

Wellington High School

2024-2025

Course Selection Guide

INTRODUCTION

The purpose of this Schedule Planner is to help students develop their educational plan for their high school years here at WHS. Careful thought should be given to course selection, and we urge students to discuss their educational plans with family, peers, teachers, and school counselor. It is important that the program of studies students choose maintains a high level of interest for them and results in the benefits of a happy and productive adult life.

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THE SCHOOL'S RIGHT TO CANCEL A COURSE

The Wellington administrators and guidance office reserve the right to cancel any course that does not have an adequate number of students registered for it.

“Before anything else, preparation is the key to success.”

Alexander Graham Bell

Although parents and counselors are here to help students plan their high school curriculum, the responsibility for this planning rests with each student.

Students need to consider the following:

1. Know what the graduation requirements are.
2. Be aware of college entrance or vocational requirements.
3. Plan ahead, not just for next year but for your entire high school career.
4. Check course descriptions to be sure they fit your needs, interests, and abilities. Also check that prerequisites necessary for enrollment have been met.
5. See your counselor if there is doubt about credits for graduation or college entrance requirements.
6. Course descriptions accurately reflect course content. Students will be held accountable for course selections. It is extremely important that students seriously consider the exact courses they wish to take in the coming school year.
7. At the end of this planner, there is a four-year planning guide. Students may find this helpful in choosing their course of study while in high school.
8. **There will be NO schedule changes once school begins, except for the following reasons:**
 - a. **A required course is missing.**
 - b. **An obvious computer error or omission.**
 - c. **To fill in a study hall with a class.**
 - d. **A course placement level change is needed. This requires consultation with and approval from: teacher, parent, counselor, and administrator.**

***** Requests for specific teachers will not be honored*****

Table of Contents

School Information

Graduation Requirements	4
Honors Diploma Requirements	4
Schedule Change/Withdrawal Policy	5
Class and Credit Requirements, Withdrawals	5
GPA Scale, PowerSchool	5
Making up Failed Courses	5-6
Credit Flexibility Program	6
LCJVS Information, TEE & College Tech Prep Programs	7-8
AP, Articulated College Credits, CCP	9
Athletic Eligibility, OSHAA and Physical Education Exemption	10
NCAA Requirements for College Bound Athletes	11

Course Information

Course Matrix	12-14
English Courses/Electives	15-16
Math Courses	17-18
Science Courses	19-20
Social Studies Courses/Electives	21-22
Required Electives	23
CTE Performing Arts Pathway Courses	24
Agricultural Education Courses	25-26
Business/Technology Courses	27
Fine Arts Courses	28
Foreign Languages Courses	29
Health and Physical Education Courses	30
Four Year Plan	31

WELLINGTON HIGH SCHOOL GRADUATION REQUIREMENTS

English/Language Arts	4 credits	<ul style="list-style-type: none"> • English I • English II • English III • English IV o Or equivalent (Honors, CCP, etc)
Mathematics	4 credits	<ul style="list-style-type: none"> • Algebra 1 • Geometry • Algebra 2 • Elective math o Or equivalent (Honors, CCP, etc)
Science	3 credits	<ul style="list-style-type: none"> • Biology • Physical Science/Chemistry • Elective science or equivalent (Honors, Ag 2, CCP)
Social Studies	3 credits	<ul style="list-style-type: none"> • World History • American History • American Government o Or equivalent (Honors, CCP)
Financial Literacy	.5 credits	<ul style="list-style-type: none"> • Waived for JVS students
Power Through Voice and Presence (previously Communication in the Digital Age)	.5 credits	<ul style="list-style-type: none"> • Class of 2022 and beyond • Waived for JVS students
Health	.5 credits	
Physical Education	.5 credits (2 semesters) OR 2 PE exemptions	
Electives	3 - 3.5 credits	
Fine Art	1 credit/1 year	in grades 7-12 (Waived for JVS students)
20 CREDITS REQUIRED		

ADDITIONAL GRADUATION REQUIREMENTS

Class of 2023 & Beyond

<http://education.ohio.gov/getattachment/Topics/Ohio-s-Graduation-Requirements/Sections/Classes-of-2023-and-Beyond-Graduation-Requirements/GradReq2023.pdf.aspx?lang=en-US>

Honors Diplomas

High school students can gain state recognition for exceeding Ohio's graduation requirements through an honors diploma. Students challenge themselves by taking and succeeding at high-level coursework and in real-world experiences.

Ohio students have the opportunity to choose to pursue one of six honors diplomas:

- [Academic Honors Diploma](#)
- International Baccalaureate Honors Diploma
- Career Tech Honors Diploma
- STEM Honors Diploma
- Arts Honors Diploma - includes dance, drama/theater, music and visual art
- Social Science and Civic Engagement Honors Diploma

Please go to <http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Honors-Diplomas> for more information about Honors Diplomas.

See your school counselor for more information regarding graduation requirements.

SCHEDULE CHANGES

Course selections **should be carefully considered** at the time of scheduling and discussed with a parent/guardian signature. A schedule reflects a commitment from both the student and the school. Because the master schedule is based on student course requests, it will be difficult, if not impossible, to make a schedule change once the master schedule is set.

There will be **NO** schedule changes once school begins, except for the following reasons:

- A required course is missing.
- An obvious computer error or omission.
- To fill in a study hall with a class.
- A course placement level change is needed. This requires consultation with and approval from: teacher, parent, counselor, and administrator.

**** Requests for specific teachers will not be honored****

WITHDRAWALS

Withdrawals are made on a very limited basis and only with administrative approval after consultation with the student, parent/s, teacher, and counselor. A student withdrawing from a course **after the second week of the course start date** may be considered **“withdraw/failing” and receive an “F” for the course**. This applies whether it is a semester course or a year course graded by semesters. Exceptions to the “withdraw/fail” require administrative review and approval.

CLASS MINIMUM

All students must register for six or more classes per semester or the CCP equivalent as determined by the school counselor. There are a total of seven periods plus lunch in a student’s school day. The student will have time for one study hall when taking 6 classes.

SEMESTER GRADE CALCULATION

Each quarter grade (nine weeks) is worth 40% of the final grade in a class, and the exam grade is 20% of the final grade.

GPA SCALE

Cumulative grade point average (GPA) are computed at the end of the first semester and the end of the school year. All courses that have been completed with the exception of pass-fail credit courses are included.

Grade	Percent	Regular Courses	Weighted Courses
A	89.5 - 100%	4.0	5.0
B	79.5 - 89.49%	3.0	4.0
C	69.5 - 79.49%	2.0	2.0
D	59.5 - 69.49%	1.0	1.0
F	0 - 59.49%	0	0

POWER SCHOOL

Wellington High School uses an online grade reporting system called PowerSchool. All students and parents will have accessibility to Power School by obtaining a username and password. Information on obtaining access to Power School will be sent home with students at the beginning of the school year. Power School will be accessible on the school district’s website: www.wellingtonvillageschools.org. Individuals needing help to set up an account or a password should contact the building secretary for assistance.

HONOR AND MERIT ROLL

Each nine weeks, student’s grades will be assessed to determine if they are eligible for the honor or merit roll. To earn a place on the high honor roll, a student must have achieved a 4.0 or higher grade point average (GPA) for the nine weeks. To earn a place on the honor roll, a student must have achieved a minimum of a 3.5 GPA for the nine weeks. To achieve a place on the merit roll, a student must have achieved a minimum of a 3.0 GPA for the nine weeks. To receive an Academic Honor Award, a student must achieve high honor roll and/or honor roll status two of the first three nine weeks grading periods. Summer school and correspondence courses will not be considered for honor and merit roll determination.

MAKING-UP FAILED COURSES

It is the responsibility of the student to see the counselor to make arrangements concerning failed courses. If a student fails a **required** course during the regular school year, it is recommended that the failed course be made up before the next school year. If a student fails an elective course during the regular school year, the student must decide whether or not to repeat that course. Please check with your school counselor for options to make up failed classes.

Summer school, online and/or correspondence course grades are added to a student's overall credits and grade point average, but are not included in averaging nine weeks grades and will not be used to determine honor/merit roll status or athletic eligibility. These courses may not show up on the student's report card, but will show up on his/her official high school transcript.

CREDIT FLEXIBILITY PROGRAM

Flexible credit applies to any alternative coursework, custom learning activity assessment, and/or performance that demonstrates proficiency qualified to be awarded equivalent credit toward graduation as applied for and approved in advance by the district. Approved credit awarded will be posted on the student's transcript, calculated into the student's grade point average (GPA), and counted as required graduation credit in the related subject area or as an elective.

The school district communicates the Credit Flexibility Program Information and Guidelines annually on the district website. If interested, a student must initiate the request to take a course or earn credit via Credit Flexibility by first meeting with his or her school counselor and then successfully completing the application process.

JOINT VOCATIONAL SCHOOL (Lorain County JVS) INFORMATION

APPLYING TO THE JVS

Students normally apply to the JVS during February for the following school year. Students can complete their application online at www.lcjvs.com. Enrollment is limited. Selection is based on attendance, grades, and high school credits (if applicable). JVS students must meet Wellington High School's minimum requirements for graduation. Following is information about full-day programs offered by JVS. Details about the Teacher Education Exploration and College Tech Prep programs follow:

BUILDING TRADES

Carpentry
Heating and Air Conditioning
Industrial Electricity
Masonry Trades

BUSINESS & MARKETING

Marketing and Management
Web and Graphic Design

COMMUNITY SERVICE

Cosmetology
Early Childhood Education
Landscape & Greenhouse Management
Public Safety

CULINARY

Bakery & Pastry Arts
Culinary Arts

MANUFACTURING & PRE-ENGINEERING

Computerized Design and Drafting
Precision Machine Technology
Welding and Fabrication

TRANSPORTATION

Auto Technology
Collision Repair
Commercial Truck Technology
Industrial Equipment Mechanics

ONE-YEAR PROGRAMS REQUIRING SPECIAL RECOMMENDATION

Career Based Intervention
Career Exploration Program (10th Grade)
Career Readiness Program (9th Grade)

Hospitality Services – A
Hospitality Services - B
Job Training Program
Maintenance Services

TEACHER EDUCATION EXPLORATION PROGRAM (TEE)

The Teacher Education Exploration Program is offered through Lorain County JVS and is designed to encourage interested high school seniors to pursue a career as a teacher or other education professional. The program consists of a combination of classroom instruction involving various topics in education along with field experience in various K- 12 classroom settings.

Students can earn three high school elective credits along with the opportunity to earn college credit. The curriculum is delivered in a hybrid manner through face-to-face and online instruction at both Lorain County JVS and Lorain County Community College.

The TEE program has the following goals for students:

- Ensure college readiness and exposure to college
- Provide education related to teaching and learning
- Provide internship experience under the guidance of an experienced teacher
- Promote positive attitudes toward teaching and learning

Requirements:

- 2.5 GPA in college prep curriculum
- On track with test points & passed required courses prior to senior year
- Good attendance record
- Must provide your own transportation.
- Access to technology including Microsoft Office and Internet

LCJVS COLLEGE TECH PREP PROGRAMS

The program combines traditional, college-preparatory academics with intense, lab-based instruction in the career of choice. Because of the need for specialized lab facilities, ½ of the day is normally spent at the home school for academics. The other ½ day is spent at the Lorain County JVS.

Allied Health Sciences: prepares students for a wide range of health careers through the development of fundamental medical knowledge and essential clinical skills. Courses include anatomy and physiology, first aid, medical terminology, pathology, elementary and advanced patient care techniques, etc. Students will have the opportunity to earn their STNA (State Nursing Assistant) certificate after their junior year.

Career Opportunities after associate degree completion include: registered nursing, medical assistant, medical laboratory technician, and physical therapy assistant.

Digital Media Arts (DMA): focuses on the fundamental principles and processes of computer-based design using a variety of traditional and non-traditional media with an emphasis on problem-solving and creative exploration. Using such media as high-definition video, sound, animation, installation art, print and digital photography, students work in a digitally integrated computer lab and studio environment to gain hands-on experience. Students apply color theory, visual design and conceptualization to project-based assignments that focus on growing their skill sets and technical abilities, while building a portfolio for post-secondary and internship opportunities.

Career Opportunities include: video/film production, 2d/3d animation, photography and print media.

Network Communications Technology (NCT): prepares students for a variety of careers in computer information systems, with a special emphasis on network design, operation and maintenance. Courses focus on computer programming, CISCO router systems (including the possibility of CCNA certification), connectivity, web design, etc.

Career Opportunities after completion of a Computer Information Systems/Network Communications Technology degree include: Information Technical Support/Microcomputer Support Specialist, Network Systems Technician/Administrator, PC Coordinator, or Network Coordinator.

Project Lead The Way: Pre-Engineering (PLTW): centers on developing better problem-solving skills by immersing students in real world engineering problems. Challenging courses provide project-based hands on experiences to teach students the key elements and skills of engineering and technology-based careers. Courses include: Introduction to Engineering Design, Principles of Engineering, Digital Electronics, Computer Integrated Manufacturing, and Engineering Design and Development.

Career Opportunities: A variety of engineering and engineering technology careers.

EARN COLLEGE CREDIT IN HIGH SCHOOL

AP COURSE WORK

Wellington High School offers a number of Advanced Placement courses. These courses are designed for students who are academically talented, disciplined, highly motivated and willing to accept the challenges of an honors course. The student must successfully complete prerequisites for the course and maintain a high level of performance. Weighted grades are given to AP courses to compensate for higher expectations. The AP courses are designed to be the equivalent of a 1st year college course. As such, the curriculum and expectations are of a higher level. All students in an AP course are required to take the national AP exams administered in May. Students can earn college credit if they score well enough on their AP exams.

The following Advanced Placement courses are being offered at Wellington High School:

AP English Literature	AP Biology	AP American History	AP World History	AP Statistics
AP English Language	AP Chemistry	AP American Government	AP Calculus	AP Computer Science

ARTICULATED COLLEGE CREDITS

The Wellington School District has articulated agreements with Lorain County Community College that will allow students to earn college credits if predetermined requirements are met. There are no prior tests or qualifications to take these CTE courses and no penalty if the student fails or withdraws. Credit is only good at the listed college to which credit is articulated. Students enrolled in one of the qualifying CTE courses will get more information from their instructor.

COLLEGE CREDIT PLUS

The CCP program offers highly motivated students the opportunity to simultaneously earn secondary (high school) and post-secondary (college) credit for college-level courses at no cost to the students (with the exception of select private colleges). All students enrolled at WHS are eligible to apply to participate. Students interested in this program must meet WHS graduation requirements plus any enrollment requirements the post-secondary institutions have.

The student and a parent/guardian must attend an informational meeting prior to signing up for CCP. After attending such a meeting, the student and parent must sign the Wellington High School Intent to Participate form and return it to the high school school counselor by April 1. Then they must fill out a CCP college application. Classes at the college or university may not be scheduled unless all paperwork is turned in by required deadlines.

Grades for CCP courses taken for high school credit will be computed into your GPA. **The grade will only be weighted when an Honors/AP course in that subject area is also offered at the high school.** Students will be charged for any course that they fail or withdraw from after more than 14 days. The fees are determined by the college from which the course was taken. Wellington School District will assess these charges to the student's fees. **Failure to reimburse the Board of Education will result in the withholding of grades and diploma and non-participation in graduation ceremonies.**

COLLEGE CREDIT PLUS SAMPLE PATHWAY

CCP Course options by year to attain at least 15-30 college credits (in partnership with LCCC)

Grade	HS Course	LCCC Course	College Credit
9	Elective	SDEV 102: Strategies for College Success	3
	Elective	CISS 121: Microcomputer Applications	3
10	American History	HIST 161/162: US History I and II	6
11	Government/Economics	PLSC 156 or 151/ECNM 113, 151 or 152	6
12	English 12	ENGL 161/162	6
	Physics	BIOG 151/152	8
	Social Studies	PSYH 151/SOCY 151	6
TOTAL CREDITS			38

ATHLETIC ELIGIBILITY

O.H.S.A.A. REQUIREMENTS

According to the Ohio High School Athletic Association (O.H.S.A.A.) all students must meet the following requirements to be eligible to participate in high school athletics:

*Students must receive passing grades (A, B, C, D) in the equivalent of FIVE one-credit courses in the previous grading period and be currently enrolled in the equivalent of 5 one-credit courses. Notice: this only involves nine weeks grades, not final grades!

WELLINGTON ATHLETIC REQUIREMENTS

1. Athletic eligibility for each grading period is determined by grades received the **preceding** grading period. Semester average and yearly grades have no effect on eligibility.
2. A student must be currently enrolled in school and have **received passing grades in a minimum of five credits in the immediately preceding grading period** to participate during a nine-week grading period. Athletes are strongly advised to take at least six credits per semester.
3. A minimum of a 1.5 GPA is required for each grading period. **Summer school and correspondence classes do not count towards this requirement.** An academic probation system is in place to assist students who are in jeopardy of losing their eligibility.
4. All middle school students who become high school students must meet the requirements as set forth by the Wellington Athletic Department to participate in high school athletics. Summer school grades may not be used to substitute for failing grades received during the final grading period of the school year.
5. Students involved in athletics should consult with the school athletic director concerning any and all schedule changes. Scheduling changes may affect one's athletic eligibility.

PHYSICAL EDUCATION EXEMPTION

Students planning to participate in two seasons of high school interscholastic sports, marching band and/or cheerleading may choose to apply for a physical education exemption. State law allows participation in approved activities to exempt students from the required .5 of physical education requirements. Students must participate in at least two full seasons of approved activities to earn their physical education exemption. The activities may occur during different school years and should be completed by the end of the junior year to insure that graduation requirements are met. **Taking one physical education class and one exemption will not meet state graduation requirements.**

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION REQUIREMENTS

What is the NCAA?

The NCAA, or National Collegiate Athletic Association, was established in 1906 and serves as the athletics governing body for more than 1,300 colleges, universities, conferences and organizations. The national office is in Indianapolis, but the member colleges and universities develop the rules and guidelines for athletics eligibility and athletics competition for each of the three NCAA divisions. The NCAA is committed to the student athlete and to governing competition in a fair, safe, inclusive and sportsmanlike manner.

The NCAA membership includes: • 331 active Division I members; • 291 active Division II members; and • 429 active Division III members. One of the differences among the three divisions is that colleges and universities in Divisions I and II may offer athletics scholarships, while Division III colleges and universities may not.

What is the NCAA Eligibility Center?

The NCAA Eligibility Center will certify the academic and amateur credentials of all college-bound student-athletes who wish to compete in NCAA Division I or II athletics. To assist with this process, the Eligibility Center staff is eager to foster a cooperative environment of education and partnership with high schools, high school coaches and college-bound student-athletes. Ultimately, the individual student-athlete is responsible for achieving and protecting his or her eligibility status.

All potential college athletes should do the following early in their high school career:

1. Go to www.ncaastudent.org to learn about the NCAA and high school requirements for collegiate athletic participation at division's I, II, and III.
2. Access the Eligibility Center's resource page on our Website at www.eligibilitycenter.org, clicking on "Resources" and then selecting the type of student you are. You can then navigate through the resources to find helpful information.
3. Create an account with the NCAA and update it on a regular basis.
4. Check the list of NCAA eligible courses at your high school and make sure that you take eligible courses.¹
5. **Important Note: Applied Algebra 1, Applied Algebra 2, Algebra 1.1, 1.2, 2.1, 2.2 are not NCAA eligible classes. You must take Algebra I, Geometry, Algebra II and higher level math classes to qualify for Division I and II athletics in college.**

Eligibility Center customer service

Representatives are available from 8 a.m. to 6 p.m.,
Eastern time, Monday through Friday.
U.S. callers (toll free): 877/262-1492
Fax: 317/968-5100

When to call the NCAA

Please contact the NCAA when you have questions such as these:

- What are the rules and regulations related to initial eligibility?
- What are the rules and regulations related to amateurism?
- What are the regulations about transferring from one college to another?
- What are the rules about athletics scholarships and how can they be reduced or canceled?
 - I have an education-impacting disability. Are there any other requirements for me?²

¹ www.ncaastudent.org

² www.eligibilitycenter.org

English	Grade Level				Yr/Sem	Credits	Weighted	Prerequisite/Notes
<u>Pre AP English 1</u>	<u>9</u>				<u>Year</u>	<u>1</u>		
<u>Pre AP English 1 Honors</u>	<u>9</u>				<u>Year</u>	<u>1</u>	<u>Yes</u>	
<u>AP English Literature</u>		<u>10</u>	<u>11</u>	<u>12</u>	<u>Year</u>	<u>1</u>	<u>Yes</u>	
<u>Pre AP English 2</u>		<u>10</u>			<u>Year</u>	<u>1</u>		
<u>Pre AP English 2 Honors</u>		<u>10</u>			<u>Year</u>	<u>1</u>	<u>Yes</u>	
<u>AP English Language</u>		<u>10</u>	<u>11</u>	<u>12</u>	<u>Year</u>	<u>1</u>	<u>Yes</u>	
<u>English 3</u>			<u>11</u>		<u>Year</u>	<u>1</u>		
<u>English 4</u>				<u>12</u>	<u>Year</u>	<u>1</u>		
Mathematics	Grade Level				Yr/Sem	Credits	Weighted	Prerequisite/Notes
<u>Pre AP Algebra 1</u>	<u>9</u>	<u>10</u>			<u>Year</u>	<u>1</u>		
<u>Pre AP Geometry</u>	<u>9</u>	<u>10</u>	<u>11</u>		<u>Year</u>	<u>1</u>		
<u>Pre AP Geometry Honors</u>	<u>9</u>	<u>10</u>			<u>Year</u>	<u>1</u>	<u>Yes</u>	
<u>Algebra 2</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Year</u>	<u>1</u>		
<u>Algebra 2 Honors</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Year</u>	<u>1</u>	<u>Yes</u>	
<u>Precalculus</u>		<u>10</u>	<u>11</u>	<u>12</u>	<u>Year</u>	<u>1</u>		
<u>AP Calculus</u>			<u>11</u>	<u>12</u>	<u>Year</u>	<u>1</u>	<u>Yes</u>	
<u>Probability and Statistics</u>				<u>12</u>	<u>Year</u>	<u>1</u>		
<u>AP Statistics</u>				<u>12</u>	<u>Year</u>	<u>1</u>	<u>Yes</u>	
Science	Grade Level				Yr/Sem	Credits	Weighted	Prerequisite/Notes
<u>Pre AP Biology</u>	<u>9</u>				<u>Year</u>	<u>1</u>		
<u>Pre AP Biology Honors</u>	<u>9</u>				<u>Year</u>	<u>1</u>	<u>Yes</u>	
<u>Physical Science</u>		<u>10</u>			<u>Year</u>	<u>1</u>		
<u>Pre AP Chemistry</u>		<u>10</u>	<u>11</u>		<u>Year</u>	<u>1</u>		
<u>AP Biology</u>			<u>11</u>	<u>12</u>	<u>Year</u>	<u>1</u>	<u>Yes</u>	<u>Completed Biology</u>
<u>AP Chemistry</u>			<u>11</u>	<u>12</u>	<u>Year</u>	<u>1</u>	<u>Yes</u>	<u>Completed Chemistry</u>
<u>Physics</u>			<u>11</u>	<u>12</u>	<u>Year</u>	<u>1</u>		<u>Completed Biology and Chemistry</u>
<u>Anatomy/Physiology</u>			<u>11</u>	<u>12</u>	<u>Year</u>	<u>1</u>		<u>Completed Biology and Chemistry</u>
Social Studies	Grade Level				Yr/Sem	Credits	Weighted	Prerequisite/Notes
<u>Pre AP World History</u>	<u>9</u>				<u>Year</u>	<u>1</u>		
<u>AP World History</u>	<u>9</u>				<u>Year</u>	<u>1</u>	<u>Yes</u>	
<u>American History</u>		<u>10</u>			<u>Year</u>	<u>1</u>		
<u>AP American History</u>		<u>10</u>			<u>Year</u>	<u>1</u>	<u>Yes</u>	
<u>American Government</u>			<u>11</u>		<u>Year</u>	<u>1</u>		
<u>AP American Government</u>			<u>11</u>		<u>Year</u>	<u>1</u>	<u>Yes</u>	
Social Studies Electives	Grade Level				Yr/Sem	Credits	Weighted	Prerequisite/Notes
<u>Current Events</u>		<u>10</u>	<u>11</u>	<u>12</u>	<u>Sem</u>	<u>0.5</u>		
<u>Cold War (1945-1991)</u>			<u>11</u>	<u>12</u>	<u>Sem</u>	<u>0.5</u>		
<u>Psychology</u>		<u>10</u>	<u>11</u>	<u>12</u>	<u>Sem</u>	<u>0.5</u>		
<u>Sociology</u>		<u>10</u>	<u>11</u>	<u>12</u>	<u>Sem</u>	<u>0.5</u>		
Electives	Grade Level				Yr/Sem	Credits	Weighted	Prerequisite/Notes
<u>Digital Media: Lights, Camera, Action!</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Year</u>	<u>1</u>		
<u>Intro to Theater</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Year</u>	<u>1</u>		

<u>Acting and Script Analysis</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Year</u>	<u>1</u>		
<u>Stagecraft</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Year</u>	<u>1</u>		
<u>Stage Design and Construction</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Year</u>	<u>1</u>		
<u>Celtic Mythology</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Sem</u>	<u>0.5</u>		
<u>Comparative Mythology and Folklore</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Sem</u>	<u>0.5</u>		
<u>Fantasy Sports and Math</u>		<u>10</u>	<u>11</u>	<u>12</u>	<u>Sem</u>	<u>0.5</u>		
<u>Power Through Voice and Presence</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Sem</u>	<u>0.5</u>		<u>Required for graduation</u>
<u>Agricultural Education Electives</u>	<u>Grade Level</u>				<u>Yr/Sem</u>	<u>Credits</u>	<u>Weighted</u>	<u>Prerequisite/Notes</u>
<u>Agriculture, Food and Natural Resources 1</u>	<u>9</u>	<u>10</u>			<u>Year</u>	<u>1.25</u>		
<u>Agriculture, Food and Natural Resources 2</u>		<u>10</u>	<u>11</u>		<u>Year</u>	<u>1.25</u>		
<u>Animal Nutrition</u>			<u>11</u>	<u>12</u>	<u>Year</u>	<u>1.25</u>		
<u>Greenhouse/Nursery Management</u>			<u>11</u>	<u>12</u>	<u>Year</u>	<u>1.25</u>		
<u>Ag Business Management 1</u>			<u>11</u>	<u>12</u>	<u>Year</u>	<u>1</u>		
<u>Ag Business Management 2</u>				<u>12</u>	<u>Year</u>	<u>1</u>		
<u>Agricultural Mechanics Skills</u>			<u>11</u>	<u>12</u>	<u>Year</u>	<u>1</u>		
<u>Ag Placement</u>				<u>12</u>	<u>Year</u>	<u>1</u>		
<u>Business/Technology Electives</u>	<u>Grade Level</u>				<u>Yr/Sem</u>	<u>Credits</u>	<u>Weighted</u>	<u>Prerequisite/Notes</u>
<u>Essential Business Skills/Leadership</u>	<u>9</u>				<u>Year</u>	<u>1</u>		<u>Freshman required course</u>
<u>Financial Literacy</u>			<u>11</u>	<u>12</u>	<u>Sem</u>	<u>0.5</u>		<u>Required for graduation</u>
<u>AP Computer Science</u>		<u>10</u>	<u>11</u>	<u>12</u>	<u>Year</u>	<u>1</u>	<u>Yes</u>	
<u>Sports Marketing & Customer Service</u>		<u>10</u>	<u>11</u>	<u>12</u>	<u>Sem</u>	<u>0.5</u>		<u>Pass Essential Business Skills/Leadership</u>
<u>Fine Arts Electives</u>	<u>Grade Level</u>				<u>Yr/Sem</u>	<u>Credits</u>	<u>Weighted</u>	<u>Prerequisite/Notes</u>
<u>Intro to Design</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Year</u>	<u>1</u>		
<u>2D Design</u>		<u>10</u>	<u>11</u>	<u>12</u>	<u>Year</u>	<u>1</u>		<u>Pass Intro to Design</u>
<u>3D Design</u>		<u>10</u>	<u>11</u>	<u>12</u>	<u>Year</u>	<u>1</u>		<u>Pass Intro to Design</u>
<u>College Portfolio</u>			<u>11</u>	<u>12</u>	<u>Year</u>	<u>1</u>		<u>Pass 2D or 3D: Teacher Recommendation</u>
<u>Yearbook: Photography and Graphic Design</u>		<u>10</u>	<u>11</u>	<u>12</u>	<u>Year</u>	<u>1</u>		
<u>Instrumental Music</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Year</u>	<u>1</u>		
<u>WHS Concert Choir</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Year</u>	<u>1</u>		
<u>Foreign Language Electives</u>	<u>Grade Level</u>				<u>Yr/Sem</u>	<u>Credits</u>	<u>Weighted</u>	<u>Prerequisite/Notes</u>
<u>Spanish I</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Year</u>	<u>1</u>		
<u>Spanish II</u>		<u>10</u>	<u>11</u>	<u>12</u>	<u>Year</u>	<u>1</u>		
<u>Spanish III</u>			<u>11</u>	<u>12</u>	<u>Year</u>	<u>1</u>		
<u>Spanish IV</u>				<u>12</u>	<u>Year</u>	<u>1</u>		

<u>Health and Physical Education</u>	<u>Grade Level</u>				<u>Yr/Sem</u>	<u>Credits</u>	<u>Weighted</u>	<u>Prerequisite/Notes</u>
<u>Health</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Sem</u>	<u>0.5</u>		
<u>Physical Education</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Sem</u>	<u>0.25</u>		
<u>Team Sports</u>			<u>11</u>	<u>12</u>	<u>Sem</u>	<u>0.5</u>		<u>2 semesters of Phys. Ed</u>
<u>Strength and Conditioning</u>			<u>11</u>	<u>12</u>	<u>Sem</u>	<u>0.5</u>		<u>2 semesters of Phys. Ed</u>

		<u>ENGLISH COURSES</u>
9th Grade	English 1/Honors	
10th Grade	English 2/Honors	
11th Grade	English 3/AP	
12th Grade	English 4/AP	

*** Honors/AP Classes - Summer reading and assignments are potentially required. Prerequisites include aptitude and/or teacher recommendation. This class will be graded on a weighted scale.**

PRE-AP ENGLISH I

This course is designed for all freshmen, whether they major in college preparatory, business, or vocational curriculum. Content includes various types of literature, grammar, and related areas such as composition, vocabulary study, and critical thinking.

PRE-AP HONORS ENGLISH I *

This course is designed for students with high proficiency in the language skills of reading, writing, editing, listening, and speaking. It will further develop and refine skills in usage, grammar, vocabulary, and multi-paragraph composition. Students should have strong critical reading, writing, and research skills. Literature study will include classic works and Shakespeare. Considerable independent work and numerous projects are required.

PRE-AP ENGLISH II

This course is designed for all sophomores, whether they major in the college preparatory, business, or vocational curriculum. This course uses Pre-AP and Springboard, which develop writing and reading in a variety of non/fictional formats, editing and revising content and grammatical structures. Students will read Shakespeare's ...Julius Caesar. It also engages students in a reading workshop, in which they choose their own novel and respond with a written book analysis, as well as practical applications of reading content.

PRE-AP HONORS ENGLISH II *

This course is designed for the student who has a high proficiency in English skills and who can work well independently. Through Pre-AP, Springboard, and NMSI, students experience a concentrated approach to the critical analysis and interpretation of fiction, nonfiction, and poetry. Contemporary and classic literature, including Shakespeare, will be studied. The course reinforces and expands the process of writing through essay assignments and projects. The principles of exposition are also emphasized. Students will continue to develop their grammar skills and vocabulary.

ENGLISH III

This survey course of American Literature will familiarize students with the common themes and ideas that have developed throughout the literature of the United States through the study of literary genres, author's purpose for writing, and analysis of common literary and rhetorical devices. Emphasis is placed on an understanding of major American works and their authors along with continued development of vocabulary mechanics, written expression, oral communication skills, and the completion of a variety of essays including a long-term research paper. Additionally, students will acquire general strategies and review grammatical concepts for taking the SAT & ACT college-entry examinations.

AP ENGLISH III - LITERATURE *

Course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. There are no prerequisite courses for AP English Literature and Composition. Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing. **Taking the AP test in May is mandatory for this course. There may be a fee associated with the test. Students earning a 3 or better on the test will have their final grade raised one letter grade.**

ENGLISH IV

English IV is designed for both college-bound seniors and general studies seniors. Through mastery of basic grammatical structure, students will improve their written and oral communication skills. With a focus on British literature, students will study the development of the English language and how it is affected by social conditions, political events, and interaction with other cultures.

AP ENGLISH LANGUAGE & COMPOSITION-SENIORS *

The AP English Language & Composition course aligns with an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. Although there are no prerequisite courses for AP English Language and Composition, students should be able to read and comprehend college-level texts and apply the conventions of

Standard Written English in their writing. Taking the AP test in May is mandatory for this course. There may be a fee associated with the test. **Students earning a 3 or better on the test will have their final grade raised one letter grade.**

English Electives

The following courses **DO NOT** satisfy any part of the **required** English graduation credits

CELTIC MYTH & LEGEND: IRELAND, SCOTLAND, WALES, & ENGLAND

Introduction to mythology, folklore, creatures, and legends of Ireland, Scotland, Wales, and England. This class focuses on the myths, oral traditions, stories, and literature of the Celtic peoples both pre and post Roman influence. The course is taught from a socio-historical stance, exploring the blended mythic traditions. The course will include the study of Arthurian legend and its mythic foundations.

COMPARATIVE MYTHOLOGY AND FOLKLORE

Introduction to mythology, folklore, and parallel oral traditions and archetypes from around the world. This class focuses on various mythological theories, such as the scholarship of Joseph Campbell, and Jungian theories of archetypes and self-actualization. This class is taught from a parallel interpretative stance, exploring connections between societies, culture and history. The main focus of the course is Greek, Roman, and Norse mythology and literature.

MATH COURSES

IMPORTANT- You need to pass four math classes to graduate from high school, one of which must be Algebra 2 or a course equivalent to Algebra 2.

Mathematics Pathway			* Honors/AP Classes - Summer reading and assignments are potentially required. Prerequisites include aptitude and/or teacher recommendation. This class will be graded on a weighted scale.
8th Grade	Algebra 1		
9th Grade	Geometry/Honors	Algebra 1	
10th Grade	Algebra 2	Geometry	
11th Grade	Advanced Course	Algebra 2	
12th Grade	Advanced Course		

PRE-AP ALGEBRA I

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships contrasting them with each other by applying linear models to data that exhibit a linear trend and engaging students in methods for analyzing, solving, and using quadratic functions. The Mathematics Practice Standards apply throughout each course and together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense out of problem situations.

PRE-AP GEOMETRY

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in Algebra 1 course. The critical areas, called units, explore the basics of Geometry, extend algebraic concepts to geometric figures, provide reasoning in proofs and apply the information in solving for area, volume, and surface area. The Mathematics Practice Standards apply throughout each course and together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense out of problem situations.

PRE-AP HONORS GEOMETRY *

This course is designed for students with a high proficiency in mathematics. Students should expect rigor beyond the regular geometry class as described above. **Prerequisites include aptitude and/or teacher recommendation. This class will be graded on a weighted scale.**

ALGEBRA 2

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in Algebra 1 and Geometry. The critical areas, called units, work on solving expressions, equations, inequalities, and functions in order to apply them to graphic representations. Other critical units being explored includes: linear systems, quadratic functions and equations, and polynomial, radical, exponential and logarithmic functions. Units that may also be explored include: rational functions, sequences and series, probability and statistics, matrices and trigonometric functions and their properties. Also, The Mathematics Practice Standards apply throughout the year and together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense out of problem situations.

HONORS ALGEBRA 2

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in Algebra 1 and Geometry. The critical areas, called units, work on solving expressions, equations, inequalities, and functions in order to apply them to graphic representations. Other critical units being explored includes: linear systems, quadratic functions and equations, and polynomial, radical, exponential and logarithmic functions. Units that may also be explored include: rational functions, sequences and series, probability and statistics, matrices and trigonometric functions and their properties. Also, The Mathematics Practice Standards apply throughout the year and together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense out of problem situations. **Prerequisites include aptitude and/or teacher recommendation. This class will be graded on a weighted scale.**

PRECALCULUS

This course continues the development begun in Algebra I and Algebra II. Practice in the fundamental skills of algebra, geometry, and trigonometry is provided for, while advanced topics are introduced and practiced. It contains an in-depth coverage of trigonometry, logarithms, analytic geometry, and upper-level algebraic concepts. Other topics that are covered include matrices, determinants, arithmetic series, geometric series, conic sections, roots of higher-order polynomial equations, and functions, including curve sketching. This course also completes the study of geometry, which is spread over this series. This course provides for long-term practice with the

fundamental concepts and skills of pre-calculus mathematics, and its use will help students succeed in calculus, physics, and chemistry in high school or in college.

PROBABILITY & STATISTICS

Probability is the study of chance behavior - the chance that something is likely to happen. It includes experiments with dice, cards, coins, and spinners. Sometimes computer programs and graphing calculators are used to generate random numbers. Probability theory is used in statistics, mathematics, science and philosophy to draw conclusions about the likelihood an event occurs. It helps to explain the underlying mechanics of complex systems.

Statistics is the study of the behavior of groups of numbers. It is a branch of mathematics that deals with collecting, analyzing, interpreting, explaining, and presenting data. Statistics is used in the physical and social sciences, humanities, and engineering. Statistics are helpful in making informed decisions in education, business and government.

AP CALCULUS *

Calculus is designed for prospective math majors and students interested in engineering, computer science, physics, business or the life sciences. Calculus is divided into approximately 150 lessons, which are designed to be taught over three semesters. Calculus lessons cover topics in the syllabus for the College Board's Advanced Placement (AP) program for calculus. The topics in Calculus AB syllabus are generally found in the first two thirds of the course, while the Calculus BC syllabus topics are generally found in the final third of the course. Other important topics not found in the AP calculus course descriptions are interspersed throughout. **Taking the AP test in May is mandatory for this course. There may be a fee associated with the test. Students earning a 3 or better on the test will have their final grade raised one letter grade.**

AP STATISTICS *

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions. **Taking the AP test in May is mandatory for this course. There may be a fee associated with the test.**

SCIENCE COURSES

			* Honors/AP Classes - Summer reading and assignments are potentially required. Prerequisites include aptitude and/or teacher recommendation. This class will be graded on a weighted scale.
9th Grade	Biology	Biology/Honors	
10th Grade	Physical Science	Chemistry	
11th Grade	Chemistry Science Electives	Physics/AP Biology/AP Chemistry Science Electives	
12th Grade	Physics Science Electives	Physics/AP Biology/AP Chemistry Science Electives	

PRE-AP BIOLOGY

This is a Biology course for all students. The course consists of field projects, labs, and hands-on class projects. Background information is presented in a lecture format. Topics covered include ecology, chemistry of life, cell structures, functions and processes, DNA/RNA structures, protein synthesis, genetics and taxonomy. Biological processes are integrated into an overview of the plant and animal world.

PRE-AP HONORS BIOLOGY *

This course provides an accelerated laboratory-based experience for students possessing superior skills in reading comprehension, critical thinking and application. Honors students must be willing to accept the challenge of academic rigor, including out-of-class research and assignments. Topics covered include ecology, chemistry of life, cell structures, functions and processes, DNA/RNA structures, protein synthesis, genetics and taxonomy. **Prerequisites include aptitude and/or teacher recommendation. This class will be graded on a weighted scale.**

PHYSICAL SCIENCE

Physical Science is a course designed to meet Ohio's Learning Standards, focusing mainly on chemistry and physics with a unit on space science. This course is an exploratory option for students to help prepare them for year-long Chemistry and Physics courses.

PRE-AP CHEMISTRY

This course is designed to provide a general knowledge of chemistry while developing the problem solving skills needed to compete on the college level. The course is designed around the elements and their interactions. Lab exercises and demonstrations are used to aid in the presentation of information. Lab fees are charged to cover the cost of lab materials. Students should have some basic understanding of math and a willingness to work.

AP BIOLOGY *

AP Biology is a course designed around the AP Biology Curriculum Framework that offers students a solid foundation in introductory college-level biology. It is structured around the four big ideas of biology (Evolution, Energy Processes, Information and Interaction). It is designed to prepare students for the AP Biology Exam. The process of inquiry and critical thinking skills are very important in this course by actively requiring students to anticipate experimental set ups in group discussions, journal readings and hands-on labs (at least 25 percent of instructional time). At the end of the course, students will have an awareness of the integration of other sciences in the study of biology, understand how the species to which we belong is similar to, yet different from, other species, and be knowledgeable and responsible citizens in understanding biological issues that could potentially impact their lives. **Students should have successfully completed high school biology. Taking the AP test in May is mandatory for this course. There may be a fee associated with the test. Students earning a 3 or better on the test will have their final grade raised one letter grade.**

AP CHEMISTRY *

The AP Chemistry course is a second year of chemistry, providing students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Students will be expected to do independent study throughout the year to support this course, including a summer assignment in preparation for the school year. Students will take the AP Chemistry exam in the spring. **Students should have successfully completed chemistry and algebra courses. Students should have junior or senior status. Taking the AP test in May is mandatory for this course. There may be a fee associated with the test. Students earning a 3 or better on the test will have their final grade raised one letter grade.**

PHYSICS

Physics elaborates on the study of the key concepts of motion, forces and energy as they relate to increasingly complex systems and applications that will provide a foundation for further study in science and scientific literacy. Students engage in investigations to understand and explain motion, forces and energy in a variety of inquiry and design scenarios that incorporate scientific reasoning, analysis, communication skills and real-world applications. Appropriate and effective reading and writing strategies will be integrated into all aspects of this college preparatory laboratory science course. This laboratory course covers all of the clear learning targets as outlined

by the Ohio Department of Education's Revised Science Standards and Model Curriculum. **Prerequisite is junior or senior status.**
Successful completion of Precalculus is recommended.

ANATOMY/PHYSIOLOGY

Throughout this comprehensive laboratory course, students will explore the human body in an in-depth study of human structure and function. The course objective is to learn about the human body using verbal, visual, experimental, and written strategies. It will include facts about the structure of cells, tissues, and organs and their interaction with each other as the person lives, works, and dies. All systems of the human body are described in their roles in making up the human body. Students will examine current biological health issues using appropriate and effective reading and writing strategies which will be integrated into all aspects of the curriculum along with a comprehensive laboratory experience. **Prerequisite is junior or senior status.**

SOCIAL STUDIES COURSES

		<p>* AP Classes - Summer reading and assignments are potentially required. Prerequisites include aptitude and/or teacher recommendation. This class will be graded on a weighted scale.</p>
9th Grade	World History/AP	
10th Grade	American History/AP	
11th Grade	American Government/AP	

PRE-AP WORLD HISTORY

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

AP WORLD HISTORY *

A.P. World History is a college-level course that analyzes global patterns of historical development and exchange from roughly 1200 C.E. to the present. Using primary and secondary sources, AP World History students will track historical change and continuity within and across periods of study, paying close attention to unifying course themes and accompanying learning objectives. Great emphasis is placed on the honing of historical thinking skills, such as chronological reasoning, comparison, contextualization, argumentation, interpretation, and synthesis. The curriculum is vast and cannot be completely covered during classroom lectures. Students will be expected to learn some material outside of classroom time. Ultimately, it is the student's job to be prepared for the National AP Exam. **Taking the AP test in May is mandatory for this course. There may be a fee associated with the test. Students earning a 3 or better on the test will have their final grade raised one letter grade.**

AMERICAN HISTORY

American History is a required course. This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and examined the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

AP AMERICAN HISTORY *

Advanced Placement American History is a college-level course and is a requirement for graduation for students who opt to take it over the general-level American history course. This course is designed for students of exceptionally high ability with an interest in United States history. This course will be taught at an accelerated pace and with greater rigor and depth than the general-level course. Students should possess superior reading ability and be willing to accept the challenge of an increased workload, out-of-class assignments, and research. In this course the student will gain knowledge of America's history and traditions. The students will follow the development of the nation by examining the people, places, and events that were significant. Area of study includes the United States from the Founding to that of a world power. Emphasis is placed on the development of an American culture, conflict, social development, and the struggle of ideologies. The student will learn to interpret information presented on maps, charts, and graphs. Audio-visual aids are used. Students will conduct research on their own and debate several controversial issues. Various activities will lead students to understand the continuity and change in American history. Students can anticipate a summer reading requirement. **Taking the AP test in May is mandatory for this course. There may be a fee associated with the test. Students earning a 3 or better on the test will have their final grade raised one letter grade.**

AMERICAN GOVERNMENT

American government is a required course. The topics covered in this course will be the U.S. Constitution, the Legislative, Executive and Judicial Branches, Public Policy, the Amendments, the Ohio Constitution and Financing the Government. The course will consist of lectures, projects, and current event research. Students will be expected to attend two local government meetings throughout the year. A state end of course exam is required for this course.

AP AMERICAN GOVERNMENT *

This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Topics include: Constitutional Underpinnings of United States Government, Political Beliefs and Behaviors, Political Parties, Interest Groups, and Mass Media, Institutions of National Government, Public Policy and Civil Rights and Liberties. Students will be expected to attend two local government meetings throughout the year. A state end of course exam is required for this course. AP classes provide the

student with a learning experience equivalent to that obtained in most college introductory United States Government and Politics Courses. **Taking the AP test in May is mandatory for this course. There may be a fee associated with the test. Students earning a 3 or better on the test will have their final grade raised one letter grade.**

Social Studies Electives

The following courses **DO NOT** satisfy any part of the **required** Social Studies graduation credits

CURRENT EVENTS

Current events is a semester-long introductory course to the study of current events. Events discussed will cover international, national, state, and local levels. A variety of topics will be covered including political, economic, and social issues as well as sports, technology and leisure. Students will be taught reading, writing and oral speaking strategies so they can improve their ability to interpret, analyze and discuss a broad range of topics. Students will also share their knowledge by writing and submitting editorial pieces expressing their opinions about current events of interest. The class will consist of reading assigned and self-selected articles, watching news reports, researching and writing. A strong emphasis will be placed on participation in class discussion. **This class is recommended for sophomores, juniors, and seniors.**

KOREA, VIETNAM & THE COLD WAR (1945-1991)

This course will focus on the major political and military events of what was known as the Cold War, to include the Korean War, the Vietnam War, foreign policy, diplomacy, espionage, ideologies, leadership, the Cuban Missile Crisis, and lessons learned. This course is enhanced by guest speakers and films. It involves intensive and exclusive reading and writing, research, discussion, and lectures. **This class is recommended for sophomores, juniors, and seniors.**

PSYCHOLOGY

Psychology is the scientific study of behavior and mental processes. This course is an introduction course to the study of psychology which is often a required course for many majors in college. Taking this course before college will help prepare you for success in your college psychology classes. Topics to be covered as suggested by the American Psychological Association include: The History of Psychology, Psychological Methods, Consciousness, Development, Personality, Psychological Disorders and Careers in Psychology. **This class is recommended for sophomores, juniors, and seniors.**

SOCIOLOGY

Sociology is the scientific study of human societies and social behaviors of groups. This course is designed to introduce you to a multitude of subjects related to Sociology as suggested by the American Sociological Association. Major topics to be covered include: The Sociological Point of View, Cultural Diversity, Cultural Conformity and Adaptation, Deviance and Social Control, and Social Inequality. As a sociology student you will learn to use your sociological imagination to see the connection between the larger world and your personal life and you will learn to avoid having an ethnocentric attitude when analyzing various societies and cultures. **This class is recommended for sophomores, juniors, and seniors.**

Required Electives for Graduation

POWER THROUGH VOICE AND PRESENCE

In this course, students develop their communication skills in both face-to-face and digital contexts while exploring the intersection of art, design, performance, and media. Through group discussions and activities, they study interpersonal communication, review visual media products, and learn about various forms of digital communication such as interviews, podcasts, and vlogs. The course empowers students to develop their own voices through speaking activities, debate, and audio/video projects. **This course is required for graduation.**

ESSENTIAL BUSINESS SKILLS AND LEADERSHIP

Essential Business Skills and Leadership is a full year course designed to help students learn about essential business organizational apps. Students will work with Google Apps, specifically: Gmail, Calendar, Drive, Docs, Sheets, Slides, Forms, Sites, and Drawings to better enhance their technical skills using these essential business organizing apps. This course will also dive into the "R Factor" and help students become better leaders through the $E + R = O$ model of business decision making. **This course is required for graduation.**

FINANCIAL LITERACY

Financial Literacy is a one-semester course designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Using simulations, students will experience real world scenarios and use strategies covered in the course to help them make sound financial decisions. Students will design personal and household budgets; simulate use of checking and saving accounts; demonstrate knowledge of finance, debt, and credit management; evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions. **This course is required for graduation.**

HEALTH

This course is designed to acquaint the student with his/her body and the effects of growing up with constant changes. The emphasis is on health problems in society today. Keeping healthy through disease prevention and treatment, proper nutrition, and personal hygiene are units that are covered. Other areas of study include one's personality, mental health, physical fitness, tobacco, alcohol, drugs, addiction, cancer, heart disease, sexually transmitted diseases, sex education, reproduction, domestic violence, first aid/cpr, and how and why the human body functions. **This course is required for graduation.**

CTE Performing Arts Pathway Courses

ACTING AND SCRIPT ANALYSIS

This course combines understanding of the relationship between actor and script. Students research major theater genres and influences, breaking down a script to discover objectives, obstacles, tactics and character development. They create a script with scenes, plot points and characters. They learn acting techniques, including imagery, personal associations and inner monologue. They perform a role within an original or established piece of work.

POWER THROUGH VOICE AND PRESENCE

In this course, students develop their communication skills in both face-to-face and digital contexts while exploring the intersection of art, design, performance, and media. Through group discussions and activities, they study interpersonal communication, review visual media products, and learn about various forms of digital communication such as interviews, podcasts, and vlogs. The course empowers students to develop their own voices through speaking activities, debate, and audio/video projects.

This course is required for graduation.

INTRODUCTION TO THEATER

Students will explore the interconnection of music, dance, and theater and their cultural influences from ancient Greece to present day. The course will cover the basic elements of acting, character creation, and how scripts become actual productions. The technical aspects of theater will also be covered, including set design, sound, lighting, costumes, and props. Finally, students will choose, rehearse, and perform audition monologues, skits, and a short one-act play, for which some students act and others provide the technical aspects of the production.

STAGE DESIGN AND CONSTRUCTION

This course focuses on design and construction of what the audience sees around actors. Students analyze scripts and budgets to determine appropriate sets. They create renderings and drawings by hand and through computer drafting programs to present the designer's vision. They develop models, mock-ups and final construction of scenery. In addition to construction techniques, they acquire workplace skills such as leadership, collaboration and safety.

STAGECRAFT

Creating the set, balancing the lights, projecting video and engineering the sound all help to accentuate the script and characters in a show. Students learn the skills of stagecraft through research, critique and hands-on experience. They use technology, background design, makeup and costuming to enhance overall production with a focus on the script and director vision.

VIDEO PRODUCTION: LIGHTS, CAMERA, ACTION!

This course focuses on video production for commercial use. Students learn how to read and interpret a script, select and maintain equipment and combine graphics, text and special effects. Skills attained include pre-production documentation and planning; in-production audio and video recording; and post-production editing and distribution.

AGRICULTURAL EDUCATION COURSES

AGRICULTURE, FOOD, AND NATURAL RESOURCES 1 (AFNR 1) 1.25 CREDITS

This is the first course in the Agricultural and Environmental Systems career field. It introduces students to the pathways that are offered in the Agricultural and Environmental Systems career field. As such, learners will obtain fundamental knowledge and skills in food science, natural resource management, animal science & management, plant & horticultural science, power technology and biotechnology. Students will be introduced to the FFA organization and begin development of their leadership ability. Lab work includes basic woodworking with hand and power tools. Each student is REQUIRED to complete a supervised agricultural experience (SAE) program involving 20 hours of home improvement AND animal, crop or job placement which is worth .25 credit. This class is worth 1.0 credit for a combined total of 1.25 credits. This course is recommended for college bound as well as vocationally oriented students with an interest in agriculture. Preference is given to freshmen who would complete the four-year sequence. **Successful completion of this AFNR 1 AND AFNR 2 will result in one science credit toward graduation requirements. This is a freshman or sophomore course.**

AGRICULTURE, FOOD, AND NATURAL RESOURCES 2 (AFNR 2) 1.25 CREDITS

Learners will develop business leadership, problem-solving and communication skills in relation to the science and technology of animals. Students will learn responsible animal management principles and routine husbandry practices in relation to animal welfare and behavior. Learners will identify and describe the anatomy and physiology of monogastric and ruminant organisms as it applies to nutrition, reproduction, and animal health. Learners will investigate animal genetics and how it impacts principles of animal improvement, selection and marketing. Lab work includes arc and oxy-acetylene welding, small engines, and basic electric wiring. Each student is REQUIRED to complete a Supervised Agricultural Experience (SAE) program involving 20 hours of home improvement AND animal, crop, or job placement which is worth .25 credit. This class is worth 1.0 credit for a combined total of 1.25 credits. **Prerequisite includes successful completion of AFNR 1 and/or approval of the instructor. Successful completion of AFNR 1 AND AFNR 2 will result in one science credit toward graduation requirements.**

ANIMAL NUTRITION, HEALTH, & REPRODUCTION 1.25 CREDITS

Learners will apply principles of nutritional management for various classes of animals. Learners will analyze nutritional content/quality of feeds; formulate rations; develop feeding recommendations; identify deficiency symptoms and implement corrective methods as needed. Care/management plans are developed that reflect the classification of animals and follows best practices and legal compliance. Lab work includes woodworking, simple machines, and masonry. Learners will monitor/evaluate the quality of animal habitats and estimate carrying capacity as it relates to the impact of the environment and animal health. Each student is REQUIRED to complete a Supervised Agricultural Experience (SAE) program involving 20 hours of home improvement AND animal, crop, or job placement. Preference will be given to AFNR 1 & 2 completers. **Prerequisite includes a minimum of junior class rank and approval of the instructor.**

GREENHOUSE AND NURSERY MANAGEMENT 1.25 credits

The course will apply principles of science, engineering, and business to support the sustainable propagation and production of plants in a commercial nursery or greenhouse facility. Management of soil/media, water and nutrient distribution, lighting, ventilation and temperature, and pests will be learned and applied. Students will demonstrate knowledge of propagation methods, plant health, nutrition, and growth stimulation. Students will develop successful business, communication, marketing, and sales strategies for use in the greenhouse and nursery industries. Lab work includes woodworking, simple machines, and masonry. Each student is REQUIRED to complete a Supervised Agricultural Experience (SAE) program involving 20 hours of home improvement AND animal, crop, or job placement. Preference will be given to AFNR 1 & 2 completers. **Prerequisite includes a minimum of junior class rank and approval of the instructor.**

AGRIBUSINESS MANAGEMENT 1 & 2 1 CREDIT

Learners will examine elements of business, identify organizational structures and identify and apply management skills. Learners will develop business plans, financial reports and strategic goals for new ventures or existing businesses. Learners will use marketing concepts to evaluate the marketing environment and develop a marketing plan with marketing channels, product approaches, promotion and pricing strategies. Learners will practice customer sales techniques and apply concepts of ethics and professionalism while understanding related business regulations. Lab work includes advanced woodworking or metal projects. Each student is REQUIRED to complete a Supervised Agricultural Experience (SAE) program involving 20 hours of home improvement AND animal, crop, or job placement. Students who earn a "B" or better in the course and pass the Webxam end of course exam will earn articulated credit from Lorain County Community College. Preference is given to Agricultural Pathways completers. **Prerequisite includes minimum junior class rank, and approval of the instructor. Completion of this course will fulfill the requirements for Power Through Voice and Presence.**

AGRICULTURAL MECHANICS SKILLS 1 CREDIT

Learners will engage in the mechanical principles utilized in animal and plant production systems. They will learn critical components of site and personal safety as well as communication and leadership skills. This course explores a wide variety of mechanical processes. Students will use scientific and mathematical applications through relevant mechanical topics. In addition, students will complete numerous lab-based and project-based activities that will give students the opportunity to develop an understanding of the scientific process and increase hand-eye coordination and motor skills. Areas of study in this course include careers in agriculture mechanics,

mechanical safety and hazards, hand and power tools. Topic clusters in this course include electricity, small engines, welding, wood construction, and mechanical technology. Each student is REQUIRED to complete a Supervised Agricultural Experience (SAE) program involving 20 hours of home improvement AND animal, crop, or job placement. Preference will be given to Agricultural Pathways completers. **Prerequisite includes minimum junior class rank, and approval of the instructor.**

AGRIBUSINESS PLACEMENT A AND B 1 CREDIT

Students in the Agribusiness program (Agribusiness Management, Animal Nutrition, or Agricultural Mechanics course) are highly encouraged to enroll in this course. In order to receive 1 Placement credit, students must be placed in an agricultural occupation for 450 hours during the school year. Senior students will be permitted to leave a maximum of 1 period early in order to work at the placement center. **Prerequisite includes enrollment in either the Agribusiness Management, Animal Nutrition, or Agricultural Mechanics Skills course and prior approval of the instructor.**

BUSINESS/TECHNOLOGY COURSES

ESSENTIAL BUSINESS SKILLS AND LEADERSHIP

Essential Business Skills and Leadership is a full year course designed to help students learn about essential business organizational apps. Students will work with Google Apps, specifically: Gmail, Calendar, Drive, Docs, Sheets, Slides, Forms, Sites, and Drawings to better enhance their technical skills using these essential business organizing apps. This course will also dive into the “R Factor” and help students become better leaders through the $E + R = O$ model of business decision making.

AP COMPUTER SCIENCE

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. **Students must pass Algebra 1 and Computer Science Principles prior to taking this course.**

FINANCIAL LITERACY

Financial Literacy is a one-semester course designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Using simulations, students will experience real world scenarios and use strategies covered in the course to help them make sound financial decisions. Students will design personal and household budgets; simulate use of checking and saving accounts; demonstrate knowledge of finance, debt, and credit management; evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions. **This course is required for graduation.**

SPORTS MARKETING AND CUSTOMER SERVICE

Sports Marketing is a one semester course designed to help students understand the impact of marketing and customer service. Business topics covered include: Marketing, Entrepreneurship, and Customer Service. Students will work in and outside of the classroom helping the school promote to the community all of the great achievements by students and leaders at Wellington High School. Activities include, but not limited to: game day promotions, social media marketing, working at school events delivering customer service. Course will be a hands-on class giving students real world experience through working varying athletic events, fundraisers, and promotions.

Open to grades 10, 11, and 12.

FINE ARTS COURSES

INTRO TO DESIGN

A study of the knowledge, skills and processes for observing, creating, responding and communicating in ways that are unique to visual art. Art production and the construction of meaning in visual artworks are complementary learning activities. Course content will include meaningful connections between visual art and other disciplines to enable students to understand art in a broader context

2D DESIGN

This course emphasizes study of the elements and principles of art and design. Students explore, organize, and use the elements and principles to create two-dimensional original work in various forms and media. Pencil, pen and ink, chalk, charcoal, acrylics, oils, watercolors, and digital painting is explored to create original personal images. Students will also work with paper collage, linoleum block printing, and possibly other materials that produce 2D art. Drawings and paintings by culturally and historically representative artists are examined for their formal, expressive, and technical qualities. **Prerequisite is Intro to Design.**

3D DESIGN

Various media such as clay, metal, wood, stone, and wire and various processes investigated as means for creating three-dimensional artistic forms. Students will acquire utilitarian skills including but not limited to weaving, jewelry making, and sewing. Students in this course will also spend several months working with clay using hand building, wheel forming, and glazing techniques. Objects created by professional and historic artists are examined for their expressive, formal, and technical qualities. **Prerequisite is Intro to Design.**

COLLEGE PORTFOLIO

An advanced course of organized subject matter and experiences in art. Works from different cultures and time periods as well as those created by the students are studied. Students in this course will learn to analyze works of art including their own, and gain a greater understanding of art production, documentation, and finishing techniques. Students will leave this course with a digital portfolio and artist's statements to support their future goals. **This course can be taken multiple times. Prerequisite is 2D or 3D design. Juniors & Seniors with Intro to Design will be considered based on teacher appraisal.**

YEARBOOK: PHOTOGRAPHY AND GRAPHIC DESIGN

Computer design is explored to develop understanding of techniques, processes and possibilities of electronic media to understand, create and appreciate visual art. This course explores digital art, graphic design, and photography concepts. Students will be responsible for attending several after school events to take photographs. This course requires good communication skills with other students, staff members, community members, and local businesses. **Prerequisite is Art 1, Band, or Choir at the high school. This course can be taken multiple times.**

INSTRUMENTAL MUSIC - BAND

This large group instrumental class includes concert band as well as marching band. Emphasis is placed on improving musical abilities and instrumental technique, individually and collectively. The first grading period will be focused on marching band, with rehearsals starting in August, as well as after school practices once school starts. Marching band performances include football games and several OMEA marching band competitions. Concert band will begin the second grading period and continue the entire school year. Performances during the year include the Holiday Concert (Dec.), Midwinter Concert (March), and Spring Concert (May). Additional performances include Memorial Day and graduation. All rehearsals and performances are mandatory.

WHS CONCERT CHOIR

This large group vocal performance ensemble is composed of mixed (SATB) voices and will perform challenging literature of many different genres and historical periods. The yearlong course stresses the skills of reading music using the solfege and Kodaly systems, as well as proper vocal and choral technique. This course includes many large group concert experiences, **at which attendance is required**, and many small ensemble and solo performances. Instruction is scheduled during the normal school day with the understanding that individual attention to assigned music is also required. It is possible for students that are unable to fit the course in their schedule to make arrangements with the director for completing the course as an independent study. The Concert Choir will interact with the Women's Chorus on certain musical events.

FOREIGN LANGUAGE COURSES

SPANISH I

This class is a beginning course in the study of the Spanish language and culture. The focus will be on developing and increasing skill levels in the areas of listening, speaking, reading, and writing to achieve a basic proficiency with an emphasis on using the language in real world situations. At the end of this course, the student will have a basic understanding of grammar, including word formation, verb conjugations, idiomatic expressions, and will recognize cognates. This course will also discuss various cultural aspects of the Spanish-speaking world.

SPANISH II

This course will build upon the grammatical structure of the Spanish language learned in Spanish I. The focus will be on developing and increasing skill levels in the areas of listening, speaking, reading and writing with a reasonable degree of proficiency. Emphasis will again be placed on using the language in real world situations. At the end of this class, the student will have an intermediate understanding of grammar, including word formation and increasingly complex verb conjugations. This course will also discuss various cultural aspects of the Spanish-speaking world. In order to increase student proficiency and the application of language studied in the class, class is taught in Spanish beginning with the second quarter (or sooner if possible). **Prerequisite is the successful completion of Spanish I.**

SPANISH III

The third level course is designed to help students develop and practice real-life uses of the Spanish language skills they have been building. Emphasis is placed on listening, speaking and writing with an introduction to Hispanic literature. Knowledge of vocabulary and grammar is extended and intensified. This course will also discuss various cultural aspects of the Spanish-speaking world. The class is taught completely in Spanish. **Prerequisite is the completion of Spanish II with a "C" average or higher.**

SPANISH IV

The fourth level course is designed to expand on the students' knowledge and strengthen students' proficiency. Students will reinforce reading, writing, listening, and speaking activities. As this is a higher-level course, students will be expected to keep up with the pace of the course. This class is completely taught in Spanish. **Prerequisite is the completion of Spanish III with a "C" average or higher.**

HEALTH & PHYSICAL EDUCATION COURSES

HEALTH

This course is designed to acquaint the student with his/her body and the effects of growing up with constant changes. The emphasis is on health problems in society today. Keeping healthy through disease prevention and treatment, proper nutrition, and personal hygiene are units that are covered. Other areas of study include one's personality, mental health, physical fitness, tobacco, alcohol, drugs, addiction, cancer, heart disease, sexually transmitted diseases, sex education, reproduction, domestic violence, first aid/cpr, and how and why the human body functions. **This course is required for graduation.**

PHYSICAL EDUCATION

This course is designed to combine both the mental and physical aspects of each student, while contributing to the development of the well-rounded 21st century student. Students can expect regular daily activity, physical exertion, concepts understanding, spatial awareness, and general improved fitness levels. A basic understanding of sports and games is learned through a variety of team and individual sports and competitive activities. (An emphasis on personal hygiene and cleanliness, muscle coordination and control is included.) Familiarization with recreational sports and activities for lifetime carryover values are also stressed. Each semester a student is expected to pass a physical fitness test. Students with any medical problems should present a doctor's excuse with the limitations listed and it should be turned in at the beginning of the quarter. **A student needs to successfully complete two (2) separate physical education classes in order to meet graduation requirements. Each physical education class is only worth .25 credit.**

TEAM SPORTS

Team Sports is a semester class designed for those who like to remain active and enjoy the competitive nature of playing organized team activities. These activities may include sports such as team handball, basketball, volleyball, flag football, soccer, softball, and floor hockey. This is an elective course and does not satisfy any part of the required physical education credits. There is also a conceptual classroom component to this course. **This is an elective course and does not satisfy any part of the required physical education credits. This course is available to sophomores, juniors and seniors only. Prerequisite is the completion of the physical education graduation requirement. This class is worth .5 credit and can be taken once per year.**

STRENGTH & CONDITIONING

This course is for students who want to learn and experience the benefits of strength and conditioning. Students will follow a weight program designed to meet specific goals and objectives. Aerobic exercise and proper nutrition will be emphasized. There is also a conceptual classroom component to this course. **This is an elective course and does not satisfy any part of the required physical education credits. This course is available to juniors and seniors only. Prerequisite is the completion of ½ credit of physical education (2 classes) with a "C" or higher in each class or prior approval. This class is worth .5 credit and can be taken once per year.**

PHYSICAL EDUCATION EXEMPTION

Students planning to participate in two seasons of high school interscholastic sports, marching band and/or cheerleading may choose to apply for a physical education exemption. State law allows participation in approved activities to exempt students from the required .5 of physical education requirements. Students must participate in at least two full seasons of approved activities to earn their physical education exemption. The activities may occur during different school years and should be completed by the end of the junior year to insure that graduation requirements are met. Taking one physical education class and one exemption will not meet state graduation requirements. **Students and parents must plan ahead for the next school year by filling out the appropriate paperwork during the scheduling window of the previous school year.** This paperwork is distributed to all interested students during course registration presentations and may be picked up in the guidance office. The deadline for the return of this form is April 1 of the previous school year.

Students who haven't completed any PE exemptions by the end of their sophomore year will be required to take 2 semesters of Physical Education. Students who have completed 1 PE exemption by the end of their sophomore year will be given the opportunity to complete their second PE exemption during their junior year. If they fail to complete it during this time, they will be required to take 2 semesters of Physical Education during their senior year.

THE SCHOOL'S RIGHT TO CANCEL A COURSE

The Wellington administrators and guidance office reserve the right to cancel any course that does not have an adequate number of students registered for it.

Each student should develop a four-year plan to meet graduation requirements. Parents and students should revisit and evaluate this personal plan each year to insure that the student is moving toward his/her personal and career goals.

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