

***TRI-COUNTY NORTH  
LOCAL SCHOOL DISTRICT***



*Program of Study*  
*Grades 9-12*

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# Welcome Letter

Tri-County North High School  
436 N. Commerce Street  
Lewisburg, Ohio 45338  
937.962.2675

Dear Parents and Students,

The purpose of this booklet is to assist students and parents in the development of educational programs, which offer both rigor and relevance for our students. The course offerings and program options are described for consideration in the following pages. Students and parents are encouraged to develop the program best suited to the students individual interests and future plans.

The decision-making process involved in the building of a student's schedule is of the utmost importance. Careful consideration should be given to course descriptions, graduation requirements, and program options outlined in this booklet. Recommendations provided by classroom teachers and guidance counselors should be carefully weighed in making the final decisions. Students are encouraged to choose courses that are considered challenging for his or her personal skill level.

Please be advised that class availability is a product of student interest and staffing needs. Also note the following: **If before the beginning of the school year the TCN Board of Education makes policy changes which render parts of this handbook incorrect, the decision of the TCN Board of Education will take precedence over what may be written or implied herein.**

The faculty and administration of Tri-County North look forward to working cooperatively with the students and parents for the upcoming school year.

Sincerely,

Tri-County North Administration and Guidance Department



# *Preparing for Tomorrow by Expecting Excellence Today*

## **Tri-County North High School Graduation Requirements**

Total credits required for graduation: 23

### **Required Credits:**

English Language Arts	4 credits
Health	½ credit
Fine Arts	1 credit
Personal Finance	½ credit
Mathematics	4 credits (including Algebra I, Geometry, and Algebra II)
Physical Education	½ credit
Science	3 credits*
Social Studies	3 credits (including American History and American Government)
Electives	6 1/2 credits**

\***Science** units must include one unit of physical sciences, one unit of life sciences and one unit of 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.

\*\* **Electives** are needed to complete total credit requirements for graduation. Electives should be from a combination of the following areas: Business, Practical Arts, Fine Arts, World Language, or electives from core areas.

### **Other Requirements**

- Students must pass state testing requirements.

### **Class of 2023 and Beyond Graduation Requirements**

Students will complete their required courses and take the required state tests. Students will now demonstrate competency in the foundational areas of English language arts and mathematics or through alternative options, including College Credit Plus, career-focused activities or military enlistment. Students also will demonstrate readiness for their post-high school paths by earning two diploma seals that allow them to demonstrate important foundational and well-rounded academic and technical knowledge, professional skills, social and emotional competencies, and leadership and reasoning skills. At least one seal must come from the state level: Citizenship, College-ready, Honors Diploma, Industry-recognized Credential, Military enlistment, OhioMeansJobs Readiness, Science, Seal of Biliteracy, or Technology. The second seal can be from one of the three locally defined seals: Community Service, Fine and Performing Arts, or Student Engagement.

See Guidance Counselor or ODE Website for more information:  
<https://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements>

### End of Course Exams

Students will take the following required Ohio State Tests--End of Course Examinations (EOC)	
English Language Arts	ELA II
Mathematics--2 EOCs	Algebra and Geometry
Science-1 EOC	Biology
Social Studies--2 EOCs	American History and American Government

- Must demonstrate proficiency with a score of 684 or above in English II and Algebra
- Each EOC can earn you up to a 5 (Advanced)

PERFORMANCE LEVEL	Score
Advanced	5
Accelerated	4
Proficient	3
Basic	2
Limited	1

### Industry Credential and Workforce Readiness

Students interested in completing this option must attend Miami Valley CTC and enroll in a program that includes an industry-recognized credential. Under this option, students must earn a minimum of 12 points by receiving a State Board of Education-approved, industry-recognized credential or group of credentials in a single career field, and earn a 13 on WorkKeys, a work-readiness test.

### 3. College and Career Readiness Tests

Earn the “remediation-free” scores on either the ACT or SAT:

ACT	SAT
English--18 or higher	EBRW 480 or higher
Mathematics--22 or higher	Mathematics--530 or higher
Reading--22 or higher	EBRW 480 or higher

### **Honors Diploma Seal**

Students who are interested in pursuing the traditional 4-year university/college preparatory track are highly suggested to work towards the same requirements that fulfill the requirements of an HONORS diploma.

<b>High School Academic Honors Diploma Graduating Class of 2023 and Beyond</b>	
<b>Subject</b>	<b>Criteria</b>
<b>English</b>	<b>4 credits</b>
<b>Mathematics</b>	<b>4 credits</b>
<b>Science</b>	<b>4 credits, including 2 units of advanced Science</b>
<b>Social Studies</b>	<b>4 credits</b>
<b>World Language</b>	<b>3 credits of one world language, or no less than 2 credits of each of two world languages studied</b>
<b>Fine Arts</b>	<b>1 unit</b>
<b>Grade Point Average</b>	<b>3.5 on a 4.0 scale</b>
<b>ACT/SAT Score [excluding scores from the writing sections]*</b>	<b>27 ACT/1280 SAT</b>

### **Advanced Placement Courses**

Advanced Placement (AP) is a program in the United States and Canada created by The College Board which offers college-level curricula and examinations to high school students. American colleges and universities may grant placement and course credit to students who obtain high scores on the examinations. When college admissions officers see “AP” on your transcript, they know that what you experienced in a particular class has prepared you well for the challenges of college. Taking AP is a sign that you’re up for the most rigorous classes your high school has to offer. By taking an AP course and scoring successfully on the related AP Exam, you can save on college expenses: most colleges and universities nationwide offer college credit, advanced placement, or both, for qualifying AP Exam scores. These credits can allow students to save college tuition, study abroad, or secure a second major. AP can transform what once seemed unattainable into something within reach.

Check out specific colleges’ guidelines on accepting AP scores for credit and placement by contacting the guidance department. For more information, please visit: <https://apstudent.collegeboard.org/exploreap/the-rewards>

### **College Credit Plus (CCP)**

Ohio’s College Credit Plus program can help students earn college and high school credits simultaneously by taking college courses from any community college or university in Ohio. The purpose of this program is to promote rigorous academic pursuits and to provide a wide variety of options to college-ready students in grades 7-12.

Students may take CCP classes: at TCN taught by a high school teacher; on campus at a college or university; or online taught by a college/university instructor. TCN has an agreement with **Edison** Community College to offer the following college courses at TCN: HIS 1111 Western Civilization I; HIS 1112 Western Civilization II; HIS 1102 United States History II; PLS 1120 American Federal Government; and PLS 1232 State & Local Government, HIS 1101 United States History I, and other courses as instructors are approved.

#### **Advantages of the CCP Program:**

- Students may earn both college credit and high school credit upon successful completion of the course.
  - A college course earning 3 or more semester hours = 1 high school credit
  - Maximum number of college credit hours allowed per school year in the CCP program is 30 and cannot exceed 120 college credit hours over a student's high school career.
- Students can build a competitive high school transcript by taking rigorous and challenging courses.
- Course tuition at Ohio public colleges/universities is paid for by Tri-County North Local Schools upon successful completion of the course.

#### **Considerations of the CCP Program:**

- In order to participate in the CCP program, students must prove they are college-ready as deemed by the requirements established by the college/university.
- To register for a class, students must meet the prerequisite requirements outlined by the college/university in which they are attending.
- A student must provide his/her own transportation if taking courses on the college campus.
- While tuition is paid for by Tri-County North Local Schools, if a student fails or withdraws beyond the deadline set by the college/university, the financial responsibility will fall on the student.
- The grade the student receives in the CCP course will be on the student's permanent high school AND college transcript, including withdrawals. The grade will be calculated into the high school AND college grade point average. **Poor performance in CCP courses may affect future university admissions and financial aid, as well as high school graduation requirements and athletic eligibility.**
- Students should understand that CCP courses are college-level courses, and the amount of work, pace, and rigor of content in college courses will be much greater than high school courses.

Please visit: [https://www.ohiohighered.org/content/college\\_credit\\_plus\\_info\\_students\\_families](https://www.ohiohighered.org/content/college_credit_plus_info_students_families) for more information on this program.

## Tri-County North Local School District

### Application for Early Graduation

Name of Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent Name: \_\_\_\_\_

Parent Phone Number: \_\_\_\_\_ Parent Email: \_\_\_\_\_

Date of Application: \_\_\_\_\_

In order to graduate, students need to earn 23 credits as approved by the TCN Board of Education and meet all other Ohio Department of Education's (ODE) graduation requirements. Please see the counselor or principal if you have any questions.

#### Early Graduation Checklist:

1. Make intent to graduate early known by September 15th of the new expected graduation year to HS Principal
2. Meet with Counselor to confirm student is on track to graduate early
3. Graduation application needs to be completed and turned in by end of first semester of the new expected graduation year

Please explain why you want to graduate early, and include your future career or college plans. This needs to be typed and submitted with your application.



## Early Graduation Request Form

Proposed date of early graduation: \_\_\_\_\_ Current graduation year: \_\_\_\_\_

I have considered all of the information regarding my career and/or college plans. I believe that the Early Graduation Plan that is outlined on the previous page (letter) is best for me and my future goals.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I approve of my son/daughter's plans for early graduation. By completing this request form I understand that there are some potential concerns that come along with early graduation. Such as:

- Employment opportunities are limited for students under 18 years of age because of the Workmen's Compensation laws.
- Social expectations beyond high school may create adjustment and self-discipline issues for students who plan early entrance into college.
- Scholarship opportunities for outstanding students and athletes may be more limited for early graduates.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

This portion will be completed after the Early Graduation Plan has been reviewed. I have counseled this student and certify that he/she understands all of the ramifications of early graduation. I have reviewed his or her Early Graduation Plan to confirm all credits are in alignment with early graduation.

Counselor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Approved by Principal: \_\_\_\_\_ Date: \_\_\_\_\_ |

Denied by Principal: \_\_\_\_\_ Date: \_\_\_\_\_

### **Valedictorian and Salutatorian**

For the purpose of determining the Valedictorian and Salutatorian, the grading period will stop at the end of the 3rd quarter of the senior year. The final grade point average (GPA) will be determined after grades from all courses are completed.. Eighth graders taking classes for high school credit will have those courses grades count towards the student's GPA. Grades from Miami Valley CTC, Advanced Placement and College Credit Plus also count towards the GPA calculation. If multiple students are tied for the highest GPA, they will all be considered Valedictorians. The next highest ranking student(s) will be considered Salutatorian. Students must have been enrolled at TCN for at least 4 semesters to be eligible for valedictorian or salutatorian status.

## **Scheduling and Guidance Department Policies**

### **Class Standings and Promotion**

Class status is based on earned credits. Students are promoted on the following basis:

Freshman Status: Completion of the eighth grade

Sophomore Status: 5.75 earned credits

Junior Status: 11.5 earned credits

Senior Status: 17.25 earned credits

### **Schedules**

At registration time, students receive detailed information regarding course content, requirements and program needs. In addition, students are counseled by the guidance department in an effort to aid the student and parent in selection of courses for the upcoming year. Students will receive their schedules in the spring of the previous year.

### **Additional Scheduling Policies:**

### **Aides**

Students will only be allowed 1 period a day to be used as an aide/mentor. Tri-County North encourages students to provide service to the school and community. Therefore, students wishing to help a staff member may be granted permission to do so when a student has the availability. The student aide/mentor must be in good academic and behavioral standing with the school and will require an application to be completed and approved. If a student has a failing mark on a nine weeks grade card, that student will be required to return to study hall for the rest of the year so that they can use the time to study. Teachers with a student mentor are responsible for the student at all times. No more than one student per staff member per period.

### **Independent Course Study**

Students who need to recover a credit or take a course for credit advancement, can be placed in ICS. In addition, a student who needs time to independently work on required class assignments may request to be placed in ICS. Students will need approval from the principal. Any student who does not utilize the course as it is intended, will be removed and placed in an available course.

### **Schedule Changes:**

Schedule changes may be requested within 5 days of the start of a course. Please note that making a request does not guarantee the change will take place. After the 5th day, the only schedule changes that will be approved are those in which the classroom teacher, principal, student, and guardian all agree that a change is in the best interest of the student.

### **Dropping a Course**

Students are strongly discouraged from dropping classes. At registration time each spring, students receive detailed information regarding course content, requirements, and program needs. In addition, students are counseled by the guidance department in an effort to aid the student and parent in selection of courses for the upcoming year. Students dropping a class after the fifth day of the semester will receive a “**WITHDRAW FAIL**” on their transcript unless the classroom teacher, principal, student and parent all agree that a change is in the best interest of the student. Request changes based on personality conflicts with teachers or poor performance due to lack of effort will not be allowed.

### **Removal from a Course**

Teachers may request with principal permission that a student be removed from a course for lack of effort, or discipline issues. This is a **last case scenario**, and these students will receive a “**WITHDRAW FAIL**” on their transcript for this course at the discretion of the principal.

### **Athletic Eligibility**

Students should consider their athletic eligibility when scheduling courses. Students must have passed **5 credits** in the preceding grading period and be currently enrolled in **5 credits** in order to maintain athletic eligibility. It is the student’s responsibility to ensure that they maintain athletic eligibility. Some courses such as physical education classes only count as a quarter credit. Please see your school counselor or athletic director for questions or concerns regarding athletic eligibility.

### **Tri-County North Online Options**

Tri-County North offers an online educational environment in addition to the traditional classroom setting. Tri-County North utilizes online learning courses offered through Acellus. Students may visit [www.acellus.com](http://www.acellus.com) or see the high school counselor to see course offerings and registration procedures. High School students may take classes in the online classroom for three reasons:

- 1 Credit Recovery - Students deemed to be credit deficient and not on track for graduation may enroll in the online academy. This occurs after a student has failed to achieve passing credits in one or more of their required courses for graduation.
  2. Course Enrollment Option - Students may enroll in an online course through Acellus if TCN does not offer the course or if the course offered at TCN does not fit into the student’s schedule.
  3. College Credit Plus - Students enrolled in online College Credit Plus courses may be given a class period to complete their course with a teacher facilitator.
- Placement into the online academy is dependent upon administrative approval.

### **Miami Valley Career Technology Center**

The Miami Valley Career Technology Center is located in Clayton, Ohio and serves 27 area high schools. MVCTC offers over 50 career technical programs for high school juniors and seniors who are workforce-bound after high school. To find an extensive list of programs available as well as information on each program visit [www.mvctc.com](http://www.mvctc.com), visit your high school counselor or call MVCTC toll free at -877-76M-VCTC. Students at risk for graduation because of graduation points should strongly consider enrolling in a career tech program that also offers a corresponding industry recognized credential.

After completing his/her sophomore year, a student has the option of staying at TCN or going to MVCTC for his/her junior and senior year if accepted at MVCTC. A student who attends MVCTC also remains a student of TCN. Students attending MVCTC may participate in sports and all extra-curricular activities at TCN. MVCTC Students will still be considered a graduate from TCN and will earn a TCN diploma as well as participate in TCN's commencement ceremonies.

When a student is accepted to MVCTC with deficiencies it becomes the responsibility of the student to make up for these deficiencies before he/she can graduate. Classes may be taken in summer school or through credit recovery options. Information may be obtained through the high school counselor and the student must work with the high school counselor for approval prior to a course being taken or considered for credit. Any of the above mentioned programs are at the expense of the student and/or student's family.

Ideally, before entering MVCTC, students will have earned the following credits:

English	2 credits (English I and II)
Math	2 credits (Algebra and Geometry)
Science	2 credits (physical science and biology)
Social Studies	2 credits (World History and US History)
Health	.5 credits
Physical Education	.5 credits

### **Returning to TCN from MVCTC**

Once a student has committed to attending MVCTC, it is expected he/she will honor his/her commitment. If it is necessary to return to TCN, a student must do so within the first 2 weeks of their junior year or once they have completed a semester of courses. Scheduling conflicts may occur as a result of the student returning to TCN. The main priority is that a student be able to graduate on time with the appropriate credits needed.

## Gifted Services for High School Students at Tri-County North Local Schools

Gifted students have many opportunities to have their unique learning needs met at Tri County North Schools through cluster grouping with a teacher that has had the required training, Advanced Placement, CCP, and specialized elective courses. Below is a table of classes that provide gifted services to students based on identification areas.

A student who is identified as gifted in Superior Cognitive Abilities or Creative Thinking may be challenged through any of the courses listed in the table.

Any CCP course taken off campus, if it matches a student's area of identification, is also considered a gifted service.

<b>Gifted Identification Area</b>	<b>AP Courses</b>	<b>On Campus ACP/CCP Courses</b>	<b>Cluster Grouped Courses</b>	<b>Specialized Elective Courses</b>
Math	AP Calculus		Algebra I Geometry Algebra II Trigonometry/Pre-Calculus Probability and Statistics	
Reading/Writing	AP English Language and Composition	ACP ENG W131 ACP ENG L202 COM 2211	English 9 English 10 English 11 English 12	Creative Writing/Poetry
Science		CCP General Biology I CCP General Biology II ACP Geology- 103 ACP Geology- 104		
Social Studies		PLS 1120 American Government PLS 1232 State & Local Government HIS 1101 US History I HIS 1102 US History II HIS 1111 Western Civ I HIS 1112 Western Civ II		
Visual and Performing Arts				High School Band Jazz Band Choir Art I, II, III Drawing I, II, III Painting I, II, III Ceramics I, II, III Design I

**\*On-campus AP, CCP, and elective course offerings are dependent upon enrollment and staffing criteria.**

**Course**  
**Offerings**  
**&**  
**Descriptions**

## **ENGLISH LANGUAGE ARTS DEPARTMENT**

### **English I (1 credit)**

9th grade English, or English I, emphasizes the development of reading, writing, listening, speaking, and language skills. Literature studies include a variety of genres, including poetry, short stories, plays, and novels. Students also develop their understanding of informational texts. In 9th grade English, students develop their ability to write informative/explanatory texts as arguments. As well as: personal narratives, analysis and data interpretation and arguments. Students build their information literacy skills while they conduct research to support their writing. Students reinforce their communication skills through the study and application of grammar and development of vocabulary. A major goal of this course is to prepare students for success in college and a future career.

PREREQUISITE: Promotion from eighth grade.

### **English II (1 credit)**

10th grade English, or English II, builds upon and extends students' knowledge and skills from 9th grade English. 10th grade English also emphasizes the development of reading, writing, listening, speaking, and language skills, but at a more advanced level than 9th grade English. Literature studies include a variety of genres, including poetry, short stories, plays, and novels. Students also develop their understanding of informational texts. Students learn to read texts closely and develop their ability to analyze texts. In 10th grade English, students develop their ability to write informative/explanatory texts as well as arguments. Students build their information literacy skills while they conduct research to support their writing. Students reinforce their communication skills through the study and application of grammar and development of vocabulary. A major goal of this course is to prepare students for success in college and a future career; this course features a Career Planning Unit to support students on their path to a future career.

### **English III (1 credit)**

The Junior English course is a year-long course designed to provide the foundation for advanced English studies. This course examines the writing process for analyzing literature, as well as, narrative, informative, argument, synthesis, and analysis writing. Students will read a variety of nonfiction and fiction texts focusing on the development and progress of the American Dream. Through these experiences, students will explore the development of American literature as part of American history and thought. Students will also strive to improve competence in writing well-developed essays and in the elements of research. Additionally, students will acquire a repertoire of new vocabulary and grammar skills in preparation for standardized college admissions tests (ACT) and academic writing. The ultimate goal of this course is to help students' reading, writing, speaking, and listening skills develop in order to achieve college and career readiness.

### **English IV (1 credit)**

This is a year-long, senior level required course that enables students to become skilled readers of a wide range of literature, including prose, poetry, and short stories. This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will be expected to read and respond to a variety of literature, independently, in group discussion and in writing. Students will analyze a range of challenging literary texts from various periods, countries, and cultures; interpret

and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace. All facets of language arts- listening, speaking, reading, writing, viewing will be covered. The study of language in use—grammar, mechanics, sentence structure, and usage will be incorporated in this yearlong course as well.

**Reading Enhancement: (9-12) (½ credit)**

Reading Enhancement is an optional ½ credit course for any student who fails an ELA course or receives a 1 or 2 on their end-of-course exam. Students will receive interventions in English composition, reading literacy, vocabulary, and citing textual evidence.

**Creative Writing/Poetry (10-12) (1/2 credit)**

This elective class will be focused on the process of creative writing of a variety of writings. Poetry and other types of writing will be read and written. Close study of a wide range of published poetry. Composition, discussion, and revision of original student writing will be done.

PREREQUISITE: Passage of ninth grade English.

**Developmental Reading: Grades 9-12 (1 credit)**

This course focuses on the fundamentals of reading, reading comprehension and fluency. This class will focus on improving students' fluency and reading comprehension. Students will read a variety of materials, as well as complete word analysis activities. Regular reading will be required as well as classroom assignments. Students will be assessed on classroom assignments and class participation. This course is designed for students on an IEP who need specific instruction outside of the general education setting.

PREREQUISITE: Students must have an active IEP on file with the Special Education department.

**Developmental Writing: Grades 9-12 (1 credit)**

This class will focus on the fundamentals of developing students' writing skills. This class will teach students to use the writing process effectively to develop their writing through various types of essays. These may include persuasive, informal, research, personal, critical and comparison essays. Students in this class will improve specific writing skills through direct instruction in mechanics, usage, grammar and spelling and the writing process. Grades will be determined by assignments, tests, projects and class participation. This course is designed for students on an IEP who need specific instruction outside of the general education setting.

PREREQUISITE: Students must have an active IEP on file with the Special education department.

**Indiana University Advanced College Project (ACP) Public Speaking: (1 HS credit, 3 college credit hours)**

Must be of Junior or Senior level standing. This course prepares students in the liberal arts to communicate effectively with public audiences. Emphasizes oral communication as practiced in public contexts: how to advance reasoned claims in public; how to adapt public oral presentations to particular audiences; how to listen to, interpret, and evaluate public discourse; and how to formulate a clear response.



**CCP Courses that can fulfill your English credit requirements include but are not limited to:**

- English Composition I
- English Composition II
- Communications 121: Intro to Communication
- English 123: Intro to Literature
- English 205: Great Books
- English 232: Fiction Writing

**\*Must see Guidance Counselor for enrollment approval and registration**

## **MATHEMATICS DEPARTMENT**

### **Algebra I** (1 credit)

Students will learn real numbers, variables, polynomials, and radical expressions. They will graph equations, solve and simplify systems of equations, radicals, and quadratic equations. The Ohio Learning Standards for Algebra are followed. Daily homework is to be expected.

**8TH GRADE PREREQUISITE:** In order for an 8th grade student to be enrolled in Algebra I, the student must have earned at least a B average in 7th grade math, score at least a 231 on their Math MAP test in 7th grade, and scored advanced or accelerated on the the 6th and 7th grade End of Course Math test.

### **Geometry** (1 credit)

Students will learn basic terms and definitions, study transformations and how they relate to congruent and similar figures, learn about circles and their properties, write formal proofs, understand independent and conditional probability and use that to interpret data, study solid (three-dimensional) figures and become familiar with geometry constructions. The Ohio Learning Standards for Geometry are followed. Daily homework is to be expected.

**PREREQUISITE:** Pass Algebra I or the recommendation of the Algebra I instructor, counselor or principal.

### **Math Enhancement** ( $\frac{1}{2}$ credit - one semester)

Math Enhancement is an optional  $\frac{1}{2}$  credit course for any student who fails a Math course or receives a 1 or a 2 on their end-of-course exam. Students will receive interventions in Algebra or Geometry.

### **Algebra II** (1 credit)

Students will further develop Algebra I skills dealing with such topics as linear relations and functions, systems of equations, matrices, quadratic functions, polynomials, rational expressions and functions, probability and statistics, logarithms and exponential functions and sequences of numbers. Complex numbers will be an emphasis throughout the course. Students will apply topics with application and real world examples and an emphasis will be made on developing various problem solving techniques. Students will also work on 4-5 ACT questions with a goal of seeing and answering over 100 ACT style questions. Ohio's Learning Standards are followed and met by completion of the course.

**PREREQUISITE:** Pass Geometry or recommendation of instructor or counselor/principal.

**Transition to College Math** (1 credit)

The curriculum for this class will focus on the core concepts necessary for success in an entry level college mathematics course. Topics from algebra, geometry, trigonometry, and statistics will be integrated throughout the course. Focus will be on applied mathematics and will involve the students in many real-life situations requiring mathematics in problem solving. Critical thinking skills, mathematical reasoning and communication will be emphasized. The course is set up as follows: algebra during the first quarter, geometry during the second quarter, probability and statistics during the third quarter, and miscellaneous math during the fourth quarter. Students will also work on 7-8 ACT questions a week with a goal of answering over 200 ACT questions before he or she may need to take the ACT before graduation.

PREREQUISITE: Pass Algebra II and must be a senior.

**Trigonometry/Pre-Calculus** (1 credit)

Topics studied in this course are properties of linear and conic functions, sequences, series, sigma notation, combinatorics and probability, statistical measures, random variables, binomial distributions, confidence intervals, sampling, trigonometric functions and their inverses, vector, parametric equations, polar coordinates, complex numbers, exponential and logarithmic functions. Daily homework is to be expected.

PREREQUISITE: Pass Algebra II with a C or better or the recommendation of the Algebra II math instructor, counselor or principal.

**AP Calculus AB** (1 credit)

Students will analyze functions, graphs and limits, and study derivatives and integrals with application of each. The course will follow the College Board Advanced Placement Calculus AB course outline. Please note that this is the equivalent of a year of college Calculus and will be offered as a 2 period block class. A Ti-83 plus or Ti-84 graphing calculator is required for the course. Calculus is a much more abstract concept, more so than any previous mathematics course and is based upon the premise that application of topics related to algebra and geometry will be important in understanding Calculus topics. In addition, as it is a college level course, all students enrolling are forewarned both of the immense workload that they will be taking on as well as the end-of-year expectation that they will take the AP Calculus AB Exam.

PREREQUISITE: Pass Trigonometry with a C or better or instructor recommendation. Student should understand that he/she is essentially taking a college course and must prepare as such.

**Probability & Statistics** (1 credit)

This course introduces students to the basic concepts and logic of statistical reasoning and gives the students introductory-level practical ability to choose, generate, and properly interpret appropriate descriptive and inferential methods. In addition, the course helps students gain an appreciation for the diverse applications of statistics and its relevance to their lives and fields of study. The course does not assume any prior knowledge in statistics and its only prerequisite is basic algebra.

PREREQUISITE: Algebra I and Geometry.

**Math 11/12** (1 credit)

This math course is designed for juniors and seniors that are on an IEP. The course offers a comprehensive exploration of broad mathematical topics tailored to meet the unique learning needs of diverse students. Through a supportive and inclusive environment, students will engage with essential math concepts, problem-solving

strategies, and practical applications. The course aims to strengthen foundational math skills, promote mathematical reasoning, and build confidence in tackling advanced topics.

## **SCIENCE DEPARTMENT**

### **Physical Science (1 credit)**

Physical science introduces students to key concepts and theories that provide a foundation for further study in other sciences and advanced science disciplines. Physical science comprises the systematic study of the physical world as it relates to fundamental concepts about matter, energy and motion. A unified understanding of phenomena in physical, living, Earth and space systems is the culmination of all previously learned concepts related to chemistry, physics, and Earth and space science, along with historical perspective and mathematical reasoning.

PREREQUISITE: Promotion from 8th grade.

### **Biology (1 Credit)**

This course combines lecture, projects, and laboratory studies in which students will review matter and energy from physical science in addition to studying the cell, the molecular basis of heredity, biological evolution, interdependence of organisms, and organization in living systems and the behavior of organisms.

PREREQUISITE: Passing scores in Physical Science

### **Chemistry (1 credit)**

This course introduces students to key concepts and theories that provide a foundation for further study in other sciences as well as advanced science disciplines. Chemistry comprises a systematic study of the predictive physical interactions of matter and subsequent events that occur in the natural world. The study of matter through the exploration of classification, its structure and its interactions is how this course is organized. Investigations are used to understand and explain the behavior of matter in a variety of inquiry and design scenarios that incorporate scientific reasoning, analysis, communication skills and real-world applications. An understanding of leading theories and how they have informed current knowledge prepares students with higher order cognitive capabilities of evaluation, prediction and application.

PREREQUISITE: Passing scores in Physical Science

### **Physics (1 credit)**

Physics elaborates on the study of the key concepts of motion, forces and energy as they relate to increasingly complex systems and applications that will provide a foundation for further study in science and scientific literacy. Students engage in investigations to understand and explain motion, forces and energy in a variety of inquiry and design scenarios that incorporate scientific reasoning, analysis, communication skills and real-world applications.

PREREQUISITE: Completion of Pre-Calculus.

### **Anatomy & Physiology (1 credit)**

This course combines lectures, projects, and laboratory studies in which students will review cellular chemistry and the structure of matter from biology and physical science. In addition, students will gain experience with the organization of living systems, the structure and function of the different body systems, and how the body maintains homeostasis to keep us alive throughout life. Note: Highly recommended for any student interested in pursuing a career in any medical field (EMT, Veterinarian/Vet-Tech, Nursing, Doctor, etc.).

PREREQUISITE: Passing scores in Physical Science and Biology.

**Environmental Science** (1 credit)

Environmental science incorporates biology, chemistry, physics and physical geology and introduces students to key concepts, principles and theories within environmental science. Investigations are used to understand and explain the behavior of nature in a variety of inquiry and design scenarios that incorporate scientific reasoning, analysis, communication skills and real-world applications.

PREREQUISITE: Passing scores in Physical Science and Biology.

**Zoology** (1 credit)

Zoology is a course that will survey the nine major phyla of the Kingdom Animalia. Zoology is an Elective Course that deals with the study of animal life. Zoologists research everything they think to ask about animals, including their anatomy and interrelationships, their physiology and genetics, and their distributions and habitats. Human beings have been zoologists for as long as there have been human beings. As humans, we are intricately tied to animal life – we’ve depended on many of them for food, work, and friendship throughout our evolution and history...not to mention that we ARE animals!

PREREQUISITE: Passing scores in Biology.

**CCP (Bio 121) Intro Biology: Cells/Genetics/Evolution with Lab/Lecture** (1.33 HS credit/4 college semester hours)

Introduction to the basic concepts of biology with emphasis on molecular biology, cells, genetics and evolution taught at TCN. Three hours of lecture integrated with two hours of lab activities each week. PREREQUISITE or COREQUISITE: Satisfactory math assessment score or a grade of “C” or better in MTH 093D (Math literacy). RECOMMENDED: One year of high school biology.

**CCP (BIO 122) Biology: Animals, Plants, Ecology with Lab/Lecture** (1.33 HS credit/4 college semester hours)

Continuing study of the basic concepts of biology with emphasis on the structure and function of animal and plant systems, distribution of organisms and ecology. Three hours of lecture integrated with two hours of lab activities each week taught at TCN. PREREQUISITE: BIO 121S.

**SOCIAL STUDIES DEPARTMENT**

**Modern World History** (1 credit)

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

**American History** (1 credit)

This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow.

Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

### **American Government** (1 credit)

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

### **Current Events** (½ credit)

Using current events, this elective course focuses on world and local issues that affect students' everyday lives, such as economics, government and conflict. This course uses newspapers, online media, cartoons, and newscasts to support class discussion. Additionally students participate in group projects, presentations and work with primary source materials and opinion pieces in order to better understand the world around them.

### **Humanities** (1 credit)

Students will view and experience works of art, listen to music and read literature in historical and cultural contexts. After experiencing a topic or subject students will respond and demonstrate an acceptable level of understanding. Students will explore and analyze a variety of cultural elements, attitudes, beliefs, and value structures by reading and experiencing diverse literary works, art forms, and music, including works by men and women of many ethnic, and cultural groups.

### **Economics** (½ credit)

This course will give the students a greater understanding of economics ranging from the viewpoint of the individual consumer or small business owner to the global economy. The course will study the law of supply and demand, forms of business, labor unions, government finances and influence on the economy, money and prices, inflation and deflation cycles. The course relates history and politics to the study of economics.

### **PLS 1120 American Government** (1 HS Credit/3 college semester hours)

This is a semester-long College Credit Plus course offered through Edison Community College taught by a certified TCN teacher at TCN. This course is the study of the American political system at the national level, including process of government; democratic theory and development of the U. S. Constitution; citizen participation through voting; interest groups and political parties; structure, functions and powers of legislative, executive and judicial branches; issues of civil liberties and equal rights. In order to take this course, the student must be successfully enrolled in the College Credit Plus program.

### **PLS 1232 State & Local Government** (1 HS Credit/3 college semester hours)

This is a semester-long College Credit Plus course offered through Edison Community College taught by a certified TCN teacher at TCN. This course is the study of state and local governments (with emphasis on Ohio), organizational structures of state and local governments, state constitutions, county and city charters, state and local government powers and programs, financing, and taxation, and trends in government programs are all documented and analyzed. In order to take this course, the student must be successfully enrolled in the College Credit Plus program.

**HIS 1111 Western Civilization I** (1 HS Credit/3 college semester hours)

This semester-long course covers major trends in the development of Western culture, emphasizing political, economic, social and cultural achievements, from prehistory to the seventeenth century. This is a College Credit Plus course through Edison Community College that is taught by a TCN teacher. In order to take this course, students must be successfully enrolled in the College Credit Plus program.

**HIS 1112 Western Civilization II** (1 HS Credit/3 college semester hours)

This semester-long course covers major trends in the development of Western culture, emphasizing political, economic, social and cultural achievements from the seventeenth century to the present. This is a College Credit Plus course through Edison Community College that is taught by a TCN teacher. In order to take this course, students must be successfully enrolled in the College Credit Plus program.

**HIS 1101 United States History I** (1 HS Credit/3 college semester hours)

This semester-long course covers the development of the people of the United States in political, social, economic and cultural areas up to the Reconstruction. This is a College Credit Plus course through Edison Community College that is taught by a TCN teacher. In order to take this course, students must be successfully enrolled in the College Credit Plus program.

**HIS 1102 United States History II**(1 HS Credit/3 college semester hours)

This semester-long course covers the development of the people of the United States in political, social, economic and cultural areas from Reconstruction to the present. This is a College Credit Plus course through Edison Community College that is taught by a TCN teacher. In order to take this course, students must be successfully enrolled in the College Credit Plus program. \*counts towards American History graduation requirement\*

**FOREIGN LANGUAGE DEPARTMENT****Spanish I** (1 credit)

Spanish I covers all forms of the present tense, basic grammar, and vocabulary in Spanish along with geography and culture and customs of the Hispanic world. This course encourages interpersonal communication through speaking and writing as well as written and presentational communication through various teacher-guided assignments and opportunities to write and orally present information on a variety of familiar topics. The course encourages interpretive skills through reading of and listening to various short selections over familiar topics. By the end of the year, students should be able to read, write, and converse some in Spanish over various familiar topics.

PREREQUISITE: None for high school students.

8TH GRADE PREREQUISITE: In order for an 8th grade student to be enrolled in Spanish I, the student must have met the following criteria:

- earned at least a B average in 7th grade ELA,
- score at least a 219 on their Language MAP test in 7th grade,
- score at least a 221 on their Reading MAP test in 7th grade,
- and have scored advanced or accelerated on the 6th and 7th grade End of Course ELA test.

**Spanish II (1 credit)**

Concepts covered in Spanish I are expanded in Spanish II. Course concentration is on expanding student vocabulary basis while learning and improving grammar understanding and communication skills, including understanding of past tenses in Spanish. This course encourages interpersonal communication through speaking and writing as well as written and presentational communication through various teacher-guided and some self-directed activities and opportunities to write and orally present information on a variety of familiar and some new topics. The course encourages interpretive skills through reading of and listening to various selections over familiar and some new topics. Learning geography and culture and customs of the Hispanic world is included. By the end of the year, students should be able to read, write, and converse in Spanish over a variety of familiar and some new topics.

PREREQUISITE: Pass Spanish I with a C or better and recommendation of instructor.

**Spanish III (1 credit)**

Concepts covered in Spanish II are expanded with an emphasis on written and oral presentation and advanced grammar concepts. This course encourages interpersonal communication as well as written and presentational communication through some teacher-guided and many self-directed activities and opportunities to write and orally present information on a variety of familiar and some new topics. The course encourages more advanced interpretive skills through reading of and listening to various longer selections over familiar as well as some new topics. By the end of Spanish III students will be able to communicate in present, past, and future tenses. Learning geography and culture and customs of the Hispanic world is included. By the end of the year, students should be able to read, write, and converse in Spanish over a variety of familiar and some new topics with more fluency.

PREREQUISITE: Pass Spanish II with a C or better and recommendation of the instructor.

**Spanish IV or Independent Study (1 credit)**

Authentic works of literature are used to help teach and review advanced grammar and communication skills building upon the foundations learned in Spanish I-III. Emphasis will be placed on oral presentation and original compositions. This course encourages interpersonal communication as well as written and presentational communication through many self-directed and student-lead speaking and writing activities and opportunities covering a larger variety of topics. The course encourages more advanced interpretive skills through reading of and listening to various longer selections over some familiar as well as new topics. Learning geography and culture and customs of the Hispanic world is included. Students will be prepared for college requirements or advanced study. By the end of the year, students should be able to read, write, and converse in Spanish over a variety of familiar and some new topics with more fluency.

PREREQUISITE: Pass Spanish III with a C or better and recommendation of instructor.

## **CAREER TECHNICAL: AGRICULTURAL EDUCATION AND FAMILY CONSUMER SCIENCES**

### **DEPARTMENT**

#### **Agriculture, Fiber, & Natural Resources (AFNR) (1 Credit)**

This course will teach students how to work in groups and develop their leadership abilities through hands-on activities. Students will use the opportunities the FFA provide for growth and build upon their interpersonal skills. Students will use the animal science unit to promote proper animal husbandry and production to make sound decisions as a producer and consumer. Students will explain and demonstrate the basics in plant production and harvesting in helping make sound decisions as a consumer and producer.

Requirement: Membership in FFA

#### **Mechanical Principles (1 credit)**

Students will apply principles of engineering and design along with an understanding of the properties and uses of construction materials to buildings and structures used in agriculture, horticulture and natural resources. The course will focus on the study and utilization of wood and lumber, metals, concrete and masonry, pipes and plumbing, and electrical systems. Students will design, plan, build and calculate costs-benefits analysis for construction projects while abiding by all building code and safety regulations.

PREREQUISITE: Agriculture, Fiber, & Natural Resources (AFNR).

#### **Plant and Animal Science (1 credit)**

Learners will develop business leadership, problem-solving and communication skills in relation to the science and technology of plants and animals. Students will summarize the definition of soil in our world, Evaluate the quality of soil, slope of landscape and drainage properties, Classify soil uses through soil observations. Learners will identify plant parts and functions; learn major plant groups, with particular emphasis on agriculturally important crops, Learn how plants take in water, nutrients and create carbohydrates through photosynthesis, Describe how plants reproduce, utilize basic resources necessary for food production (land, soil, water, nutrients, and energy). Students will learn responsible animal management principles and routine husbandry practices in relation to animal welfare and behavior. Learners will identify and describe the anatomy and physiology of monogastric and ruminant organisms as it applies to nutrition, reproduction, and animal health. Learners will investigate animal genetics and how it impacts principles of animal improvement, selection and marketing.

PREREQUISITE: Agriculture, Fiber, & Natural Resources (AFNR).

#### **Ag Business (1 credit)**

Learners will examine elements of business, identify organizational structures and identify and apply management skills. Learners will develop business plans, financial reports and strategic goals for new ventures or existing businesses. Learners will use marketing concepts to evaluate the marketing environment and develop a marketing plan with marketing channels, product approaches, promotion and pricing strategies. Learners will practice customer sales techniques and apply concepts of ethics and professionalism while understanding related business regulations.

PREREQUISITE: Agriculture, Fiber, & Natural Resources (AFNR) and one other Agricultural Education class.



**Ag Capstone** (1 credit)

Students will continue to learn job skills that relate to agricultural careers. Students have the potential to earn 2.25 credits if they have an agricultural-related job throughout the school year.

PREREQUISITE: Agriculture, Fiber, & Natural Resources (AFNR) and one other Agricultural Education class.

**CAREER TECHNICAL: FAMILY CONSUMER SCIENCES DEPARTMENT****Introduction to Family and Consumer Sciences** (½ credit)

This first course will provide students with an overview of the four major content areas of Family and Consumer Sciences. Students will be introduced to child development, family relationship concepts and how they relate to family dynamics. Additionally, students will identify financial literacy and consumer economic principles. Students will understand the concepts of design through textiles for personal and home use. Throughout the course, students will develop communication, leadership and career investigation skills.

**Principles of Food** (½ credit)

In this course, students will gain knowledge in food selection criteria and apply preparation methods to promote a healthy lifestyle. Students will apply cooking methods, ingredient selection and nutritional information in the context of selected food dishes. Throughout the course, basic food safety and sanitation techniques will be emphasized.

PREREQUISITE: Passage of Introduction to Family and Consumer Sciences.

**Personal Wellness** (½ credit)

In this course, students will analyze personal physical, emotional, social and intellectual growth for a healthy lifestyle. An emphasis will be placed on lifespan wellness by managing stress through relaxation, physical activity and sleep. Additional topics will include human growth development, mental health management, personal hygiene and preparing for emergency medical situations.

PREREQUISITE: Passage of Introduction to Family and Consumer Sciences.

**Global Foods** (½ credit)

In this course, students will compare cuisines, ingredients and preferred cooking methods of various cultures. The influence of traditions and regional and cultural perspectives on food choices and culinary practices will be emphasized. Students will examine the issues and conditions that affect the availability and quality of food in the global market, and apply advanced cooking techniques, including the use of specialty and advanced equipment in the preparation of food dishes.

PREREQUISITE: Passage of Introduction to Family and Consumer Sciences.

**College and Career Readiness** (½ credit)

In this course, students will develop effective learning strategies and skills to provide a strong foundation for successful lifelong learning. Throughout the course, students will research careers and occupations, review postsecondary admissions qualifications, develop interviewing skills and participate in internships. Additional topics will include principles and techniques of professionalism, networking, conflict-resolution, negotiation, leadership and entrepreneurship. This course is offered online through our Acellus program.

**Child Development** (½ credit)

In this course, students will study the principles of child growth, development and behavior. An emphasis will be placed on the cognitive development of a child and sensory and motor skills. Additional topics will include childhood diseases, immunizations, theories of development, learning styles and evaluating childcare services. PREREQUISITE: Passage of Introduction to Family and Consumer Sciences.

**Textiles and Interior Design** (½ credit)

Students will explore a broad range of topics relating to the various aspects and career opportunities available in the field of textiles and design. The emphasis will be given to textiles project development and developing strategies to maintain the home. Additional topics will include project collaboration, design techniques and environmental sustainability.

Prerequisite: Intro to FCS

**Culinary Fundamentals** (½ credit)

Students will apply fundamental culinary techniques, such as knife handling skills and the recognition, selection and proper use of tools and equipment. An emphasis will be placed on management of time, ingredients, and equipment. Students will apply standard recipe conversions using proper scaling and measurement techniques. Prerequisites: Intro to FCS and/or Global Foods or Principles of Food

**MUSIC EDUCATION DEPARTMENT****Introduction to Guitar** (½ credit)

Students will learn the basic skills of acoustic guitar performance including music reading and basic rudiments. Students will be required to purchase a method book, and there will be 15 guitars available for student use.

**Guitar II** (½ credit)

This course expands on the guitar skills learned in the Introduction to Guitar course.

PREREQUISITE: Passage of Introduction to Guitar.

**High School Band** (1 credit)

Students will perceive and produce various arrangements of sounds, silences, and music dynamics; identify the source of instrumental sound; and distinguish one sound from another. They will learn perception and form in music, identify and use sound notation and pitch, and study music styles, history, and music's marching techniques. Performance skills and opportunities will be available. Students are required to participate in activities, including summer rehearsals, all football games, concerts, festivals and competitions.

**PREREQUISITE:** Prior experience playing a band instrument and recommendation of instructor and counselor/principal.

**Choir** (1 credit)

This is a year-long course that explores choral music from a wide variety of cultures and time periods through study and performance. The core curriculum emphasizes the basics of vocal technique, sight-reading, music theory, and music history. Students in Chorale are expected to participate in one evening concert each quarter as a major part of their grade. This is a year-long course that explores choral music from a wide variety of cultures and time periods through study and performance. The core curriculum emphasizes the basics of vocal technique, sight-reading, music theory, and music history. Students in Chorale are expected to participate in one evening concert each quarter as a major part of their grade.

**Jazz Band** (½ credit)

This secondary performance-based course provides students with a variety of jazz ensemble experiences. Music is studied and performed from an intermediate to advanced level of jazz repertoire. Jazz basics and technique are intermixed with the jazz festival music for the semester. This ensemble performs at festivals and performances throughout the semester. Extracurricular commitment is required. Traditional jazz instruments are used in this course. (i.e. – saxophone, trombone, trumpet, piano, bass, drums & mallet percussion).

**PREREQUISITE:** Prior experience playing a band instrument and recommendation of instructor and counselor/principal.

**History of Pop/Rock and Roll** (½ credit)

This course seeks to balance understanding the development and significance of Rock & Roll in its historical and social environment with maintaining a focus on listening to the music as the main mode of understanding. Students will have a chance to be the rock critic as they study the chronological history of rock and view Rock & Roll films and videos. Class assignments will be organized around lectures, small group discussions, and in-class activities. The course begins with an overview of ancestors and influences: blues, jazz, swing, country & western, gospel and popular music, and the crossover success of rhythm & blues acts that marked the true birth of rock & roll. We will study the musical and social trends of the 1960s, including the influence of the British Invasion, which really signaled the arrival of rock's second Generation, the rock explosion and social upheaval of the late 1960's, and the changes in Rock & Roll music during the seventies, eighties, and nineties. The course will culminate in an exploration of today's current musical trends and icons.

**BUSINESS AND INFORMATIONAL TECHNOLOGY DEPARTMENT**

**21st Office Applications** (½ credit)

This course is designed for students who are interested in learning computer skills that are necessary for success in high school, in college, and on the job. This class is an introduction to the Microsoft Office 2013 applications and the Windows operating system. Google Apps will also be introduced. Students will create business documents using Word and Google Docs, design of flyers, newsletters, and brochures using Publisher, create appealing presentations using PowerPoint and Google Slides, and professional charts and graphs using Excel and Google Sheets. Students will finish the course completing a desktop publishing project creating documents for a pizza company.

**Accounting** (½ credit)

Students study the role that accounting plays in a private enterprise economy. The focus will be on accounting principles and procedures. Students will experience the accounting procedures for different types of businesses formed as corporations and sole proprietorship. Emphasis will be in the fundamentals of journalizing and posting transactions, payroll, and appropriate documentation of transactions. Students will leave this course with a thorough understanding of accounting procedures gained through practical applications, activities, and projects.

PREREQUISITES: Student must be in 10th grade or higher.

**Accounting II/Automated Accounting** (½ credit)

This course will offer the students the opportunity to use Peachtree and Microsoft Excel software to process data and generate accounting information to prepare reports in the areas of accounts receivable, accounts payable, cash payment and receipts journals, purchasing and sales journals, payroll, and financial statements.

PREREQUISITE: Successful completion of Accounting I & 10th grade or higher.

**Personal Finance for the Real World** (½ credit)

Throughout this course students will learn how to distinguish between needs versus wants, set financial goals, understand financial planning, discuss paychecks and tax forms, manage cash, credit and bank accounts, study the time value of money and savings, identify major spending categories, develop a personal spending plan, analyze the stock market, and discuss consumer decisions. Students will also complete on-line projects and financial simulations to enhance their learning experience. Students will leave this course prepared for a successful financial future for the remainder of their life. **REQUIRED FOR GRADUATION FOR STUDENTS IN THE CLASS OF 2020 AND BEYOND.**

**Digital Graphic Design I** (½ credit)

This introductory course is designed for students interested in graphic design. Students will use Microsoft Publisher, Paint.Net and Adobe Creative Cloud that includes Photoshop, InDesign, Illustrator, and Dreamweaver software. Students will learn to create visually compelling images for reports, presentations, school publications, advertisements, posters, brochures, websites, and other personal and professional uses.

**Digital Graphic Design II** (½ credit)

This course is a continuation of Computer Applications I. Students will use the skills that they learned in CAI to create a game board and game box using Microsoft Publisher, Paint.Net and Adobe Creative Cloud software.

Students will also complete various projects using Adobe CC software.

PREREQUISITE: Successful completion of Digital Graphic Design I.

**Yearbook** (1 credit)

This course will offer students a unique combination of skills and training. Students will gain skills in the following areas: page design, publishing techniques, copywriting, editing and photography while producing a professional, creative, innovative yearbook. There will be strong emphasis on gaining real world skills like time management, marketing, teamwork, and customer relations. Activities will include reading, researching, journalistic writing, design projects, photography, problem solving, and marketing. Students will compose,

construct, and edit all elements of the computerized text layout, graphic art, and digital photography. **All applications must be completed and the teacher must approve admission to the course.**

PREREQUISITE: Teacher must approve admission to the course.

### **Media Production and Editing (1 credit)**

Students in this course will utilize different mediums to communicate with the community at large. Examples of projects will include creating daily announcements. Students will refine their skills in editing of various media.

Examples of projects include updating the school website and editing the daily announcements.

PREREQUISITE: Teacher must approve admission to the course through an application process.

## **HEALTH AND PHYSICAL EDUCATION DEPARTMENT**

### **Physical Education**

The Physical Education program is designed to provide opportunities for students to develop skills in a variety of physical activities, physical fitness, and sports which will provide personal enjoyment for students, and worthy use of their leisure time. The students will be evaluated on their ability to participate at a level appropriate for their age, as well as, providing a physical fitness analysis, and various sports evaluations using the Ohio Department of Education's Standard-Based Assessment Rubrics. At the end of the course the students will have set goals, be more prepared to analyze their level of fitness, and apply the FITT principles of exercise to enhance their overall wellbeing through sport and exercise.

The following clothing is recommended to ensure safe and complete movement during each student's activity time: shorts, T-shirt, tennis shoes, and socks. Warm up outfits such as sweat pants, leggings, and sweatshirts will be accepted as well, however are discouraged while performing indoor sports due to temperature.

### **Health Education**

The Health Education curriculum includes the study and analysis of mental, physical, social, and emotional health issues and best practices. During the course of this class the students will learn and understand the content, conduct a self evaluation, recognize and implement ways to refine their personal health habits, and develop and practice current health strategies that will enhance their level of wellness.

### **Graduation Requirements**

Health Education	1/2 credit
Physical Education I	1/4 credit
Physical Education II or Elective	1/4 credit

### **Physical Education Waiver**

Tri-County North High School has adopted a policy which allows students who, during high school, participate in interscholastic athletics, marching band, and/or cheerleading for at least 2 full seasons. The option to be excused from High School Physical Education will be determined by our district administrators. Students who select this option shall be required to complete a .5 credit of study, consisting of at least 60 hours of instruction in another course to make up for the waived Physical Education I and Physical Education II credits. Additional information about this option can be obtained by our High School Counselor.

**Physical Education Fundamentals I** (¼ credit)

This course is designed to focus on health & fitness. It will acquaint students with personal physical fitness levels in the areas of cardiovascular endurance, muscular strength/endurance, skill-related fitness, flexibility, and body composition. Students will have fitness journals, projects, and tests while being assessed by State Standards.

**Physical Education Fundamentals II** (¼ credit)

The second half of the course will acquaint students with individual & team sports and recreational games. Students will learn rules and safety for each activity as well as be assessed by State Standards. Activities that may be included: soccer, flag football, volleyball, basketball, track & field, archery, badminton, or frisbee, floor hockey, and wiffle ball, kickball. There will be skill and written tests given on each activity.

**P.E. Electives to fulfill the Physical Education graduation requirement. All P.E. Electives are subject to change based upon enrollment.**

**Dance Fit and Yoga** (¼ credit)

This is a combination course of learning through movement and dance. It is designed to introduce students to Yoga & Dance. Students will learn basic postures, breathing techniques, and relaxation methods of yoga. Students will begin to experience the benefits of stretching, moving, and breathing freely as they relieve built up stress, learn to relax, and ultimately get more out of day-to-day life. Students will also learn different styles of dance including contemporary dance (ballet, jazz and hip hop) to ballroom & Latin dances. Other dance forms /workouts will also be introduced.

PREREQUISITE: “B” or better in Physical Education Fundamentals I.

**Fitness and Conditioning** (¼ credit)

This class explores the fundamentals of fitness and conditioning and applies principles of training into aerobic conditioning and plyometric endurance training activities. Activities include aerobics and a variety of other fitness activities.

PREREQUISITE: “B” or better in Physical Education Fundamentals I.

**Personal Fitness** (¼ credit)

This class explores the fundamentals of fitness and conditioning and applies principles of training into an aerobic conditioning and weight training routine. Activities include weight training, plyometric endurance training and a variety of other weight training activities.

PREREQUISITE: “B” or better in Physical Education Fundamentals I.

## **ART EDUCATION DEPARTMENT**

### **Art 1 (1 credit)**

This one-year course introduces students to the Elements of Art, Principles of Design, color theory, and observational drawing. Students will learn a variety of art history, criticism, aesthetics, and studio production techniques. Media used in this class will include pencil, ink, charcoal, pastel, watercolor, acrylic paint, and clay. As students progress through the course, they will begin to create an individual style and develop problem solving skills. Students will also demonstrate their ability to respond, analyze, and interpret their own artwork and the work of others through discussions, critiques, and writings.

### **Drawing 1 (2, 3, etc.) (½ credit)**

This semester-long course introduces students to a variety of drawing techniques and media. A review of the Elements of Art and Principles of Design learned in Art 1 will be applied to several key components of drawing including line, form, value, proportion, and perspective. Students will use a variety of media including pencil, colored pencil, charcoal, pastel, and paint. They will work with both realistic and abstract images. Students will also be presented the opportunity to work with media, style, and subjects of their choice as they develop their own personal style. Students will be able to repeat this course each year for a second and third credit if they wish. During this time they will complete more advanced coursework to further their knowledge of materials and styles. PREREQUISITE: Passage of Art I, recommended a minimum of 70% and recommendation of instructor.

### **Painting 1 (2, 3, etc.) (½ credit)**

This semester-long course introduces students to a variety of painting techniques and media. A review of the Elements of Art and Principles of Design learned in Art 1 will be applied to several key components of painting including color theory, composition, texture, and depth. Students will use a variety of media including watercolor, acrylics, and various drawing utensils. They will work with both realistic and abstract images. Students will also be presented the opportunity to work with media, style, and subjects of their choice as they develop their own personal style. Students will be able to repeat this course each year for a second and third credit if they wish. During this time they will complete more advanced coursework to further their knowledge of materials and styles. PREREQUISITE: Passage of Art I, recommended a minimum of 70% and recommendation of instructor.

### **Ceramics 1 (2, 3, etc.) (½ credit)**

This semester-long course introduces students to a variety of ceramic techniques and media. A review of the Elements of Art and Principles of Design learned in Art 1 will be applied to several key components of ceramics including sculpting, creating textures, and painting with glazes. Students will also learn and use a variety of construction techniques with clay including pinching, coiling, soft slab, hard slab, and wheel throwing. Various forms of surface decoration will also be used, such as carving, stamping, and painting. Students will also be presented the opportunity to combine clay with other mediums as they develop their own personal style. Students will be able to repeat this course each year for a second and third credit if they wish. During this time they will complete more advanced coursework to further their knowledge of materials and styles. PREREQUISITE: Passage of Art I, recommended a minimum of 70% and recommendation of instructor.

### **Design 1 (½ credit)**

This semester-long course introduces students to a variety of design techniques and media. A review of the Elements of Art and Principles of Design learned in Art 1 will be applied to various problem solving tasks such as designing texts, patterns, and developing a combination of realistic and abstract images. Students will use a variety

of media including drawing supplies, painting supplies, and sculpting supplies. Students will also be presented the opportunity to work with media, style, and subjects of their choice as they develop their own personal style.

PREREQUISITE: Passage of Art I

## **ADDITIONAL ELECTIVES**

### **ACT Preparation Course** (½ credit)

The ACT Prep semester class (offered in the fall semester) is designed to familiarize students with the test required for admission by many universities. Well-prepared students are more likely to score higher on the ACT, which may increase their chances of receiving scholarships and enable them to have more options when selecting a college. Students will learn test-taking strategies, review English, math, and science content, take practice tests and discover ways to reduce test anxiety.

### **Work Study** (Credit depends on number of work hours)

This program is designed for high school students who have an IEP. In school jobs or community employment are options. Students complete requirements of the program in order to receive a grade and graduation credits. The coordinator must approve work sites. Parent approval is expected.

PREREQUISITE: Freshman, Sophomore, Junior, or Senior students on an IEP (special education).

### **Social-Emotional Learning** (1 credit)

The Acellus High School Social Development course is the first level in the high school pathway focused on social development and emotional well being. This course helps students to explore their own potential and the choices that lie before them as they grow to adulthood. Students consider their own ability to choose the kind of person they want to become and learn how to use skills like goal setting to become that person. Students explore personal aspects of their lives as well as relationships and the potential they have to impact others, as well as to gain inspiration and guidance from them. Students continue in Social and Emotional Learning (SEL) as they investigate ways to make their lives the best that they can be and preparing students to face the future with awareness and positivity.

### **Hope Squad** (1 credit)

This course trains students to use active listening as a tool in guiding other students through a problem. They receive intensive training in effective communication skills, crisis intervention, and referral while also raising awareness about issues relevant to adolescents. Hope Squad members are trained in suicide prevention and work to improve mental health education while reducing stigma. They inform staff, students, and the community of these issues and work to build a positive school culture. As a prerequisite to this course students need to be nominated by their peers and completed needed permission from parents to participate in the HOPE Squad program.

### **Resource Intervention** (1 credit)

Students in grades 9-12 who are serviced with an IEP may take this course as a year-long course or by semester for .5 credits. Students will work with the intervention specialists to gain a deeper understanding of their current course content, study skills and time management.



## **CREDENTIALING COURSES**

### **Business & Management Credentials Course** (1 semester; ½ credit)

This course will offer the student the opportunity to earn the 3 credentials of Lean Six Sigma (LSS) Yellow Belt, LSS Green Belt, and Student Leadership Excellence. The Lean Six Sigma (LSS) portion of the course allows the student to learn a team-based, problem-solving methodology used by millions of businesses and organizations worldwide. Lean Six Sigma follows a structured approach called DMAIC (Define, Measure, Analyze, Improve, Control) in a path toward solutions and gains, commonly in the form of reduced waste or improved quality. The Student Leadership Excellence (SLE) portion of the course will allow the student to study and put into practice The Five Practices of Exemplary Leadership® outlined in *The Leadership Challenge* by James Kouzes and Barry Posner. All three of these credentials will be nice additions for the student to share on their résumé and in their future careers.

### **Manufacturing Skill Standards Council Credential Course** (2 semesters; 1 credit)

This course will offer the student the opportunity to engage in the Manufacturing Skill Standards Council Certified Production Technician (CPT)® certificate program. The program will help prepare the student with the skills necessary for entry-level to front-line supervisor positions. It is ideal for individuals with limited to no prior knowledge of manufacturing to begin a career pathway in the high skill, high wage, in demand manufacturing industry. The CPT program consists of 4 individual certificate assessments in: Safety, Quality Practices & Measurement, Manufacturing Processes & Production, and Maintenance Awareness. Use of the Amatrol Skill Boss® trainer will allow the student to learn through hands-on application of the principles learned.

### **Agricultural and Environmental Systems Capstone**

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.