Forensic Science will cover a variety of topics at a basic level. In the fall semester topics covered include those of an "inorganic" nature such as observational skills, careers in forensics and related fields, history of forensic science and criminalistics, crime scene processing, tool mark analysis, fibers and hair analysis, chromatography, and fingerprinting. Spring semester topics will be of an "organic" or biological nature such as blood typing, DNA analysis, forensic pathology, botany, soils, and entomology. A highlight of spring semester includes a crime investigation project where student teams will work to solve a case on campus using their science and forensic skills. This introductory non-math based course is a great alternative to Chemistry and Physics. In addition, this is a great opportunity for students who have an interest in pursuing a career in Forensic Science.</p> <p>Suggested prerequisites: <i>Physical Science and Biology</i>  <i>Grades: 11-12</i>  <i>Semesters: 2</i>  <i>Credit: 1</i></p>
<p><b>Marine Biology</b>          This course will study the branch of biology that investigates marine sciences, which involves the study of animals and plants that live in oceans and along shorelines and how they interact with the environment. Geological and ecological principles of the ocean will also be explored. Human impact on marine habitats and</p>	<p><b>Biology 1111, Introduction to Biology</b>          This is an introductory course in general biology for the non-major. Topics include cell structure and function, bioenergetics, DNA structure and function, biodiversity, ecology and evolution.</p> <p><i>Semester course</i></p>

<p>organisms will be investigated.</p> <p><i>Grades:</i> 11-12  <i>Semesters:</i> 2  <i>Credit:</i> 1</p> <p>Suggested prerequisites: Physical Science, Biology</p>	<p><i>4 hours of college credit</i>  <i>1 high school credit</i></p> <p><b>Additional requirement:</b>  <b>Minimum placement scores needed for entrance.</b>  Must have HS Biology or CSCC Biology 0100</p>
<p><b>Science 1, 2, or 3</b>  <b>Prerequisite: Recommendation from the intervention specialist</b>  This course aligns with the standards and curriculum for Physical Science, Biology, and Environmental Science. The course cycles every 3 years.</p>	

## Social Studies

<p><b>Global Studies (134)</b>  This course is designed to provide a comprehensive overview of modern world history from 1750 to the present. General concepts that will be covered are basic geography skills, historical thinking skills, economic systems, and different forms of government. Specific historic time periods that will be covered are the Enlightenment, French Revolution, Industrialization, Imperialism, World War I and II, and the Cold War. The course will also focus on other continuing issues like worldwide independence movements, genocide, contemporary world conflicts, and will conclude with a discussion of globalization and how the world has become more interdependent.</p> <p>Compare Global Studies options here:</p>  <p>Grade: 9  <i>Semester:</i> 2  <i>Credit:</i> 1</p>	<p><b>Honors Global Studies I (134)</b>  This course is designed to provide a comprehensive overview of modern world history from 1750 to the present. Students will learn historical thinking skills, various economic systems and government systems as well as historical time periods from the Enlightenment, French Revolution, Industrialization, Imperialism, WWI and WWII and the Cold War. The course will also focus on other continuing issues like worldwide independence movements, genocide, contemporary world conflicts, and will conclude with a discussion of globalization and how the world has become more interdependent. Students will investigate complex primary sources and perform higher level historical reasoning. This course will help prepare students with the higher level skills needed to be successful in AP U.S. History or CCP History 1152.</p> <p>Compare Global Studies options here:</p>  <p>Grade: 9  Semester: 2  Credit: 1</p>
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### **American History (AMHIS)**

This course helps students understand the development of our nation beginning with an investigation of our nation's founding documents and how they continue to shape our nation today. Historic topics in American History begin with the rapid industrial growth following the Civil War and end with current issues in post-Cold War America. Students will also continue to develop historical thinking skills like evaluating the credibility of sources and developing historical arguments based on evidence in order to become more informed citizens. This course fulfills the American History credit required for graduation.

*Compare American History options here:*



**Grade:** 10  
**Semesters:** 2  
**Credit:** 1

### **AP U.S. History (140)**

*\*Fee Required*

The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history from Pre-Columbian societies to the Post-Cold War Era. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. Students will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. This course fulfills the American History credit required for graduation.

*Compare American History options here:*



**Grades:** 10-12  
**Semesters:** 2  
**Credit:** 1

*Course Requirement: AP US History Exam*

### **Psychology (151)**

Psychology is the study of behavior and mental processes. This course provides an introduction to the discipline of psychology with an overview of several different areas of study. The course will begin with an overview of the history of psychology and the various areas of study in psychology today. Units will then include research methodology, biology of the brain, sensation and perception, states of consciousness and memory. By studying psychology, students will develop a more complete understanding of themselves.

**Grades:** 11-12  
**Semester:** 1  
**Credit:** .5

### **Psychology II**

Psychology II is an extension of Psychology. Students will continue to study human behavior and mental processes by looking at additional areas of study that were not covered during Psychology. These topics include development, learning, motivation, personality, social psychology and abnormal psychology and treatment. Students must take Psychology before enrolling in Psychology 2.

*Compare course content for AP Psychology vs Psychology:*



**Grades:** 11-12  
**Semester:** 1  
**Credit:** .5

### **AP Psychology (153)**

*\*Fee Required*

AP Psychology is a course designed to mirror a

### **Sociology (152)**

This course presents a study of people as they relate to others. Areas of focus include culture, mores, family,

college-level introductory psychology course. The primary aim is to prepare students to take the nationally administered Advanced Placement exam in May. Based on their performance on this test, students may be eligible to earn college credit. The course follows fourteen different units, including research methodology, development, sensation and perception, learning, memory, abnormal psychology and others. This course is open to any junior or senior.

Compare course content for AP Psychology vs Psychology:



**Grades:** 11-12  
**Semesters:** 2  
**Credit:** 1

**Course Requirement:** AP Psychology Exam

socialization, social problems, modern trends in societies, different types of societies, and problems of urbanization and mass living. Some emphasis will be placed on the various facets of U.S. society. Periodically the class will participate in group activities. This is also a college preparatory course and research is encouraged.

**Grades:** 10-12  
**Semester:** 1  
**Credit:** ½

### **American Government (141)**

The aims of American Government are to give the student a thorough knowledge and understanding of the principles and ideals of our government. It includes origins, development, organization, powers, and actual working of our government. This course fulfills the Government requirement for graduation.

Compare Government options here:



**Grade:** 11-12  
**Semester:** 1  
**Credit:** ½

### **AP Government and Politics (143)**

*\*Fee required*

This course is designed to prepare students for the AP Test in American Government and Politics. Areas to be covered include; the political background of the U.S., basic beliefs and behaviors within our system of government, media influences on politics, the structure of the U.S. government, various institutions such as Congress, the courts, political parties, and Civil Liberties and public policies both historic and current. This course fulfills the Government requirement for graduation.

Compare Government options here:



**Grade:** 11-12  
**Semesters:** 2  
**Credit:** 1



**Course Requirement:** AP Government and Politics Exam

### **Economic Principles & Personal Finance (142)**

Economics is an essential course of study for today's students. The goal of this course is to teach relevance as well as the understanding of basic economic principles. While an understanding of the why and what of economics is a starting point, the course will especially look into the following—how markets operate, United States business in a practical application, income buying, credit insurance, savings, the Federal Reserve, and international economic

### **POLITICAL SCIENCE 1100 - Introduction to American Government**

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.

<p>interdependence. The course will deal with the classical theories of economics and fulfills the Financial Literacy requirement for graduation.</p> <p><i>Grades: 11-12</i>  <i>Semester: 1</i>  <i>Credit: ½</i></p>	<p><i>Compare Government options here:</i></p>  <p><i>Grades: 11-12</i>  <i>Semester: 1</i>  <i>Credit: 1</i></p>
<p><b>History 1152, American History Since 1877</b>  This course covers a wide range of topics in modern American history from Reconstruction to the present time. It is an introduction to the study of history and to the political, economic, intellectual, and social themes that have shaped our present society.</p> <p>*** This class has extensive college reading and writing requirements.  <i>Compare American History options here:</i></p>  <p><i>Semester course</i>  <i>3 hours of college credit</i>  <i>1 high school credit</i></p>	<p><b>History 1181, World Civilization I, Non-Western to 1500</b>  This course is a survey of non-Western Civilization to 1500. It serves as an introduction to the study of history and to the intellectual, social, and cultural values of the Far East, India, Middle East, Africa, and South America.</p> <p><i>Semester course</i>  <i>3 hours of college credit</i>  <i>1 high school credit</i></p>
<p><b>History 1182, World Civilization II, Non-Western since 1500</b>  This course is a survey of non-Western Civilization since 1500. It serves as an introduction to the study of history and to the intellectual, social, and cultural values of the Far East, India, Middle East, Africa, and South America.</p> <p><i>Semester course</i>  <i>3 hours of college credit</i>  <i>1 high school credit</i>  <b>Minimum placement scores needed for entrance.</b>  <i>Accuplacer: Reading 80+ and Writing 6+</i>  <i>ACT: English 18+ and Reading 22+</i>  <i>SAT: English &amp; Writing 490+</i></p>	<p><b>POLITICAL SCIENCE 1200- Comparative Politics</b>  This course is designed as an introductory survey class for the student interested in the field of comparative politics. Students will analyze what comparative politics is; explore a theoretical framework that helps the student understand the basic principles found with comparative politics; and will study specific countries by analyzing their history, institutions, political culture, and economy.</p> <p><i>Semester course</i>  <i>3 hours of college credit</i>  <i>1 high school elective credit</i>  <i>Prerequisites: American Government Credit (including AP Government or CCP Pols 1100)</i></p> <p><b>Minimum placement scores needed for entrance.</b>  <i>Accuplacer: Reading 80+ and Writing 6+</i>  <i>ACT: English 18+ and Reading 22+</i>  <i>SAT: English &amp; Writing 490+</i></p>
<p><b>Social Studies 1</b>  1 year - 1 credit Grade 9</p> <p>This course aligns with the standards and curriculum</p>	<p><b>Social Studies 2</b>  1 year - 1 credit Grade 10</p> <p>This course aligns with the standards and curriculum</p>

of Global Studies. Prerequisite: Recommendation of the Intervention Specialist	of American History. Prerequisite: Recommendation of the Intervention Specialist
<b>Social Studies 3</b> 1 year - 1 credit Grade 11-12  This course aligns with the standards and curriculum of Government and Economics. Prerequisite: Recommendation of the Intervention Specialist	

## Financial Literacy

**Students may take any of the following courses to fulfill the financial literacy requirement for graduation.**

<b>Career Exploration</b> The course will emphasize 21st century skills and resources necessary for personal, academic, and career-related pursuits. Students will explore understanding self, knowledge of careers, goal setting, financial decision making and employability skills. This program will assist in a successful transition from high school to the student's chosen post secondary destination of military, work, training, college, or a combination of these options.  <i>This course meets the financial literacy graduation requirement.</i>  Grades: 9-12 Semester: 1 Credit: .5	<b>Accounting and Finance I (433)</b> <i>*Fee required</i> This course will cover how accounting relates to careers with primary emphasis on a sole proprietorship (one owner) business. An understanding of accounting concepts, principles, and practices will be established. Application of terminology and procedures is an important part of this course. An online workbook is included in the course fee. This course meets the financial literacy graduation requirement. (See also Career Technical Department)  Grades: 9-12 Semester: 1 Credit: .5
<b>Economic Principles &amp; Personal Finance (142)</b> Economics is an essential course of study for today's student. The goal of this course is to teach relevance as well as the understanding of basic economic principles. While an understanding of the why and what of economics is a starting point, the course will especially look into the following—how markets operate, United States business in a practical application, income buying, credit insurance, savings, the Federal Reserve, and international economic interdependence. The course will deal with the classical theories of economics and fulfills the Financial Literacy requirement for graduation. (See also Social Studies Department.)	<b>Business Management (DACCBMA)</b> Is there a business idea you think would be a hit? Would you like to design a product that is appealing to everyone that could make you a lot of money? If so, take Business Management! Through this class, you will learn how to set up a successful business – from incorporation to marketing. A series of hands-on projects and activities will develop your understanding of business operation and you will have the opportunity to prepare yourself for the future by writing resumes, cover letters, tax documents, and learning all sorts of useful skills! All students will have the opportunity to earn college credit upon successful completion of the class.

<p><i>Grades: 11-12</i>  <i>Semester: 1</i>  <i>Credit: .5</i></p>	<p><i>Grades: 10-12</i>  <i>Semester: 2</i>  <i>Credit: 1</i></p>
<p><b>Financial Literacy</b>  Using project-based instruction and real-world situations, this math course will give students the knowledge and general understanding of all key aspects of personal finances necessary to be successful now and throughout their adult lives. The structure of this class will reflect real-world situations as closely as possible.</p> <p><i>Grades:</i>  <i>Prerequisite: Completion of Algebra II</i>  <i>Semester: 1</i>  <i>Credit: .5</i></p>	

## Health/ Physical Education

<p><b>Health (759)</b>  Health class is a one semester course that is required for graduation. This course is designed to provide information needed to make responsible decisions about health, wellness, and individual lifestyle. Students will build a strong foundation of awareness and knowledge in the following topics:</p> <ul style="list-style-type: none"> <li>• 5 Components of Social and Emotional Learning</li> <li>• First aid and safety which will include CPR training and AED use</li> <li>• Disease prevention as it relates to lifestyle choices and hereditary factors</li> <li>• Drug use and abuse which will include the opiate crisis and vaping</li> <li>• Relationships Under Construction which will include human sexuality and STD's</li> <li>• Signs of Suicide</li> <li>• Advocating for Organ donation</li> <li>• Two semesters of Physical Education and one semester of Health are required for graduation from high school.</li> </ul> <p><i>Grade: 9</i>  <i>Semester: 1</i>  <i>Credit: ½</i></p>	<p><b>Physical Education (751)</b>  *Fee required  Emphasis is placed on developing skills in activities, which will provide for personal enjoyment and worthy use of leisure time as well as the development of physical fitness and an efficient use of the body in all activities. This course is recommended for 9th and 10th graders and is an introduction to basic activities. Students will be exposed to a variety of activities that are designed for individuals, small groups, and teams. These activities will focus on Total Fitness, Fundamental Motor Skills, and Lifetime Sport &amp; Leisure Skill Development for each student. This course is required for graduation unless a student has a PE Waiver form on file. The following clothing is required to insure safety and complete movement during activity: shorts, T-shirt, tennis shoes, and socks. Warm-up outfits, sweat suits, and sweatshirts are always accepted. The student should have a good combination lock.</p> <ul style="list-style-type: none"> <li>• Two semesters of Physical Education and one semester of Health are required for graduation from high school.</li> </ul> <p><i>Grades: 9-12</i>  <i>Semester: 1</i>  <i>Credit: ¼</i></p> <p><i>Course Requirement: Dress Code requirements stated above</i></p>
<p><b>Advanced Sports Performance (ADSPT)</b>  Advanced Physical Education is a course that is designed to improve the performance level during sport. This course will focus on the physical, mental, and nutritional demand that sport exerts on an athlete. The physical demands of</p>	

<p>sport will be addressed through strength training for performance purposes as well as injury prevention. Sport psychology aspects of the class will address leadership, focus, stress, goal setting, mental preparation/visualization, and the role of a “role model”. Sport nutrition will address the dietary demands of an athlete during in-season and out-of-season training. All of the components will be guided toward improving performance during sport and activity. This course does NOT fulfill the PE requirement for graduation.</p> <p><i>Grades: 9-12</i>  <i>Semester: 1</i>  <i>Credit: ½</i></p> <p><i>Prerequisite: Conditioning for Life</i>  <i>Course Requirement: Dress Code requirements stated above</i></p>	
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## Fine Arts - Visual Arts

**Students will be given a limited number of supplies. If a student wishes to purchase additional materials for any Visual Fine Arts course, they may do so by writing a check to BWHS to order more supplies.**

<p><b>Drawing I (705)</b>  In this course you will explore various forms of drawing medium used in traditional drawing. These include, but are not limited to oil, chalk, pastels, pen and ink, marker, colored pencil, drawing pencil, and graphite.</p> <p><i>Grades: 9-12</i>  <i>Semester: 1</i>  <i>Credit: .5</i></p> <p><i>Course Requirements: Must provide a sketchbook (8 1/2 x 11) and a writing tool for daily journals</i></p>	<p><b>Drawing II</b>  This course is for the dedicated student who wishes to further develop their skills and knowledge in drawing. It is a continuation of the study and work done in Drawing I, but with considerably more attention to detail. Additional focus will be taken in critiquing work and presentation.</p> <p><i>Grades: 9-12</i>  <i>Semester: 1</i>  <i>Credit: .5</i></p> <p><i>Prerequisite: Drawing I</i>  <i>Course Requirements: Must provide a sketchbook (8 1/2 x 11) and a writing tool for daily journals</i></p>
<p><b>Painting I (721)</b>  Painting I draws upon compositional skills developed in Art Survey and Drawing I. Color theory will be reviewed along with various painting techniques. Students will paint on a variety of surfaces. Students are encouraged to bring their own ideas for imagery to their work. The development of individual style and personal icons and concepts are encouraged. Students will be introduced to various types of painting media used throughout history. Experimentation is encouraged. Artists and specific art styles through 19th, 20th and 21st century painting will be</p>	<p><b>Painting II (722)</b>  This course is designed for the dedicated student who is interested in furthering the development of their personal style and visual expression of personal and societal concepts. Art history, art criticism and aesthetics will continue to be important elements within the Painting II course.</p> <p><i>Grades: 9-12</i>  <i>Semester: 1</i>  <i>Credit: .5</i></p>

<p>explored. Students will continue to develop their skills in critical inquiry.</p> <p><i>Grades: 9-12</i>  <i>Semester: 1</i>  <i>Credit: .5</i></p> <p><i>Course Requirements: Students are required to provide and keep a sketchbook for this class.</i></p>	<p><i>Prerequisite: Painting I</i></p> <p><i>Course Requirements: Must provide a sketchbook (8 1/2 x 11) of ideas for this class</i></p>
<p><b>Digital Art &amp; Illustration I:</b></p> <p>Want to experience the world of art and technology as an illustrator, designer and storyteller? The introductory digital illustration course explores engaging 21st century digital tools and apps as a means to express ideas and concepts visually. Using a digital tablet and stylus, students will combine digital drawing, painting, typography, graphic design and photography to create engaging works of art. No matter the skill set, students learn techniques and tools to help bring everyday life a little more color, artistic expression and pizzazz! Have a smartphone or tablet at home? You can take your canvas with you wherever you go!</p> <p>Suggested Prerequisite: Drawing I</p> <p><i>Grades: 9-12</i>  <i>Semester: 1</i>  <i>Credit: .5</i></p>	<p><b>Digital Art &amp; Illustration II:</b></p> <p>This course takes students beyond the basic tools and techniques covered in Digital Illustration I. Students will explore advanced digital drawing, painting, typography, graphic design and photography techniques to create a variety of innovative, expressive and collaborative projects. From concept, sketching and planning to the final product, students dive into the whole creative process. The course is more independent in nature, focusing on larger-scale community-based projects.</p> <p><i>Grades: 9-12</i>  <i>Semester: 1</i>  <i>Credit: .5</i></p>
<p><b>Digital Photography (719)</b></p> <p>In this course, we will look at what design elements are needed to take good photos and tackle the fun challenge of using Photoshop as an editing tool. We will also look at the history of photography and observe the work of well-known photographers as inspiration. Students will be required to take a majority of their images outside of class; however, we will shoot some projects at school. If you decide to take part in this class, understand that it is very important that you have a good work ethic, as your projects are somewhat independent. You will be required to submit assignments weekly as well as present your work to the class.</p> <p><i>Grades: 9-12</i>  <i>Semester: 1</i>  <i>Credit: .5</i></p> <p><i>Course Requirements: Must provide a digital camera, memory card, memory stick (1G or higher), and a sketchbook (8 1/2 x 11)</i></p>	<p><b>Advanced Digital Photography (PHOTO 2)</b></p> <p>Advanced Digital Photography is designed for students who loved their experience in Digital Photography and would like to challenge themselves with a much more advanced study in the art of digital photography.</p> <p>As with the beginning Digital Photography class, the emphasis is on approaching the world of photography as a means of artistic expression (this is different than "photojournalism" or taking "snapshots.") Students who have nothing to "say" artistically will have a very difficult time in Advanced Digital Photography. In this advanced class, students will be concentrating on producing a "Body of photography work" that represents their own artistic vision. Students will also be expected to advance their knowledge of the technical aspects of photography with the goal that the camera will eventually become such a natural tool for them that they can concentrate wholly on the art making process of photography. You will be required to make a personal journal for this class and obtain prints of your pictures to place inside monthly.</p> <p><i>Prerequisites: Digital Photography</i></p> <p><i>Course Requirements: MUST provide a Digital</i></p>

	<i>Single-Lens Reflex (DSLR) Camera, and a sketchbook (8 1/2 x 11)</i>
<b>Broadcast and Video Production I (516)</b> This semester class is designed for students interested in learning the technical and creative aspects of audio and video production. Students will follow the basic steps of pre-production, production, and the post-production process required to create a successful video.  <i>Grades: 9-12</i> <i>Semester: 1</i> <i>Credit: .5</i>	<b>Broadcast and Video Production II (517)</b> This semester class is designed for students wanting to continue in the field of video production with a more detailed look at camera operations, studio lighting and computer editing. The students are also responsible for producing a daily news program, which involves gathering stories related to the school and community and broadcasting throughout Big Walnut High School.  <i>Grades: 9-12</i> <i>Semester: 1</i> <i>Credit: .5</i>  <i>Prerequisite: Broadcast Video I</i>
<b>Ceramics I (713)</b> The beginning Ceramics student will be challenged as they have the opportunity to create expressive three dimensional artworks using a variety of hand building methods to develop craftsmanship, technical and problem solving skills. Glazing and painting techniques will be surveyed and experienced as clay works are finished. The correct terminology for creating in the Ceramics medium will be learned. As the students plan artworks, they will integrate the Arts Elements and Principles of Design. In addition, they will investigate the work of various ceramic artists and/or cultures and consider how these groups have generated ideas for their artwork.  <i>Grades: 9-12</i> <i>Semester: 1</i> <i>Credit: .5</i>	<b>Ceramics II (714)</b> This course is designed for the self directed serious Ceramics student who wants to continue to build on what was learned in Ceramics I. Doing work on the potter's wheel, as well as more complex and built constructions and glazing techniques will be experienced. Students must be able to work independently and will complete clay works that demonstrate higher levels of craftsmanship than those completed in Ceramics I and learn to skillfully solve more complex visual art problems as they complete work. They will be further challenged to visually express more complex concepts and meaning in their artwork.  <i>Grades: 9-12</i> <i>Semester: 1</i> <i>Credit: .5</i>
<b>Ceramics III (CER3)</b> This advanced course is for students who have demonstrated a serious commitment to individual excellence and personal growth in both Ceramics I and II, and wish to develop a greater mastery with Ceramics to create more involved artworks. Students will have the opportunity to increase their skills on the potter's wheel, create clay sculpture, and experiment further with glazes and paints. They will be challenged as they work at a more intensive individual level while creating unique work. This course is geared to the student who is self-motivated and ready to further their understanding of ceramic art as a means of artistic expression. The goal of the course is to provide the advanced student the opportunity to grow in a setting with ambitious peers while producing more sophisticated works for themselves, portfolio for the college/art school application process, and/or submission in art exhibitions. Student work must reflect well thought-out and ambitious planning. Students will explain themes and aesthetic decisions while making connections	<b>Glass Arts (GLASS)</b> Are you interested in discovering how you can use glass as an art form and seeing the random formations that occur when combining various glass colors and dichotic glass? This course is designed for the self-motivated student who is interested in both the functional and sculptural forms made with "warm glass" through fusing, draping, and slumping glass in a special glass kiln. Larger pieces will be formed in a regular ceramic kiln programmed for glasswork. Students will create functional forms such as dishes, bowls, and jewelry with both 96 COE glass and recycled glass. Some small metal work and use of glass molds will also be involved in the processes we explore. The effect of temperature and gravity on glass within the kiln environment will be covered. Color theory as well as light refraction and opacity levels will be discussed. Students will begin the course with a specified amount of 96 COE glass and are welcome to purchase more on their own, if they choose.

<p>to personally meaningful concepts, art history, or the work of current artists.</p> <p><i>Grades: 9-12</i>  <i>Semester: 1</i>  <i>Credit: .5</i></p> <p><i>Prerequisite: Ceramics II</i></p> <p><i>Course Requirements: Must provide a sketchbook (8 1/2 x 11) for detailed project planning and journaling work</i></p>	<p><i>Grades: 9-12</i>  <i>Semester: 1</i>  <i>Credit: .5</i></p> <p><i>Course Requirement: Must supply your own glass-cutting tool, and lidded box for supplies and projects</i></p>
<p><b>Glass Arts II (GLASS)</b>  Students who would like to continue to explore Cold Glass and Warm Glass processes may take Glass Arts II. In this advanced class, students are expected to independently research architectural forms to make functional miniature greenhouses complete with live plants. Additionally, students are expected to independently research use of light, mechanical process, or natural kinesthetic process with glass forms to make functional glass art designs.</p> <p><i>Grades: 9-12</i>  <i>Semester: 1</i>  <i>Credit: .5</i></p> <p><i>Prerequisite: Glass Arts I</i></p> <p><i>Course Requirement: Must supply your own glass-cutting tool, and lidded box for supplies and projects</i></p>	<p><b>Art, Mindfulness, and Contemporary Issues</b>  This visual arts course presents the mental health benefits of combining mindfulness and the creative arts while focusing on contemporary issues for adolescents and society. Students will be introduced to Mindfulness Based Stress Reduction (MBSR) education, cognitive understanding of brain processes, and education about somatic system responses. Contemporary issues such as Personal Identity, Healthy Relationships, Safety, Physical and Mental Health Choices, and Societal Issues will be explored through creative arts directives.</p> <p><i>Grades: 9-12</i>  <i>Semester: 1</i>  <i>Credit: .5</i></p>
<p><b>Print Shop</b>  Based on a small business model, this course offers you real-life experience working in a print and design program to meet the needs of customers. Tasks within this small business include communicating via email, phone and in-person, listening to the requests of customers, sketching designs, designing work in Adobe Photoshop &amp; Illustrator, managing finances, creating a weekly newsletter, and overseeing social media.</p> <p><i>Grades: 9-12</i>  <i>Semester: 2</i>  <i>Credit: 1</i></p>	
<p>Fine Arts - Music-Performing Arts</p> <p>Band: <a href="http://www.bigwalnutband.com">www.bigwalnutband.com</a></p>	

Choir: [www.bwhsvocalmusic.org](http://www.bwhsvocalmusic.org)

### High School Band (740)

High School band includes both Marching Band, Concert Band, and Wind Ensemble. Marching Band teaches and utilizes music and movement skills through halftime and competition performances. Concert Band teaches music skills through study and performance of transcriptions as well as traditional and modern wind and percussion literature. In order to perform at State-level events, students must participate in the qualifying performance.

*Grades:* 9-12

*Semesters:* 2

*Credit:* 1

*Course Requirement:* Required to attend extra rehearsals and performances

*\*See Below for Honors Performing Arts*

### Color Guard (941)

The Color Guard is an auditioned co-op course with the marching band course in Fall Semester. All students enrolled in Color Guard are under the same policies and expectations of the Marching Band ensemble. Weekly practices are required as well as summer band camp and performances throughout the fall. All students wishing to participate in Color Guard must complete an audition held in the spring of the prior year. Color Guard students are expected to memorize an established routine created by the Color Guard instructor in a timely manner. Coordinating music with the Color Guard routine will also be covered. At home, preparation and self-responsibility are essential to achieving success in this course. Students are expected to perform up to their ability 100% of the time as it relates to posture, respect for others, and learning and memorizing any assigned routine and marching drill. In order to perform at State-level events, students must participate in the qualifying performance.

*Grades:* 9-12

*Semester:* 1

*Credit:* .5

*\* Audition in the spring of the prior year*

*Course Requirement:* Required to attend extra rehearsals and performances

### Pep Band (740)

Enrollment in High School Band is required for entrance into Pep Band. The Pep Band plays for home basketball games and other varied performances. Members are required to attend extra rehearsals and performances as announced by the instructor. Students are not able to pre-register for this course and must be selected by the instructor.

*Grades:* 9-12

*Semesters:* 2

*Credit:* .25

*Must be currently enrolled in High School Band, and selected by instructor*

*Course Requirement:* Required to attend extra rehearsals and performances

### Jazz Band (747)

This class is open to any student enrolled in High School Band that has a special interest in learning jazz music. Students are selected through an audition. Emphasis will be placed on learning all aspects of jazz, including history, analyzing, and performing. Performance at the jazz show is mandatory for all jazz band members. The course will meet on dates to be determined by instructors' selection. Students are not able to pre-register for this course and must be selected by the instructor.

*Semester:* Second Semester

*Grades:* 9-12

*Credit:* .5

*\* Audition Required, Must be currently enrolled in High School Band, and selected by instructor*

*Course Requirement:* Required to attend all rehearsals and performances

### High School Concert Choir I & II (734)

Concert Choir is open to anyone in high school who wishes to sing. Emphasis will be placed on

### Mixed Select Choir (SECHOIR)

This ensemble is a select year-long choir offered by audition only. Membership will be mostly sophomore,

<p>learning the fundamentals of music reading, vocal techniques, and stage performance. Students will perform in a minimum of two concerts per year and may have the opportunity to participate in OMEA choral events, music festivals, honor choir opportunities, and choir/band trips. All rehearsals and performances are required to be attended by members. Required to perform in two concerts. In order to perform at State-level events, students must participate in the qualifying performance. Students who wish to participate all year can select I &amp; II when submitting course requests.</p> <p><i>Grades: 9-12</i>  <i>Semesters: 1</i>  <i>Credit: .5</i></p> <p><i>*See Below for Honors Performing Arts</i></p>	<p>junior and seniors. Students will be considered according to their music reading skills, past experiences, vocal and social maturity during an application process that includes a vocal audition the previous spring. The following vocal/musical skills for ensemble singing will be stressed: proper vocal production, blend and balance, sight-reading proficiency, ear training, expansion of range, technical facility, acapella singing, dynamic nuances, and 3 &amp; 4 part music. Various languages will be incorporated in the repertoire, designed to challenge and perfect the musicianship of every member. Participation in formal concerts, district and state OMEA contests are mandatory requirements of this class. In order to perform at State-level events, students must participate in the qualifying performance.</p> <p><i>Grades: 9-12</i>  <i>Semester: 2</i>  <i>Credit: 1</i></p> <p><i>* Audition Required and must be selected by instructor</i></p>
<p><b>Vocal/ Jazz Select Ensemble (739)</b>  This class is open to any student who has a special interest in singing. They must be selected from an audition and have had some past choral/jazz experience. The class will enrich a student's love for all types of choral literature, especially jazz. It should provide a rich and rewarding personal experience as well as producing a rewarding vocal ensemble. Emphasis will be placed on becoming a more discriminating listener and performer. All performances including Christmas/ Spring Concert and Adjudicated Events (Large Group Contest, Jazz Show, District &amp; State Contest etc.) will be <b>MANDATORY</b>. The course will meet on dates to be determined by instructors' selection. Students are not able to pre- register for this course and must be selected by the instructor.</p> <p><i>Grades 9 – 12</i>  <i>1 year – .5 credit</i>  <i>Audition required</i></p>	<p><b>Piano Class I &amp; II:</b>  Description: Class Piano is designed for students who wish to develop basic piano playing skills or expand on their existing skills. Students will learn all the basics music skills/theory and should be able to play simple melodies with a left hand chorded accompaniment by the end of the course. Time will be spent in both group instruction as well as working individually to master the techniques of playing and learning pieces. Other topics that will be covered are music-notation, composition and the ability to evaluate music and musical performances effectively. Students can sign up for multiple semesters to continue their skill level.</p> <p><i>Grades: 9-12</i>  <i>Semesters: 1</i>  <i>Credit: .5</i></p>
<p><b>Musical Theatre Performance (735)</b>  <i>(Educational Option – outside of the school day)</i>  This advanced course is designed for the well-rounded Fine Arts Student and will encompass all areas of musical theater production. Students will work on the physical and conceptual aspects of play production. Areas of study will include play writing, directing analysis and design, sets, lights and sound, costumes, make-up, props and the music element. Students will be required to complete a final journal consisting of a time log, hands-on exercises, and research. This course is open to juniors and seniors only who have successfully completed a production - either a play or musical - and a completed application with the drama director's signature must be on file in order to enroll in the course. This course takes place outside of the</p>	<p><b>High School Orchestra</b>  High School Orchestra is open to all grades. If the student is a beginner, they must take private lessons the summer prior to joining the Orchestra and it is strongly recommended that private lessons be continued throughout the school year.</p> <p>Orchestra teaches the fundamentals of playing a stringed instrument, which prepares students for performances which will include concerts, OMEA events, such as Solo and Ensemble contests along with large group contests. All rehearsals and performances are required for all Orchestra members to attend.</p> <p><i>Grades: 9-12</i></p>

<p>regularly scheduled school day. Students are not able to pre-register for this course and must be selected by the instructor based on application.</p> <p><i>Grades: 11-12</i> <i>Credit: .5</i></p> <p><i>Prerequisite: Must have successfully completed a production; Application Required</i></p> <p><i>Course Requirement: Required to supply a journal for time logs and research</i></p>	<p>Semesters: 2 Credit: 1</p> <p><i>*See Below for Honors Performing Arts</i></p>
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<p><b>Honors Performing Arts Program (Band,Choir, Orchestra Students)</b></p> <p>Honors credit offered to self motivated students that are currently in band, choir, or orchestra. Students must be in good standing exhibiting a consistent level of effort and preparedness in rehearsals, demonstrate a high level of rehearsal etiquette, and consistently meet or exceed the level of expectation set forth by the director. Individuals must demonstrate not only a high level of self motivation but take ownership in personal learning. Mandatory events include a year long participation in music ensemble, holiday and spring concerts, and large group ensemble. Additional activity requirements can be found on the high school music website.</p> <p><i>Grades: 9-12</i> <i>Credit: 1</i></p> <p><i>Prerequisite: A current member of high school band, choir, or orchestra programs.</i></p> <p><i>Course Requirement: Required to complete an application as well as a portfolio that will comprise of both required and chosen activities.</i></p>	
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## World Languages

For college admissions, a minimum of 2 consecutive years of one language is recommended. For an honor's diploma, the World Language Department recommends 3 consecutive years of one language. For the highest degree of benefit from language study, students have the opportunity to take 4 years of each language—if scheduling allows. It is recommended that a World Language is taken in consecutive years. It is highly recommended that students maintain a minimum of a C+ in order to be successful in the next level of a World Language. The World Language Department at Big Walnut follows the proficiency guidelines as established by ACTFL (American Council on Teaching Foreign Languages).

### **French I (71)**

This course covers the beginning aspects of the language, emphasizing conversation, simple grammatical structures, and vocabulary useful to the beginner. Students will complete different activities to build on the four skills of learning a world language; listening, speaking, writing and reading. Students will learn about the culture and customs of various francophone countries through different themes which may include but are not limited to school, sports & pastimes, food, fashion, family and music. They will also compare their own customs and culture to those in other francophone countries. French will be the primary language of instruction. It is imperative that students have a solid knowledge of the material covered in French I in order to be successful in French II. Students are expected to attain a Novice Mid level of proficiency by the end of the first year of French.

*Grades: 9-12*  
*Semesters: 2*  
*Credit: 1*

### **French II (72)**

The course continues to stress the structures learned in French I. The students continue to enrich their vocabulary, learn more complicated grammatical structures and converse more effectively in the language. They will also build on comprehension (listening), writing and reading skills by listening to authentic francophone speakers as well as reading and writing essays, emails, stories, etc... Cultural themes may include but are limited to, daily routine, technology, childhood activities, etc... French will be the primary language of instruction and communication among students and the teacher. Students are expected to attain a Novice High level of proficiency by the end of the second year.

*Grades: 9-12*  
*Semesters: 2*  
*Credit: 1*

*Prerequisite: French I*

### **Honors French III (73)**

This course is designed for students who want to elevate their French speaking, listening, reading and writing skills. The culture and themes through which students will improve their French language skills may include but are not limited to family, health & diet, travel, technology, beliefs & values and the arts. Students will write and read persuasive essays, emails as well as other authentic cultural materials. Speaking and comprehension will be practiced through various projects and presentations which may include but are not limited to filming a French commercial, a cooking demonstration video, a presentational project on the regions of France, listening to authentic francophone speakers, etc.. This course will be conducted entirely in French, and students are required to use French for communication as well. A summer assignment between French II and French III Honors will be required. French III Honors students may take either the AAPPL exam or the NFE (the National French Exam)

### **Honors French IV (075)**

This course is designed for students who want to expand their knowledge of French even further and to prepare themselves for college placement tests or for possibly the AP exam. Many of the materials used in this course come from the AP French language & culture curriculum as well as various college level resources. Authentic materials are used to further enhance the students in the skills of speaking, reading, writing and listening. The AP themes will be the focal points used in writing, conversation and interpreting these authentic materials. This course will be conducted entirely in French, and students are required to use French for communication as well. A summer assignment between French IIIH and French IVH will be required. French IVH students may take either the AAPPL exam or the NFE (the National French Exam) during the second semester. Students may possibly earn awards and prizes based on their performance. Students are expected to attain an Intermediate Mid level of

during the second semester. Students may possibly earn awards and prizes based on their performance. Students are expected to attain an Intermediate Low level of proficiency by the end of French IIIH.

French III Honors (mapping guide)



*Grades:* 10-12

*Semesters:* 2

*Credit:* 1

*Prerequisite:* French II

*Course Requirement:* Completion of Summer Assignment

proficiency by the end of French IVH.

French IV Honors (mapping guide)



*Grades:* 11-12

*Semesters:* 2

*Credit:* 1

*Prerequisite:* Honors French III

*Course Requirement:* Completion of Summer Assignment

### Independent Study French V, VI

This course is for students who may have begun French earlier than their freshman year and wish to continue studying the language. The course is based on reading, discussing and writing about literature in the areas of the students' interests. There will be a cost to the students associated with this independent study course. The cost is to be determined. Availability of this course will also be based on the availability of the instructor. Students will need to fill out an Independent Study form in the school counseling office.

*Grade:* 12

*Credit:* 1

*Prerequisite:* Honors French IV

*Course Requirement:* Completion of an Independent Study Application Form in School Counseling Office

### French Travel Experience

*(Educational Option – outside of the school day)*

Those students who travel with Madame Duncan\* overseas have the opportunity to earn an educational options credit for their experience abroad: their trip preparation, participation and follow-up project. All students will receive an instructional plan with guidelines when signing up for the program. This is an elective credit.

*Credit:* 1

**\* Those students independently traveling to French-speaking countries with groups led by adults other than Big Walnut World Language faculty must apply for Flex Credit through the Flex Credit Committee.**

**For more information about the BWHS German Program: [www.bwgermanprogram.com](http://www.bwgermanprogram.com)**

### German I (81)

In German I students explore the German language through units about school, family, friends, clothing, food, shopping, free-time and more. In these cultural units, students learn basic grammar and vocabulary needed in developing speaking, writing, reading, and listening skills. The use of the German language is highly stressed and required. It is vital that students build a strong foundation in first year German in order to be successful in German II. Students are expected to attain a Novice Mid level of proficiency by the end of the first year.

*Grades:* 9-12

### German II (82)

In German II students learn to function more effectively in the language by building upon those skills and basics covered in German I. The cultural units of German II are more sophisticated in nature and include such topics as travel, youth, careers, health, nutrition etc. German II is conducted in German with few exceptions and use of the language by the student is a very essential component of this course. Students are expected to attain a Novice High level of proficiency by the end of the second year.

*Grades:* 9-12

*Semesters:* 2

<p><i>Semesters: 2</i> <i>Credit: 1</i></p>	<p><i>Credit: 1</i> <i>Prerequisite: German I</i></p>
<p><b>Honors German III (83)</b> Students continue to build and refine their speaking, reading, writing, and comprehension skills in German III. In this course German continues to be the primary language of discussion and instruction. Students read longer and more sophisticated texts and are required to write expository as well as creative essays on cultural themes and topics. Students will be involved in various presentations and projects in German on different literary topics, themes and genres such as folktales, fairy tales and mysteries. Students are required to complete a summer assignment between German II and German III Honors. Students are expected to attain an Intermediate Low level of proficiency by the end of the third year.</p> <p><i>Grades: 10-12</i> <i>Semesters: 2</i> <i>Credit: 1</i></p> <p><i>Prerequisite: German II</i></p> <p><i>Course Requirement: Completion of Summer Assignment</i></p>	<p><b>AP German (84)</b> In AP German, students continue to use all the skills mastered in their previous years of German. Students continue to practice and build upon their speaking, reading, writing and listening skills through units involving classical and modern German literature, current events, etc. AP German provides frequent opportunities for students to integrate the four language skills through the use of culturally authentic materials such as podcasts, newspaper/magazine articles, blogs, pop music, etc. With few exceptions, German is the language of instruction. The course provides students with regular opportunities to develop their speaking skills in a variety of settings, types of discourse and topics. Students in AP German will be working with college level material. Course texts, tests, assignments, activities, projects, work load, expectations and grading reflect this. Students are also required to complete a summer assignment between German III and AP German. This course prepares students for the national AP test administered in the spring. Students are expected to attain an Intermediate mid to high level of proficiency by the end of the fourth year.</p> <p><i>Grades: 11-12</i> <i>Semesters: 2</i> <i>Credit: 1</i></p> <p><i>Prerequisite: Honors German III</i></p> <p><i>Course Requirement: Completion of Summer Assignment, Completion of the AP German Test</i></p>
<p><b>Independent Study German V, VI (085/08)</b> This course is for students who may have begun German earlier than their freshman year and wish to continue their study. The course is based on reading, discussing, and writing about literature in the areas of students' interests. There will be a cost to the students associated with this independent study course. The cost is to be determined. Availability of this course will be based on the availability of instructors.</p> <p><i>Grade: 12</i> <i>Credit: 1</i></p> <p><i>Prerequisite: AP German</i> <i>Course Requirement: Completion of an Independent Study Application Form in School Counseling Office</i></p>	<p><b>German Travel Experience (84)</b> <i>(Educational Option – outside of the school day)</i> Those students who travel with Frau Craig* or participate in the Friendship Connection Exchange Program have the opportunity to earn credit for their experience abroad: their trip preparation, participation and follow-up project. All students will receive an instructional plan with guidelines when signing up for either program. This is an elective credit.</p> <ul style="list-style-type: none"> <li>• <i>Those students independently traveling to German speaking countries with groups led by adults other than Big Walnut World Language faculty must apply for Flex Credit through the Flex Credit committee.</i></li> </ul> <p><i>Credit: 1</i></p>

<p><b>Spanish I (91)</b> Students learn basics in vocabulary, grammar, and culture to develop skills in reading, writing, speaking, and listening. Students are expected to attain a Novice Mid level of proficiency by the end of the first year. In addition, students will study Hispanic culture including but not limited to music, dances, customs, education, sports, etc.</p> <p><i>Grades: 9-12</i> <i>Semesters: 2</i> <i>Credit: 1</i></p>	<p><b>Spanish II (92)</b> All of the basics mentioned in Spanish I are stressed in greater depth. Students continue to study Hispanic culture, perspectives, products, and practices. They improve their ability to converse in and comprehend Spanish. This class is a compact, fast-moving class, preparing the students for Spanish Honors III. Students are expected to attain a Novice High level of proficiency by the end of the second year.</p> <p><i>Grades: 9-12</i> <i>Semesters: 2</i> <i>Credit: 1</i></p> <p><i>Prerequisite: Spanish I</i></p>
<p><b>Honors Spanish III (93)</b> Honors Spanish III is designed for students who want to further their comprehension of the Spanish language. Students will continue to improve their reading, speaking, writing and listening skills through use of culturally authentic and college level materials. This course is conducted fully in Spanish. This is an advanced level course which will prepare the student for college entrance examinations. Students are required to complete a summer assignment between Spanish II and Honors Spanish III Honors. Students are expected to attain an Intermediate Low level of proficiency by the end of the third year.</p> <p><i>Grades: 10-12</i> <i>Semesters: 2</i> <i>Credit: 1</i></p> <p><i>Prerequisite: Spanish II</i> <i>Course Requirement: Completion of Summer Assignment</i></p>	<p><b>Honors Spanish IV (095)</b> Spanish IV is designed for students who want to further their study of Spanish in reading, writing, speaking and listening. The course is conducted fully in Spanish, and focuses on conversational skills as well as college level reading and writing assignments. Units are based on cultural themes, current events, and authentic texts and film. Students are required to complete a summer assignment between Spanish III Honors and Spanish IV Honors.</p> <p><i>Grades: 11-12</i> <i>Semesters: 2</i> <i>Credit: 1</i></p> <p><i>Prerequisite: Honors Spanish III</i></p> <p><i>Course Requirement: Completion of Summer Assignment</i></p>
<p><b>AP Spanish (APSPAN)</b> In AP Spanish, students continue to use all the skills mastered in their previous years of Spanish. Students continue to practice and build upon their speaking, reading, writing and listening skills through units involving Hispanic literature, current events, etc. AP Spanish provides frequent opportunities for students to integrate the four language skills through the use of culturally authentic materials such as podcasts, newspaper/magazine articles, blogs, pop music, etc. With few exceptions, Spanish is the language of instruction. The course provides students with regular opportunities to develop their speaking skills in a variety of settings, types of discourse and topics. Students in AP Spanish will be working with college level material. Course texts, tests, assignments, activities, projects, work load, expectations and grading reflect this. Students are also required to complete a summer assignment between Spanish IV Honors and AP Spanish. This course prepares students for the national AP test administered in the spring.</p>	<p><b>Spanish Travel Experience (095)</b> <i>(Educational Option – outside of the school day)</i> Those students who travel with Maestra Viau, Senora Cleghorn or Profe Long* have the opportunity to earn credit for their experience abroad: their trip preparation, participation and follow-up project. All students will receive an instructional plan with guidelines when signing up for the program. This is an elective credit.</p> <ul style="list-style-type: none"> <li>*Those students independently traveling to Spanish speaking countries with groups led by adults other than Big Walnut World Language faculty must apply for Flex Credit through the Flex Credit committee.</li> </ul> <p><i>Credit: 1</i></p>

<p>Students are expected to attain an Intermediate mid to high level of proficiency by the end of the fifth year.</p> <p><i>Grades: 12</i>  <i>Semesters: 2</i>  <i>Credit: 1</i></p> <p><i>Prerequisite: Honors Spanish IV</i></p>	
<p><b>American Sign Language I</b>  This course will focus on the fundamentals of American Sign Language and basic communication in the language.</p> <p><i>Grades: 9-12</i>  <i>Semesters: 2</i>  <i>Credit: 1</i></p>	<p><b>American Sign Language II</b>  This course will continue to build on the Fundamentals taught in ASL I. Signing will become more complex. Students will also learn about the culture of Signing.</p> <p><i>Grades: 10-12</i>  <i>Semesters: 2</i>  <i>Credit: 1</i></p>

## Career Technical/Electives

<p><b>Wood Technology I (512)</b>  This course will provide the opportunity for students to learn how to properly use wood machinery and tools. Throughout the course, students will explore and develop an understanding of design and construction techniques through a hands-on, project based format. Students are also introduced to a CNC router and a laser engraving machine which will be used for designing, programming, and creating various projects relating to the wood technology program.</p> <p><i>Grades: 10-12</i>  <i>Semester: 1</i>  <i>Credit: .5</i></p>	<p><b>Wood Technology II (515)</b>  This course will provide the opportunity for students to continue to learn how to properly use machinery and tools for various types of materials. Throughout the course, students will explore and develop an understanding of design and construction techniques through a hands-on, project based format.</p> <p><i>Grades: 10-12</i>  <i>Semester: 1</i>  <i>Credit: .5</i></p> <p><i>Prerequisite: Wood Technology I</i></p>
<p><b>Introduction to C.A.D. (511)</b>  This course introduces the students to the field of engineering graphics. Students will complete orthographic and isometric drawings on paper before exploring the 3-D program SketchUp. Program is completed with a design and construction of a scaled down version of their dream house.</p> <p><i>Grades: 9-12</i>  <i>Semester: 1</i>  <i>Credit: .5</i></p>	<p><b>Robotics (ROB)</b>  Students will develop their STEM skills through the design and programming of robotics. They will learn arduino, C++ for Robots, and other coding languages. Team work and time management will be reinforced as students work together to create and program robots to carry out different functions.</p> <p><i>Grades: 9-12</i>  <i>Semester: 1</i>  <i>Credit: .5</i></p>
	<p><b>Multimedia &amp; Game Design (728)</b></p> <p>We will learn about multimedia and game design in this course. We will explore digital design and coding to create games. Basic terminology and design theory will be covered as well as coding concepts like conditional statements and loops. We will use Adobe software to design graphics and GameMaker Studio 2 to design and code our games. We will demonstrate our learning through projects and activities and learn how to publish our games to be shared.</p> <p><i>Grades: 9-12</i>  <i>Semester: 1</i>  <i>Credit: .5</i></p>
<p><b>Accounting and Finance I (433)</b>  This course will cover how accounting relates to careers with primary emphasis on a sole proprietorship (one owner) business. An understanding of accounting concepts, principles, and practices will be established. Application of terminology and procedures is an important part of this course. An online workbook is currently used.</p>	<p><b>Accounting and Finance II (434)</b>  This course is a continuation of Accounting I with the primary emphasis on corporations; payroll accounting, taxes, and reports will also be covered. Spreadsheets will be used in this course to record and process transactions. An online workbook is currently used.</p>

<p>This course meets the financial literacy graduation requirement.</p> <p><i>Grades: 9-12</i>  <i>Semester: 1</i>  <i>Credit: ½</i></p>	<p><i>Grades: 9-12</i>  <i>Semester: 1</i>  <i>Credit: ½</i></p> <p><i>Prerequisite: Accounting I</i></p>
<p><b>Accounting III (435)</b>  Accounting III is a continuation of the Accounting II course. The accounting procedures of a corporation will continue to be explored (including procedures for handling uncollectible accounts, depreciation, inventory, notes/interest and accrued revenue and expenses). Accounting for a partnership and international and internet sales will also be covered. Spreadsheets will be used in this course.</p> <p><i>Grades: 10-12</i>  <i>Semester: 1</i>  <i>Credit: ½</i></p> <p><i>Prerequisite: Accounting I &amp; II</i></p>	<p><b>AP Computer Science (APCS)</b>  *Fee Required  This course is the equivalent of an entry level college computer science course. Students will learn to analyze existing programs for syntax errors and bugs. They will also develop computer programs that solve given problems. Their programs should be adaptable and reusable in nature. Students will also develop and analyze algorithms and data structures using logic and formal programming methods. Students in this course will prepare for the AP Computer Science A exam.</p> <p><i>Grades: 10-12</i>  <i>Semesters: 2</i>  <i>Credit: 1</i></p> <p><i>Suggested Prerequisite: Algebra II Honor or Algebra III</i></p> <p><i>Course Requirement: taking the AP Computer Science A Exam</i></p>
<p><b>Introduction to Computer Science:</b>  This course is designed to offer an introduction to computer science and programming with Python. Students will learn the basics of computer programming along with the basics of computer science. It gives a foundation in the tools used in computer science and prepares students for further study, including AP Computer Science</p> <p><i>Grades: 9-12</i>  <i>Semester: 1</i>  <i>Credit: ½</i></p>	<p><b>Career Exploration (LAG)</b>  The course will emphasize 21st century skills and resources necessary for personal, academic, and career-related pursuits. Students will explore understanding self, knowledge of careers, goal setting, financial decision making and employability skills. This program will assist in a successful transition from high school to the student's chosen post secondary destination of military, work, training, college, or a combination of these options.</p> <p><i>This course meets the financial literacy graduation requirement.</i></p> <p><i>Grades: 9-12</i>  <i>Semester: 1</i>  <i>Credit: ½</i></p>
<p><b>Marketing Principles</b>  Have you ever wondered why products like Air Jordans have been popular for decades? This course introduces students to the fundamental knowledge of the marketing mix and examines the range of marketing decisions an organization must make to successfully sell its products and services. With a strong focus on project-based learning, students will continue to develop presentation, communication, leadership, and problem-solving skills.</p>	<p><b>Marketing Applications (The Spirit Shop)</b>  Are you curious about how a business operates and the role marketing plays in its success? Then this class is perfect for you! Students will operate and manage the day-to-day business activities of the BWHS Spirit Shop and work in The Shop during lunch periods and/or after-school events. Students will develop new product ideas, create promotional material, and apply marketing strategies to promote the Spirit Shop. Students will also put learned marketing concepts to work through a Mimic</p>

<p>Students also have the opportunity to work in the BWHS Spirit Shop.</p> <p><i>Grades: 9-12</i>  <i>Semester: 1</i>  <i>Credit: .5</i></p>	<p>Simulation giving them real-world marketing job assignments through StuKent courseware.  <i>suggested prep- Marketing Principles</i></p> <p><i>Grades: 10-12</i>  <i>Semester: 2</i>  <i>Credit: 1.0</i></p>
	<p><b>Personal Skills (PERS1-4)</b>  Personal Skills helps prepare students with significant educational curriculum changes for the work world, home, and post secondary training. Students with IEP goals and objectives that focus on functional skills in these environments benefit from small group and one-on-one instruction and participation in tasks, activities, jobs, and experiences so that each may be as functional and independent as possible in the world after leaving school.</p> <p><i>Semester: 1</i>  <i>Credit: ½</i></p>
<p><b>Honors Diploma Field Experience</b>  Students will complete online modules that relate to ethics and protocol in the work world. Working with the College and Career Readiness coordinator, the student will secure a work site placement. Students will complete a 40 hour work site internship. The culminating project will be a Career passport.</p> <p><i>Seniors only</i>  <i>Semester course</i>  <i>½ credit</i>  <i>Application Required</i></p>	<p><b>EDUCATION 2210 - Introduction to Education</b>  This course provides an introduction to the teaching profession. Candidates will learn how the historical, philosophical and sociological foundations of education as well as current cultural, economic and political forces impact schools through class discussion, inquiry, and field experiences. Focusing on understanding themselves, understanding their students, and understanding the teaching profession, candidates work in community and school settings and critically reflect on their values, experiences, and observations. Specifically, students will gain an understanding of educational policy and practice in preschool, elementary, middle and high school settings.</p> <p><i>Semester course</i>  <i>3 hours of college credit</i>  <i>1 high school elective credit</i></p>

## Delaware Area Career Center Courses

These are elective courses offered by DACC **on the BWHS campus**. The credentialed instructors are employed by DACC and the fees for the courses are in addition to the Big Walnut flat fee. These courses will show up on a transcript as Delaware Area Career Center courses with corresponding grades.

<p><b>Agriculture, Food, &amp; Natural Resources</b> (DACC_AFNR)</p> <p>In this exciting class, you learn about seven career fields: animal science, bioscience, business management, engineering, food science, natural resource management, and plant science. This class will help you develop communication and leadership skills and is taught in the most hands-on method possible! Join this class if you are interested in learning by doing and discovering growing and dynamic career options you can take advantage of after high school!</p> <p><i>Grades: 9-12</i> <i>Semesters: 2</i> <i>Credit: 1</i></p>	<p><b>Food &amp; Culinary Science</b></p> <p>Do you enjoy cooking and eating food? If so, this is the class for you! This highly engaging class will allow you to investigate the many aspects of the food industry including food processing and preparation. We will also explore the process of marketing food and ensure food is as healthy, nutritious, and as delicious as possible for our consumers. All participants will also have the opportunity to complete a personalized hands-on product development activity – is there a new type of ice cream you would like to make? Take this class and you will have the chance! All students will have the opportunity to earn honors credit upon successful completion of the class. The course will provide a rigorous and challenging opportunity for the Food and Culinary Science course offered at BWHS.</p> <p><i>Grades: 10-12</i> <i>Semesters: 2</i> <i>Credit: 1</i></p>
<p><b>Applications of Food Science</b></p> <p>In this class, students will demonstrate principles and practices of food safety, processing, and packaging to develop solutions for problems in food production, handling and storage. We will examine a full range of food processing techniques and the process of food product development and techniques used to measure food sensory aspects, shelf life and food stability. Students will examine government regulation impact on labeling, new packaging technologies, harvesting, transportation, and the environment. Food laws, regulations and regulatory and commercial grading standards will be examined</p> <p><i>Grades: 10-12</i> <i>Semesters: 2</i> <i>Credit: 1</i></p>	

<p><b>Introduction to Veterinary Science (DACC_VSA)</b>  This hands-on class will involve the study of animals in just about any way you could think of! Interactive projects and activities will reveal the characteristics of veterinary science and work on major projects and real-world problems similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, and industry personnel, face in their respective careers. You will have the opportunity to discover new information about all of the animals veterinarians work with on a daily basis and personalize several projects to learn about an animal that is most interesting to you!</p> <p><i>Grades: 10-12</i>  <i>Semesters: 2</i>  <i>Credit: 1</i></p>	<p><b>Animal and Plant Science (DACC_PAS)</b>  In this class, you will take an in-depth look at the animals and plants in the world around us. Animal nutrition, welfare, and behavior will be explored through a series of activities, projects, and problems. Plant growth and management and basic floral design skills will be taught and utilized by students in this course. Join us if you would like to learn interesting things about the world around you.</p> <p><i>Grades: 10-12</i>  <i>Semesters: 2</i>  <i>Credit: 1</i></p>
<p><b>Business Management (DACC_BMA)</b>  Is there a business idea you think would be a hit? Would you like to design a product that is appealing to everyone that could make you a lot of money? If so, take Business Management! Through this class, you will learn how to set up a successful business – from incorporation to marketing. A series of hands-on projects and activities will develop your understanding of business operations and you will have the opportunity to prepare yourself for the future by writing resumes, cover letters, tax documents, and learning all sorts of useful skills! All students will have the opportunity to earn college credit upon successful completion of the class.</p> <p><i>Grades: 10-12</i>  <i>Semester: 2</i>  <i>Credit: 1</i></p>	<p><b>Introduction to Engineering Design</b>  Students will learn the application of the engineering design process. Topics include work-processes, optimization methods, design optimization and risk management tools. Students will use 2D and 3D modeling software to help them design solutions to proposed problems, document their work and communicate solutions. Additionally, students will interpret industry prints and create working drawings from functional models. Emphasis is given to experimental problem solving in real systems.</p> <p><i>Grades: 9-12</i>  <i>Semesters: 2</i>  <i>Credit: 1</i></p>
<p><b>Principles of Engineering</b>  Develop the conceptual and instructional understanding you'll need to guide students as they explore topics such as mechanisms, strength of structure and materials, and automation and then solve challenges like designing a self-powered car.</p> <p>Suggested Prerequisite: Physics or STEM Physics</p> <p><i>Grades: 9-12</i>  <i>Semester: 2</i>  <i>Credit: 1</i></p>	<p><b>Digital Electronics</b>  Students explore the foundations of computing by engaging in circuit design processes to create combinational logic and sequential logic (memory) as electrical engineers do in industry. Students will gain real world application and experience in engineering through the use of various tools and software that will help introduce safety, electricity, and common analog and digital designs and applications.</p> <p><i>Grades: 10-12</i>  <i>Semester: 2</i>  <i>Credit: 1</i></p>

Whether you want to get started in the workforce right away, earn industry certifications or graduate with college credits, the Delaware Area Career Center has an experience waiting for you. The various programs offered at the DACC will give you the chance to:

- Make valuable connections with professionals in your field
- Build an impressive portfolio

- Work with professional industry tools and equipment
- Save money on tuition by earning college credits
- Learn from experienced professionals
- Get industry certifications for your resumes and college applications
- Be ready for a changing and global workforce

Browse through the course descriptions and explore your options. Each pathway provides you with the chance to experience real world situations to help you make early decisions about your post-secondary education and career paths.

To ask more questions about any program or to schedule a tour of the DACC campuses, contact the Administrative Assistant to the Enrollment Coordinator at (740) 201-3216.

Please check at the Delaware Area Career Center High School website for more information:

[HTTP://WWW.DELAWAREAREACC.ORG/HIGH-SCHOOL](http://www.delawareareacc.org/high-school)

## Air Force Junior ROTC

### Aerospace Science (Air Force Junior ROTC)

Air Force Junior ROTC is a citizenship- and character-building program offered at R.B. Hayes High School and available to high school students of the Delaware, Buckeye Valley, Big Walnut and Olentangy Districts. Chartered by Congress in 1966, Junior ROTC units are charged with integrating programs of aerospace education, citizenship-, leadership- and team-building skills and community service with the curricula of their host high schools. The program is not an extension of the recruiting services of any branch of armed service, is not directly connected with college- or university-level ROTC programs, carries no obligation to enter military service, and does not actively encourage any student to choose a career in the armed service. The program offers elective coursework in the science and history of aviation, exploring space, and cultural studies and survival skills. The program offers extensive extracurricular activities such as field trips, interscholastic drill and air rifle marksmanship teams, rocket club, and community service projects.

#### **“Science of Flight”: (Aerospace and Leadership 1) - Year long Course (Elective) Credit: 1 C.U.**

Offered 2022-2023 to Cadets in their first or second year of AFJROTC. 40% of the course is a study of the forces that enable flight, aerodynamics and propulsion systems. Investigates atmosphere, weather elements and basic forecasting systems; the physiology of flight, impacts on the human body, physical needs to cope in flight, and protective equipment. Introduces elements of navigation, map reading and flight instruments. Leadership 1 (40% of the course) studies respect for the flag, wear of the uniform, military drill, inspections, first aid, and study habits. Concepts of integrity, unity, and honor are emphasized. Also covers very basic aspects of marching and ceremonies to include traditional customs and courtesies, flag honors, etc. 20% of the course is oriented to fitness and wellness. (AFJROTC codes AS-200, LE-100, LE-200)  
\$25 Activity Fee Annually

#### **“History of Flight”: Aerospace and Leadership 2 - Year long Course (Elective) Credit: 1 C.U.**

Offered 2022-2023 to Cadets in their first or second year of AFJROTC. 40% of the course is a study of aviation from ancient attempts through pioneers in lighter-than-air craft to the Wright Brothers. Examines the development of the aircraft through WWI and the Inter War Years. Tracks the impact of aviation through WWII, Korea, Vietnam, and post-911 conflicts. Examines commercial aviation, basic astronomy and space exploration, and air power in military operations of recent years. Leadership 2 (40% of the course) explores human behavior, group behavior, values, and prejudices. Communicative skills include effective listening, speaking, and writing. Leadership studies includes: leadership and followership concepts, principles of effective leaders, and building teamwork. Also covers very basic aspects of marching and ceremonies to include traditional customs and courtesies, flag honors, etc. 20% of the course is oriented to fitness and wellness. (AFJROTC codes AS-100, LE-100, LE-200) \$25 Activity Fee Annually

*\*\$25 Activity Fee Annually*

**“Aerospace 3”: Aerospace and Leadership 3 - Year long Course (Elective) Credit: 1 C.U.**

Offered 2022-2023 to Cadets in their third or fourth year of AFJROTC. [NOTE: The Senior Aerospace Science Instructor may, on a case-by-case basis, admit to this course a high school junior or senior who has completed at least one year of AFJROTC.] Cadet consensus determines whether Aerospace content (40%) will focus on Exploring Space, Cultural Studies, or Survival Skills with the stipulation the focus will be one of the two options different from the preceding year's option. Exploring Space covers fundamentals of astronomy; space environment, physical requirements for human survival in space, manned, satellite, and interplanetary probe programs, development of space stations, the space shuttle and new vehicles; and orbital mechanics, rockets, and robotics. Cultural Studies examines regions of the world, relationships between people, cultures and environments, similarities and differences among places; physical and political processes, dangers of pollution, population explosion, and depletion of Earth's natural resources, and how global events and developments affect our nation. Survival covers improvisation, first aid, health, and navigation in survival situations. Leadership 3 (40%) builds on the previous year's understanding of human behavior by exploring the principles of management. Management techniques are taught and cadets use them to manage unit activities, formal dinners, and voluntary community service activities. Ethics and core values are explored using ethical dilemmas, and building a basic understanding of how growth occurs in moral reasoning. Stress management, financial management, and citizenship issues are studied to develop the cadet's ability to function in today's society. Development of drill and ceremonies skills begun in Aerospace 1 and 2 continues. 20% of the course is oriented to fitness and wellness. (AFJROTC codes AS-220, 300, OR 410, & LE-300 &/or LE-400)

Prerequisite: Science of Flight and/or History of Flight      \$25 Activity Fee Annually

**“Aerospace 4”: Aerospace and Leadership 4- Year long Course (Elective) Credit: 1 C.U.**

Offered 2022-2023 to Cadets in their third or fourth year of AFJROTC. [NOTE: The Senior Aerospace Science Instructor may, on a case-by-case basis, admit to this course a high school junior or senior who has completed at least one year of AFJROTC.] Cadet consensus determines whether Aerospace content (40%) will focus on Exploring Space, Cultural Studies, or Survival Skills with the stipulation the focus will be one of the two options different from the preceding year's option. Exploring Space covers fundamentals of astronomy; space environment, physical requirements for human survival in space, manned, satellite, and interplanetary probe programs, development of space stations, the space shuttle and new vehicles; and orbital mechanics, rockets, and robotics. Cultural Studies examines regions of the world, relationships between people, cultures and environments, similarities and differences among places; physical and political processes, dangers of pollution, population explosion, and depletion of Earth's natural resources, and how global events and developments affect our nation. Survival covers improvisation, first aid, health, and navigation in survival situations. Leadership 4 (40%) prepares the students to enter the job market by managing business activities. Basic resume writing and job interview techniques are taught. Students become familiar with quality planning and measurement techniques. Development of drill and ceremonies skills begun in Aerospace 1 and 2 continues. 20% of the course is oriented to fitness and wellness. (AFJROTC codes AS-220, 300, or 410, & LE-300 &/or LE-400)

Prerequisite: Science of Flight &/or History of Flight      \$25 Activity Fee Annually

**AFJROTC Summer Leadership School (Off-Campus Summer Elective)      Credit: ½ C.U.**

This is an intense 6-day leadership experience at Wright Patterson Air Force Base and Wright State University involving students from high schools throughout the Midwest. Course is activity-based. All meals and living arrangements are provided. The program includes academics, land, water and night survival, Field Training Exercise, an airplane flight when possible, drill and ceremonies, recreation, and athletics. JROTC instructors organize and conduct the camp using Air Force and WSU facilities and funding opportunities.

Prerequisites: Completion of at least one semester of Aerospace Science 1, 2, 3, or 4, excellent health, reasonable physical condition, health and accident insurance, and the approval of the Senior Aerospace Science Instructor.

Fee required, varies annually, announced in April

