

# Clay High School

*Scheduling, Course Offerings,  
Grades & Graduation*



**2024 - 2025**

## **TABLE OF CONTENTS**

|  |                  |
|--|------------------|
| <b><u>GENERAL INFORMATION</u></b>                                      | <b><u>1</u></b>  |
| STATEMENT OF COMPLIANCE WITH FEDERAL LAWS                              | 1                |
| <b><u>CLAY HIGH SCHOOL GRADUATION REQUIREMENTS</u></b>                 | <b><u>2</u></b>  |
| <b><u>HIGH SCHOOL DIPLOMA WITH HONORS</u></b>                          | <b><u>3</u></b>  |
| OHIO HONORS DIPLOMA  | 3                |
| <b><u>OHIO'S ASSESSMENT &amp; GRADUATION REQUIREMENTS</u></b>          | <b><u>3</u></b>  |
| <b><u>GRADING POLICY/SCALE</u></b>                                     | <b><u>3</u></b>  |
| COLLEGE CREDIT PLUS (CCP) GRADES ON THE CHS TRANSCRIPT (CLARIFICATION) | 4                |
| GRADING SYSTEM   | 4                |
| REASSESSMENT POLICY  | 4                |
| GRADE POINT AVERAGE  | 5                |
| CLASS RANKINGS   | 5                |
| LATIN HONORS SYSTEM  | 5                |
| STUDENT RECOGNITION BASED ON QUARTER GRADES                            | 5                |
| <b><u>VALEDICTORIAN AND SALUTATORIAN</u></b>                           | <b><u>6</u></b>  |
| SELECTION OF VALEDICTORIAN(S) AND SALUTATORIAN(S)                      | 6                |
| <b><u>SCHEDULING INFORMATION</u></b>                                   | <b><u>8</u></b>  |
| PROCEDURES FOR STUDENT SCHEDULING                                      | 8                |
| MASTER SCHEDULE  | 8                |
| SCHEDULE CHANGES   | 8                |
| SECOND SEMESTER SCHEDULING POLICY                                      | 9                |
| COURSE RE-TAKE POLICY  | 9                |
| <b><u>OREGON DIGITAL ACADEMY</u></b>                                   | <b><u>10</u></b> |
| <b><u>PHYSICAL EDUCATION WAIVER</u></b>                                | <b><u>10</u></b> |
| <b><u>NCAA COURSE ELIGIBILITY</u></b>                                  | <b><u>10</u></b> |
| <b><u>COLLEGE CREDIT PLUS</u></b>                                      | <b><u>11</u></b> |
| <b><u>PLANNING FOR COLLEGE</u></b>                                     | <b><u>12</u></b> |
| COLLEGE BOUND STUDENTS   | 12               |
| COLLEGE/CAREER VISITATIONS   | 12               |
| TIMETABLE FOR POST-SECONDARY PLANNING                                  | 12               |
| <b><u>COURSE FEES AND WORKBOOKS FEES</u></b>                           | <b><u>14</u></b> |
| <b><u>COURSE OFFERING INDEX</u></b>                                    | <b><u>15</u></b> |
| <b><u>COURSE DESCRIPTIONS</u></b>                                      | <b><u>19</u></b> |

# GENERAL INFORMATION

## **Administration**

**419-693-0665**

## **Clay High School**

|                |                                 |                           |
|----------------|---------------------------------|---------------------------|
| James Jurski   | Principal                       | 5665 Seaman Road          |
| Greg Sigg      | Assistant Principal             | Oregon, OH 43616          |
| Bethany Kohler | Assistant Principal             | www.oregoncityschools.org |
| Rebecca Bihn   | Director of Career & Technology |                           |

## **Counseling**

**419-697-3434**

|                 |                  |
|-----------------|------------------|
| Brandi Birr     | Last Names A – E |
| Kristen Rice    | Last Names F – K |
| Michael Celusta | Last Names L – R |
| Andy Ramsey     | Last Names S – Z |

## **CHS Mission Statement**

*Clay High School is committed to promoting student development by offering diverse and challenging educational opportunities that engage our students and empower them with academic, social, creative, and technical skills to become more productive and responsible citizens.*

# Oregon City Schools

5721 Seaman Road  
Oregon, OH 43616

## **Oregon City Schools Mission Statement**

*The mission of the Oregon City Schools is to develop and care for the whole student, in partnership with families and community, through rigorous, tailored educational offerings, customized services, and a culture of excellence and growth resulting in prepared, adaptable and engaged citizens.*

## **District Administration Office • 419-693-0661**

|                |                                 |
|----------------|---------------------------------|
| Hal Gregory    | Superintendent                  |
| Dean Sandwisch | Asst. Superintendent            |
| Jane Fruth     | Treasurer                       |
| Jennifer Coy   | Director of Teaching & Learning |
| Dee Kosec      | Director of Special Education   |
| Nathan Quigg   | Director of Information Systems |
| Wes Bartlett   | Director of Technology          |

## **Board of Education**

|                  |                |
|------------------|----------------|
| Michael Csehi    | Jerry Eversman |
| Carol-Ann Molnar | Dan Saevig     |
| Jeff Ziviski     |                |

## **Statement Of Compliance With Federal Laws**

The Oregon City School District complies with federal laws, which prohibit discrimination in programs and activities receiving federal assistance.

- Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, national origin.
- Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of sex.
- The Age Discrimination Act of 1975 prohibits discrimination on the basis of age.
- Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex.

The Oregon City School District also complies with the Family Education Rights and Privacy Act of 1974, which grants to parents/guardians the rights to examine their children's official school records.

Inquiries regarding unlawful discrimination may be directed to:

**Dean Sandwisch**, Assistant Superintendent  
Oregon City Schools  
5721 Seaman Road  
Oregon, Ohio 43616  
419-693-0661

# Clay High School Graduation Requirements

Students must meet both testing requirements and curriculum requirements in order to earn a diploma. The following outlines the credits which must be earned to graduate from Clay High School. Testing requirements are outlined later in this document.

## Curriculum Requirements

| Units   | Subject               | Criteria   |
|---------|-----------------------|--|
| 4 units | English Language Arts |  |
| 4 units | Mathematics           | Mathematics units must include 1 unit of algebra II or the equivalent of algebra II.   |
| 3 units | Science               | Science units must include 1 unit of physical sciences, 1 unit of life sciences and 1 unit advanced study in one or more of the following sciences: chemistry, physics, or other physical science; advanced biology or other life science; astronomy, physical geology, or other earth or space science. |
| 3 units | Social studies        | Social studies units must include ½ unit of American history, ½ unit of American government, ½ unit of World Studies, and ½ unit of Economics/financial literacy.  |
| ½ unit  | Health                |  |
| ½ unit  | Physical education    | The Ohio Core allows school districts to adopt a policy that would exempt students who participate in interscholastic athletics, band or cheerleading for two full seasons from the physical education requirement. See PE Waiver section on page 13 for details.  |
| 4 units | Electives             | Electives units must include <b>one</b> or any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education or English language arts, mathematics, science or social studies courses not otherwise required.       |
| 1 unit  | Fine arts             | Students following a career-technical pathway are exempted from the fine arts requirement.   |

Source: Ohio Department of Education

### PLEASE NOTE:

- Students are expected to be enrolled in at least five periods per day.
- No student shall be permitted to graduate or to participate in the commencement exercise without having first fulfilled requirements for graduation established by the Oregon Board of Education and the Ohio Department of Education.
- Most courses earn .5 credits per semester except the career and technology classes, which vary from .5 units of credit to 2 units of credit per semester, and phys. ed. which earns .25 credit per semester.
- All students will be required to take English Language Arts 9, 10, 11 and 12 or an equivalent English course.

# High School Diploma with Honors

## Ohio Honors Diploma

Ohio students have five pathways to earn an Honors Diploma: Academic, Career Tech, STEM, Arts, and Social Science & Civic Engagement. Detailed information can be viewed in the [Ohio High School Honors Diploma](#) document posted on the Ohio Department of Education website (link provided). Any questions should be directed to student's high school counselor.

## Ohio's Assessment & Graduation Requirements

It takes a united effort of student, teacher, administration and parents to insure success for all students on the Ohio State Tests (OST). Parents are urged to go the Ohio Department of Education website: [www.ode.state.oh.us](http://www.ode.state.oh.us). There is a wealth of information on the OST including practice tests and materials that can be accessed from home.

Students in the classes of 2023 and beyond must meet the [new requirements outlined in this document](#), which provides an overview of the changes to Ohio's state testing system and high school graduation requirements. Ohio graduation requirements are clearly defined at: <http://education.ohio.gov/Topics/Ohio-Graduation-Requirements>. Parents and students can check progress towards graduation in PowerSchool on the "Graduation Pathways" screen.

## GRADING POLICY/SCALE

| Regular Courses |       |     | Honors & AP |       |     |
|-----------------|-------|-----|-------------|-------|-----|
| %               | Grade | GPA |             | Grade | GPA |
| 98-100          | A+    | 4.0 |             | A+    | 4.5 |
| 93-97           | A     | 4.0 |             | A     | 4.5 |
| 90-92           | A-    | 3.7 |             | A-    | 4.2 |
| 87-89           | B+    | 3.4 |             | B+    | 3.9 |
| 83-86           | B     | 3.0 |             | B     | 3.5 |
| 80-82           | B-    | 2.7 |             | B-    | 3.2 |
| 77-79           | C+    | 2.4 |             | C+    | 2.9 |
| 73-76           | C     | 2.0 |             | C     | 2.5 |
| 70-72           | C-    | 1.7 |             | C-    | 2.2 |
| 67-69           | D+    | 1.4 |             | D+    | 1.4 |
| 63-66           | D     | 1.0 |             | D     | 1.0 |
| 60-62           | D-    | 0.7 |             | D-    | 0.7 |
| 0-59*           | F     | 0   |             | F     | 0   |

| Other Grades:   |                              |
|---|------------------------------|
| P   | Pass                         |
| INC   | Incomplete                   |
| N   | No Grade                     |
| W   | Withdrawn                    |
| WF  | Withdrawn Failing            |
| Attendance Auto-Failure Grades:   |                              |
| NCA   | No Credit A (Due to Truancy) |
| NCB   | No Credit B (Due to Truancy) |
| NCC   | No Credit C (Due to Truancy) |
| NCD   | No Credit D (Due to Truancy) |
| *the teacher will enter an "F" if the student earned an "F" and is on the auto-failure list |                              |

Note: The rounding up of grades is required if the average grade decimal is .5 or higher.

### **College Credit Plus (CCP) Grades on the CHS Transcript (clarification)**

The letter grade recorded on the college transcript is the letter grade that will be recorded on the high school transcript. The %-age earned in a CCP class is **not** taken into consideration when recording grades on the CHS transcript. The Grade Point Average (GPA) awarded for CCP grades is determined by the corresponding high school subject area for the course completed for CCP credit. Students will be awarded the corresponding GPA of the highest grading scale used in that subject area at the high school.

Example 1 – The highest possible Grade/GPA for an Art course at Clay High School is 4.0. Therefore, the highest Grade/GPA for an Art CCP course is 4.0.

Example 2 – The highest possible Grade/GPA for a World Language course at Clay High School is 4.5. Therefore, the highest Grade/GPA for a World Language CCP course is 4.5.

### **Grading System**

Students in grades 9 through 12 shall be evaluated quarterly (every nine weeks) using a computerized grading system. Grades will be determined by the percentage earned for that period. Quarter GPA will NOT calculate into cumulative GPA.

### **Reassessment Policy**

As the district continues to expand the concepts of standards based grading, Clay High School will begin to explore these basic concepts. One such concept is reassessment. The goal of a reassessment is to provide students with multiple opportunities to demonstrate mastery of the content. Each Teacher Based Team (TBT) will determine if a reassessment is appropriate for each course. The TBT will develop and apply a specific and common reassessment policy for their individual course.

### **Guidelines**

- 1) Reassessments will be permitted on selected assignments, projects, quizzes and tests as determined by the TBT, when a student does not meet a TBT identified grade threshold (e.g. 80% B-). The highest possible retake grades should/may be limited to the identified grade threshold so that students retaking an assessment do not get an opportunity to score higher than a student who only took the assessment one time.
- 2) Reassessments will not be permitted on a quarter test or semester exam.
- 3) The student will request a reassessment.
- 4) The student will have one week to complete the reassessment from the time the student receives the graded item.
- 5) In order for a student to request a reassessment, all of the homework leading up to the assessment must be completed and submitted to the teacher. This does not indicate that the teacher must count the homework for a grade if the homework was not completed by the assigned date.
- 6) Students must show additional evidence that they have mastered the concepts that caused them to do poorly on the original assessment. The students will be asked to complete a learning activity such as, but not limited to, the activities listed below:
  - remedial assignments
  - one-on-one intervention with the teacher
  - complete a learning activity
  - create/study with flashcards
  - other learning activities required by the teacher

### **Grade Point Average**

Current (Quarter) GPA is calculated for each quarter according to the table above. Cumulative GPA is determined solely by the semester grade. In grades nine (9) through twelve (12), to determine a semester grade, the first quarter shall count two-fifths (2/5); the second quarter two-fifths (2/5); and the semester examination one-fifth (1/5).

In grades nine (9) through twelve (12), a student must receive two (2) out of three (3) passing grades to pass the semester.

An incomplete (I) shall be given to a student when the requirements of a particular course are not satisfied due to illness or for some other justifiable reason.

- All incompletes should be removed within twenty (20) school days after a student returns to class.
- The use of an incomplete shall not be applied to a student in the final semester of the senior year. If a student at any other grade level is assigned an incomplete at the end of the school year, a full statement of the work to be completed by the student must be prepared by the teacher and given to the principal at the close of the current school year.

### **Class Rankings**

The Classes of 2021+ will have a class rank compiled and reported on all final student records.

### **Latin Honors System**

Students with cumulative grade point average of 3.5 or higher (after the conclusion of their 1<sup>st</sup> semester of the senior year) will be recognized in the graduation program using the Latin Honors System. The categories for distinction under the Latin Honors System are as follows:

*Summa Cum Laude* – meaning “with highest praise” is the highest recognition a student can receive. To receive this honor, a student must achieve a 4.0 or higher cumulative grade point average on a weighted 4.0 scale.

*Magna Cum Laude* – meaning “with great praise” is the second highest recognition a student can receive. To receive this honor, a student must achieve a 3.750 – 3.999 cumulative grade point average on a weighted 4.0 scale.

*Cum Laude* – meaning “with praise” is the third highest recognition a student can receive. To receive this honor, a student must achieve a 3.500 – 3.749 or cumulative grade point average on a weighted 4.0 scale.

### **Student Recognition Based on Quarter Grades**

Each quarter the Oregon City Schools recognize the students that achieved high academic standing. Clay High School will publish the names of the students that attained the high academic standing according to the quarterly GPA using the Latin Honors system explained previously. In addition to the Latin Honors System, Clay High School will publish a *Principal's List* that will recognize the students that achieved a 3.000 – 3.499 quarter GPA.\* (*Please note that CCP grades do not factor into the Quarter Honor roll because the colleges/universities do not issue quarter grades. CCP grades impact the cumulative GPA.*)

# VALEDICTORIAN and SALUTATORIAN

## Selection of Valedictorian(s) and Salutatorian(s)

The annual Clay High School graduation ceremony includes honors to the Valedictorian(s), Salutatorian(s) and a graduation speaker. Co-Valedictorians and Co-Salutatorians will be named as long as all of the criteria below are met. The following is a more clearly defined policy to address how those individuals will be determined.

- 1) All students contending for Valedictorian and Salutatorian and Graduation Speaker will have received semester grades from Clay High School for the first and second semester of their junior year and the first semester of their senior year.
- 2) All students contending for Valedictorian and Salutatorian must be a member, inducted their junior year, of the Clay High School chapter of the National Honors Society.
- 3) In order to be considered as the Valedictorian(s) and Salutatorian(s), a student must have received (according to their cumulative GPA) Summa Cum Laude honors at the conclusion of their 1<sup>st</sup> semester of their senior year. Once the list of eligible students is determined, the following criteria will be used to determine Valedictorian(s) and Salutatorian(s)
  - a) One Valedictorian and one Salutatorian will be the students with the highest ACT Composite score and the second highest ACT Composite score achieved on one (1) test (writing not included) \*the last possible ACT test to qualify a student as the Valedictorian or Salutatorian is the December ACT date of their senior year \*taking the “superscore” (the act of taking the highest individual test score from multiple tests) will not be permitted, AND one Valedictorian and one Salutatorian will be the students with the highest and second highest cumulative GPA.

### IF THERE IS A TIE, THE TIE WILL BE BROKEN BY USING

- b) The highest total points earned on the required Ohio State End of Course Tests per the graduation year cohort.
  - Possible tests are administered in Language Arts I & II, Algebra I, Geometry, US History, US Government and Biology
  - the last test result that will count in the calculation of total points would be the test administered in summer going into their senior year
  - the highest test result for each individual test would be used in calculating the total as long it was earned prior to the first day of school of their senior year
  - the points earned as a result of AP Tests or CCP courses will be used to calculate the total points. AP scores and CCP grades must have been earned at the conclusion of the 1<sup>st</sup> semester of their senior year or prior.

### IF THERE IS A TIE, THE TIE WILL BE BROKEN BY USING

- c) The highest cumulative GPA at the conclusion of the 1<sup>st</sup> semester of their senior year

### IF THERE IS A TIE, THE TIE WILL BE BROKEN BY USING

- d) The greatest number of service hours completed and submitted to the National Honor Society advisor. The NHS advisor must have all documented hours on file by December 1 of their senior year.



IF THERE IS A TIE, THE TIE WILL BE BROKEN BY USING

- e) The greatest number of A+'s and A's (not A-'s) earned as semester grades at the conclusion of their 1<sup>st</sup> semester of their senior year in Advanced Placement Courses and CCP courses

IF THERE IS A TIE, THE TIE WILL BE BROKEN BY USING

- f) The greatest number of A+'s and A's (not A-'s) earned as semester grades at the conclusion of their 1<sup>st</sup> semester of their senior year in Honors Courses, Advanced Placement Courses and CCP courses

- 4) The **Graduation Speaker** will be the Student Government President as long as that student is a senior.

These individuals will have the rights and privileges to make a formal address at the graduation ceremony, and to receive any scholarships related to the honored positions in the graduating class.

If a student eligible for one of these positions chooses not to speak at the graduation ceremony, the next person fulfilling the requirements will assume the honor of speaking.

If the valedictorian(s) or salutatorian(s) and the graduation speaker are one in the same person, that student will have the option of making both speeches. If they decline, the honor of Graduation Speaker will go to the Student Government Vice-President as long as that student is a senior. If the Vice-President is not a senior, there will not be a graduation speaker.

# SCHEDULING INFORMATION

## Procedures for Student Scheduling

- ❑ Principals will notify students of the dates and times for scheduling. This will be done through announcements on the public-address system, social media, newsletters and designated classes.
- ❑ Students will receive a Course Request recommendation sheet. Students should discuss course selections with their parents. A recommended plan for each career pathway and this document can be found online and can serve as a guide for parents and students in selecting courses.
- ❑ Students are encouraged to make an appointment with their counselor to discuss any issues or questions concerning their schedules prior to scheduling for classes.
- ❑ Counselors will meet with students and walk them through the course request process.

## Master Schedule

Students and parents should be aware of the procedures used to develop a master schedule. The schedule is developed annually after knowing what courses are to be taught and the number of students interested in each course.

**Each year, students, parents, teachers and counselors are involved with scheduling of students into the next grade level. A great deal of time and thought should be used in making these decisions since the following year's master schedule is based upon these selections. By carefully selecting their courses now, students will have access to the courses they want and avoid future scheduling issues.**

Students will be scheduled into all required courses for their grade levels before selecting elective courses. You should adhere to the course sequencing before seeking the next level course. Regardless of your grade classification, all required courses should be selected first to ensure completion of graduation requirements. Counselors are available to assist with any problems or difficulties that develop. Please do not hesitate to ask for help.

## Schedule Changes

During the scheduling period, students may drop/add a course with parental input and approval. This time period is from the date of scheduling until **June 4**. Final schedules will be made available in August, the week before school begins, provided all fees have been paid and a parent has completed online registration for the student.

No course request changes or schedule changes will be made after June 4 for any reason including but not limited to teacher-student personality conflict, rigor of courses, teacher of course, or grade in course. Any schedule changes made will result in the student receiving a withdraw failing (WF) grade which will be reflected for the quarter grade, the semester grade, the final grade, and indicated as a WF on the transcript.

After June 4, the following are acceptable reasons for schedule changes to be made by counselors:

1. I.E.P.
2. There has been an error in the scheduling process
3. College Credit Plus
4. Summer School Changes
5. Student has failed a required course and needs to retake the course
6. Graduation Requirements
7. Course sequencing have not been fulfilled

*Any student that withdraws from a course without the teacher approval after June 4 will receive a "WF" (withdraw failing) for the class dropped. The "WF" will be reflected on the student's transcript.*

It is important to accommodate the academic needs of the student. It is important, as well, to respect the proper class size and proper beginning of a semester course. Therefore, **there will be no 1<sup>st</sup> semester schedule changes after June 4.**

- Toward the end of the first semester, students may drop a non-required second semester class and/or add another second semester class, as long as no other schedule adjustments are needed. The students must fill out a Drop/Add form\* and parents must sign and return it by the designated date on the form.

\* Career Tech students must obtain a Career & Tech course drop form from their program instructor or the career tech director.

## **Second Semester Scheduling Policy**

### **Dropping a course:**

- Student must maintain six (6) periods of class.
  - Exclusions apply to students enrolled in College Credit Plus and/or Senior Privilege.

### **Yearlong Class**

- Students may request a drop for a yearlong class that is not required for graduation.
- The drop must be completed by the established drop deadline.
- Students may have no more than one study hall.
- If the drop creates more than one study hall, a student must select an alternate available class to maintain 6 periods of class; otherwise, the student must remain in that class.
  - Exclusions apply to students enrolled in College Credit Plus and/or Senior Privilege.
- Career and Technology students must still meet all requirements of the program in which they are enrolled. Students with block schedules may not drop any of the required classes.
  - A Career Tech student must obtain a Career & Tech Course Drop form from their program instructor or the career tech director.

### **Semester Class**

- Student may drop a 2<sup>nd</sup> semester class that is not required for graduation, creating no more than one study hall on their schedule.

### **Adding a course:**

- Any student can add an additional 2<sup>nd</sup> semester course, however no changes will be made to the existing scheduled courses in order to accommodate a new 2<sup>nd</sup> semester course.
- Senior schedules can be adjusted to meet minimum graduation requirements.

## **Course Re-Take Policy**

Students are permitted to re-take a class\* that is offered at Clay High School during the regular school day (if room allows)\* or through Oregon Digital Academy if they received a grade of "C" or lower. If the student improves his/her grade for that class, the higher grade will replace the previous grade. If the grade is the same or lower, the original grade will remain. The student can only receive credit for the class once.

\* College Credit Plus classes and disciplinary removal from class are excluded from this policy.

**ATHLETIC NOTE:** In order to be eligible for athletics, a student must be enrolled in school the immediately preceding grading period and receive passing grades during that grading period in five (5) subjects that earn a minimum of one (1) credit each per year for graduation, excluding P.E. For this reason, it is our recommendation that students take a minimum of courses equal to 6 units of credit.

# Oregon Digital Academy

Full-Year, Multiple Credits  
Grades 9-12

The Oregon Digital Academy offers students an opportunity to learn through a self-paced online curriculum. This is a full enrollment and students may not mix and match online classes with traditional in-person classes. The online program allows students to meet all minimum credit requirements for graduation, though additional steps may be needed to meet all state graduation requirements. Students enrolling in online classes will be expected to work independently and should discuss the expectations of online classes with their counselor. Due to the nature of the expectations of this course, additional steps may be added to the scheduling process for online students. This may include an application, parent meetings, interviews, or other measures as deemed necessary by administration. Those who do not meet adequate minimum progress in a semester are at potential to be returned to in-person classes. For a full list of available online courses please contact the school counselor.

## PHYSICAL EDUCATION WAIVER

The Oregon Board of Education allows students to receive a Physical Education waiver by participating in Athletics, Cheerleading, or Fall Marching Band at Clay High School.

To qualify for the Physical Education waiver the Board of Education has adopted the following guidelines:

- The term “athletics” refers to any activity in which the student has the opportunity to earn an athletic varsity letter.
- The sport or activity must equal a minimum of **60 hours** of actively participating in practices or games. Contact hours will begin to accumulate on the first official practice as recognized by the Ohio High School Athletic Association.
- A student must finish the season on the team in good standing for the Physical Education waiver. If an athlete is injured they must have accumulated 60 hours of activity prior to injury in order to receive the alternative waiver. If an athlete is removed from the team for disciplinary reasons or Athletic Handbook violations, they will be unable to use this alternative waiver.
- This Physical Education waiver will not apply to the overall GPA or be applied to the weekly or quarterly eligibility.
- For graduation purposes, students must acquire 2 alternative credit waivers OR 2 P.E. credits. Acquiring 1 of each is not permitted by ODE regulations.
- The waivers will automatically be applied by the school at the conclusion of each semester.

## NCAA Course Eligibility

If you want to compete in NCAA sports at a Division I school, you need to register with the NCAA Eligibility Center to make sure you stay on track to meet initial-eligibility standards. If you have questions about your eligibility or the registration process, contact your counselor or contact the NCAA toll free at 1-877-262-1492.

All CHS core academic courses (ELA, Math, Science, Social Science and Foreign Language) are NCAA approved unless noted otherwise in the course description. You can look up all approved Clay High School courses at the following link: <https://web3.ncaa.org/hsportal/exec/hsAction?hsActionSubmit=searchHighSchool>

# COLLEGE CREDIT PLUS

Students in grades 7-12 are eligible to participate in the Ohio College Credit Plus program at any college/university in the state of Ohio. Oregon City Schools partners with Owens Community College and the University of Toledo.

The CCP program requires each college/university to establish 15- and 30-credit hour pathways for high schools to offer their students ensuring they are taking general education courses that are transferable and fulfill general elective requirements at any Ohio public college or university. Sample pathways are outlined below.

**Owens Community College** <https://www.owens.edu/collegecreditplus/>

| 15 Hour Pathway |         |         |         |
|-----------------|---------|---------|---------|
| Fall            | Credits | Spring  | Credits |
| ENG 111         | 3       | ENG 112 | 3       |
| SOC 101         | 3       | PSY 101 | 3       |
|                 |         | MTH 213 | 3       |
|                 | 6       |         | 9       |

| 30 Hour Pathway |         |         |         |
|-----------------|---------|---------|---------|
| Fall            | Credits | Spring  | Credits |
| ENG 111         | 3       | ENG 112 | 3       |
| SOC 101         | 3       | PSY 101 | 3       |
| MTH 173         | 3       | MTH 213 | 3       |
| ART 101         | 3       | ECO 111 | 3       |
| AST 101         | 3       | ENG 200 | 3       |
|                 | 15      |         | 15      |

**University of Toledo** <https://www.utoledo.edu/admission/college-credit-plus/>

| 15 Hour Pathway |         |           |         |
|-----------------|---------|-----------|---------|
| Fall            | Credits | Spring    | Credits |
| ENG 1110        | 3       | BIOL 1120 | 3       |
| MATH 1320       | 3       | THR 1100  | 3       |
|                 |         | SOC 1010  | 3       |
|                 | 6       |           | 9       |

| 30 Hour Pathway |         |           |         |
|-----------------|---------|-----------|---------|
| Fall            | Credits | Spring    | Credits |
| ENG 1110        | 3       | BIOL 1120 | 3       |
| PSC 1200        | 3       | THR 1100  | 3       |
| MATH 1320       | 3       | GEPL 2040 | 3       |
| ANTH 2800       | 3       | MATH 2600 | 3       |
| SOC 1010        | 3       | ENGL 1310 | 3       |
|                 | 15      |           | 15      |

*\*or any Humanities/Fine Arts Core Elective*

Students and parents interested in participating in CCP must submit a completed Intent to Participate form annually in order to be eligible the following school year. Furthermore, students must meet admissions requirements defined by the State of Ohio and the individual colleges.

For more information on the College Credit Plus program, visit the college websites above, or contact Mrs. Brandi Birr at 419-697-3434 x2014 or [bbirr@oregoncs.org](mailto:bbirr@oregoncs.org).

# PLANNING FOR COLLEGE

## **College Bound Students**

- College bound students have the option to take the SAT test and ACT test.
- Students should be prepared to apply for college before November of their senior year.
- All families with college bound students should complete the FAFSA form (Free Application for Financial Student Aid) on or after October 1<sup>st</sup>.
- Call your university for specific information regarding requirements for college admission.

## **College/Career Visitations**

A junior (2nd semester) or senior student may be allowed to take a job shadow day and/or visit college/university campus a total of three times during his/her high school career. The student must obtain the college visitation form from his/her counselor and have it approved by the administration. This completed form must be presented to the attendance office prior to the day he/she will be gone. The day will not be counted as an absence if the student brings a signed card or note from a college/university official. The student must present this excuse to the attendance office the day he/she returns to school.

## **Timetable for Post-Secondary Planning**

### **Grade 9**

- This year begins your official high school record. Your grades will be recorded on the transcript.
- Get to know your counselor and let your counselor get to know you. Visit with your counselor frequently so that your adjustment to high school will be the best possible. Take advantage of all the services offered through the school's counseling program.
- Do as well as you can academically, seek assistance whenever needed.
- Participate in career exploration programs whenever possible.
- Participate in extracurricular activities.

### **Grade 10**

- Continue working with your counselor and communicate frequently.
- Work hard at your academics, seeking assistance whenever needed, and continue your involvement in extracurricular activities.
- Research career areas related to your interests.
- Consider the Career & Technology programs as a route to your goal.

### **Grade 11**

- Communication with your counselor becomes more important in the second half of your high school experience.
- Continue your involvement in extracurricular activities, including volunteer opportunities, service projects, or internship/work experience.
- Work hard at giving a solid academic performance; eleventh grade is particularly important so make your best effort.
- Begin your college research and plan campus visits.
- Register and take the PSAT, ASVAB, SAT, and/or ACT as deemed necessary. In spring of junior year, students will take a free ACT test provided by the state. See your counselor.
- Consider taking the Armed Services Vocational Aptitude Battery (ASVAB) if applicable. See your counselor about this test.
- Send for additional literature regarding your interests (college, career, employment).

**Grade 11, continued**

- Create a Parchment account to be able to send official transcripts of student record.
- Meet college representatives who visit your school. (Be sure to ask if their schools provide services for the student with learning disabilities and the type of program they offer.)

**Grade 12**

- Continue communication with your counselor.
- Maintain a solid academic record.
- Colleges are interested in your progress in your final year of high school. They consider 7th semester grades (first half of your senior year) when processing your application for admission, including senior year grades.
- Acceptance for admission at most colleges is provisional, pending receipt of your final grades.
- Complete college visits early in your senior year.
- Pay close attention to the announcements from your counseling office.
- Prepare applications and send your transcript through Parchment.
- Be aware of early application deadlines
- Register and take the ASVAB, SAT, and/or ACT as deemed necessary.
- If you are interested in the work force or an apprenticeship, plan for employment opportunities and applications with your counselor.
- If you are interested in the military, visit and meet with your local military recruiters about school and career opportunities. Check with your counselor regularly.
- Inform your counselor when you have made a decision as to what you will do after graduation (attend a particular college, accept a job, enter the military, etc.).
- Complete the free application for financial student aid (FAFSA) on or after October 1<sup>st</sup>.



# COURSE FEES AND WORKBOOKS FEES

Fees may be charged in courses where special materials and/or supplies are furnished to students. The need for a workbook may require an additional fee in some classes. Fees and fines may be paid by cash, check, Visa or MasterCard at Clay High School or online using a credit card. Students will not be able to acquire a driving permit unless all fines and fees are paid in full.

**Fees for some courses may increase. This listing is intended only as a guide.**

**ALL FEES ARE SUBJECT TO CHANGE and will be finalized in June**

GENERAL FEE (all students).....\$95.00

|      |                                       |       |
|------|---------------------------------------|-------|
| 200  | Art Foundations.....                  | 40.00 |
| 231  | Ceramics & Sculpture I .....          | 50.00 |
| 232  | Ceramics & Sculpture II .....         | 50.00 |
| 241  | Drawing & Painting I .....            | 50.00 |
| 242  | Drawing & Painting II .....           | 50.00 |
| 251  | Printmaking & Mixed Media I .....     | 50.00 |
| 252  | Printmaking & Mixed Media II .....    | 50.00 |
| 260  | Senior Art Media Specialization ..... | 50.00 |
| 2200 | Concert Choir.....                    | 30.00 |
| 2300 | Concert Marching Band .....           | 34.00 |
| 2400 | Symphonic Marching Band .....         | 34.00 |
| 2404 | Honors Symphonic Marching Band .....  | 34.00 |
| 5091 | Job Connections 1 .....               | 15.00 |
| 5092 | Job Connections 2 .....               | 15.00 |
| 5095 | Job Connections 3 & 4.....            | 15.00 |
| 6032 | Medical Terminology .....             | 25.00 |
| 6106 | Engineering Principles .....          | 50.00 |
| 6130 | Intro to Construction.....            | 75.00 |
| 6200 | Introduction to Automotive Tech ..... | 25.00 |
| 6007 | Robotics .....                        | 15.00 |

## **STUDENT ORGANIZATIONAL DUES**

|                       |       |
|-----------------------|-------|
| BPA .....             | 30.00 |
| DECA .....            | 30.00 |
| HOSA .....            | 25.00 |
| Skills USA.....       | 35.00 |
| FFA .....             | 25.00 |
| Educators Rising..... | 10.00 |

## **Career Technology Fees**

|       |  |        |
|-------|--|--------|
| 6001  | Programming & Software Dev't I .....   | 25.00  |
| 6003  | Programming & Software Dev't II. ....  | 25.00  |
| 6006  | AP Computer Science Part A .....       | 10.00  |
| 6019  | Introduction to Cosmetology .....      | 80.00  |
| 6033  | Cosmetology I* .....                   | 580.00 |
| 6028  | Cosmetology II.....                    | 175.00 |
| 6070  | Medical Technologies I .....           | 75.00  |
| 6075  | Medical Technologies II.....           | 105.00 |
| 6082  | Automated Manufacturing & Mach I ..    | 190.00 |
| 6087  | Automated Manufacturing & Mach II ..   | 190.00 |
| 6110  | Engineering Design & Development I..   | 55.00  |
| 6120  | Engineering Design & Development II.   | 55.00  |
| 6135  | Construction Trades I .....            | 175.00 |
| 6140  | Construction Trades II .....           | 100.00 |
| 6210  | Automotive Technologies I .....        | 50.00  |
| 6220  | Automotive Technologies II .....       | 50.00  |
| 6302  | Hospitality Fundamentals .....         | 50.00  |
| 6317x | Culinary Arts I .....                  | 155.00 |
| 6316  | Culinary Arts II .....                 | 150.00 |
| 6401  | AG 1: Agri. Food & Natural Resources   | 50.00  |
| 6402  | AG 2: Animal and Plant Science .....   | 50.00  |
| 6411  | AG 3: Environ. & Agriculture Tech..... | 75.00  |
| 6415  | AG 4: Environ. & Agriculture Tech..... | 75.00  |

## **Band Uniform Fee (not eligible for Free and Reduced):**

|      |                                      |       |
|------|--------------------------------------|-------|
| 2300 | Concert Marching Band .....          | 70.00 |
| 2400 | Symphonic Marching Band.....         | 70.00 |
| 2404 | Honors Symphonic Marching Band ..... | 70.00 |



# COURSE OFFERING INDEX

**KEY-** SEM1 = 1<sup>st</sup> Semester Offering, 2 = 2<sup>nd</sup> Semester Offering, 3 = All-Year Course;

GRADE = Indicates at what grade level course may be taken

CR = Credit Hour Values

| CODE  | COURSE TITLE                     | SEM | GRADE      | CR   | CODE               | COURSE TITLE                        | SEM | GRADE      | CR   |
|---|----------------------------------|-----|------------|------|--------------------|-------------------------------------|-----|------------|------|
| <b>ART</b>  |                                  |     |            |      | <b>MATHEMATICS</b> |                                     |     |            |      |
| 200   | Art Foundations                  | 3   | 9,10,11,12 | 1.00 | 1004               | Algebra 1 Double Block              | 3   | 9,10,11,12 | 1.50 |
| 231   | Ceramics & Sculpture I           | 3   | 10,11,12   | 1.00 | 1100               | Algebra 1                           | 3   | 9,10,11,12 | 1.00 |
| 232   | Ceramics & Sculpture II          | 3   | 11,12      | 1.00 | 1110               | Geometry                            | 3   | 9,10,11,12 | 1.00 |
| 241   | Drawing & Painting I             | 3   | 10,11,12   | 1.00 | 1113               | Geometry Double Block               | 3   | 10,11,12   | 1.50 |
| 242   | Drawing & Painting II            | 3   | 11,12      | 1.00 | 1200               | Geometry Honors                     | 3   | 9,10       | 1.00 |
| 260   | Senior Art Media Specialization  | 3   | 12         | 1.00 | 1210               | Algebra 2 Honors                    | 3   | 10,11,12   | 1.00 |
| <b>ENGLISH LANGUAGE ARTS</b>                          |                                  |     |            |      | 1120               | Algebra 2                           | 3   | 11,12      | 1.00 |
| 410   | ELA 9                            | 3   | 9,10,11,12 | 1.00 | 1121               | Integrated Technical Math           | 3   | 11,12      | 1.00 |
| 415   | ELA 9 Honors                     | 3   | 9,10,11,12 | 1.00 | 1122               | Algebra 2A                          | 3   | 11,12      | 1.00 |
| 425   | ELA 10                           | 3   | 10,11,12   | 1.00 | 1126               | Algebra 2B                          | 3   | 11,12      | 1.00 |
| 430   | ELA 10 Honors                    | 3   | 10,11,12   | 1.00 | 1139               | Business Math Incorporating Tech    | 3   | 11,12      | 1.00 |
| 440   | ELA 11                           | 3   | 11,12      | 1.00 | 1140               | Applied Mathematics                 | 3   | 11,12      | 1.00 |
| 450   | ELA 12                           | 3   | 12         | 1.00 | 1213               | Probability & Statistics            | 3   | 11,12      | 1.00 |
| 470   | Creative Writing                 | 1,2 | 10,11,12   | .50  | 1220               | Pre-Calculus Honors                 | 3   | 11,12      | 1.00 |
| 471   | Journalism & News Media          | 1,2 | 10,11,12   | 1.00 | 1130               | Pre-Calculus                        | 3   | 12         | 1.00 |
| 475   | Speech                           | 1,2 | 10,11,12   | .50  | 1230               | AP Calculus                         | 3   | 12         | 1.00 |
| 476   | Sports Literature                | 3   | 12         | 1.00 | 1235               | Calculus Honors                     | 3   | 12         | 1.00 |
| 477   | Cinema as Literature             | 3   | 12         | 1.00 | <b>MUSIC</b>       |                                     |     |            |      |
| 479   | Science Fiction & Literature     | 3   | 12         | 1.00 | 2200               | Concert Choir                       | 3   | 9,10,11,12 | 1.00 |
| 480   | Survey of Young Adult Literature | 3   | 12         | 1.00 | 2300               | Concert Band (Marching)             | 3   | 9,10       | 1.00 |
| 485   | Yearbook I                       | 3   | 10,11,12   | 1.00 | 2400               | Symphonic Band (Marching)           | 3   | 11,12      | 1.00 |
| 486   | Yearbook II                      | 3   | 11,12      | 1.00 | 2404               | Honors Symphonic Band (Marching)    | 3   | 12         | 1.00 |
| 487   | Yearbook III                     | 3   | 12         | 1.00 | 2414               | Learn to Play an Instr & Read Music | 3   | 9,10,11,12 | 1.00 |
| 490   | AP English Language & Comp       | 3   | 11,12      | 1.00 | <b>SCIENCE</b>     |                                     |     |            |      |
| 491   | AP Literature & Comp             | 3   | 12         | 1.00 | 3000               | Physical Science                    | 3   | 9,10,11,12 | 1.00 |
| 497   | Theatre Arts                     | 3   | 9,10,11,12 | 1.00 | 3004               | Physical Science Honors             | 3   | 9          | 1.00 |
| <b>WORLD LANGUAGE</b>                                 |                                  |     |            |      | 3010               | Geology                             | 1   | 10,11,12   | .50  |
| 500   | French 1                         | 3   | 9,10,11,12 | 1.00 | 3015               | Astronomy                           | 2   | 10,11,12   | .50  |
| 505   | French 2                         | 3   | 10,11,12   | 1.00 | 3302               | Biology Honors                      | 3   | 9,10,11,12 | 1.00 |
| 510   | French 3                         | 3   | 11,12      | 1.00 | 3304               | Biology                             | 3   | 10,11,12   | 1.00 |
| 515   | French 4 Honors                  | 3   | 12         | 1.00 | 3305               | Biology of Ecosystems               | 3   | 10,11,12   | 1.00 |
| 520   | Spanish 1                        | 3   | 9,10,11,12 | 1.00 | 3308               | Botany                              | 1,2 | 11,12      | .50  |
| 525   | Spanish 2                        | 3   | 10,11,12   | 1.00 | 3309               | Zoology                             | 1,2 | 11,12      | .50  |
| 530   | Spanish 3                        | 3   | 11,12      | 1.00 | 3310               | Human Anatomy & Physiology 1        | 3   | 11,12      | 1.00 |
| 535   | Spanish 4 Honors                 | 3   | 12         | 1.00 | 3312               | Human Anatomy & Physiology 2        | 3   | 12         | 1.00 |
| <b>HEALTH &amp; PHYS ED</b>                           |                                  |     |            |      | 3315               | AP Biology                          | 3   | 11,12      | 1.00 |
| 700   | Physical Education               | 1,2 | 9,10,11,12 | .25  | 3320               | Environmental Science               | 3   | 10,11,12   | 1.00 |
| 710   | Health                           | 1,2 | 9,10,11,12 | .50  | 3321               | Environmental Science Honors        | 3   | 11,12      | 1.00 |
| 703   | Strength and Conditioning I      | 1,2 | 10,11,12   | .50  | 3325               | Scientific Investigations           | 3   | 11,12      | 1.00 |
| 704   | Strength and Conditioning II     | 1,2 | 10,11,12   | .50  | 3403               | Chemistry                           | 3   | 10,11,12   | 1.00 |
| <b>HUMANITIES PROGRAM (*1 cr. SS &amp; 1 cr. ELA)</b> |                                  |     |            |      | 3412               | Chemistry Honors                    | 3   | 10,11,12   | 1.00 |
| 4202  | Hum 9- American History Honors*  | 3   | 9          | 2.00 | 3422               | AP Chemistry                        | 3   | 11,12      | 1.00 |
| 416   | Hum 9-ELA 9 Honors               |     |            |      | 3423               | Organic Chemistry                   | 3   | 12         | 1.00 |
| 4210  | Hum 10- World Studies Honors*    | 3   | 10         | 2.00 | 3500               | Physics                             | 3   | 11,12      | 1.00 |
| 431   | Hum 10-ELA 10 Honors             |     |            |      | 3512               | AP Physics C – Mechanics            | 3   | 11,12      | 1.00 |
| 4221  | Hum 11-Classical Studies Honors* | 3   | 11         | 2.00 | 6323               | Integrated Biology & Chemistry I    | 3   | 11,12      | 1.00 |
| 446   | Hum 11-ELA 11 Honors             |     |            |      |                    |                                     |     |            |      |
| 448   | Hum 12-Post-War America Honors   | 3   | 12         | 1.00 |                    |                                     |     |            |      |

## SOCIAL STUDIES

|      |  |     |            |      |
|------|--|-----|------------|------|
| 4010 | Introduction to Law                        | 1,2 | 9,10,11,12 | .50  |
| 4025 | World Geography                            | 1,2 | 9,10,11,12 | .50  |
| 4000 | Modern World History                       | 1,2 | 11,12      | .50  |
| 4001 | Modern World History Honors                | 3   | 11,12      | 1.00 |
| 4101 | Psychology                                 | 1,2 | 11,12      | .50  |
| 4102 | Sociology                                  | 1,2 | 11,12      | .50  |
| 4105 | Social Issues                              | 1,2 | 10,11,12   | .50  |
| 4120 | American Civil War                         | 1,2 | 10,11,12   | .50  |
| 4130 | The Sixties                                | 1,2 | 11,12      | .50  |
| 4230 | AP American History                        | 3   | 11,12      | 1.00 |
| 4250 | American History                           | 3   | 9,10,11,12 | 1.00 |
| 4251 | American History Honors                    | 3   | 9,10,11,12 | 1.00 |
| 4306 | AP U.S. Govt & Comparative Politics Hybrid | 3   | 10,11,12   | 1.00 |
| 4303 | American Government                        | 3   | 10,11      | 1.00 |
| 4304 | American Government Honors                 | 3   | 10,11      | 1.00 |
| 4004 | Financial Literacy                         | 1,2 | 11,12      | .50  |
| 4005 | Financial Literacy Honors                  | 1,2 | 11,12      | .50  |

## CAREER & TECHNICAL OFFERINGS

### ADVANCED MANUFACTURING & MACHINING

|  |   | SEM | GRADE | CR   |
|--|---|-----|-------|------|
| <u>Advanced Manufacturing &amp; Machining I</u>  |   |     | 11    | 3.00 |
| 6082 A   | Machine Tools                                 | 1   |       | 1.5  |
| 6082 B   | Machining with Industrial Lathes              | 2   |       | 1.5  |
| <u>Advanced Manufacturing &amp; Machining II</u> |   |     | 12    | 3.00 |
| 6087 A   | Machining with Industrial Milling Machines    | 1   |       | 1    |
| 6087 B   | Computer Numerical Tech with Industrial Mills | 2   |       | 1    |
| 6083 A/B   | Manufacturing Capstone                        | 3   |       | 1    |

### AGRICULTURE & ENVIRONMENTAL SERVICES

|          |  |   |            |      |
|----------|--|---|------------|------|
| 6403 A/B | Animal Health                                  | 3 | 10,11,12   | 1.00 |
| 6401 A/B | AG 1: Agriculture Food, & Natural Resources I  | 3 | 9,10,11,12 | 1.00 |
| 6404 A/B | AG 2: Agriculture Food, & Natural Resources II | 3 | 10,11,12   | 1.00 |
| 6411 A/B | AG 3: Greenhouse and Nursery Management        | 3 | 11         | 2.00 |
| 6414 A/B | AG 4: Environmental Science for Ag & Nat Res   | 3 | 12         | 1.00 |
| 6415 A/B | AG 4: Business Mgmt for Ag & Environ Systems   | 3 | 12         | 1.00 |
| 6419 A/B | AG 4: Agri & Environ Systems Capstone          | 3 | 12         | 1.00 |

### AUTOMOTIVE TECHNOLOGIES

|                                   |  |     |      |      |
|-----------------------------------|--|-----|------|------|
| 6200                              | Introduction to Automotive Technology        | 1,2 | 9,10 | .50  |
| <u>Automotive Technologies I</u>  |  |     | 11   | 3.00 |
| 6210A                             | Ground Transportation Maintenance            | 1   |      | 1.5  |
| 6212B                             | Automotive Braking Systems                   | 2   |      | 1.5  |
| <u>Automotive Technologies II</u> |  |     | 12   | 3.00 |
| 6220A                             | Ground Transportation Electrical/Electronics | 1   |      | 1    |
| 6223B                             | Automotive Steering & Suspension Systems     | 2   |      | 1    |
| 6222 A/B                          | Transportation Capstone                      | 3   |      | 1    |

### CONSTRUCTION TRADES

|                               |  |     |    |      |
|-------------------------------|--|-----|----|------|
| 6130                          | Introduction to Construction Trades    | 1,2 | 10 | .50  |
| <u>Construction Trades I</u>  |  |     | 11 | 2.00 |
| 6135 A                        | Carpentry and Masonry Technical Skills | 1   |    | 1    |
| 6136 B                        | Structural Coverings and Finishes      | 1   |    | 1    |
| <u>Construction Trades II</u> |  |     | 12 | 3.00 |
| 6141 A                        | Construction Technology-Core           | 1   |    | 1    |
| 6140 B                        | Structural Systems                     | 2   |    | 1    |
| 6142 A/B                      | Construction Capstone                  | 3   |    | 1    |

## COSMETOLOGY

|          |                                       |   |    |      |
|----------|---------------------------------------|---|----|------|
| 6019 A/B | Introduction to Cosmetology           | 3 | 10 | 1.00 |
|          | <u>Cosmetology I</u>                  | 3 | 11 | 3.00 |
| 6033 A/B | Microbiology & Infection Control      |   |    | 1    |
| 6034 A/B | Fundamental of Hair Cutting & Styling |   |    | 2    |
|          | <u>Cosmetology II</u>                 | 3 | 12 | 4.00 |
| 6036 A/B | Advanced Hair Cutting & Styling       |   |    | 1    |
| 6029 A/B | Advanced Chemical Services            |   |    | 2    |
| 6030 A/B | Human Services Capstone               |   |    | 1    |

## CULINARY ARTS

|          |   |     |    |      |                 |
|----------|---|-----|----|------|-----------------|
| 6302     | Culinary Arts Fundamentals              | 1,2 | 10 | .50  |                 |
|          | <u>Culinary Arts I</u>                  | 3   | 11 | 3.00 |                 |
| 6310 A/B | Dining Room Services and Operations     |     |    | 1    | Even Year 24-25 |
| 6311 A/B | Catering and Banquet Service Operations |     |    |      | Odd Year        |
| 6317 A/B | Fundamentals of Food Production         |     |    | 2    | Yearly          |
|          | <u>Culinary Arts II</u>                 | 3   | 12 | 3.00 |                 |
| 6310 A/B | Dining Room Services and Operations     |     |    | 1    | Even Year 24-25 |
| 6311 A/B | Catering and Banquet Service Operations |     |    |      | Odd Year        |
| 6316 A/B | Contemporary Cuisine                    |     |    | 1    | Yearly          |
| 6318 A/B | Hospitality & Tourism Capstone          |     |    | 1    | Yearly          |

## ENGINEERING DESIGN & DEVELOPMENT

|          |  |   |    |      |
|----------|--|---|----|------|
| 6106 A/B | Engineering Principles                         | 3 | 10 | 1.00 |
|          | <u>Engineering Design &amp; Development I</u>  |   | 11 | 2.00 |
| 6107A    | Plan Reading                                   | 1 |    | 1    |
| 6105B    | Engineering Design                             | 2 |    | 1    |
|          | <u>Engineering Design &amp; Development II</u> |   | 12 | 3.00 |
| 6120A    | Computer Integrated Manufacturing              | 1 |    | 1    |
| 6120B    | Manufacturing Operations                       | 2 |    | 1    |
| 6122 A/B | Engineering Capstone                           | 3 |    | 1    |

## INFORMATION TECHNOLOGY

|          |                             |     |            |      |
|----------|-----------------------------|-----|------------|------|
| 6013     | 3D Exploration              | 1,2 | 9,10       | .50  |
| 6007     | Robotics                    | 1,2 | 9,10,11,12 | .50  |
|          | <u>Computer Science I</u>   | 3   | 11,12      | 2.00 |
| 6001 A/B | Programming                 |     |            | 1    |
| 6004 A/B | Game Design                 |     |            | 1    |
|          | <u>Computer Science II</u>  | 3   | 12         | 2.00 |
| 6003 A/B | Object Oriented Programming |     |            | 1    |
| 6018 A/B | Visual Programming          |     |            | 1    |

## MARKETING

|          |                                  |     |       |      |
|----------|----------------------------------|-----|-------|------|
| 6084     | Sports Marketing Principles      | 1,2 | 10,11 | .50  |
|          | <u>Marketing I</u>               |     | 11    | 2.00 |
| 6089 A   | Marketing Applications           | 1   |       | 1    |
| 6088 B   | Digital Marketing and Management | 2   |       | 1    |
|          | <u>Marketing II</u>              |     | 12    | 3.00 |
| 6092 A   | Management Principles            | 1   |       | 1    |
| 6091 B   | Strategic Entrepreneurship       | 2   |       | 1    |
| 6097 A/B | Business Administration Capstone | 3   |       | 1    |

## MEDICAL TECHNOLOGIES

|          |                                       |     |            |      |
|----------|---------------------------------------|-----|------------|------|
| 6071     | Medical Foundations                   | 1,2 | 9,10,11,12 | .50  |
| 6032 A/B | Medical Terminology                   | 3   | 10,11,12   | 1.00 |
|          | <u>Medical Technologies I</u>         | 3   | 11         | 3.5  |
| 6070 A/B | Human Anatomy & Physiology            |     |            | 1.5  |
| 6069 A/B | Principles of Allied Health           |     |            | 2    |
|          | <u>Medical Technologies II</u>        | 3   | 12         | 3.00 |
| 6074 A/B | Mental Health                         |     |            | 1    |
| 6079 A/B | Patient Centered Care and Diagnostics |     |            | 1    |
| 6077 A/B | Health Science Capstone               |     |            | 1    |

**MUSICAL THEATRE**

|  |                                   |   |            |      |
|--|-----------------------------------|---|------------|------|
| 6513 A/B   | Music Engineering and Performance | 3 | 9,10,11,12 | 1.00 |
| <u>Musical Theatre 9th &amp; 10<sup>th</sup></u> |                                   |   |            |      |
| 6516 A/B   | Introduction to Performing Arts   | 3 | 9          | 1.00 |
| 6505 A/B   | Introduction to Musical Theatre   | 3 | 10         | 1.00 |
| <u>Musical Theatre I</u>                         |                                   |   |            |      |
| 6512 A   | Acting Performance                | 1 | 11         | 2.00 |
| 6511 B   | Musical Concepts                  | 2 | 1          | 1    |
| <u>Musical Theatre II</u>                        |                                   |   |            |      |
| 6510 A   | Music Ensemble & Composition      | 1 | 12         | 2.00 |
| 6517 B   | Choreography                      | 2 | 1          | 1    |

**TEACHING PROFESSIONS**

|                                |   |     |    |      |
|--------------------------------|---|-----|----|------|
| 6600                           | Foundations of Education & Training               | 1,2 | 10 | .50  |
| <u>Teaching Professions I</u>  |   |     |    |      |
| 6605A                          | Curriculum & Instruction for Teaching Professions | 1   | 11 | 2.00 |
| 6605B                          | Classroom Management                              | 2   | 11 | 1.00 |
| <u>Teaching Professions II</u> |   |     |    |      |
| 6610A                          | Communities, Schools & Stakeholders               | 1   | 12 | 3.00 |
| 6610B                          | Education Principles                              | 2   | 12 | 1.00 |
| 6611 A/B                       | Education and Training Capstone                   | 3   | 12 | 1.00 |

**OTHER**

|          |                                |     |            |      |
|----------|--------------------------------|-----|------------|------|
| 6009     | Career and College Exploration | 1,2 | 9,10,11,12 | .50  |
| 6014     | Exercise & Sports Psychology   | 1,2 | 11,12      | .50  |
| 5091 A/B | Job Connections Related 1      | 3   | 9          | 1.00 |
| 5092 A/B | Job Connections Related 2      | 3   | 10         | 1.00 |
| 5095 A/B | Job Connections Co-Op 3 & 4    | 3   | 11,12      | 2.00 |
| 5096 A/B | Job Connections Related 3 & 4  | 3   | 11,12      | 1.00 |

**SENIOR PRIVILEGE & STUDY HALL (Available to all Students)**

|     |   |     |            |     |
|-----|---|-----|------------|-----|
| SP1 | Senior Privilege – 1 <sup>st</sup> Period | 1,2 | 12         | N/A |
| SP8 | Senior Privilege – 8 <sup>th</sup> Period | 1,2 | 12         | N/A |
| SH  | Study Hall (Periods 1-8)                  | 1,2 | 9,10,11,12 | N/A |

# COURSE DESCRIPTIONS

**Disclaimer:** Teacher recommendations will be taken into consideration during the scheduling process.

## ART

### **200 Art Foundations**

**Full year, 1 credit**

**Grade: 9-12**

***Is there an artist in you?***

This course focuses on the elements and principles of design as they relate to a variety of two and three dimensional media. Students will be introduced to 3 major units of study involving drawing and painting, ceramics and sculpture, and printmaking and mixed media. At the end of the course you will be prepared to take any of the specialty art courses at Clay High School. The Visual Experience textbook is used as a resource for this course.

### **231 Ceramics & Sculpture I**

**Full year, 1 credit**

**Grade: 10-12**

**Prerequisite: Art Foundations**

***Do you like to work three-dimensionally?***

This course will provide a variety of sculptural and ceramic experiences enabling the student artist to develop technical skill in the production of three-dimensional art. Clay hand-building techniques, intro to wheel throwing, low-fire glazing, warm glass manipulation, and stone carving are some of the techniques explored with an emphasis on formal, practical, and creative aspects of the finished work. Continued work in sketchbook and portfolio development will provide visual documentation of artistic growth.

### **232 Ceramics & Sculpture II**

**Full year, 1 credit**

**Grade: 11-12**

**Prerequisite: Art Foundations, Ceramics & Sculpture I**

***Do you want to take your three-dimensional creations to new heights?***

This course further explores and builds on techniques mastered in Ceramics and Sculpture I. Basic Wheel throwing techniques and advanced hand-building skills in addition to a plethora of advanced sculptural techniques will provide a springboard for artistic growth in the three-dimensional arena. Emphasis is placed on; discovery of personal style/technique, development of advanced design skills, and the creation of portfolio quality pieces. Continued work in sketchbook and additional portfolio development will provide visual documentation of artistic growth.

### **241 Drawing and Painting I**

**Full year, 1 credit**

**Grade: 10-12**

**Prerequisite: Art Foundations**

***Do you like to draw?***

This course visits a broad interpretation of drawing & painting issues and medias along with the unique importance it holds as a service to other art disciplines as you refine your drawing skills or revisit the basics of drawing. Students will explore the concrete academic fundamentals of drawing and painting as they learn to draw subject matter accurately with a firm emphasis on realism. Learn intermediate painting skills beyond the Foundations course as well as master basic and advanced color theory. Topics of study include perspective, still life, landscape and portraiture to be rendered in a variety of drawing and painting mediums. Continued work in sketchbook and portfolio development will provide visual documentation of artistic growth as the student begins a collection of work for their art portfolio.

### **242 Drawing and Painting II**

**Full year, 1 credit**

**Grade: 11-12**

**Prerequisite: Art Foundations, Drawing & Painting I**

***Want a challenge?***

Sharpen your drawing skills as you journey through a process of investigation, growth and discovery to develop a personal style of expression in this two dimensional media. This course is a more technically demanding approach to drawing and painting where the student will explore the formal, practical and creative aspects of the two disciplines. Students will develop large scale original artworks as well as establish subject matter suitable for a series of artworks. Topics explored include architectural perspective, still life, portraiture, and figurative works of art. Portfolio quality artwork will reflect realistic, interpretative and abstract points of view documented in sketchbooks and digital portfolios.

## ART (continued)

### **260 Senior Art Media Specialization**

**Full year, 1 credit**

**Grade: 12**

**Prerequisite: 2 years of specialty courses in any media**

***Are you ready to spread your proverbial artistic wings?***

This course is for the serious self-motivated art student who wishes to create in an individual environment that is tailored for not only their strengths, but their areas needing further study before heading to post-secondary art study. The student will declare a media specialization working cooperatively with the instructor designing an individual outline of the type and number of projects required depending on the level of talent and breadth of existing work. The student will be expected to complete a series of pieces for a college art portfolio to be compiled both physically and digitally.

## ENGLISH LANGUAGE ARTS (ELA)

***Humanities ELA (416/431/446) found in Social Studies***

### **410 English Language Arts 9**

**Full year, 1 credit**

**Grade: 9-12**

Language Arts 9 involves the integration of reading, writing, speaking and listening. Selections include fiction, nonfiction, and poetry. Vocabulary development and word origin study are part of the course. Original writing and other expository written expression are emphasized using the writing process.

### **415 English Language Arts 9 Honors**

**Full year, 1 credit**

**Grade: 9**

**Strongly recommended to be enrolled in 4251 American History Honors**

English Language Arts 9 Honors includes the same elements as ELA 9 but is more rigorous in nature. In preparation for advanced placement, college level courses, the assigned readings and writings are more extensive and challenging, including the development of research skills. Students will be required to read four independent novels from an assigned genre and complete various projects. Regular assignments are given outside of class. Students enrolling in ELA 9 Honors may be required to complete a summer reading list and submit an essay during the first week of class.

### **425 English Language Arts 10**

**Full year, 1 credit**

**Grade: 10-12**

**Prerequisite: ELA 9 General or Honors**

English Language Arts 10 continues the integration of reading, writing, speaking and listening. The literature for ELA 10 is drawn from world authors, including a variety of texts with emphasis on interpretation and literary elements. Practice in narrative and informative and argumentative writing with focus on revision and editing, are part of this class and include further refinement of research and presentation skills.

### **430 English Language Arts 10 Honors**

**Full year, 1 credit**

**Grade: 10**

**Prerequisite: ELA 9 General or Honors**

English Language Arts 10 Honors includes the same curriculum as ELA 10. The course emphasizes interpretation and analysis of a variety of literary genres. Writing skills using informative, narrative and argumentative techniques are practiced at sophisticated levels appropriate for the university-bound student. Special emphasis is placed on research, group collaboration and classroom presentation. Students may be required to complete a summer reading list and submit an essay during the first week of class.

### **440 English Language Arts 11**

**Full year, 1 credit**

**Grade: 11-12**

**Prerequisite: ELA 10 General or Honors**

Literary selections for this course are drawn from American authors. Reading, writing, speaking, and listening skills continue to be developed. Greater focus is placed on research interpretation, analysis, and development of skills in using various resources.

## ENGLISH LANGUAGE ARTS (ELA) (continued)

### **450 English Language Arts 12**

**Full year, 1 credit**

**Grade: 12**

**Prerequisite: ELA 11 General or AP English Language Composition**

Literary selections in this course will focus on classic British and American contemporary authors. Reading, writing, speaking, and listening continue to be developed. Additional focus on interactive and analytical skills occurs. Writing emphasizes critical/analytical skills and independent revision and editing. Research-based writing is expected.

### **470 Creative Writing**

**Semester, .5 credit**

**Grade: 10-12**

**Prerequisite: ELA 9 General or Honors**

Creative Writing is a one-semester elective course designed for students who want an opportunity to develop skills in the writing of short stories, poetry, plays, and other forms of imaginative writing. Emphasis is on writing as a process, and the class is conducted in a Writing Workshop format. Students will share their creations with each other as well as the teacher. A literary magazine may be produced containing original works as part of the course content. This class is for students who enjoy writing.

### **471 Journalism and News Media**

**Semester, .5 credit**

**Grade: 10-12**

This course is an ELA semester course designed to teach students about the main aspects of Journalistic Literature and Writing. Students will learn about the current issues facing news media as well as strategies for identifying accurate news resources. Students will read a variety of news media from different sources (print, internet, podcasts, television/video) on a weekly basis and analyze this media as a whole class. Students will learn how to write and create different types of news media.

Each semester will culminate in the printing and publishing of a school newspaper that the Journalism students will create. This will include teacher and student interviews, semester highlights and events including Clay Athletics, Clubs and Career Technologies. This print publication will incorporate current news technologies as well as traditional methods of news writing.

### **475 Speech**

**Semester, .5 credit**

**Grade: 10-12**

**Prerequisite: ELA 9 General or Honors**

This class is designed to develop student skills in the areas of effective oral communication and research. Areas covered include effective public speaking, group discussion, and improving listening skills. Realistic practice will be given in each of the skills mentioned. Students planning to go on to college are encouraged to take this course.

### **476 Sports Literature**

**Full year, 1 credit**

**Grade: 12**

**Prerequisite: ELA 11 General/Humanities or AP English Language Composition**

This Language Arts course is designed to offer the same standards as current 12G ELA classes but will focus on Sports Literature. Students will be required to accomplish Common Core Standards such as Reading Informational Text, Speaking and Listening Skills, Writing, and Language within the area of nonfiction and fiction sports literature and research. The course will also place heavy emphasis on understanding the influences of media, specifically social media, within today's culture and climate. We will also cover the topics of business marketing and the social impact sports have on today's current culture. Students will read five novels over the entire year, four non-fiction and one fictional within the area of sports history and leadership. The aim of this course is to persuade students to learn today's Language Arts Standards within an area of their interest in Sports. **This is not a course for just athletes. Work requirements will be extensive.**



## ENGLISH LANGUAGE ARTS (ELA) (continued)

### **477 Cinema as Literature**

**Full year, 1 credit**

**Grade: 12**

**Prerequisite:** ELA 11 General/Humanities or AP English Language Composition

This Language Arts course is designed to offer the same standards as current 12G ELA classes but will focus on film (drama, comedy, non-fiction, etc.) Students will be required to meet Common Core Standards such as Reading Informational Text, Speaking and Listening Skills, Writing, and Language within the area of nonfiction and fiction films and research. The course will also place emphasis on thematic units, and at least one film each unit will be taught concurrently with source literature. Students will also read related informational texts within the units. Students will use knowledge of various elements of cinema to analyze and critique films studied in class. Assessment will include class discussion, notebook checks/discussion boards, film reviews, oral critiques, quizzes, and quarterly projects. Students will be expected to understand literary elements as they relate to both film and literature. In addition, students will develop an appreciation for the interaction of film elements such as scripting, directing, acting, lighting, sound, etc. Students will be required to submit a permission slip signed by the parent at the time of the course request.

### **479 Science Fiction Literature**

**Full year, 1 credit**

**Grade: 12**

**Prerequisite:** ELA 11 General/Humanities or AP English Language Composition

This Language Arts course is designed to offer the same standards as current 12G ELA classes but will focus on the genre of Science Fiction literature. Through the reading of these texts, students explore speculative topics such as artificial intelligence, dystopian futures, time travel, space exploration/colonization, gene editing, etc. In addition to reading short stories and novels by both classic and contemporary sci-fi authors, students listen to futurist podcasts, analyze films, and read current news stories about experiments, discoveries, and achievements in the scientific community. The works studied in this course are all highly imaginative in nature, prompting students to think “outside the box” and ponder life’s many “what if?” questions.

### **480 Survey of Young Adult Literature**

**Full year, 1 credit**

**Grade: 12**

**Prerequisite:** ELA 11 General/Humanities or AP English Language Composition

This Language Arts course is designed to offer the same standards in current 12G ELA classes but will focus on the genre of Young Adult literature. The standards students are required to learn are Reading Literary and Informational Text, Speaking and Listening Skills, Writing, and Language within the area of YA literature. Students will read eight YA novels over the entire year. One goal of this course is to read and comprehend literary fiction and non-fiction, including stories, dramas, and poems, within an area of students’ interest in contemporary, YA literature. Another goal of this course is to write informative, argumentative, and narrative essays, as well as college-preparatory writing like college entrance essays and letters of interest. The final goal of this course is to entertain discussions about literature.

### **485 Yearbook I**

**Full year, 1 credit**

**Grade: 10-12**

**Prerequisite:** See Yearbook Advisor for Enrollment form.

Yearbook I is a year-long course designed for sophomore, junior, and senior students who wish to produce the school yearbook. Students develop skills in copy writing, magazine-style layout design, basic photographic techniques, conducting interviews, time management and organizational skills. Students are eligible for Yearbook I based on an enrollment form. A few underclassmen/women may be admitted to the class with recommendations and advisor approval. Students taking the class must be willing to devote much time, talent and energy to the production of a quality publication. Students must sell advertisements to help defray the cost of the yearbook. *This course is NOT NCAA approved for D1 college athletic eligibility.*

### **486 Yearbook II**

**Full year, 1 credit**

**Grade: 11-12**

**Prerequisite:** Yearbook I. See Yearbook Advisor for Enrollment form.

Yearbook II is a year-long course designed for juniors and seniors who wish to produce the school yearbook. Students in Yearbook II have the opportunity to hold editorial positions in copy, layout design, photography, and business. Students learn IBM computer skills and InDesign page design. Accepting responsibility in meeting deadlines and cooperation are essential goals in the class. Students must sell advertisements to help defray the cost of the yearbook. *This course is NOT NCAA approved for D1 college athletic eligibility.*



## ENGLISH LANGUAGE ARTS (ELA) (continued)

### **487 Yearbook III**

**Full year, 1 credit**

**Grade: 12**

**Prerequisite:** Yearbook II. See Yearbook Advisor for Enrollment form.

Yearbook III is a year-long course designed for seniors who wish to produce the school yearbook. Students in Yearbook III have the opportunity to hold editorial positions in copy, layout design, photography, and business. Students learn IBM compatible skills and InDesign page design. They use these skills to publish and market the Clay High School Crystal. Yearbook III students supervise other staff members or a portion of the production process. Students must sell advertisements to help defray the cost of the yearbook. *This course is NOT NCAA approved for D1 college athletic eligibility.*

### **490 AP English Language and Composition**

**Full year, 1 credit**

**Grade: 11-12**

**Prerequisite:** ELA 10 general or honors

**Students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences.**

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods.

An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations.

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum.

### **491 AP Literature and Composition**

**Full year, 1 credit**

**Grade: 12**

**Prerequisite:** AP English Language and Composition

A continuation of the honors program, this course offers higher level English students an intensive survey of world literature as recommended by the college board. This class prepares students for the AP English literature and composition exam conducted by the college board testing program through which college credit can be earned. Specialized areas of study are modern American drama, British literature, and European novels and plays. Close reading, critical thinking skills, and originality of thought are stressed. Oral participation is highly encouraged. Students will be challenged to think critically, write analytically and creatively, and to work collaboratively. A summer reading and associated project may be required. The emphasis on this course is placed on critical analysis, composition, and the integration of literature.

### **497 Theatre Arts**

**Full year, 1 credit**

**Grade: 9-12**

Theatre Arts is a year-long course that explores the many aspects of theatre. Students in Theatre Arts will have the opportunity to act, read plays, be involved in technical theatre, understand the importance of theatre history and criticism, and attain an appreciation of theatre as a vital art form. Students will be engaged in hands-on activities, such as play production and student directing. Theatre Arts cannot be used as an alternative to the four-year Language Arts requirement. *This course is NOT NCAA approved for D1 college athletic eligibility.*

**500 French 1**

**Full year, 1 credit**

**Grade: 9-12**

"Bienvenue!" and welcome to the French-speaking world! The French department's curriculum, "*T'es branché?*" ("Are you connected?"), is a rich and flexible program that aligns with the ACTFL World-Readiness Standards for Language Learning and helps students develop proficiency in listening, speaking, reading, and writing as well as demonstrating knowledge and understanding of French culture. In this course, students will engage with interactive resources and videos and leave with an understanding of the basics of French vocabulary, culture, and grammar as well as an overall ACTFL score of Novice Mid.

**505 French 2**

**Full year, 1 credit**

**Grade: 10-12**

**Prerequisite: French 1**

"Chapeau!" French 2 is a continuation of French 1. Students will continue to learn to communicate in a fun and positive environment. Students will add vocabulary and learn to express themselves across several time frames including the past and the future. Activities may include creative writing, speaking activities, and a variety of authentic video and texts help students practice and hone skills. The cultural focus continues to center on the richness of the French-speaking world and includes special units dealing with geography, foods, music, and art. Technology resources offered through our online text extend and enhance learning. Most students will end the course at an ACTFL proficiency level of Novice High, which means that they are able to communicate in full original sentences.

**510 French 3**

**Full year, 1 credit**

**Grade: 11-12**

**Prerequisite: French 2**

"Félicitations!" on your successful completion of French 1 & 2. French 3 is a continuation of French 2. Students will be able to carry on extended conversations and write creatively using a variety of tenses. Thematic units will provide context for rich discussion. The cultural focus continues to center on the richness of the French-speaking world and includes special units dealing with history, art and travel. Technology resources offered through our online text extend and enhance learning. Culture will permeate daily lessons. Students will refine their control of tenses and will learn new ways to communicate more clearly. Most students will end the course at an ACTFL proficiency level of Intermediate Low, meaning they can communicate in original sentences with a variety of tenses.

**515 French 4 Honors**

**Full year, 1 credit**

**Grade: 12**

**Prerequisite: French 3**

"Bravo!" You've made it to the fourth and final level of French at Clay High School! In French 4 Honors, students will continue to build presentational, interpretive and interpersonal skills through a variety of high interest cultural topics. This course is designed for students who wish to refine and maintain modern language skills. Most students will reach the ACTFL Intermediate High level by the end of the course, meaning they can communicate in paragraph-length discourse in a variety of tenses with some control.

**520 Spanish 1**

**Full year, 1 credit**

**Grade: 9-12**

"¡Bienvenidos!" and welcome to the Spanish-speaking world! The Spanish department's curriculum, "*¡Qué cheveré!*" ("This is awesome!"), is a rich and flexible program that aligns with the ACTFL World-Readiness Standards for Language Learning and helps students develop proficiency in listening, speaking, reading, and writing as well as demonstrating knowledge and understanding of Spanish culture. In this course, students will engage with interactive resources and videos and leave with an understanding of the basics of Spanish vocabulary, culture, and grammar as well as an overall ACTFL score of Novice Mid.

## WORLD LANGUAGE (continued)

### **525 Spanish 2**

**Full year, 1 credit**

**Grade: 10-12**

**Prerequisite: Spanish 1**

“¡Buen trabajo!” Welcome to Spanish 2, a continuation of Spanish 1. Students will continue to learn to communicate in a fun and positive environment. Students will add vocabulary and learn to express themselves across several time frames including the past and the future. Activities may include creative writing, speaking activities, and a variety of authentic video and texts help students practice and hone skills. The cultural focus continues to center on the richness of the Spanish-speaking world and includes special units dealing with geography, foods, music, and art. Technology resources offered through our online text extend and enhance learning. Most students will end the course at an ACTFL proficiency level of Novice High, which means that they are able to communicate in full original sentences.

### **530 Spanish 3**

**Full year, 1 credit**

**Grade: 11-12**

**Prerequisite: Spanish 2**

“¡Felicidades!” on your successful completion of Spanish 1 and Spanish 2! Spanish 3 is a continuation of Spanish 2. Students will be able to carry on extended conversations and write creatively using a variety of tenses. Thematic units will provide context for rich discussion. The cultural focus continues to center on the richness of the Spanish-speaking world and includes special units dealing with history, art and travel. Technology resources offered through our online text extend and enhance learning. Culture will permeate daily lessons. Students will refine their control of tenses and will learn new ways to communicate more clearly. Most students will end the course at an ACTFL proficiency level of Intermediate Low, meaning they can communicate in original sentences with a variety of tenses.

### **535 Spanish 4 Honors**

**Full year, 1 credit**

**Grade: 12**

**Prerequisite: Spanish 3**

“¡Asombroso!” You’ve made it to the fourth and final level of Spanish at Clay High School! In Spanish 4 Honors, students will continue to build presentational, interpretive and interpersonal skills through a variety of high interest cultural topics. This course is designed for students who wish to refine and maintain modern language skills. Most students will reach the ACTFL Intermediate High level by the end of the course, meaning they can communicate in paragraph-length discourse in a variety of tenses with some control.

## HEALTH & PHYS ED

### **700 Physical Education**

**Semester, .25 credit**

**Grade: 9-12**

The focus on physical education is skill development in team sports, individual sports and physical fitness activities. Emphasis is placed on personal growth through sports and physical fitness. Socially approved standards of behavior will be practiced and concepts of fair play and safety will be employed. Leadership opportunities, sportsmanship and wholesome interpersonal relationships will be stressed. The students will also be introduced to a fitness based program, which will educate them on circuit training, working in their target heart-rate zone, improving body composition and flexibility.

### **710 Health**

**Semester, .5 credit**

**Grade: 9-12**

This course focuses on the interrelationship of the students' level of health and life style. The units of study include: wellness, mental health, suicide, stress, human sexuality, first aid emergency (including C.P.R.), nutrition, weight control, tobacco, alcohol, and drug use, infectious diseases, AIDS, STD's, noninfectious diseases, body systems, and the environment.

## HEALTH & PHYS ED (continued)

### **703 Strength and Conditioning I**

**Semester, .5 credit**

**Grade: 10-12**

The focus of this course is to introduce the student to the concepts of fitness and how to train as an athlete while continuing cardiovascular development for their specific sport. Students will learn how to perform the proper techniques related to the core lifts of the Clay Strength Program, auxiliary lifts for their sports, along with spotting, core development, basic training programming, and other safety components relative to fitness training. Regular testing of fitness levels including flexibility, agility, vertical jump and speed will be recorded and tracked for progress. All major muscle groups will be discussed and trained as part of the core exercises performed in the weight room. At the end of the course, the student will be prepared to take Strength and Conditioning II.

### **704 Strength and Conditioning II**

**Semester, .5 credit**

**Grade: 10-12**

The basis of this course is to take the knowledge and experience from Strength and Conditioning I and expand on the principles of the weight room. Weight room safety, dynamic warm-ups, plyometric exercise, core Olympic lifts, core balance/stability, and auxiliary exercises will be the emphasis of the class. All instruction will be done at a higher level than Strength and Conditioning I, while drawing on the connections and knowledge of student-athletes, adjusting to the individual student's needs. Everything done in this class will be to further the athletic performance.

## MATHEMATICS

### **1004 Algebra 1 Double Block**

**Full year, 1.5 credits,**

**Grade: 9-12**

This course meets for two periods each day for the entire school year. This class is geared towards students who need extra class time to comprehend and master math concepts. This course will cover many topics and provide a well-rounded base for future learning in mathematics. Some topics covered are working with signed numbers, graphing, solving linear equations, functions, systems of equations and inequalities, exponents, and factoring. Geometric applications and problem solving strategies are involved throughout the entire course. A scientific calculator (TI-30XIIS) is required.

### **1100 Algebra 1**

**Full year, 1 credit**

**Grade: 9-11**

This course will cover many topics and provide a well-rounded base for future learning in mathematics. Some topics covered are working with signed numbers, graphing, solving linear equations, functions, systems of equations and inequalities, exponents, and factoring. Geometric applications and problem solving strategies are involved throughout the entire course. A scientific calculator (TI-30XIIS) is required.

### **1110 Geometry**

**Full year, 1 credit**

**Grade: 9-12**

**Prerequisite: Algebra 1 or Algebra 1 Honors**

This is an integrated geometry course with emphasis upon Euclidean Geometry. Students will learn how to develop basic reasoning skills. Deductive and inductive reasoning will be applied. Slope, area, and some analytic geometry will be explored. Applications of one variable equations, graphing techniques, and the Pythagorean Theorem will be emphasized.

### **1113 Geometry Double Block**

**Full year, 1.5 credits,**

**Grade: 10-12**

**Prerequisite: Algebra 1 or Algebra 1 Double Block**

This course meets for two periods each day for the entire school year. This class is geared towards students who need extra class time to comprehend and master math concepts. Students will learn how to develop basic reasoning skills. Deductive and Inductive Reasoning will be applied. Slope, area, and some analytic geometry will be emphasized. Please see your counselor for details.

## MATHEMATICS (continued)

### **1200 Geometry Honors**

**Full year, 1 credit**

**Grade: 9-10**

**Prerequisite: Algebra 1 or Algebra 1 Honors**

This is an integrated geometry course with emphasis upon Euclidean Geometry. Students will learn how to develop basic reasoning skills. Deductive and inductive reasoning will be applied. Applications of one variable equations, graphing techniques, the Pythagorean Theorem, and some analytical geometry will be emphasized. The honors mathematics sequence leads to advance placement calculus during the senior year.

### **1210 Algebra 2 Honors**

**Full year, 1 credit**

**Grade: 10-12**

**Prerequisite: Geometry or Honors Geometry**

This course is an extension of Algebra 1 Honors. Topics include linear functions, systems of equations, quadratic functions, polynomials and polynomial functions, inverse and radical functions, exponential functions, logarithmic functions, rational functions, problem solving, and modeling with functions. A scientific calculator (TI-30XIIS) is required. The honors mathematics sequence leads to Advanced Placement Calculus during the senior year.

### **1120 Algebra 2**

**Full year, 1 credit**

**Grade: 11-12**

**Prerequisite: Geometry or Geometry Honors**

This course is an extension of Algebra I. Topics include linear functions, systems of equations, quadratic functions, polynomials and polynomial functions, inverse and radical functions, exponential functions, problem solving, and modeling with functions. A scientific calculator (TI-30XIIS) is required.

### **1121 Integrated Technical Math**

**Full year, 1 credit**

**Grade: 11-12**

**Prerequisite: Geometry or Geometry Double Block. Must be enrolled in Integ. Machining & Engineering I or II.**

An analytical approach to problem solving is emphasized in the geometry, trigonometry, compound angle, and numerical control sections. Integration of algebra and geometric principles with trigonometry by sequence and computation of material also is essential in solving applied machine technology mathematics. Each unit is accompanied by realistic industry-related examples and actual industrial applications. Many exercises and problems require the student to work with illustrations similarly found in machine technology handbooks, engineering drawings, and other applied technical materials. *This course is NOT NCAA approved for D1 college athletic eligibility.*

### **1122 Algebra 2A**

**Full year, 1 credit**

**Grade: 11-12**

**Prerequisite: Geometry or Geometry Double Block**

This full-year course covers the first half of the traditional Algebra 2 curriculum. Topics include linear functions, graphing, systems of equations, factoring polynomials, quadratic functions, complex numbers, problem solving, and modeling with functions. A scientific calculator (TI-30XIIS) is required. This course is geared toward students who need a less rigorous approach to Algebra 2. A student will enroll in Algebra 2B the following year, as the completion of Algebra 2A and Algebra 2B is equivalent to completing the Algebra 2 curriculum.

### **1126 Algebra 2B**

**Full year, 1 credit**

**Grade: 11-12**

**Prerequisite: Algebra 2A**

This full year course covers the second half of the traditional Algebra 2 curriculum. Some of the topics covered are polynomials, polynomial functions and equations, inverse functions, radical functions, and exponential functions. A scientific calculator (TI-30XIIS) is required. This class is geared toward students that need a less rigorous approach to Algebra 2. The completion of Algebra 2A and Algebra 2B is equivalent to completing the Algebra 2 curriculum.

## MATHEMATICS (continued)

### **1139 Business Math Incorporating Technology**

**Full year, 1 credit**

**Grade: 11-12**

**Prerequisite: Algebra 2 or Honors Algebra 2**

This course prepares users for the business world by incorporating math concepts. This course will focus on mathematics skills incorporated in business applications. Technology will be incorporated throughout the course including calculator skills, use of spreadsheets, and other appropriate technology. Some of the topics include percents, manipulating and using business equations and formulas, bank services, and payroll. This course is NOT NCAA approved for D1 college athletic eligibility.

### **1140 Applied Mathematics**

**Full year, 1 credit**

**Grade: 11-12**

**Prerequisite: Algebra I and Geometry**

This course will take concepts of Algebra and Geometry and apply them to real-world situations. Students will use problem-solving skills to model and solve applied problems involving sets, logic, number and quantity, Algebra, and Geometry. This course is **NOT** recommended for college-bound students. *This course is NOT NCAA approved for D1 college athletic eligibility.*

### **1213 Probability and Statistics**

**Full year, 1 credit**

**Grade: 11-12**

This course is geared toward all students whether college bound or career oriented. It is designed to show students how statistics are used to picture and describe the world and how statistics are used to make informed decisions. The units of study included are the nature of statistics, description of data, probability, distribution, hypothesis testing, and regression analysis.

### **1220 Pre-Calculus Honors**

**Full year, 1 credit**

**Grade: 11-12**

**Prerequisite: Honors Algebra 2**

This pre-calculus course offers a rigorous review of the advanced algebra concepts. Systems of equations and inequalities, as well as analytic trigonometry are the focus of the course. The honors mathematics sequence leads to advanced placement calculus during the senior year.

### **1130 Pre-Calculus**

**Full year, 1 credit**

**Grade: 12**

**Prerequisite: Algebra 2 or Honors Algebra 2**

This is a college preparation mathematics course with the main focus on trigonometry. Functions, matrices, and vectors are some of the other concepts covered in the course.

### **1230 Advanced Placement Calculus**

**Full year, 1 credit**

**Grade: 12**

**Prerequisite: Pre-Calculus or Honors Pre-Calculus**

Advanced Placement Calculus is recommended for students who excel in mathematics & wish to deal with a college course in high school. The concept of limit is explored with applications of the integral and derivative. The concepts of algebra, geometry, and trigonometry are brought together and utilized in the various applications of calculus. By successfully completing this course & attaining a good grade on the Advanced Placement Exam, the student can earn college mathematics credit, while preparing for more advanced college mathematics.

### **1235 Calculus Honors**

**Full year, 1 credit**

**Grade: 12**

**Prerequisite: Pre-Calculus or Honors Pre-Calculus**

Calculus is recommended for students who excel in mathematics & wish to deal with a college course in high school. The concept of limit is explored with applications of the integral and derivative. The concepts of algebra, geometry, and trigonometry are brought together & applied to the various applications of calculus. This course is not intended for those students wishing to take the Advanced Placement Calculus test.



## MUSIC

### **2200 Concert Choir**

**Full year, 1 credit**

**Grade: 9-12**

This course is designed for the beginning-intermediate choral music student. Emphasis will be placed upon basic music fundamentals including healthy vocal production/technique, music reading and notation, rhythmic practice, ear training, sight-reading & basic piano theory. Additionally, students are challenged to consistently demonstrate a high level of commitment to their success individually & as a group through individual progress, teamwork, & leadership.

**Performance Requirements:** Students are expected to develop their skills as choristers & participate in all vocal music concerts. Additionally, students will need to purchase designated concert attire & attend occasional after-school rehearsals as scheduled. Students are encouraged to participate in OMEA solo & ensemble festivals.

### **2300 Concert Band (Marching)**

**Full year, 1 credit**

**Grade: 9-10**

**Prerequisite: 8<sup>th</sup> Grade Band**

**\* Course Fee: \$20- eligible for Free and Reduced Program & \$70 Uniform Fee- not eligible for the Free and Reduced Program**

The emphasis in Concert Marching Band is a continuation of the fundamental playing techniques for the young musician. Several styles of musical literature will be performed. This band, along with the symphonic band, will function as the marching band for the first quarter.

**Performance Requirements:** Students are expected to develop their skills as performers and participate in all band music concerts. Additionally, students will need to purchase designated concert/marching consumables (ie. gloves, spats, shoes, etc.) & attend occasional after-school rehearsals as scheduled. Students are encouraged to participate in OMEA solo & ensemble festivals.

### **2400 Symphonic Band (Marching)**

**Full year, 1 credit**

**Grade: 11-12**

**Prerequisite: Concert Band (Marching)**

**\* Course Fee: \$20- eligible for Free and Reduced Program & \$70 Uniform Fee- not eligible for the Free and Reduced Program**

Symphonic Marching Band is an advancement & refinement of advanced fundamental playing techniques. Several styles of musical literature will be performed. This band, along with the concert band, will function as the marching band for the first quarter.

**Performance Requirements:** Students are expected to develop their skills as performers and participate in all band music concerts. Additionally, students will need to purchase designated concert/marching consumables (ie. gloves, spats, shoes, and etc.) & attend occasional after-school rehearsals as scheduled. Students are encouraged to participate in OMEA solo & ensemble festivals.

### **2404 Honors Symphonic Band (Marching)**

**Full year, 1 credit**

**Grade: 12**

**Prerequisite: Symphonic Band (Marching) their Junior Year and earn a Superior/Excellent rating at OMEA Solo and Ensemble with a solo piece.**

**\* Course Fee: \$20- eligible for Free and Reduced Program & \$70 Uniform Fee- not eligible for the Free and Reduced Program**

Course requirements to be completed include:

- Attend Solo and Ensemble with a solo piece at a Level B or A difficulty level
- Audition for area honors band each semester
  - BGSU, UT, OMEA D1, etc.
- Attend a symphony concert each semester
  - Follow up with a musician who performed in that concert to discuss technique
- Recommend selecting band for stride period
- Write a research paper each semester on modern music topics
- Additional scale requirements
  - Senior - Learn all harmonic minor scales
- Research and find a professional musician in their area of study to interview once a quarter

## MUSIC (continued)

### **2414 Learn to Play an Instrument & Read Music**

**Full year, 1 credit**

**Grade: 9-12**

Students will be able to learn to play an instrument if they have never played one before. This is a foundational level class where students will learn to read musical notation and learn the basics of playing an instrument. For those students that are already enrolled in band, they could take this course to learn a secondary instrument (oboe, bassoon, horn, etc.). A student could learn a typical band instrument (flute, clarinet, saxophone, trumpet, trombone, baritone, tuba, percussion) or a string instrument (violin, bass, guitar). Students will be graded upon individual performance growth and knowledge of reading music.

**Performance Requirements:** There are no performance requirements for this course. Students in this course would also not be going on the band trips.

## SCIENCE

### **3000 Physical Science**

**Full year, 1 credit**

**Grade: 9-12**

Physical Science will be taught as a year-long course, but each semester will focus on two different areas.

Physical science—P (1<sup>st</sup> semester) is a course which introduces students to the basic concepts and mathematical models of physics. These concepts include motion, energy, forces, waves, scientific thought & processes, and the impact of science and technology on society. Laboratory activities will be integrated into the class to introduce and strengthen key ideas throughout the semester.

Physical science—C (2<sup>nd</sup> semester) is a course which introduces students to basic concepts of chemistry. Some of the principles of chemistry covered include atomic structure, the periodic table, chemical reactions, chemical bonding, properties of substances & mixtures, acids and bases, as well as philosophy science, and the impacts of science on society. Hands on laboratory activities will be incorporated to introduce and reinforce major themes throughout the course.

### **3004 Physical Science Honors**

**Full year, 1 credit**

**Grade: 9**

Physical Science will be taught as a year-long course, but each semester will focus on two different areas.

Physical science—P (1<sup>st</sup> semester) is a course which introduces students to the basic concepts and mathematical models of physics. These concepts include motion, energy, forces, waves, scientific thought & processes, and mathematical analysis and application. The course is built on a series of hands-on labs used to both develop and deploy the content of the class. The majority of the content of the course is in line with the general physical science course, but there is increased emphasis on interdisciplinary skills like using mathematical models. Additionally, this course address topics that will help students when they get to more advanced science classes like Physics. Specifically, those topics include significant figures, unit conversion, and two-dimensional motion.

Physical science—C (2<sup>nd</sup> semester) is a course which introduces students to basic concepts of chemistry. Some of the principles of chemistry covered include atomic structure, the periodic table, chemical reactions, chemical bonding, properties of substances & mixtures, acids and bases, and nuclear reactions. Like the first semester of the course, hands-on labs are the basis of learning and applying the content of class. Again, the majority of the content of the course is the same as the general course, but the application and extension of the course is at greater depth. Additionally, the course addresses topics that will help students in more advanced science courses like Chemistry. Specifically, those topics include dimensional analysis, percent composition, percent yield, and basic stoichiometry.

### **3010 Geology**

**Semester, .5 credit**

**Grade: 10-12**

**Prerequisite: Biology, Biology Honors or Biology of Ecosystems**

This semester long course will cover the natural phenomena occurring on earth's surface. In class, students will learn how to read topographic maps, identify rocks and minerals, and gain an understanding of the forces that change the planet's surface. This class typically incorporates a field trip to local areas of geological interest.



## SCIENCE (continued)

### **3015 Astronomy**

**One semester,.5 credit**

**Grade: 10-12**

**Prerequisite: Biology, Biology Honors or Biology of Ecosystems**

This semester long course will look at weather phenomena, our atmosphere, and weather forecasting; as well as astronomy pertaining to stellar evolution, planets, lunar phases, and structure of the sun.

### **3302 Biology Honors**

**Full year, 1 credit**

**Grade: 9-12**

**Prerequisite: Physical Science or Physical Science Honors. It is highly recommended that freshmen students be enrolled in Honors Geometry as a co-requisite. Students who have previously taken AP Biology, Biology or Biology of Ecosystems are ineligible to take Biology Honors.**

Honors Biology is a rigorous and accelerated Biology course designed for students who excel in science. It emphasizes the principles biochemistry, molecular biology, genetics and microbiology at a more in-depth level than regular Biology. The scientific method is the course basis for lab activities and research. This class provides a solid preparation for Advanced Placement (AP) Biology but is not exclusively required for that purpose.

### **3304 Biology**

**Full year, 1 credit**

**Grade: 9-12**

**Prerequisite: Physical Science or Physical Science Honors**

This is a college preparatory course involving both the classroom and the laboratory. Topics in the classroom include the chemistry of life, cellular structure and function, genetics, evolution, classification of life kingdoms, and ecology. Students perform laboratory experiments which integrate course content with their own direct experiences. The scientific method is used and students refine their skills as they use laboratory equipment.

### **3305 Biology of Ecosystems**

**Full year, 1 credit**

**Grade: 10-12**

**Prerequisite: Physical Science**

This course surveys organic chemistry, cells, genetics, ecology, evolution, and the six kingdoms of organisms. This course is intended for students who find abstract concepts difficult to comprehend. A teacher recommendation based on the student's need is required. Biology of Ecosystems is not intended to prepare students for college level biology.

### **3308 Botany**

**Spring Semester, 0.5 credits**

**Grade: 11-12**

**Prerequisite: Biology, Biology Honors or Biology of Ecosystems**

This course will focus on the evolution of plants and their role in extinction events. This course will be offered spring semester in order to allow the students to devote time to growing and caring for living plants and studying plant anatomy.

### **3309 Zoology**

**Semester Course, 0.5 credits**

**Grade: 11-12**

**Prerequisite: Biology, Biology Honors or Biology of Ecosystems**

This course will be focused on the evolution of animals, following all the major branches of the animal phyla from porifera to chordata. The course would look at similarities between animals and adaptations over the course of time. Students will research animal groups that they find interesting and present their findings. This course will be offered fall semester so that students can collect living animals from the wetlands onsite and study micro-invertebrates using microscopes.

### **3310 Human Anatomy and Physiology 1**

**Full year, 1 credit**

**Grade: 11-12**

**Prerequisite: Biology, Biology Honors or Biology of Ecosystems**

Human Anatomy and Physiology is a comprehensive study of the structure and functions of the human body. This elective course is open to juniors and seniors who are interested in the area of medicine. The course integrates an in-depth overview of medical terminology and theory. The class features the dissection of the fetal pig and animal organs for comparative studies.

## SCIENCE (continued)

### **3312 Human Anatomy and Physiology 2**

**Full year, 1 credit**

**Grade: 12**

**Prerequisite:** Human Anatomy and Physiology 1

The focus of this class is a comprehensive & in-depth study of the structure and functions of the human body that were not covered in Anatomy & Physiology 1. This class will help students reach a deeper understanding on the physiology behind how the human body works. Students will also become familiar with current research that is impacting human health & medicine. Within the curriculum, students will complete the dissection of a cat and various animal organs for comparative studies.

### **3315 Advanced Placement Biology**

**Full year, 1 credit**

**Grade: 11-12**

**Prerequisite:** Biology Honors, Chemistry or Chemistry Honors

Advanced Placement Biology is the academic equivalent to freshman college biology. It is intended for students who are interested in careers in related science fields. Topics studied in-depth throughout the year include Molecules, Cells, Heredity, Evolution, Diversity of Organisms, and Ecology. Practical knowledge will be gained through the completion of many biology laboratory experiences as recommended by the College Board. Students earning a "B" average or higher are encouraged to take the Advanced Placement Biology Exam at the conclusion of this course to gain college credit.

### **3320 Environmental Science**

**Full year, 1 credit**

**Grade: 10-12**

**Prerequisite:** Biology, Biology of Ecosystems, or Biology Honors

This is an activity-based course which conveys the fundamentals of natural ecosystems, energy flow, natural resources, weather patterns, aquatic systems, and geological processes. The impact of human activity is studied on soil, air, and water. As students become discriminating consumers, they will have studied food production, urbanization, and government and technological advancements.

### **3321 Environmental Science Honors**

**Full year, 1 credit**

**Grade: 11-12**

**Prerequisite:** Biology Honors

In this course, you will gain a better understanding of the environment and the issue of humanity. This is accomplished through the lens of how human systems work in correlation with environmental challenges, researching food production with regards to energy use, & analysis of your ecological footprint. During this course, you will be trained & have the option to receive certification in global image satellite technology. In addition, you will be participating in a long-term research study over weather & climate and the data that you collect will be used by NASA and researchers worldwide. This course culminates with a yearlong project which has the chance to be seen at both a national and/or global level.

### **3325 Scientific Investigations**

**Full year, 1 credit**

**Grade: 11-12**

**Prerequisites:** Biology, Biology Honors, or Biology of Ecosystems

Scientific investigations is a hands-on course that challenges students to form connections between previous science courses while developing their observational, analytical, and quantitative skills to better understand the physical world. The course design is based on the Ohio State Standards for grades 11-12 in science. Science skills such as; keeping a laboratory notebook, taking accurate laboratory measurements, using good laboratory technique, different ways in which to communicate data are emphasized and visited through the course.

### **3403 Chemistry**

**Full year, 1 credit**

**Grade: 10-12**

**Prerequisite:** Physical Science, Biology or Biology Honors

Chemistry I is a lab course for college-bound juniors and seniors. This year-long course deals with the composition of matter and its changes. This course will involve laboratory experiences that will allow the student to gather, sort, interpret data, and form conclusions. Technical writing, in the form of lab reports, will be one form of evaluation. Prospective students should have above-average mathematics skills. Students are required to purchase lab safety goggles. A lab fee will cover the purchase of lab materials.

**3412 Chemistry Honors****Full year, 1 credit****Grade: 10-12****Prerequisite: Biology or Biology Honors**

Chemistry I Honors is an elective lab course for college-bound students who intend to take Advanced Placement Chemistry during their junior year or who plan on entering a highly technical/scientific field in college. This year-long course moves at an accelerated pace. Additionally, a significant amount of lab work is involved in this course. Emphasis is placed on early mastery of basic chemistry concepts & foundations before moving into areas such as thermo chemistry, organic chemistry, kinetics, & acid-base chemistry. Students must provide or purchase an approved pair of goggles & a fee covers lab expenses such as lab notebooks.

**3422 Advanced Placement Chemistry****Full year, 1 credit****Grade: 11-12****Prerequisite: Chemistry Honors****Co-requisite: Algebra 2/Algebra 2 Honors or Honors Pre-Calculus**

AP Chemistry is an in-depth study of matter and its interaction with energy. The material covered is presented at the college level. Major emphasis is placed on the development of problem solving skills & advanced laboratory techniques. Technical writing, in the form of detailed lab reports, will be one form of evaluation. Students planning careers in science, energy, or medical fields will benefit from this course. Time is spent preparing for the AP chemistry exam. Students earning a "B" or higher in this course are encouraged to take the AP Chemistry exam. The AP Chemistry exam is a standardized test administered in May by the College Entrance Examination Board. Students who take this exam & receive a three or better on a five point scale can expect to receive college credit for their work in this course. Students will be expected to have approved safety goggles & a scientific calculator. A lab fee will cover the purchase of a lab manual & other lab materials.

**3423 Organic Chemistry****Full Year, 1 credit****Grade: 12****Prerequisite: AP Chemistry**

This course will provide students with a basic overview of organic chemistry. It will focus on the basics of the structure of organic molecules & their reactivity. At completion of the course, the students should have a basic understanding of the structure & function of organic molecules, major classes of reactions, energy & mechanisms of reactions in organic chemistry & synthesis of organic compounds. Much of the instruction will be heavily designed around laboratory experiences, while lecture & other conventional instructional methods will also be utilized. The targeted students will be those who are interested in pursuing chemistry related careers, such as medicine or chemical engineering, & have completed all chemistry related courses at Clay by their junior year. This course will not be designed to match the speed or the intensity of other AP science courses, but rather to create a class that will expose the interested students to an interesting yet challenging branch of chemistry.

**3500 Physics****Full year, 1 credit****Grade: 11-12****Prerequisite: Algebra 2, Algebra 2A, or Algebra 2 Honors**

Physics will allow students to study & understand everyday phenomena in the physical world. Students will participate in lecture, problem solving skills and laboratory exercise. Students will be using the most advanced technology available during labs, which will prepare them for future college physics courses. Outside of class, students will be engaged in reading the physics textbook and supplemental materials, solving practice problems, and preparing for quizzes and tests.

**3512 AP Physics C - Mechanics****Full year, 1 credit****Grade: 11-12****Co-requisite: Calculus Honors or AP Calculus**

This year long course is modeled after the college course that engineering and physical science majors take. AP Physics is taught at the college level in terms of rigor and time commitment. The primary goal of the class is for the student to qualify for college credit by earning a 4 or 5 on the AP Mechanics exam in May.

## SCIENCE (continued)

### 6323 Integrated Biology & Chemistry

Full year, 1 credit

Grade: 11-12

**Prerequisite:** Biology, Biology Honors, Biology of Ecosystems

This science class deals with a variety of concepts as they relate to Cosmetology. The class focuses on science concepts from career programs and the work place. Topics such as anatomy, bacteriology, sterilization, nutrition, and appropriate chemistry are covered in this year long course.

## SOCIAL STUDIES

### 4202 Humanities 9 – American History Honors

Full year, 2 credits (includes ELA 416)

Grade: 9

Recommended for Eighth-grade students who believe they can manage a rigorous thinking, project-based, and writing workload. Enrollment form completion is required.

This ninth-grade Humanities course is a college-bound challenge that prepares the students to examine American History in combination with the great American literature from the late 19<sup>th</sup> and through the 21<sup>st</sup> centuries. A variety of authentic assessments focus on thematic units over Industrialization, Imperialism; 20<sup>th</sup> Century Conflict, the Major Political, Economic, and Social Developments in 20<sup>th</sup> Century America; and, a variety of case studies about the issues of culture, race, rights and responsibilities. A major emphasis will be on fine-tuning humanities students for the passing of the Social Studies portion of the Ohio end-of-course tests. ***This class will be limited due to the availability of the instructor.***

### 4210 Humanities 10 – World Studies Honors

Full year, 2 credits (includes ELA 431)

Grade: 10

**Prerequisite:** Humanities 9 or Completion of Enrollment Form

The World Studies 10 Honors Humanities class is an examination of world history beginning with the 18<sup>th</sup> Century Enlightenment and ending with the present day. It's designed for the college-bound student who seeks new academic challenges, is taught in conjunction with the Language Arts 10 Honors course, and complies with Ohio's content standards. A two-period block of instruction allows students flexible time to accomplish group work and written projects coordinated with both teachers. In the World Studies Honors Humanities class, students participate in interdisciplinary exercises combining history and literature. Group and self-regulated approaches are used to generate projects, address central historical questions, read primary source documents, engage in scored discussions and engage in authentic summative assessments. Other forms of summative assessment, such as traditional tests, will also apply. ***This class will be limited due to the availability of the instructor.***

### 4221 Humanities 11 – Classical Studies History Honors

Full year, 2 credits (includes ELA 446)

Grade: 11

**Prerequisite:** Humanities 10 or Completion of Enrollment Form

This third-year continuation of the Humanities Program continues the unique blend of social studies and English instruction geared to the college-bound student. This course's focus will be upon the development of Eastern and Western civilizations. Students will examine the history and literature of the River Civilizations, the Greeks and the Romans, the Middle Ages and the Renaissance. Coursework will focus upon the study of the primary documents and the exploration of ancient epics and dramas, including such literary giants as Homer and Shakespeare. Students will produce authentic assessments that continue the Humanities Program's emphasis upon critical thought, college-level research skills and analytical writing. ***This class will be limited due to the availability of the instructor.***

### 448 Humanities 12 – Postwar American Cultural and Social History (1945-Present)

Full Year, 1 English credit elective

Grade: 12

**Prerequisite:** Humanities 11, AP Language and Composition or Completion of Enrollment Form

This final humanities course will examine the sociological and cultural currents of America during the 1950's, 1960's, 1970's, and 1980's through the study of the cultural artifacts of the time, including novels, poetry, drama, film, music, television, and even comic books. Students will be asked to critically examine the popular culture that they exist within, and ask tough questions about our societal evolution during this turbulent time. A major component of the course will be a research project that will ask students to dig deeply into a cultural subject of their choosing. Critical reading and writing will remain a focus of the curriculum, as it has in all humanities courses. ***This class will be limited due to the availability of the instructor.***

## SOCIAL STUDIES (continued)

### **4000 Modern World History**

**Semester, .5 credit**

**Grade: 11-12**

**Prerequisite: American History & US Government**

This one-semester course covers the causes of WWII, the course of the war and results. Cold War tensions in Europe and Asia will be examined, along with conflict in the Middle East and the events of 9/11.

### **4001 Modern World History Honors**

**Full Year, 1 credit**

**Grade: 11-12**

**Prerequisite: American History & US Government**

This course examines world events from 1914 to the present. It explores the impact of the industrial revolutions, the wars that changed empires, Cold War ideologies and conflicts, the ideas that led to independence movements and the effects of global interdependence. Students will be expected to use historical thinking skills by locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

### **4010 Introduction to Law**

**Semester, .5 credit**

**Grade: 9-12**

Introduction to Law will provide students with an understanding of practical law which will be of use in their everyday lives. This course will consist of a detailed and informative explanation of criminal, consumer, tort, family, housing, environmental law, and individual rights.

### **4025 World Geography**

**Semester, .5 credit**

**Grade: 9-12**

World Geography is a course that will enable students to read maps, charts, or graphs to draw conclusions regarding natural resources and topography of the United States and the World. The student will be able to locate major bodies of water, continents and significant places in the United States, and important regions and countries of the world. Students will understand that graphic locations affect the political and economic systems of the world. Physical and Cultural Geography will be the major areas of concentration in this course. Physical Geography includes map studies, topography, landforms, climate and vegetation. The study of language, government, economy, religion, and social groups will be investigated in Cultural Geography.

### **4101 Psychology**

**Semester, .5 credit**

**Grade: 11-12**

Who am I? How did I get this way? Psychology provides the student with the opportunity to examine a variety of research and theories regarding human behavior. Class will examine five existing theories of human behavior and their treatment philosophies for emotional disturbances and mental breakdown. Typical class instruction will use experiments and re-enactments of existing research in order to provide insight into these five theories while gaining a greater appreciation of our own individual behavior in the world.

### **4102 Sociology**

**Semester, .5 credit**

**Grade: 11-12**

Sociology is the study of human behavior, in group situations. The focus is on the dynamics of group behavior and on the interactions of individuals, within those groups. This course covers basic sociological theory and analytical tools. We will discuss the relationship of sociology to other behavioral science disciplines, such as anthropology and psychology. We will examine the effect of; 1) social structure, 2) practices, and 3) institutions upon the individual, in everyday life. Specifically, the profound influence it has on the way people think, feel, and act. Topics will include culture, cultural change, group behavior, socialization, social structure and society. The major themes within some of these topics will be deviance and social control, inequalities of gender and age, family and marriage, and social issues surrounding modern entertainment and sports.

**4105 Social Issues****Semester, .5 credit****Grade: 10-12**

Social Issues will provide students with a greater understanding of themselves and their role in society. This social issue elective will focus on a variety of topics that are relevant to the life of a high school student including self-esteem, relationships, drugs, and depression. This highly experiential and discussion-oriented class provides the student with an opportunity to examine many topics at an in-depth and personal level. Social Issues students will be given an opportunity to re-connect with themselves in a meaningful/genuine way while building healthy connection with others through various activities and class projects.

**4120 The American Civil War****Semester, .5 credit****Grade: 10-12**

The American Civil War is very arguably America's most important war. In this course the causes of the war, and the war itself will be the primary focus. The political, social, cultural, and military aspects of the war itself will be studied in depth with an emphasis on the significant decision makers involved. Civil war issues such as conscription, anti-war movements, and military and political leadership in times of war will be compared to the same issues facing America today.

**4130 The Sixties: The Decade that Changed America****Semester, .5 credit****Grade: 11-12**

The 1960's was a decade of hope, change, and war that witnessed an important shift in American culture. Citizens from all walks of life sought to expand the meaning of the "American Dream". Their efforts helped unravel the national consensus, and laid bare a much more fragmented society. The result was people from a wide range of ethnic and social economic groups attempted to reform American society, so it would be more equitable. The objective of the course is to examine the social and political movements of the "Sixties", a time that is among the most historically evocative. This decade witnessed the convergence of hope and events, the growth of movements based on alliances that soon evolved into animosities. There were many ruptures within the major movements breaking away from mainstream America. This decade set the parameters for today's political and social debates. We will discuss how it provides the hinge between the postwar era of economic stability and moral certainty, and our own of economic crisis, cultural upheaval, and the proliferation of "non-state actors" (from terrorist groups to protest movements of the right and left). This course aims to shed light on why the "Sixties" was so important, in American society, and examine our scholarly and political debates about the larger meaning and legacy of that decade.

**4230 Advanced Placement U.S. History (1492-Present)****Full year, 1 credit****Grade: 11-12****Prerequisite: Honors 9 English and Honors 9 Social Studies (Including Humanities)**

This course is recommended for college bound students who have successfully completed honors or humanities English and Social Studies their freshman year. The purpose of Advanced Placement American History is to provide an opportunity for advanced students to discuss, both orally and in written form, major interpretative issues in history, as well as to receive a basic survey of the chronology of events in American History. Emphasis is placed on critical writing, reading, and discussion of such problematic issues in American History as foreign policy developments, reform movements, cultural changes and domestic policy developments. Successfully completing this course and attaining a satisfactory grade on the Advanced Placement exam can earn college Social Studies credit for the student and prepare him/her to take more advanced college Social Studies as a college freshman. Students will read a chapter a week from a college text. A summer assignment is due on the first day of class.

**4250 American History****Full year, 1 credit****Grade: 9-12**

Ninth grade students will prepare for the passing of the Social Studies portion of the Ohio EOC test with an examination of American History concepts and chronological periods from 1877 to the Present. Students will take a serious look at the historical events of the last 160 years to explain the social, political and economic effects of American industrialization. They will also analyze the reasons the United States gained control of territory through imperialism and the impact on people living in the territory that the US controlled. The connection of developments related to American participation related to World War I and the onset of World War II. Students who did not get and/or keep an EOC workbook their freshmen year will need to purchase one.



**4251 American History Honors****Full year, 1 credit****Grade: 9-12****\*Strongly recommended to be enrolled in 415 ELA 9 Honors**

Ninth grade honors-level students will prepare for the passing of the Social Studies portion of the Ohio EOC test with an examination of American History concepts and chronological periods from 1877 to the Present. Students will take a serious look at the historical events of the last 160 years to explain the social, political and economic effects of American industrialization. They will also analyze the reasons the United States gained control of territory through imperialism and the impact on people living in the territory that the US controlled. The connection of developments related to American participation related to World War I and the onset of World War II. This course is considered pre-Advanced Placement because the focus is on preparing students to be successful in future Advanced Placement courses. Specifically, students will learn to think, read, and write like historians. Students will learn history through analysis of historical documents and debate. The course is a flipped classroom approach where students are expected to do readings and study at home so that classroom time may be "hands-on history". Students should expect debates, discussions, crime scene investigations, and simulations that take more time outside of class to prepare for. The course curriculum is paired with the 9 Honors Language Arts course. Therefore, it is strongly recommended that students who wish to excel in this course also take 9 Honors Language Arts. Students are expected to complete a summer assignment that is due the first day of class.

**4306 Advanced Placement U.S. Government & Comparative Politics Hybrid****Full year, 1 credit****Grade: 10-12****Prerequisite: ELA 9 Honors and Honors US History (including Humanities)**

The purpose of Advanced Placement US Government and Comparative Politics Hybrid is to provide an opportunity for advanced students to learn Advanced Placement US Government alongside AP Comparative Government and Politics. This hybrid approach of two courses in one will allow students to study US Government through the Comparative Method in Political Science. Students will examine the legislative, executive, and judicial branches of the US government at the national, state and local levels. Then, students will evaluate the US government more deeply through the comparison of the US Government to the governments of the UK, Russia, China, Iran, Nigeria, and Mexico. Emphasis is placed on essay writing, discussion, and critical thinking skills. Successfully completing this intensive study of US and Comparative Government will prepare students for both the AP US Government and the AP Comparative Government and Politics Exams. Students can potentially earn college Political Science credit by achieving passing scores on the AP Exams. Students are required to complete a summer assignment due the first day of class. Since the Ohio Standards are taught over the entire year, a student must remain in the course the entire school year to fulfill the graduation requirement of American Government.

**4303 American Government****Full year, 1 credit****Grade: 10-12****Prerequisite: American History**

To prepare you for the responsibilities of citizenship and in preparation for the Ohio EOC test, this year-long course will provide a detailed overview of the history, structure, and workings of the U.S. government. You will gain insight into the foundations of our democracy, interpret the Constitution, identify the powers of government, evaluate federalism, and understand the importance of separation of powers and checks and balances. You will also consider the roles played by various political actors (i.e., the president, Congress, the courts, interest groups, mass media, social movements) in shaping the public agenda, evaluate the wisdom or fairness of various government policies, and make reasoned decisions about current and future political issues. As a class, we will learn together, evaluate U.S. 37 governmental processes, work on communication skills, and apply what we have learned to real-world situations.

**4304 American Government Honors****Full year, 1 credit****Grade: 10-12****Prerequisite: US History and ELA 9**

To prepare you for the responsibilities of citizenship and in preparation for the Ohio EOC test, this year-long course designed for honors-level students will provide a detailed overview of the history, structure, and workings of the U.S. government. You will gain insight into the foundations of our democracy, interpret the Constitution, identify the powers of government, evaluate federalism, and understand the importance of separation of powers and checks and balances. You will also consider the roles played by various political actors (i.e., the president, Congress, the courts, interest groups, mass media, social movements) in shaping the public agenda, evaluate the wisdom or fairness of various government policies, and make reasoned decisions about current and future political issues. As a class, we will learn together, evaluate U.S. 37 governmental processes, work on communication skills, and apply what we have learned to real-world situations.

## SOCIAL STUDIES (continued)

### **4004 Financial Literacy**

**Semester, .5 credit**

**Grade: 11-12**

This course prepares students to understand financial literacy concepts and helps them to become savvy consumers who can avoid scams, prepares students to make sound financial decisions, provides an overview of different types of insurance and how they protect individuals, explains how to create budgets and plan for unexpected expenses and provides an introduction to investing. Major topics include: Financial Responsibility and Decision Making, Planning and Money Management, Being an Informed Consumer, Investing, Credit and Debt and Risk Management and Insurance.

### **4005 Financial Literacy Honors**

**Semester, .5 credit**

**Grade: 11-12**

This course prepares students to understand financial literacy concepts and helps them to become savvy consumers who can avoid scams, prepares students to make sound financial decisions, provides an overview of different types of insurance and how they protect individuals, explains how to create budgets and plan for unexpected expenses and provides an introduction to investing. Major topics include: Financial Responsibility and Decision Making, Planning and Money Management, Being an Informed Consumer, Investing, Credit and Debt and Risk Management and Insurance. The course will analyze, assess and apply what has been learned to real-world situations.

## CAREER TECHNICAL ENROLLMENT POLICY

**Programs will be filled to capacity based on the following criteria:**

1. Completion of the career tech enrollment form.
2. Progress towards graduation requirements will be taken into consideration during the enrollment process.
3. Class status – Juniors will be given priority in the first year of a two year program. Seniors may enroll in the first year of a two year program if space is available.
4. Overprescribed program rosters will be based on the submission of the time stamped enrollment form.

## CAREER TECH OFFERINGS – COLLEGE CREDIT OPTIONS

### **College Credits**

Various Career and Technology Programs at Clay High School offer college credit through Career Technical Assurance Guides (CTAG) or College Credit Plus (CCP). CTAG's are college credits that are earned automatically by demonstrating proficiency in specific career tech courses. These credits will transfer to any Ohio public or higher education institution.

CCP credit is earned as students are dual enrolled in both the CHS Career Tech Program and post-secondary partner institution. After successful completion of the application and CCP registration process, students will earn both high school and college credit upon successful completion of the CHS Career Tech Course. The CCP credit will be documented on both the Clay High School and the college/university's transcripts.

[Earning College Credit - Options for Career-Technical Students](#)

[Transfer Career-Technical Credit](#)

## CAREER TECH OFFERINGS – ASSOCIATED FEES

### **Fees**

All fees associated with the junior and senior level career technology programs are not able to be waived for any student.

### **Career Technology Student Organizations (CTSOs)**

All students in a career tech program are required to belong to a career tech student organization and pay yearly dues.



## ADVANCED MANUFACTURING & MACHINING

### Advanced Manufacturing & Machining I

Full year, 3.0 credits

CCP Dual Enrollment Credit Available: Honors Grading Scale

Grade: 11

6082A Machine Tools

6082B Machining with Industrial Lathes



Machine Tools & Machining with Industrial Lathes is the junior year of the Integrated Machining and Engineering program. These programs are designed to provide the student with basic level experiences in the machining and engineering related fields. Skills in the operation of lathes, mills, grinders, and basic 2- axis computerized numerical control (CNC) machines. These programs skills would be developed over junior the year with an opportunity to earn college credit through college credit plus program. A wide range of classroom and laboratory experience will allow the student to apply theory to practice in operation of specific components.

### Advanced Manufacturing & Machining II

Full year, 3 credits

CCP Dual Enrollment Credit Available: Honors Grading Scale

Grade: 12

Prerequisite: Advanced Manufacturing & Machining I

6087A Machining with Industrial Milling Machines- CTAG

6087B Computer Numerical Tech w/ Industrial Mills- CTAG

6083 Manufacturing Capstone



Machining with Industrial Mills and CNC with Industrial Mills & lathes is the senior year of the Integrated Machining and Engineering program. These programs are advanced level skills in the operation of lathes, mills, grinders, 3-axis computerized numerical control (CNC) machines, including Mastercam software. A wide range of classroom and laboratory experience with an opportunity to earn college credit through college credit plus program. These skills will provide for employment in entry-level positions in the machining and engineering technician fields with an emphasis on early job placement.

## AGRICULTURE & ENVIRONMENTAL TECHNOLOGIES

### 6403 Animal Health

Full year, 1 credit

Grade: 10-12

Students will examine causes, symptoms, and treatment of common diseases with emphasis on developing preventative health management plans. Topics will include the study of pathogens, and classifying types of diseases and disorders. Students will perform animal health assessments and compare to standard characteristics. Throughout the course, students will utilize principles of technology to manage information systems, and research issues affecting the industry.

Learners will engage in the practices of assessing an animal's overall health and body condition. Students will learn what the standards of health for various species are. They will look at body temperature, structure, respiratory rate and various bodily functions.

Students will be members of the FFA Organization and explore Supervised Agricultural Experiences, Career Development Events and other leadership opportunities. Throughout the course, students will develop communication, leadership and business skills essential to the agriculture industry.

### 6401 AG 1: Agri. Food and Natural Resources I

Full year, 1 credit

Grade: 9-12



Ag, Food and Natural Resources is open to any freshman, sophomore, junior or senior student interested in studies related to conservation, environmental science, veterinary science, plant and animal science, business management, leadership dynamics, forestry and wildlife management. Students will be introduced to the scope of the Agricultural and Environmental Systems career field. They will examine principles of food science, natural resource management, animal science & management, plant & horticultural science, power technology and bioscience. Students will examine the FFA organization and Supervised Agricultural Experience programs. Throughout the course, students will develop communication, leadership and business skills essential to the agriculture industry.

## AGRICULTURE & ENVIRONMENTAL TECHNOLOGIES (continued)

### **6402 AG 2: Agri. Food and Natural Resources II**

Full year, 1 credit

Grade: 10-12



Students will apply knowledge of animal and plant science to the agriculture industry. They will be introduced to the value of production animals relative to the agricultural marketplace. Students will engage in animal classification and selection, body systems, along with animal welfare and behavior in relation to the production of animals. Students will learn principles of plant anatomy and physiology, and the role of nutrition, deficiencies and growing environment on plant production. Throughout the course, business principles and professional skills will be examined. Students will gain experiences in greenhouse operation, landscaping, floriculture and aquaculture. Throughout the course of the year, students will be developing and implementing individual lab projects.

### **AG 3: Agricultural and Environmental Technologies**

Full Year, 2 Credits

Grade: 11

#### **6411 Greenhouse and Nursery Management - CTAG**



Students will study relationships between organisms and their environment. Principles of biogeochemical cycles, air-water-land relationships, non-point pollution, and wetlands will be applied. Students will examine fundamentals of resource development, agriculture sustainability, energy needs and pollution control. They will analyze and interpret data gathered from studies on the ecosystem. Throughout this course, students will develop responses to environmental problems and develop management strategies for responsible conservation and resource development. Environmental Agricultural Technologies is designed for students who have an interest in natural resources, landscape, sales, business management, greenhouse and floral operations, vet science, parks and recreation, forestry, animal management, wildlife conservation and other ag related areas. Career areas are explored through classroom instruction and practical application through projects and career development experiences. Students gain real life experiences by operating the school greenhouse, aquaculture lab, floral lab, animal care, and environmental land lab. Environmental and Agricultural Technologies requires two periods per day.

### **AG 4: Environmental and Agricultural Technologies**

Full Year, 3 Credits

CCP Dual Enrollment Credit Available: Honors Grading Scale

Grade: 12

Prerequisite: AG 3

#### **6414 Environmental Science for Ag and Natural Resources - CTAG**

#### **6415 Business Management for Ag and Environmental Systems – CTAG**

#### **6419 Agriculture and Environmental Systems Capstone – CTAG**



Students will learn the operational practices needed for the successful growth of nursery stock and/or greenhouse plants. They will learn essential greenhouse practices including water and fertilizer distribution, lighting, ventilation and temperature control. Students will learn pest and disease identification and control along with bio-security practices. Students will demonstrate knowledge of propagation methods, plant health, nutrition, and growth stimulation. Throughout this course, business and employability skills will be emphasized. Environmental Agricultural Technologies is designed for students who have an interest in natural resources, landscape, sales, business management, greenhouse and floral operations, vet science, parks and recreation, forestry, animal management, wildlife conservation and other ag related areas. Career areas are explored through classroom instruction and practical application through projects and career development experiences. Students gain real life experiences by operating the school greenhouse, aquaculture lab, floral lab, animal care, and environmental land lab. Students apply Agricultural and Environmental Systems program knowledge and skills in a more comprehensive and authentic way. Capstones are project/problem-based learning opportunities that occur both in and away from school. Under supervision of the school and through partnerships, students combine classroom learning with work experience to benefit themselves and others. These can take the form of mentorship employment, cooperative education, apprenticeships and internships. Environmental and Agricultural Technologies requires three periods per day.

## AUTOMOTIVE TECHNOLOGIES

### **6200 Introduction to Automotive Technology**

**Semester, .5 credit**

**Grade: 9-10**

This course will introduce students to fundamental operations and systems of modern automobiles as well as provide hands on experiences associated with basic automotive repair and maintenance procedures. Students will gain knowledge to perform tire repair, basic fluid and filter service, battery maintenance and brake replacement, as procedures. This course will also provide students with the knowledge to become informed consumers. Additionally, instruction will include basic tool usage, safety, employability skills and exploration of career opportunities in the automotive/transportation fields.

### **Automotive Technologies I**

**Full year, 3.0 credits**

**CCP Dual Enrollment Credit Available: Honors Grading Scale**

**Grade: 11**

#### **6210A Ground Transportation Maintenance -CTAG**

#### **6212B Automotive Braking Systems**



Students will perform inspections, troubleshoot malfunctions and service automotive undercarriage systems. Students will identify poor performing hydraulic brake systems and replace malfunctioning components. Students will install coil and leaf springs, shock absorbers and struts, and replace wheel bearings. Students will inspect and replace automotive steering components and perform wheel alignments. Additionally, students will disable and enable supplemental restraint systems (SRS) and replace antilock brake systems components.

### **Automotive Technologies II**

**Full year, 3 credits**

**CCP Dual Enrollment Credit Available: Honors Grading Scale**

**Grade: 12**

**Prerequisite: Automotive Technologies I**

#### **6220A Ground Transportation Electrical/Electronics**

#### **6223B Automotive Steering and Suspension Systems**

#### **6222A/B Transportation Capstone**



Students will research vehicle service histories using model specific service bulletins. Students will test and diagnose for engine performance in fuel, air induction and exhaust systems using advanced testing procedures. Topics include computerized engine controls including retrieving and recording diagnostic trouble codes using On Board Diagnostics (OBD). Additionally, students will diagnose drivability and emissions problems resulting from malfunctions of interrelated systems. Students will diagnose and repair vehicle electrical systems, including chassis electrical, charging, starting and lighting systems. Students will learn the fundamentals of direct current (DC) electronics including series, parallel, and series-parallel circuits. Students will use electronic diagnostic tools, read schematics, and utilize printed and electronic repair manuals to troubleshoot electrical circuits, test components and replace defective modules. Students will perform inspections, troubleshoot malfunctions and service automotive undercarriage systems. Students will install coil and leaf springs, shock absorbers and struts, and replace wheel bearings. Students will inspect and replace automotive steering components and perform wheel alignments.

## CONSTRUCTION TRADES

### **Introduction to Construction Trades**

**Semester Course, 0.5 Credits**

**Grade: 10**

#### **6130 Principles of Wood Construction**

This course is designed to introduce the student to various trades and disciplines associated with the construction field. Course work will consist of hands-on experiences in design, scaled drawings, wall framing, and multiple basic wood projects. The students will be instructed in the safe and efficient use of various hand and power tools throughout the building process.

## CONSTRUCTION TRADES (continued)

### Construction Trades I

Full Year, 2 credits

Grade: 11

**6135A Carpentry and Masonry Technical Skills -CTAG**

**6136B Structural Coverings and Finishes**



This course is an instruction to basic building materials, components, methods, and sequences in residential/commercial construction. It is designed to give students basic, entry level skills in construction and related trades along with an overview of career opportunities available, and intermediate carpentry skills. Emphasis is placed on safety and proper use of both hand and power tools used in the trades. Upon completion of this course students will have the potential to earn industry credentials in both OSHA-10 safety, and CPR First AID, as well as CITF Career Connections level one.

### Construction Trades II

Full Year, 3 credits

Grade: 12

**Prerequisite: Construction Trades I**

**6141A Construction Technology-Core**

**6140B Structural Systems**

**6142 Construction Capstone**



In the second year of the Construction program, learning is focused on structural systems allowing students to learn procedures and techniques required for layout and framing of walls and ceilings, bracing walls, and applying sheathing as well as electrical and plumbing knowledge. Through the Senior Capstone course, students will be able to apply this knowledge to project/problem based learning opportunities that occur both in school and the community while practicing OSHA safety measures.

## COSMETOLOGY

### 6019 Introduction to Cosmetology

Full Year, 1 credit

Grade: 10

**Highly recommended before Cosmetology I**

This course is designed to cultivate a proper attitude and behavior patterns needed to create a successful cosmetologist. Subjects that are explored are: History and Career Opportunities, Life Skills, Hair Disorders and Diseases, Braiding, Facial Make-up, Nail Disorders and Diseases, Nail Art, and Exploring Industry Professionals.

### Cosmetology I

Full year, 3 credits

Grade: 11

**6033 Microbiology & Infection Control**

**6034 Fundamentals of Hair Cutting & Styling**



Students will learn basic shampooing, conditioning and haircutting including trimming, wet styling and thermal styling techniques when working with hair. Students will also learn infection control and safety along with the science of body positioning and posture. Students will learn the knowledge and skills necessary to perform manicures, pedicures, and hair removal. Students will learn basic bacteriology, infection control, and salon safety practices. Students will be able to recognize infectious disorders and contagious diseases, learn the dispensary requirements, product storage, and requirements of the laws and rules, which regulate the cosmetology industry in Ohio.

### Cosmetology II

Full year, 4.0 credits

Grade: 12

**Prerequisite: Cosmetology I**

**6036 Advanced Hair Cutting & Styling**

**6029 Advanced Chemical Services**

**6030 Human Services Capstone**



Students will learn advanced cutting and formal styling using specialized equipment and techniques. This course offers enhanced training in current trends and razor techniques. Students will learn advanced chemical services using specialized products and techniques. Students will do advanced coloring, dimensional coloring, corrective techniques, texturizing, and advanced chemical wave wrapping techniques. Students will learn skin care treatments, targeted massage, and make-up applications using specialized products and techniques.

## CULINARY ARTS

### **6302 Culinary Arts Fundamentals**

**Semester, 0.5 credit**

**Grade: 10**

This first course in the Culinary CTE program will introduce students to culinary arts, foodservice operations, and the hospitality industry including: lodging, travel, and tourism. Students will obtain knowledge of customer service principles and examine the impact of cultural, historical, social and technological developments on key segments of the industry. In the kitchen, they will apply basic cooking techniques as well as safety and sanitation techniques to prevent and control injuries, illnesses, and diseases in the workplace. Basic knife skills and kitchen equipment will be discussed, as well as business law, employability skills, leadership and communications.

### **CULINARY ARTS I**

**Full Year, 3 credits**

**CCP Dual Enrollment Credit Available: Honors Grading Scale**

**Grade: 11**

**6310 Dining Room Service and Operations (Even years: 24-25, 26-27)**

**6311 Catering and Banquet Service Operations (Odd years: 25-26, 27-28)**

**6317 Fundamentals of Food Production (Yearly) -CTAG**



#### ***Dining Room Service & Operations (Even years: 24-25, 26-27)***

Students will apply strategies & techniques to identify & meet dining guest needs. In our student run café (The Golden Eagle Café), they will provide table and beverage service; maintain eating areas, meeting spaces and serving stations; manage online reservations and orders; and monitor table turns, wait lines and table assignments. Nutritional analysis, types of table service, safety and sanitation, cultural intelligence, employability skills and communications will also be addressed.

#### ***Catering and Banquet Service Operations (Odd years: 25-26, 27-28)***

Students will design and manage catering & banquet operations. They will recommend types of food functions & food-and-beverage services to clients, create menus for special occasions & events, and determine financial requirements. Students will hire, train, and supervise staff; manage event logistics, operations and service providers; and oversee dining room operations. Customer service; food, equipment and site safety; and high-volume food production will also be addressed.

#### ***Fundamentals of Food Production (Yearly)***

Students will prepare food products and beverages according to standardized recipes. In our student run Golden Eagle Café, they will apply plating and presentation principles to deliver attractive menu items, establish food specifications and prep lists, and develop ingredient and portion control guides. Safety and sanitation, standard knife skills, and culinary math will be emphasized. Employability skills, leadership and communications will also be incorporated.

## CULINARY ARTS (continued)

### CULINARY ARTS II

Full Year, 3 credits

CCP Dual Enrollment Credit Available: Honors Grading Scale

Grade: 12

Prerequisite: Culinary Arts I

**6310 Dining Room Service and Operations (Even years: 24-25, 26-27)**

**6311 Catering and Banquet Service Operations (Odd years: 25-26, 27-28)**

**6316 Contemporary Cuisine (Yearly)**

**6318 Hospitality and Tourism Capstone (Yearly)**



**Dining Room Service & Operations (Even years: 24-25, 26-27)** Students will apply strategies and techniques to identify and meet dining guest needs. In our student run café (The Golden Eagle Café), they will provide table and beverage service; maintain eating areas, meeting spaces and serving stations; manage online reservations and orders; and monitor table turns, wait lines and table assignments. Nutritional analysis, types of table service, safety and sanitation, cultural intelligence, employability skills and communications will also be addressed.

**Catering and Banquet Service Operations (Odd years: 25-26, 27-28)** Students will design and manage catering and banquet operations. They will recommend types of food functions and food-and-beverage services to clients, create menus for special occasions and events, and determine financial requirements. Students will hire, train, and supervise staff; manage event logistics, operations and service providers; and oversee dining room operations. Customer service; food, equipment and site safety; and high-volume food production will also be addressed.

#### **Contemporary Cuisine (Yearly)**

Students will prepare regional and international food products and beverages according to standardized recipes. They will research and develop marketable new recipes, plan and design menus, and calculate food requirements and costs. Selection, use, maintenance and storage of commercial equipment, machines, tools and tableware will be emphasized. Food science, inventory management, food presentation, and safety and sanitation will also be addressed.

#### **Hospitality and Tourism Capstone (Yearly)**

The capstone course provides opportunities for students to apply knowledge, attitudes and skills that were learned in the program in a more comprehensive and authentic way. Capstones often include project/problem-based learning opportunities that occur both in and away from school. Under supervision of the school and through community partnerships, students may combine classroom learning with work experience. This course can be delivered through a variety of delivery methods including cooperative education or apprenticeship. Students will complete 400 required industry work experience hours to achieve the ProStart Certificate of Achievement upon graduation. Students will also have the opportunity to take College Credit Plus Culinary Arts classes at Owens Community College.

## ENGINEERING DESIGN & DEVELOPMENT

### **6106 Engineering Principles -CTAG**

Full Year, 1 credit

Grade: 10

This course will introduce students to fundamental engineering concepts and scientific principles associated with engineering design applications. Topics include, CADD, 3D design, mechanisms, energy statics, and materials. Additionally, students will learn material properties and electrical, control and fluid power systems. Students will learn to apply problem solving, research and design skills to create solutions to engineering challenges.



## ENGINEERING DESIGN & DEVELOPMENT (continued)

### Engineering Design & Development I

Full year, 2 credits

Grade: 11

6107A Plan Reading -CTAG

6105B Engineering Design



The first in a two-year program, students will revisit the engineering design process. During this two-class period course, students will begin to develop the skills necessary to explore and develop continued opportunities in the engineering industry. Students will learn to develop collegiate level skills in addition to hands-on skills. With expanded studies in electrical engineering, architecture and structural engineering, mechanical engineering, and 3D design students will use both project based and formula based learning. Students will be expected to develop projects using investigative and research skills along with creative intuition. In addition to exploration in many engineering fields, students will begin the introduction to the manufacturing process. Lastly, a student that may have an interest area in another field of engineering that is not provided in the course general topic areas, will be allowed to develop and explore that opportunity.

### Engineering Design & Development II

Full year, 3 credits

Grade: 12

Prerequisite: Engineering Design & Development I

6120A Computer Integrated Manufacturing - CTAG

6120B Manufacturing Operations – CTAG

6122 Engineering Capstone



The second year in a two-year program, students will continue to explore the world of manufacturing, architecture and structures, mechanical engineering, electrical engineering, and 3D design. Focus in this two-class period course will be to develop higher levels of learning, research, investigation, and critical thinking. Emphasis in this year of coursework will focus on the individual students interest area. Students will be introduced to work-based learning opportunities as well as many collegiate opportunities in engineering. Additionally, students will develop portfolios and resumes. Students will be required to end the program with a Senior Capstone Project. The capstone course provides opportunities for students to apply knowledge, attitudes and skills that were learned in an Engineering program in a more comprehensive and authentic way. Capstones often include project/problem based learning opportunities that occur both in and away from school. Under supervision of the school and through community partnerships, students may combine classroom learning with work experience. This course can be delivered through a variety of delivery methods including cooperative education or apprenticeship.

## INFORMATION TECHNOLOGY

### 6013 3D Exploration

Semester, .5 credit

Grade: 9-10

Let's clear out the 2 sides to our brain and allow them to work together. A sneak peek into 3D modeling and animation that have transformed numerous fields, including filmmaking, computer games, architecture and product design. This course provides an introduction to the exciting world of 3D content creation, while emphasizing its connection to the creative thought process. Students will learn how to begin the basics of game building and be able to incorporate their creations into their own world. ***This class will be limited due to the availability of the instructor.***

### 6007 Robotics

Semester, .5 credit

Grade: 9-12

Robotics is not only the future, but it is also the present. This hands-on class will familiarize students with designing, building, engineering, programming, using sensors, and automation of the robot as they hone critical computational thinking skills needed to succeed in both the workforce and everyday life. Students will get to not only build their own creation to solve a given problem, but will also get to program a humanoid robot. Students will collaborate, think, troubleshoot and innovate to solve problems faced in today's society. ***This class will be limited due to the availability of the instructor.***



## INFORMATION TECHNOLOGY (continued)

### Computer Science I

Full year, 2 credits

Grade: 11

6001 Programming - CTAG

6004 Game Design



The purpose of this course will be to provide students with a more in-depth look at programming & software development. Many students interested in this IT strand because they are intrigued by becoming game developers. A programming background opens the doors to many career possibilities. Students will learn how to program in a variety of

languages that are being used in many career fields in today's marketplace. The students will first be introduced to Flash & the ActionScript programming language. This will begin their utilization of objects and naming objects to be a part of their code & leads very nicely into other explored programming languages: Visual Basic.Net, C++/C# & Java languages. Students will know how to logically process a problem & design a solution, create & manipulate objects, classes, & structures in order to continue on into the next course PCS 2 or AP PCS. Students will also be introduced to the current trends in the marketplace & explore app programming. Blender 3d Character Development & Python programming language will also be introduced during the first-year course. Included in the year are larger projects that are developed to enhance the learning of each programming language. Students will be members of Business Professionals of America (BPA), a career tech student organization designed to expand citizenship & leadership skills. Members will participate in competitive events at the local, district, state and national levels in both leadership & occupational skills.

### Computer Science II

Full year, 2 credits

Grade: 12

Prerequisite: Computer Science I

6003 Object-Oriented Programming– CTAG.

6018 Visual Programming - CTAG



The purpose of this course will be to provide students with a more in-depth look at programming & software development concentrating on the current AP computer science language: Java. Many students interested in this IT strand because they are intrigued by becoming game developers. A programming background opens the doors to a variety of

career possibilities. Emphasis in programming business applications as well as game logic will be investigated. The students will explore more cell phone app development; robotics will be explored using RobotC and Choreographe programming languages; advanced features of Blender and Python, & a look into mySql – a database programming language. Senior students are expected to complete a capstone project throughout their senior year that will be presented to the class. These projects should challenge the student & allow them to investigate topics beyond the scope of the course. Included in the year are larger projects that are developed to enhance the learning of each programming language. Students will be members of Business Professionals of America (BPA), a career tech student organization designed to expand citizenship & leadership skills. Members will participate in competitive events at the local, district, state & national levels in both leadership & occupational skills. **Visual Programming:** Students will create event-driven programs using object oriented programming techniques for use in web based and standalone applications. Students will map out, design, and test computer applications, web applications, and mobile applications. Both commercial and open source programs and applications will be used.

## MARKETING

### 6084 Sports Marketing Principles

Semester, .5 Credit

Grade: 10-11

It is estimated that the NFL, NBA, MLB & NHL bring in over \$30 billion in revenue annually. Learn how to get your hands on some of this money in this introductory course! Students will explore the fundamental concepts of marketing & business through insight into the sports industry. Course topics can include marketing communications such as athlete endorsements & advertising, team management strategies, and marketing research. Current issues relating to the sports industry will also be discussed. This course is intended for students with an interest in business or sports & those who may want to pursue a career in marketing. ***This class will be limited due to the availability of the instructor.***

## MARKETING (continued)

### Marketing I

Full year, 2 credits

CCP Dual Enrollment Credit Available: Honors Grading Scale

Grade: 11

6089A Marketing Applications

6088B Digital Marketing & Management



Marketing Education is a two-year program designed to prepare students who have an occupational objective in the field of business, marketing & management. Students will develop and implement marketing strategies & techniques across marketing functions: channel management, marketing research, market planning, pricing, product/service management & branding. Focus will also be placed on strategies and processes to communicate digitally through digital marketing & management. Technology, employability skills, leadership and communications will be incorporated in classroom activities. Students enrolled in Marketing Education will also participate in the Career Technical Student Organization DECA where students will apply course content to real-world business problems & situations through various activities and competition. Students will develop and implement marketing strategies and techniques across marketing functions: channel management, marketing research, market planning, pricing, product/service management and branding. They will use marketing operations procedures and activities to ensure marketing's efficiency and effectiveness. Students will generate, screen, and develop new product ideas. They will predict economic trends and conditions and determine how cultural intelligence can impact organizations. Technology, employability skills, leadership and communications will be incorporated in classroom activities.

### Marketing II

Full year, 3 credits

CCP Dual Enrollment Credit Available: Honors Grading Scale

Grade: 12

Prerequisite: Marketing I

6092A Management Principles

6091B Strategic Entrepreneurship - CTAG

6097 Business Administration Capstone



Returning marketing students will advance & reinforce marketing knowledge learned in their junior year by further exploring Management & Strategic Entrepreneurship. This year will culminate in a capstone project requiring students to create their own business plan. Local business leaders & Marketing Alumni will serve as mentors & resources for this project. The senior year is also cooperative combining related classroom instruction & coordinated work-based learning with the Career Technical Student Organization activities in DECA, & integral part of the program. Students work in the business community, which provides practical application of the classroom theory. Graduates pursuing marketing careers are strongly encouraged to attend a college or university to major in business, marketing, & management. Graduates may also follow marketing careers after high school by directly entering the workforce.

## MEDICAL TECHNOLOGIES

### 6071 Medical Foundations

One Semester, .5 credit

Grade: 9-12

This elective course is open to students wishing to pursue a career in the healthcare field & is the first course following the pathway leading into the Medical Technologies program. It provides students an overview of the opportunities available in the healthcare industry. Through reading, research, online, lecture, & hands on activities, students examine the topics of: healthcare professions & teams, professionalism, law and ethics, lab techniques, vital signs.

### 6032 Medical Terminology- CTAG

Full year, 1 credit

Grade: 10-12

This elective course is open to students wishing to pursue a career in the healthcare field & also follows a pathway leading into the Medical Technologies Program. Medical Terminology is the study of words that pertain to body systems, anatomy, physiology, medical processes & procedures and associated diseases. This course is designed to give students a comprehensive knowledge of word construction, definition & use of terms related to all areas of medical science. Students who pass this course with a minimum of a B average have the opportunity to earn college credit.

## MEDICAL TECHNOLOGIES (continued)

### Medical Technologies I

Full year, 3.5 credits

Grade: 11

6070 Human Anatomy & Physiology

6069 Principles of Allied Health



Medical Technologies is a two-year college prep program designed for the student who wishes to pursue a career in the health care field. The program includes three periods of clinical lab experience that covers infection control, basic pharmacology, patient education, examinations, administrative duties, respiratory care, nursing communications, personal hygiene, employability skills, vital signs, physical therapy & first aid.

### Medical Technologies II

Full year, 3 credits

Grade: 12

Prerequisite: Medical Technologies

6074 Mental Health -CTAG

6079 Patient Centered Care & Diagnostics

6077 Health Science Capstone



Senior year students will complete the Ohio Nurse Aid Training & Competency Evaluation Program (NATCEP), which includes completing 16 hours of clinicals at a nursing home. Following the successful completion of NATCEP students will take the State Tested Nurse Aid (STNA) exam. Students will also complete a Capstone Project over the disease or health condition of

his/her choice. Introduction to pharmacy is also included in Med Tech II. Students will be able to recognize some of the most common medications used in health care & will be able to identify their uses & some of their side effects. Students will also intern two times per week in a hospital, veterinarian office, fire department and/or clinic and utilize some of the skills learned during Med Tech I. Upon completion of Medical Technologies I & II students will be prepared to enter college to pursue careers such as physician, nurse, physical therapist, pharmacy technician etc.

Mental Health: Students learn contemporary mental health theories related to psychiatric disorders and mental diseases. Students will differentiate between stress, anxiety, and crisis, and identify methods to maintain mental health, including problem-solving techniques, treatment and intervention strategies. Students will assess, plan, implement and evaluate the mental health needs of the client. Additionally, students will use therapeutic communication techniques and be able to discuss documentation guidelines and the plan of care with the patient.

Patient Centered Care & Diagnostics:

In this course, students establish and implement treatment plans while providing primary nursing care. Topics include pharmacology, phlebotomy, mental health nursing and acute care nursing. Students use diagnostic techniques to develop patient health assessments. Emphasis is placed on the synthesis of information gathered through health history, observation, and the detection of deviations and variations from normal physical characteristics. In addition, students learn the legal and ethical principles needed to function within the scope of practice.

## MUSICAL THEATRE

### 6513 Musical Engineering and Performance

CCP Dual Enrollment Credit Available: Honors Grading Scale

Full year, 1 credit

Grade: 9-12

Students put music theory and basic music skills into practice as they engineer sound for live and recorded production through creating, capturing, editing, mixing, and synchronizing music into audio tracks of various formats. Topics include acoustics, reflection, absorption of sound and reverberation, compression, digital vs. analogue, bussing, microphone techniques, streaming music platforms, musicianship, and songwriting.

**6516 Introduction to Performing Arts****Full year, 1 credit****Grade: 9**

The Intro to Performing Arts course provides a comprehensive overview of the performing arts and the many career paths associated with the performing arts. Students explore and develop the foundational skill sets inherent to the performing arts – particularly within the realms of music, dance, and theatre to help guide future studies and training. Additionally, students will compare and contrast different genres, social contexts, and cultural aspects of dance, music, and theatre from early Greek to the present day. Vocal technique will be developed through exercises that focus on posture, breath management, production of sound, diction, and musical expression. Additionally, students will prepare and perform choral concerts with the CHS choir.

**Performance Requirements:** Students are required to participate in all choral concerts. Additionally, students will need to purchase designated concert attire and attend occasional after-school choral rehearsals as scheduled.

**6505 Introduction to Musical Theatre****Full year, 1 credit****Grade: 10**

The Intro to Musical Theatre course provides a survey of theatrical history, practice, and performance through exploring the disciplines of dance, theatre, and music. Students are introduced to dance technique as it applies to Musical Theatre performance with a focus on proper body alignment, placement, conditioning, and vocabulary. Using improvisation, students will be introduced to a variety of exercises and techniques to develop creativity, imagination, and understanding of human behavior. Those skills will then be applied to working with text such as monologues and scenes. Vocal technique will continue to be developed through exercises that focus on posture, breath management, production of sound, diction, and musical expression. Additionally, students will prepare and perform choral concerts with the CHS choir.

**Performance Requirements:** Students are required to participate in all choral concerts. Additionally, students will need to purchase designated concert attire and attend occasional after-school choral rehearsals as scheduled. Students are encouraged to participate in OMEA solo and ensemble festivals and Limelighter productions.

**Musical Theatre I****Full year, 2 credits****Grade: 11****6512A Acting Performance****6511B Musical Concepts**

Students will examine the acting process through scene work, characterization, improvisation, technique, and strategies. Students will develop a repertoire of musical theatre performance songs and audition monologues while focusing on memorization, timing, pacing, and the actor's voice. Students will also deepen their understanding of musical concepts and theory to prepare them for college musical placement exams and careers. Musical concepts will include sight-

reading, notation, scales, tonality, intervals, keys, modes, harmony, and dictation. Students will continue to develop advanced vocal technique and artistry through the preparation and performance of choral literature with the CHS choir as well as individual vocal selections and a variety of performance opportunities.

**Performance Requirements:** Students are required to participate in all choral concerts and attend occasional after-school choral rehearsals as scheduled. Students are also encouraged to participate in OMEA solo and ensemble and at least one Limelighter production during the year of enrollment.

## MUSICAL THEATRE (continued)

### **Musical Theatre II**

**Full year, 2 credits**

**Grade: 12**

**Prerequisite: Musical Theatre I**

**6510A Music Ensemble and Composition**

**6517B Choreography**



Students will explore the fundamentals of music composition and song writing through the application of music theory, lyrics, theme, and form. Using compositional apps like Garage Band and Noteflight, students will create and perform their own compositions and songs. Students will select an area of the Musical Theatre career field to research and explore through mentorship partners, volunteer opportunities, virtual workshops, and conventions. Additionally, students may have the opportunity to perform in a senior showcase featuring monologues and songs from their personal audition repertoire.

**Choreography:** This course is designed to develop physical stamina and fitness, musicality, expression, and sequence retention, while learning terminology for dance movement and for the performing arts industry. Emphasis will be placed upon technical strength, precision, and artistic ability with regard to auditioning, casting, and performing. Through solo, ensemble, and improvisational movement, students will be challenged to interpret and communicate stories and feelings. Lastly, workplace demands and practices, healthy lifestyle choices, and coping skills are examined to build a foundation for life-long professionalism and success.

**Performance Requirements:** Students are required to participate in all choral concerts and attend occasional after-school choral rehearsals as scheduled. Students are also required to participate in OMEA solo and ensemble festivals and at least one Limelighter production during the year of enrollment.

## TEACHING PROFESSIONS

### **6600 Introduction to Teaching**

**Semester, 0.5 credit**

**Grade: 10**

This course is for students who are considering a career in education. Students will explore numerous careers in the education field, such as: elementary, junior high, high school and special education teacher, school counselor, and administrator. Students will assess legal and ethical issues related to education and experience hands-on teacher tasks. Employability skills and state requirements for becoming an educator will also be addressed.

### **Teaching Professions I**

**Full year, 2 credits**

**CCP Dual Enrollment Credit Available: Honors Grading Scale**

**Grade: 11**

**6605A Curriculum and Instruction for Teaching Professions**

**6605B Classroom Management**



**Curriculum and Instruction for Teaching Professions:**

Students will develop age-appropriate learning experiences and curriculum to engage children and help them learn. They will determine curricular goals, create lesson plans, and employ grading and assessment strategies to measure targeted learning outcomes. In addition, students will develop online instruction using learning management system platforms.

**Classroom Management:**

Students will apply developmentally appropriate techniques to advance learners' social and emotional growth. They will create classroom environments to maximize the learning potential of each learner. Additionally, learners will create and enforce classroom rules, establish classroom routines, and model self-discipline for learners. Conflict resolution, positive discipline and behavioral-modification techniques will be emphasized throughout the course. Students will also participate in hands-on activities and exciting internships with teachers and students in the OCS district.

## TEACHING PROFESSIONS (continued)

### Teaching Professions II

Full year, 3 credits

CCP Dual Enrollment Credit Available: Honors Grading Scale

Grade: 12

**6610A Communities, Schools and Stakeholders**

**6610B Education Principles - CTAG**

**6611 Education and Training Capstone**



Communities, Schools and Stakeholders:

Students will examine the relationship of families, communities and schools in the growth and development of learners. They will implement strategies to actively involve families and communities in child development and learning, determine community resources and services available to families and schools, and act as advocates for students and learning. Throughout the course, working with socially, culturally, linguistically diverse families will be emphasized.

Education Principles:

Students will research the historical perspectives and theories of education used in the forming of their own personal educational philosophy. Students will assess legal, ethical and organizational issues. Additionally, students will assess development appropriate practices and identify challenging issues associated with teaching children and diverse needs. Career planning, professional guidelines and ethical practices will also be emphasized.

Education and Training Capstone:

Students apply Education and Training program knowledge and skills in a more comprehensive and authentic way. The capstone experience will include internships in various grade-level classrooms throughout the OCS district. When possible, students will request the building and grade-level for their internships. Internships will change throughout the semester, allowing students opportunities to work with various age-levels and subjects. Under supervision of the school and through partnerships, students combine classroom learning with work experience to benefit themselves and others.

## OTHER

### **6009 Career and College Exploration**

Semester, .5 credit

Grade: 9-12

Do you have any idea of what you are going to do next year or in the future? If not, this is the class for you. This course guides students on the path to career and/or college selection. Throughout the course, students will research careers & occupations, review postsecondary admissions qualifications & develop interviewing skills. This course will introduce you to all of the exciting career & technology programs offered at Clay High School. Additional topics will include principles & techniques of professionalism, networking, conflict resolution, negotiation, leadership & entrepreneurship. Students will develop effective learning strategies & skills to provide a strong foundation for successful lifelong learning.

### **6014 Exercise & Sports Psychology**

Semester, .5 credit

Grade: 11-12

This course provides students with an initial understanding of the basic principles of sports psychology. The class will have practical application in that it will relate sport science & psychological understandings to current student-athlete's concerns. Students analyze the reciprocal relations among physical activity, exercise behavior, & biochemical & physiological adaptation. Topics include theories of behavior change, exercise psychology interventions, & the relationship between exercise & mental health. Further, students will identify psychosocial determinants & effects associated with adopting and maintaining an exercise program & develop strategies for promoting optimal performance in athletes. In addition, students interested in postsecondary study or careers in the fields of clinical & educational sports psychology, coaching, personal training, athletic training, & physical education will find this course of interest.

### **5091 Job Connections Related 1**

Full Year, 1 credit

Grade 9

This class will cover the basics for gaining positive employment for both during & after high school. Topics will include Personal Care, Social Skills, How to Fill out Applications, Resume Writing, Job Behaviors/Skills, and Interviews. Use of Ohio Means Jobs will be incorporated for vocational assessments & Career Exploration. The class will have different guest speakers & various field trips to better explore the different options Clay High School has to offer in the Career and Technical area.



## OTHER

### **Job Connections 2**

**Full year, 1 credit**

**Grade: 10**

#### **5092 Job Connections Related 2**

Integrated lessons in Job Connections will be conducted in the classroom. Careers are explored using speakers, field trips, and research.

### **Job Connections 3 & 4**

**Full year, 3 credits**

**Grade: 11-12**

**Prerequisite: Job Connections 2**

#### **5096 Job Connections Related 3 & 4**

#### **5095 Job Connections Co-Op 3 & 4**

**Grade 11-12/ JC 3:** The students will be working daily & will rotate through four non-paid job sites at local businesses. This work experience gives students the opportunity to continue to explore their field of interest & expand their job skills, learn different worker demands & refine their social skills. Integrated lessons in Job Connections & Job Connections Co-Op will be conducted in both the classroom & in the field.

### **Job Connections 3 & 4- continued**

**Grade 12/ JC 4:** Integrated lessons in Job Connections & Co-Op will be conducted in both the classroom and in the field. The program consists of a more intense training & skill development in the student's field of interest. The students will also be exploring such topics as transportation options, techniques for seeking and maintaining a job, updating their resumes & improving communication skills. During the 1<sup>st</sup> semester, the student is actively seeking employment. While he/she is not employed, he/she will continue the daily, non- paid job-training at the community based sites in the Hospitality II program. The goal is for employment during 2<sup>nd</sup> semester or earlier. The student will be developing the skills for maintaining their job beyond graduation.

## STUDY HALL & SENIOR PRIVILEGE

### **SH Study Hall**

**Semester, NO credit**

**SHA & SHB All Year, NO credit**

**Grade: 9-12**

Schedule permitting, any student is permitted to schedule a one-semester or one full-year study hall in a given year. Students taking three (3) AP courses are permitted to take a second study hall.



## SENIOR PRIVILEGE

### SP1/8 Senior Privilege

Semester, NO credit

Grade: 12

#### Prerequisite: Junior Year Status

Senior Privilege will be scheduled during 1<sup>st</sup> & 8<sup>th</sup> period only. A senior student will be permitted to arrive before the start of 2<sup>nd</sup> period or leave at the conclusion of 7<sup>th</sup> period. A student will be allowed to request only one senior privilege. Any Senior student may request to have Senior Privilege on their schedule during the designated course request time frame. In order to be accepted into Senior Privilege & have that class entered on their schedule the following year, the pre-requisites & co-requisites listed below must be fulfilled. If these pre-requisites & co-requisites are not maintained, the student will be placed in a traditional study hall. A student cannot take Senior Privilege if they are deficient on the required courses needed for graduation.

- **GPA:** In order to qualify for Senior Privilege, the student must have a cumulative GPA of 1.5 at the conclusion of their junior year.
- **Credits:** A student will be allowed to request the Senior Privilege class as long as the student is not credit deficient. If a student does not have at least 16 credits or has not passed the required core classes to date, the student will not be allowed to have Senior Privilege on their schedule.
- **Ohio State Tests Graduation Points:** If a student has not achieved the required number of OST Points needed to graduate by the start of their senior year, that student will not be allowed to enroll in the Senior Privilege course. Likewise, a student will not be permitted to enroll in Senior Privilege if the student does not have the required number of OST points in the subcategories of Language Arts, Math and/or Social Studies/Science
- **Discipline:** If a student receives an Out Of School Suspension (OSS), Senior Privilege will be revoked and the student will be placed in a traditional study hall.
- **Transportation:** District transportation will not be provided for those students that select Senior Privilege. It will be the responsibility of the student to secure transportation. The student will be required to report to school at the beginning of 2<sup>nd</sup> period or leave school immediately after 7<sup>th</sup> period. If a student would not have transportation, they would be required to report to study hall.
- **Tardies:** During the senior year, a student that has Senior Privilege on their schedule, cannot be late to school more than 10 times per semester. If a student is late more than 10 times, the Senior Privilege will be removed from their schedule and a traditional study hall will be inserted in the Senior Privilege period.
- **Parent Acknowledgment:** A parent is required to sign a Senior Privilege release in order for a student to be released early or allowed to come in late.