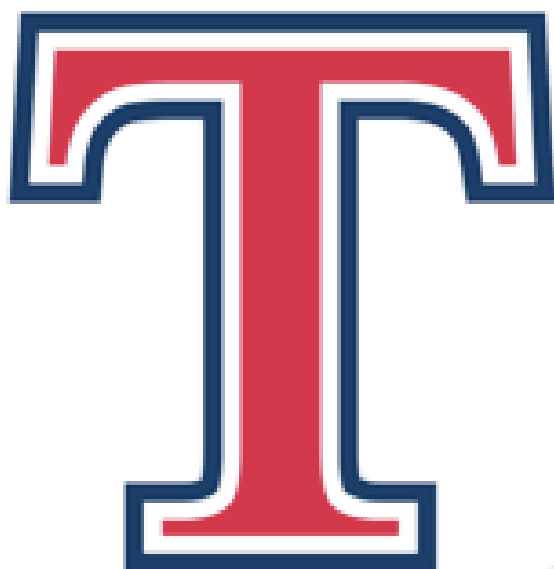
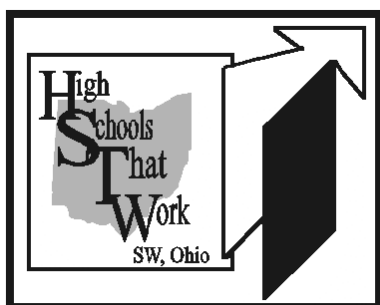


# Talawanda High School



## Scheduling Guide 2019-2020



**Course Descriptions**  
**Career & College Planning Information**

# **Talawanda High School**

## **Career Planner & Course Scheduling Guide**

### **2019-2020**

#### **Introduction**

Dear Talawanda High School Parents and Students,

Welcome to academic scheduling and career planning for the 2019-20 school year. The process of planning your academic program is one of the most important tasks you will perform during your high school years. The courses you take are not merely classes required to graduate from high school, but opportunities to prepare yourself for higher learning, the workforce, and success in life. The courses you select should reflect your current interests as well as future goals.

This guide serves two purposes. First, it is a tool to help you identify career goals and plan an academic program of studies to support you in reaching those goals. Secondly, it is the process by which you select and sign up for your classes for next year. It is important that students include their parents to carefully review the contents of this guide and follow the instructions listed below. We have provided many steps along the way for you to ask questions and receive assistance from counselors and teachers as you plan your educational program.

In order to best complete this process, we strongly recommend that you review the current graduation requirements for your graduating class as these change frequently. Be mindful of scheduling timelines and deadlines. Review career clusters as part of your ongoing college/career process and use these clusters as you select your elective courses. Finally, complete the Course Registration Form (handed out separately) and be sure to have a parent/guardian sign off on your selections. This completed form will be used for individual scheduling meetings with your school counselor and kept on file for one year.

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# THE HIGH SCHOOL PROGRAM

Talawanda High School offers approximately 100 different courses designed to meet the needs of the entire student population. In addition to courses offered at the high school, a wide variety of programs are provided for 11<sup>th</sup> and 12<sup>th</sup> grade students at Butler Technology and Career Development Schools as well as College Credit Plus classes. If you have questions about any of these courses or your graduation requirements do not hesitate to contact your school counselor.

## Talawanda High School Requirements for Graduation

4 English  
3 Social Studies  
4 Math  
3 Science  
 $\frac{1}{2}$  Health Education  
 $\frac{1}{2}$  Physical Education  
 $\frac{1}{2}$  Career and College Readiness  
 $\frac{1}{2}$  Personal Finance  
1 Fine Art  
5 Electives  
**22 Total Minimum**

## ACADEMIC OPTIONS

### CREDIT FLEXIBILITY

Talawanda School District supports effective educational programs that provide opportunities for students to customize aspects of their learning around their needs and interests. By giving students choice, Credit Flexibility has the potential to increase authentic student engagement. Credit Flexibility is designed to broaden the scope of curricular options available to students, increase the depth of study possible for a particular subject, and allow the tailoring of learning time and/or condition. It removes **time** from the academic equation and puts **mastery** as the determining factor for awarding credit.

Credit Flexibility is intended to motivate and increase student learning by allowing:

- Access to more resources, especially real-world experiences.
- Customization around individual student needs.
- Use of multiple measures of learning, especially those where students demonstrate what they know and can do, apply learning, or document performance.

Students may earn initial credit by:

- Completing traditional coursework.
- Testing out through a grade of 80% or better.
- Completing an Individually Designed Plan (a course a student designs).
- Pursuing an Educational Option including but not limited to, distance learning, online education, independent study, or correspondence courses. Online learning providers and correspondence course providers must be approved by Talawanda School District. An approved list may be obtained from the Talawanda High School Guidance Office.

### **PASS-FAIL PROGRAM**

The option to take a class on a “pass-fail” basis instead of the traditional A, B, C grading system is offered to students so they can take a course without receiving the traditional grade. *Only elective courses* can be taken on a pass/fail basis. Students must meet all requirements for such courses including completion of tests/assignments, motivation, self-improvement, attendance, behavior, participation, and earnest effort in the course, as they would be for a graded class. Only one (1) credit or less can be taken on a pass/fail basis.

### **COURSE AUDIT**

Course audit affords an opportunity for students to expand their inquiry into particular areas of the THS curriculum. *Only elective courses* can be audited during the academic year. Credit is not issued to students in the audit program. Lab or studio courses requiring active participation of students in limited space may not be audited until all students taking the course for credit have been assigned. Student expectations in the areas of completion of tests/assignments, motivation, self-improvement, attendance, behavior, participation, and earnest effort in the course will be the same as for those students in credit courses. Only one (1) credit or less can be taken on an audit basis per academic year.

### **TALAWANDA-BASED ONLINE COURSES**

Online coursework, typically for credit-recovery, is self-directed between the student and Teacher Of Record (TOR). Students must schedule a period during the school day for an online class. Only one online class can be taken at a time per period. Online courses may not be used for acceleration or early graduation unless approved by a parent/guardian, school counselor, and administrator.

### **PHYSICAL EDUCATION OPTIONS**

Students who successfully **complete TWO full seasons of interscholastic athletics, marching band, or cheerleading** may be excused from the high school Physical Education requirement. **Students will not receive PE credit nor will it appear on a student’s transcript.** Students desiring to waive the PE requirement must complete a waiver form declaring their intent **within ten (10) calendar school days following the 1<sup>st</sup> official starting date for coaching and instruction in accordance with the Ohio High School Athletic Association Handbook.** Students should check with the THS Athletic Office, their coach OR the Band Director for the official start date. Attendance will affect the ability to earn credit through the PE Option.

### **COLLEGE CREDIT PLUS**

College Credit Plus is a program designed to promote rigorous academic pursuits and to provide a wide variety of options to students. Eligible students will have the opportunity to earn both high school and college credit through eligible post-secondary institutions, including community colleges, post-secondary career-technical institutions, state universities, and private colleges. A mandatory information session will be hosted by the School Counseling Department. Students must notify their school counselor of their intent to participate by March 30<sup>th</sup> as well as complete the appropriate application process established by each area college/university in order to apply. ***PLEASE NOTE: As per current Ohio DOE Guidelines for CCP; these courses will be weighted at the same level as the highest THS course within the same discipline and earn 1.0 credits to be placed on the high school transcript.*** Also, no more than 30 credit hours total may be earned between CCP and THS courses (including summer) each year.

## **CRITERIA FOR DIPLOMA WITH HONORS**

The Ohio Department of Education awards a Diploma with Honors to students who complete a rigorous program of studies. The completion of these requirements is optional and not required for graduation from high school. For the updated listing of requirements for each of the five options, click [HERE](#). Please note that the STEM, Arts, and Social Science/Civic Engagement options require a Field Experience and Portfolio (using the Credit Flex process). School counselors will assist families interested in pursuing a Diploma with Honors.

### **NCAA/NAIA ELIGIBILITY**

Students desiring to play interscholastic athletics at the Division I, II, or NAIA levels in college MUST be declared eligible through the [NCAA Eligibility Center](#) or the [NAIA Eligibility Center](#). Please visit these websites and see your school counselor for more information.

### **THS GRADING SCALE**

College Prep		Honors		Advanced Placement	
A	4.0	A	4.5	A	5.0
B	3.0	B	3.5	B	4.0
C	2.0	C	2.5	C	3.0
D	1.0	D	1.0	D	1.0

### **HONORS CRITERIA**

At the conclusion of each quarter (based on 7 semesters), Talawanda High School will recognize those students who have achieved at the highest levels of academic achievement using the following scale based on each student's weighted GPA:

**HONORS** – 3.5 – 3.749; **HIGH HONORS** – 3.75 – 3.899; **HIGHEST HONORS** – 3.90 and above.

For graduation purposes – students, at the conclusion of the 7<sup>th</sup> semester, will be recognized (as per school board policy/guidelines) as follows:

***cum laude*: 3.800-3.999; *magna cum laude*: 4.000 – 4.199; and *summa cum laude*: 4.200 & above**

**NOTE**: Those students earning the distinction of ***summa cum laude*** will be invited to participate in an end of year celebration as part of the graduating class festivities.

### **DEFINITION OF TERMS**

**Advanced Placement Course-** Advanced Placement (AP) courses are similar to Honors, but are designed to prepare students to pass the AP test for college credit. AP courses follow a prescribed AP curriculum.

**Credits-** Credits are based on Carnegie units of credit. In almost all cases, a course that lasts one full school year (two semesters) will receive one (1) credit. Courses that last one semester are worth one half credit (.5). The exceptions to this are: Physical Education- The State of Ohio has mandated that one semester of PE shall earn one-quarter credit (.25); therefore two semesters of PE will be required to meet the graduation requirements of .5 credits.

**College Prep Courses-** All Talawanda classes are college prep courses, designed to prepare students for a two or four year, post-secondary course of study.

**Elective Course-** Elective courses are not necessarily identified as graduation requirements.

**Extra Time/Extra Help (ET/EH)-** Extra Time/Extra Help is a guided study hall students can be assigned as an alternative to study hall. Students work with academic teachers on homework, test preparation, organizational skills, and general help as needed. Students are assigned on an as needed basis and will be expected to meet certain criteria to remain in ET/EH instead of a study hall. Students who have a study hall can attend ET/EH for academic assistance on an as needed basis.

**Honors Course-** Honors courses are designed to challenge a student's academic knowledge and abilities. These courses cover much of the same material as regular classes, but more rapidly and with greater depth of understanding.

**Required Course-** A required course is one that must be successfully completed in order to meet Talawanda and the State of Ohio graduation requirements.

**Prerequisites-** A prerequisite is a condition that must be met before a student may enroll in a certain course. Prerequisites are listed at the end of each course description. Prerequisites exist to help insure the success of students in selected classes.

**Career/Technical Course-** A class that is part of a course of study that prepares students to enter the world of work with a specific skill or certification. Courses are offered at Butler Technology and Career Development School campuses as well as Butler Tech programs at Talawanda High School.

### **SCHEDULING CHANGES AND PROCEDURES**

1. Students currently in 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade should register for a minimum of six classes each semester. Athletes must be taking and passing with a 2.0 average a minimum of five-1/2 credit classes each semester to remain eligible during their season. Students can register for no more than one study hall/ETEH each semester.
2. Students must meet graduation requirements for any given year before scheduling elective courses.
3. Students should indicate alternative elective courses on their registration sheet. These will be used to complete student schedules if the first choice elective is unavailable.
4. Policies for changing a student's schedule are listed below. Changes to a schedule must be made by the end of the second week of each semester and may require a parent signature. Students may:
  - A. change their schedule in order to take courses necessary for graduation or college
  - B. change their schedule if the original or alternate course requests were not scheduled correctly
  - C. withdraw from a course after the second week of the semester. However, they will receive a semester grade of "WF" which will be computed in the grade point average (GPA).
  - D. change the academic level (i.e. college prep, honors) of a class after consultation with parent, school counselor, and teacher. This should occur within the first two weeks of the semester.

## **COURSE LOAD REQUIREMENTS**

Full time students are required to take a minimum of six (6) courses per semester. Only students enrolled in College Credit Plus, Credit Flexibility or work-study programs may deviate from this requirement.

## **EXTRACURRICULAR CLUBS AND ORGANIZATIONS**

Participation in extracurricular activities provides students with extended experiences beyond the classroom. In addition, they are FUN! If you are not a member of an extracurricular activity we encourage you to investigate the organizations listed below. The admission offices of colleges and universities, technical and vocational schools, all branches of the military, AND employers like to see resumes that show students have been a member of clubs and organizations. This is where you learn important skills such as: teamwork, cooperation in a group settings, and communication skills. A whole new world will open up to you through your involvement in extracurricular activities. We want you to get involved. Your participation and talents are needed at THS!

### **Clubs**

Academic Challenge Team	National Honor Society (NHS)
American Field Service (AFS)	Key Club
Model United Nations	Mock Trial
Youth Initiative Team (Y.I.T.)	"Fermata Nowhere" A Capella Group
Drama Club	Student Council
The Setting Stone (liberal arts magazine)	THS Talawanda Tribune (newspaper)

### **Athletic Organizations**

#### **GIRLS**

Cross Country (F)  
Volleyball (F)  
Soccer (F)  
Field Hockey (F)  
Golf (F)  
Tennis (F)  
Cheerleading (F, W)  
Swimming/Diving (W)  
Basketball (W)  
Bowling (W)  
Softball (S)  
Track & Field (S)

#### **BOYS**

Cross Country (F)  
Football (F)  
Soccer (F)  
Golf (F)  
Ice Hockey (W)  
Swimming/Diving (W)  
Wrestling (W)  
Basketball (W)  
Bowling (W)  
Baseball (S)  
Lacrosse (S)  
Track & Field (S)  
Tennis (S)

### **Co-Curricular**

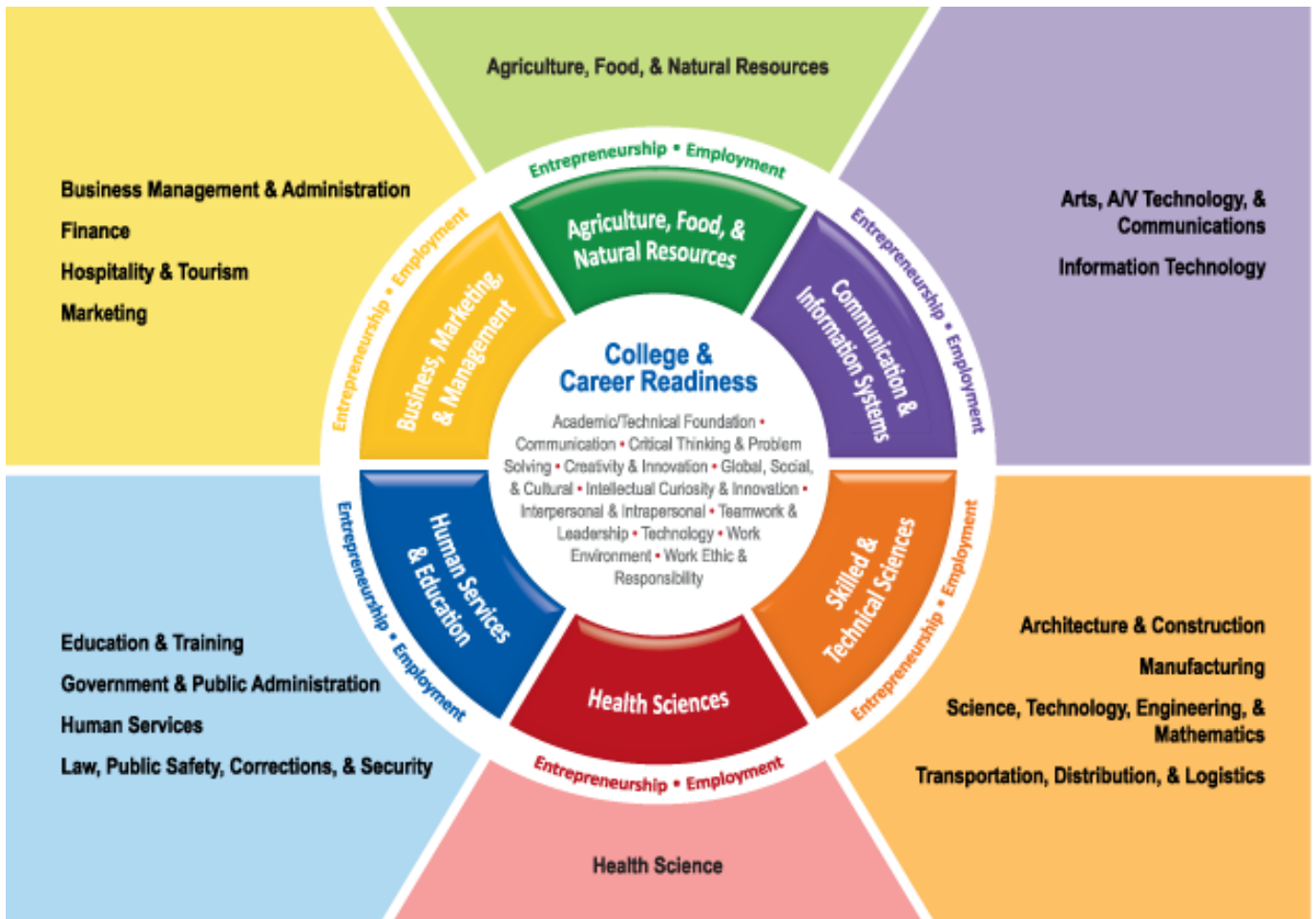
Jazz Band	Marching Band	Concert Winds
Orchestra	Steel Band	Concert Choir
Show Choir	Women's Ensemble	Chamber Singers
Talawanda Tribune (Yearbook)	Red Cross Club	National FFA
Families, Careers, & Community Leaders of America (FCCLA)		



## **EDUCATIONAL PATHWAYS**

Students should evaluate their personal interests, skills, abilities, and aptitudes when selecting a career. Occupations or jobs are grouped into one of six (6) career clusters (see below). Each occupation emphasizes a particular set of skills, abilities, and aptitudes that may or may not be important to other occupations.

Occupations that are similar to one another require similar types of skills. Choose a career cluster(s) that best represents your interests and skills set. (Diagram below from Kuder® Career Planning System)



# Butler Technology and Career Development Schools 2019-2020

## D. Russel Lee Career ~ Technology Center Programs

Auto Collision	Criminal Justice	Information Technology
Auto Technology	Culinary Arts	Mechatronics
Aviation Exploration	Digital Media	Precision Machining
Construction Technology	Firefighting Technology	Welding Technology
Cosmetology	Graphic Design	

All of the above programs are certified **College Tech Prep** and prepare students for technical occupations of the future. This education option combines secondary and higher education leading to an associate degree or beyond. College Tech Prep curriculum provides advanced competencies in math, science, communication, and technology. It integrates academic, occupational, and employability competencies at all educational levels. The competencies are sequenced to allow a seamless transition from high school to college.

## Minimum College Tech Prep Enrollment Recommendations

- 2.0 grade point average
- Junior standing
- 90% attendance rate preferred

## School of the Arts

Dance  
Instrumental & Vocal Music  
Theatre  
Visual Design

## National Science Center

Equine Science  
Landscape Design & Construction  
Veterinary Sciences

## BioScience Center

Biomedical Science (PLTW-Project lead The Way)  
Dental Assisting  
Exercise Science  
Healthcare Science

# Course Descriptions

## AGRICULTURE EDUCATION

Agriculture Education is a state career-technical funded part of our curriculum. In order to receive full credit in an Agriculture Education course a student must: 1) complete both semesters 2) conduct a Supervised Agricultural Experience program (SAE project) involving approval of both the student, their parent/guardian, and their Agricultural Education instructor 3) participate in a minimum of three (3) FFA activities each grading period. Fee: \$25.00. **Please note: Industry Credentialing is available! Please see the instructors for the details. This credentialing serves as an alternate pathway towards graduation. Required courses for this pathway: AFNR, Mechanical, & Livestock**

### Course Descriptions:

Agriculture, Food and Natural Resources (AFNR) (9<sup>th</sup> grade) 2 semesters 1.00 credit

This entry-level course develops students' knowledge of food, fiber, and natural resources, prevalent in one in five jobs in the United States. Woodworking, public speaking, leadership development, and an emphasis on animal and plant agriculture are also topics that are covered in detail. Students learn the depth and importance of agriculture in the world around them in this course and can apply its teachings in a hands-on manner. There will be an emphasis on good record keeping through an individual Supervised Agricultural Experience Program (SAE). Throughout the first year, students will use the opportunities provided through the National FFA Organization to grow and build upon their interpersonal skills. Fees: \$25 FFA dues.

Prerequisite: none.

Greenhouse Nursery Management (10<sup>th</sup> grade) (CCP) 2 semesters 1.00 credit

In this class, students will learn the operational practices needed for the successful growth of nursery stock and 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. Projects and activities in the greenhouse will enable students to develop communication, leadership, and business management skills for which employers are looking. There will be an emphasis on good record keeping through an individual Supervised Agricultural Experience Program (SAE). Students will use the opportunities provided through the National FFA Organization to grow and build upon their interpersonal skills. Greenhouse and Nursery Management is for 10th grade students at THS, or written permission from an instructor. ***This course has an opportunity for dual enrollment credit through Cincinnati State.*** Fees: \$25 FFA dues.

Prerequisite: none

Livestock Selection & Nutrition (11<sup>th</sup> & 12<sup>th</sup> grade) 2 semesters 1.00 credit

For anyone who enjoys stewarding animals, Livestock Selection & Nutrition is all about selecting, feeding, and caring for animals relating to agriculture. Anatomy, physiology, genetics, evaluation, and welfare issues will be discussed and analyzed of cattle, poultry, horses, and many other animals. Students will develop an appreciation for our food system that will be paramount for their lives as adults, and develop practical common sense that employers are looking for. There will be an emphasis on good record keeping through an individual Supervised Agricultural Experience Program (SAE). Students will use the opportunities that National FFA provide for growth and build upon their interpersonal skills. Livestock Selection & Nutrition is for 10th & 11th grade students at THS, or written permission from an instructor. Fees: \$25 FFA dues.

Prerequisite: none

Mechanical Principles (11<sup>th</sup> & 12<sup>th</sup> grade)

2 semesters      1.00 credit

For anyone who enjoys working with their hands, Mechanical Principles is all about being able to handle basics of what maintenance issues can arise in a home. Topics include woodworking, masonry, electricity, plumbing, welding, and engines to name a few. This predominantly lab-based course prepares students to learn critical components of site and personal safety along with communication and leadership skills necessary to be a good employee. There will be an emphasis on good record keeping through an individual Supervised Agricultural Experience Program (SAE). Students will use the opportunities that National FFA provide for growth and build upon their interpersonal skills. Mechanical Principles is for 11<sup>th</sup> & 12<sup>th</sup> grade students at THS, or written permission from an instructor. Fees: \$25 FFA dues.

Prerequisite: none

Agricultural Business Management (11<sup>th</sup> & 12<sup>th</sup> grade)

2 semesters      1.00 credit

For anyone interested in seeing the "big picture" of agriculture, Agricultural Business Management is for you. Skills such as good business practices, identifying management skills, marketing strategies, ethics, current events, and honing communication practices will be discussed. Students will implement these business strategies in projects potentially utilizing the greenhouse and Ag shop. ABM will also teach the "soft skills" that employers are looking for. There will be an emphasis on good record keeping through an individual Supervised Agricultural Experience Program (SAE). Students will use the opportunities that National FFA provide for growth and build upon their interpersonal skills. Agricultural Business Management is designed for 11<sup>th</sup> and 12<sup>th</sup> grade students at THS, or written permission from an instructor. Fees: \$25 FFA dues.

Prerequisite: none

Agriculture & Environmental Capstone (12<sup>th</sup> grade)

2 semesters      1.00 credit

For students that wish to demonstrate mastery in Agricultural Education at Talawanda, the A&E Capstone course is designed for senior students. Students enrolled in this course have passed at least three agricultural education courses prior to their senior year, and are concurrently enrolled in a fourth in their senior year. This course is designed to reach beyond the classroom walls, tackling current and future agricultural issues, service projects, and independent projects; all in the hopes of developing the student to be an advocate for agriculture upon graduation. There will be an emphasis on good record keeping through an individual Supervised Agricultural Experience Program (SAE). Students will use the opportunities that National FFA provide for growth and build upon their interpersonal skills. Agricultural Business Management is designed for 12<sup>th</sup> grade students at THS, or written permission from an instructor. Fees: \$25 FFA dues.

Prerequisite: Three Ag courses

Supervised Agricultural Experience (SAE)

2 semesters      .25 credit

Would you like to learn about agriculture in real-life settings outside the school day? SAE is an opportunity for a yearlong exploration of agricultural careers or fields of interest by conducting hands-on research and/or projects. SAE students, design their personal program around their interests. Programs may include: Raising animals or plants (at home or in school facility), job placement, conducting research projects, job shadowing, volunteering in the community, computer-based research projects, mentorships, or field trips.

Fees: none.

Prerequisite: ALL STUDENTS ENROLLED IN AN AG COURSE MUST REGISTER FOR THIS COURSE.

## **ART**

The visual arts provide a rich source of information about our world and us. Art is a mode of inquiry and expression that helps people communicate ideas that cannot be captured in words alone. Students will increase their understanding of historical and cultural influences that have impacted societies, past and present. They will develop their abilities to interpret and communicate visually, thereby, developing their competencies in perceiving, problem solving and technical proficiency. Creativity and the holistic development of the individual are emphasized in all art courses.

Talawanda High School provides students with a variety of course offerings. Study may include a sequential program of up to four years of general art. Introduction to Art is open to students without a prerequisite to meet their Fine Arts requirement. Individuals successfully completing Introduction to Art may continue to intermediate and advanced courses. Admission to the advanced course (Honors Art) is based on junior/senior standing, successful completion of a minimum of two intermediate courses and recommendation from previous art teachers.

### **Course Descriptions:**

#### **Introduction to Art**

1 semester

1/2 credit

This course is open to all students without previous art experience. It approaches the study of art as a means for introducing students to the Elements of Art: line, value, texture, shape, color, space and form, and the Principles of Design. Students will work on projects in both 2D and 3D media. A lab fee is required.

Prerequisite: None.

#### **2D Art**

1 semester

1/2 credit

This course explores the foundational skill of drawing, painting, and printmaking. Building off knowledge acquired in the beginning art courses, students will further their studies with an in-depth look at the intermediate drawing, painting, and printmaking skills, techniques, and media. Media will include all 2D media, for example all drawing, painting, and printmaking media will be explored. Projects become successively more complex, beginning with simple forms and ending with more complicated studies. A lab fee is required.

Prerequisite: C or better in Intro to Art or Grade 10-12

#### **3D Art**

1 semester

1/2 credit

This course explores the foundational skill of building forms three-dimensionally. Building off knowledge acquired in the beginning art course, students will further their studies with an in-depth look at the exploration of 3D media including, but not limited to: clay, cardboard, papier-mâché, fabric, wire, etc. Projects become successively more complex, beginning with simple forms and ending with more complicated studies. A lab fee is required.

Prerequisite: Grade 10-12

#### **Ceramics I**

1 semester

1/2 credit

This course explores the foundational skills of building forms 3D in clay. This semester course is an in depth exploration of clay as a medium for creating functional ceramic forms. Students will learn coil building, pinch and slab construction, and be given an introduction to wheel throwing, surface decoration, and glazing techniques. A lab fee is required.

Prerequisite: Grade 10-12

### Ceramics II

1 semester

1/2 credit

This semester course is a further exploration of the concepts and techniques learned in Ceramics I. Students will spend most of the semester developing their hand building and wheel throwing skills. They will also be introduced to clay bodies and glaze chemistry. In addition, Ceramics II students will take some responsibility for studio maintenance: helping with reclaiming clay, mixing glazes, loading and firing kilns, etc. A lab fee is required.

Prerequisite: C or better in Ceramics I.

### Advanced Ceramics

1 semester

1/2 credit

This semester course will allow students to further their understanding of concepts and techniques learned in Ceramics I and II. More individual projects will be completed as students specialize in more advanced artistic methods. A lab fee is required.

Prerequisite: C or better in Ceramics II

### Jewelry/Metals I

1 semester

1/2 credit

The course in Jewelry is a concentrated skill based approach to jewelry design and metalworking. Students will master basic jewelry construction and techniques, including: sawing, wire bending, single and multiple soldering, bezel stone mounting and the finishing processes. Students will create multiple jewelry pieces; among these will be wire necklace, a pendant, band ring, and enameled pieces. A lab fee is required for this course. *Jewelry/Metals II may be taken once level I has been successfully passed.*

Prerequisite: Grade 10-12

### Stained Glass I

1 semester

1/2 credit

Stained Glass I students will learn the processes involved in creating stained glass using the copper foil method of construction and making of mosaics. Specific tools, techniques, and terminology will be studied and applied. Students will learn to design and make patterns, to cut glass, to use copper foil, to solder, and to construct stained glass windows and mosaics. Students will also explore the history of stained glass, learn how glass is made, and gain a working vocabulary applicable to the history, tools, and techniques of stained glass. Through a process of self-evaluation, students will become familiar with ways to evaluate stained glass products made by their peers and modern glass artists. Students taking Stained Glass will engage in sequential learning experiences that encompass art history, the study of art produced by multiple cultural groups, art criticism, aesthetics, and production and lead to the creation of portfolio-quality works. Students will be expected to write/reflect upon the process used to create their works of art. Fee: \$33 per semester.

Prerequisite: Grade 10-12

### Stained Glass II

1 semester

1/2 credit

Students will learn to use more intricate methods in creating three-dimensional stained glass projects such as lampshades, kaleidoscopes and other complex forms. Students will build models for three-dimensional pieces and design larger and more complex windows. Historical and stylistic influences are compared and considered during the designing phase. Learned vocabulary will be used to engage in critical analysis of the structural aspects of class projects. Students taking Advanced Stained Glass will engage in sequential learning experiences that encompass art history, the study of art produced by multiple cultural groups, art criticism, aesthetics, and production and lead to the creation of portfolio-quality works. Students will be expected to write/reflect upon the process used to create their works of art. This course may be repeated for an additional 6 credits with the permission of the instructor. Fee: \$33 per semester.

Prerequisite: Grade 10-12

## Digital Media

1 semester

1/2 credit

Digital Media is an art class that introduces students to using technology for creating artwork and other productions. A big portion of the class is devoted to principles of photography such as composition, lighting, and depth of field. Students need to own or borrow a digital camera, smartphone, or other device that takes digital pictures. Adobe Photoshop will play a large role in image editing and for the class's other focus- graphic design. Students will learn about communication design, typography, and other graphic design basics. Other digital tools will be used to teach methods of putting graphics, video, and audio into various projects.

Prerequisite: Grade 10-12

## AP Studio Art

2 semesters

1 credit

The Honors and AP Studio Art courses are designed for students who are seriously interested in the practical experience of art and wish to develop a focus in the concept, composition, and execution of their ideas. All the classes meet during the same class period. All levels work toward the development of a comprehensive portfolio that meet requirements for entry into college-level classes. Students will develop technical skills and familiarize themselves with the functions of visual elements as they create an individual portfolio of work for evaluation.

AP Studio Art College Credit from the College Board is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. In building the portfolio, it should reflect these three areas of concern: quality, concentration, and breadth. Students in AP Studio Art must submit a portfolio to the College Board at the end of the year. A lab fee is required for each semester.

Prerequisite: 11<sup>th</sup>/12<sup>th</sup> Grade; Honors/AP Application

**Honors Art:** The Honors Art course is a concentrated personal thematic development of a body of artwork for submission into art contests, shows, and exhibitions. Students will be encouraged to explore a wide range of themes, and choose a type of media which suits them best, and which will also be well suited for the communication of their art concepts. Students will continue to broaden their art experiences in any art media or process (graphic design, photography, collage, fabric/fashion design, illustration, painting, drawing, printmaking, ceramics, jewelry or sculpture). Career options and portfolio preparation will be emphasized.

**AP Studio Art: 2D Design:** Students will demonstrate their understanding of the Principles of Design (unity, balance, emphasis, contrast, rhythm, pattern, proportion/scale) through exploring 2D design issues, as they relate to the integration of color, value, line, texture, shape, and space. They will demonstrate mastery through any two-dimensional medium or process including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, fashion design, illustration, painting, and printmaking. As the student creates an individual portfolio of work for evaluation at the end of the course, it includes three sections totaling approximately 24 artworks. Images from sketchbooks and detail images of artworks can also be used for the portfolio.

**AP Studio Art: 3D Design:** Students will demonstrate their understanding of the Elements of Art and the Principles of Design, through exploring sculptural issues and understanding 3-D design principles as they relate to the integration of depth and space, volume, and surface. They will demonstrate mastery through any three-dimensional approach, such as figurative or nonfigurative sculpture, architectural models, metal work, ceramics, installation, assemblage, and 3-D fabric/fiber arts. As the student creates an individual portfolio of work for evaluation at the end of the course, it includes three sections totaling approximately 24 artworks. Images from sketchbooks and detail images of artworks can also be used for the portfolio.

**AP Studio Art: Drawing:** Students will demonstrate their understanding of composition and the development and execution of their personal ideas in drawing. Students will explore drawing issues including line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth and mark making. Drawing can be addressed through a wide range of media that include, but not limited to, traditional drawing media, painting, printmaking, digital drawing, and combinations of media. Abstract, observational, and nonobjective works may be completed as part of the drawing portfolio. As the student creates an individual portfolio of work for evaluation at the end of the course, it includes three sections totaling approximately 24 artworks. Images from sketchbooks and detail images of artworks can also be used for the portfolio.

## **BUSINESS AND TECHNOLOGY EDUCATION**

Today's society is rapidly becoming more and more information oriented. To be a successful member of a technological, computerized society students will need to know how to process and store both informational data and financial information in accepted, standardized ways.

The business and technology courses offered by Talawanda High School afford our students an introduction to the business social sciences, help prepare them for a job, enrich college bound students, and insure success in both their future careers and personal lives.

The earliest availability of elective courses would be:

### **Grade 9**

Microsoft Office  
Keyboarding  
Digital Productions  
Entrepreneurship  
Game Design & Programming I

### **Grade 10, 11 & 12**

Accounting I, II  
Business Law  
Economics  
Game Design & Programming II \*\* CCP  
Personal Finance  
Sports & Entertainment Management  
Digital Publications: Yearbook  
Computer Aided Drafting (CAD) \*\* CCP  
Business/Technology Capstone (Honors) (11-12 only)

### **Pathway to University of Cincinnati Information Technology Program \*\* CCP Program**

IT Fundamentals  
Fundamentals of Web Development

### **Course Descriptions:**

#### **Accounting I**

1 semester      1/2 credit

Accounting I is designed to prepare the student for advanced accounting courses at the college level, entry-level accounting positions, and personal finance bookkeeping. Basic accounting practices and applications are studied as they relate to the accounting cycle. Topics covered will include journalizing transactions, posting to the general ledger, and financial forms, which include the worksheet, income statement, and balance sheet. There is a fee required for this course.

Prerequisite: 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade (10<sup>th</sup> graders MUST have an accumulated grade average of C or above).

#### **Accounting II**

1 semester      1/2 credit

Accounting II is designed as a continuation of Accounting I for those students who have decided to enter into an accounting career and preparing for college-level business and accounting courses. The basic accounting practices are applied to partnerships, and corporate enterprises, with additional concepts and practices being taught such as payroll, subsidiary ledgers and multiple journals.

Prerequisite: Accounting I (C or better)

#### **Business Law**

1 semester      1/2 credit

This class is designed to introduce students to the basic principles of business law and the organization of the court system. Topics discussed include: family law, crimes, civil law, laws for minors, personal property, contracts, and laws for small business owners.

Prerequisite: 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade.



### Microsoft Office

1 semester 1/2 credit

This course is designed for students to integrate word processing, spreadsheets, and presentations with the emphasis towards furthering their education and focus on their future career. Word processing will be taught with the emphasis on creating, formatting, and editing a variety of documents, including flyers, research papers, and attractive cover letters and resumes. Students will also learn the basic skills for designing spreadsheets, charts, and presentations that are integrated into career-based operations.

A fee is required for this course.

Prerequisite: none.

### Digital Productions

1 semester 1/2 credit

Digital Productions is designed to assist students in the development of a video news program and to generate audio/visual content for Talawanda High School. Students will be given jobs according to their ability and interest that will prepare them to work as a team and meet deadlines for a final product. Following a schedule, interacting with other students and staff, and using creativity will be major focuses of Digital Productions. Students will be responsible for generating content, maintaining equipment, using software, recording clips, and uploading.

Prerequisite: Application-based and approval by instructor

### Economics

1 semester 1/2 credit

Economics is a course that enables the student to examine and evaluate the U.S. economic system and why individuals, businesses, and the government make the decisions they do. This course takes a look at the advantages and disadvantages of the free market system, the government's influence and role in our capitalistic economy, and how goods and services are produced and maintained.

Prerequisite: 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> grade.

### Entrepreneurship

1 semester 1/2 credit

Entrepreneurship is a course designed to develop an understanding of what it takes to own and operate a business in today's society. Students will learn about multiple aspects of entrepreneurship, which include principals in selling, marketing, finances, and legal issues. Other topics will include case studies, current events, and past and present entrepreneurs.

Prerequisite: none.

### Game Design & Programming I

1 semester 1/2 credit

The game industry has exploded in the last decade to become one of the largest entertainment industries in the world, accounting for billions of dollars annually. In this course, the students will focus on issues in the industry that not only relate to our society as a whole, but the issue of games in general - what makes them fun, how they are marketed, the history of games, etc. In addition, the majority of the class will cover programming basic games from the ground up to give the students a rudimentary understanding of programming languages. Starting with Pong style games and eventually working up to side scrollers and mazes. The game engine used is based on a scripting language that builds techniques that can be transferred to any other programming language such as Python, Java and C++.

Prerequisite: none.

### Game Design & Programming II

1 semester

1/2 credit

Students will continue the work they have started in Game Design & Programming I. The majority of the class will cover the extension of programming games from the ground up to give the student an increased understanding of how programming works in three dimensions. The language used is C++, the most widely used introduction into actual industry programming languages. Starting with a game that was built first in GD&P I, this class will redesign that game in 3D and move onto more complicated gaming environments.

Prerequisite: B or better in GD&P I

### Keyboarding

1 semester

1/2 credit

Keyboarding will teach the correct techniques of computer keyboarding for personal, school, or business use. Students will learn the keyboard and practice to acquire speed and accuracy. Business letters, memos, and reports will also be introduced as necessary components of personal and business communication.

Prerequisite: none.

### Personal Finance

1 semester

1/2 credit

Personal Finance is a course designed to develop consumer efficiency in obtaining and using economic goods and services. It includes: the function and use of banks; the use of credit in business and personal family business; the nature and causes of economic risks and how insurance protects the individual from the risks of loss of property or earning power; the need for savings and investment planning; and the methods of efficient personal and family financial management.

Prerequisite: 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> grade.

### Sports and Entertainment Management

1 semester

1/2 credit

Gain knowledge in one of the most rapidly expanding fields of management and marketing in today's job market. Concepts of creating, administering, developing, marketing, promoting, and maintaining operations of business enterprise in the sports and entertainment field will be covered.

Prerequisite: Grade 10-12

### Digital Publications: Yearbook

2 semesters

1 credit

Digital Publications involves creating the yearbook for Talawanda High School. Students will be responsible for learning to use and maintaining all photo equipment as well as our photo editing software. The publication software that will be used allows them to manage photo upload to an extensive library, giving them the ability to organize media, and track the inclusion of students in our book. They will be using the online application to assemble all parts of the yearbook, including the cover. They will learn about all the methods that go into creating publications including but not limited to; copy, graphic alignment, color selection, typography, photo effects, and distribution. They will be responsible for selling advertisements to local businesses and pitching our program to generate funds to run the class effectively and pay for expenses incurred while producing the yearbook.

Prerequisite: Grade 10-12 with teacher recommendation (Application).

### Computer Aided Drafting (CAD) (CCP\*\*)

1 semester

1 credit

Offered through Cincinnati State, is an introduction to mechanical drafting and computer aided drafting. Topics include: geometric construction, orthographic projection, dimensioning, section views, and auxiliary views.

Prerequisite: Grades 10-12

### Business/Technology Capstone (Honors)

1 semester

1/2 credit

This course will showcase the student's abilities in critical thinking, planning and implementation, self-discipline, problem solving, and organizational skills developed in previous business and/or technology courses. The goal of the Capstone is for the student to utilize the knowledge gained in their business and/or technology courses and stretch the student to participate in and demonstrate a new area of learning and growth through a project-based activity. Students will need to have access to transportation for a Business/Tech Internship Experience.

Prerequisite: B or better in at least one elective business/technology course; Grade 11 or 12

### **Pathway to University of Cincinnati Information Technology Program**

These courses require acceptance into the University of Cincinnati's CCP program. Each course will be weighted at the honors level.

### IT Fundamentals

1 semester

1/2 credit

This course is an introduction to the field of Information Technology including technology concepts, terminology, hardware components and software applications. Students will be introduced to, and asked to apply basic skills in the core areas of information technology such as programming, database management, networking, systems administration, web development and the basic research, problem solving and decision making skills required to be successful in this field. The course emphasizes the role of technical communication, project management, languages, tools, models and application architectures within the IT development process.

Prerequisite: None – preference given to program completers

### Fundamentals of Web Development

1 semester

1/2 credit

This is a foundation course in Web Technology that covers the underpinnings of the technology and a variety of modern standards. The course covers modern Web standards, well-formed and valid documents, Semantic XHTML/HTML, User-Centered Design of Static Web Sites, Styling and layout of Web documents with CSS, common tools for Web Site development. Emphasis is on coding syntactically correct Web documents using an engineering design perspective focused on functionality over visual design. You will learn HTML5, CSS3, Responsive and user-centric design, XML, SVG, and how to create native apps without coding from web documents. Hands-on active learning required.

Prerequisite: None – preference given to program completers

### IT Extensions – UC CIT Pathway

1 semester

1/4 credit

Requirements: Must pass both IT Fundamentals and Fundamentals of Web Design with a C or better AND qualify and enroll in UC's CCP program through the School of Information Technology.

Description: Students in this class are working to continue the program provided through the University of Cincinnati and it's agreement with Talawanda High School. The students must take one of the following University of Cincinnati courses if they enroll in this class: Computer Programming Principles, Computer Networking, Systems Administration, and Database Management. In addition to this regular course material, the students will be responsible for a variety of projects and special events from internships with Talawanda IT professionals, community outreach projects, and state and national competitions in Cybersecurity and software development.

Notes: This class can be taken multiple times, as long as the CCP course being taken is different. The course is to provide them a space to work, ask questions, and get assistance while completing the UC CIT pathway program. These activities will serve as extensions of the CCP learning experience and reinforce skills and knowledge in the area of Information Technology. Only students who are enrolled in a UC CCP class can take this course. IT Extensions is unweighted while the online CCP courses will be weighted according to policy.

## **CAREER BASED INTERVENTION PROGRAM**

### **Career Based Intervention Program**

2 semesters      4 credits

The Career Based Intervention Program is a career-technical program designed for students in grades 7-12 who are eligible based on academic and/or economic need. The CBI Program is designed to help students improve academic competence, graduate from high school, develop employability skills, set goals and implement a career plan, and participate in a career pathway in preparing for post secondary education and future careers. Combining educational and service learning opportunities, all students are expected to participate in a Community Based Student Organization. This student club provides opportunities for local and state competitions as well as venues for service learning and community service.

This course provides students with an opportunity to meet the academic needs for graduation while allowing for students to maintain appropriate employment within the business world. Students must meet the criteria set by the Butler Technology and Career Development Schools for both employment and academic eligibility. The CBI Program primarily uses computer-aided instruction to deliver curriculum materials. Students also earn a half credit of electives each semester in a teacher-led course called Related. This course addresses life and job skills students need for the future.

Prerequisite: Grade 11-12 and acceptance into the program by Butler Tech.

## **CAREER AND COLLEGE READINESS**

### **Career and College Readiness**

1 semester      1/2 credit

Through this required class, juniors will explore future career options and educational paths towards those careers. Career and College Readiness will provide students the chance to sharpen 21st Century Skills and allow for completion of documents necessary for the future. Individual research, guided investigation, personal exploration, and reflection will allow students to create a reasonable educational and professional map for his or her future. Prerequisite: 11<sup>th</sup> grade.

## **READING PROGRAM**

### **Content Area Literacy**

2 semesters      1 credit

Talawanda High School's content area literacy program involves yearlong courses designed to help students master the essential decoding and comprehension skills needed to read and perform well in all classes; additionally, writing, speaking, and listening skills for the content areas will be taught and practiced. Teachers will provide instruction to improve specific, diagnosed areas of concern in reading.

- Content Area Literacy III—reading strategies, including pre-, during, and post-reading activities, vocabulary building for all classes, reading and literacy support for all classes, independent reading, and test preparation strategies.
- Content Area Literacy IV—continuation of skills from Content Area Literacy III.

Prerequisite: 9th, 10th, 11th or 12th grade based on reading screening data and teacher recommendation; for Content Area Literacy IV the prerequisite is Content Area Literacy III.

## **ENGLISH**

The English program must fit the needs of students who live in a world in which communication is increasingly important. English classes must go beyond basic reading and writing to prepare students for current and future demands of the work place, society, and the individual. In order to participate fully in society and to realize their potential, students must encounter an English program in which reading, writing, listening, and speaking are developed for authentic purposes and audiences. Students are surrounded by language in all forms in an interactive classroom.

To become competent in all the language processes, the processes must be addressed in an integrated fashion. In addition, the English department encourages all teachers in the building to be teachers of English. English I, English II, English III (or AP Language & Composition), and English IV (or either AP option) are required courses for graduation.

The recommended sequence of required courses would be:

<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
English I	English II	English III	English IV or College Comp & Literature (CCP*)
English I Honors	English II Honors	English III Honors or AP Language & Comp	AP Literature & Comp or AP Language & Comp

The earliest grade level an elective course would be available:

<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>
Drama Journalism	Topical Studies in Literature	Creative Writing Speech

### **Course Descriptions:**

#### **Required Courses:**

English I 2 semesters 1 credit

English I is a required course for all 9th graders that emphasizes improving the basic skills the student has previously learned. It focuses on reading, writing, vocabulary, grammar and study skills. This course creates a foundation that enables the student to achieve throughout high school and beyond. The course is designed to prepare students for any state-required assessment. Successful completion of both semesters of this course is necessary to meet graduation requirements. Therefore, summer school is highly recommended for students who do not pass both semesters of English I so they can keep pace with the four year English program.

Prerequisite: none.

English I Honors 2 semesters 1 credit

English I Honors is designed as a pre-Advanced Placement course for the academically gifted student who intends to enroll in the AP English program during his/her 11th and 12th grade years. The curriculum is structured to provide an accelerated, intensive preparation in literary analysis, critical thinking skills, and the writing process. The course is designed to prepare students for any state-required assessment.

Prerequisite: a selection process defined by the Talawanda School District.

## English II

2 semesters 1 credit

English II is a required course for all sophomores. The skills of reading comprehension, writing, research, speaking, and listening are appropriately reinforced through the study of short story, novels, poetry, drama, and nonfiction. The course is designed to prepare students for any state-required assessment. Successful completion of both semesters of this course is necessary to meet graduation requirements. Therefore, summer school is highly recommended for students who do not pass both semesters of English II so they can keep pace with the four-year English program.

Prerequisite: successful completion of both semesters of English I.

## English II Honors

2 semesters 1 credit

English II Honors is designed as a pre-Advanced Placement course for the academically gifted sophomore who wants a rigorous study of selected works from different genres, periods of literature, and origins (countries). Students will continue to sharpen their literary analytical skills and the discussion of assignments will focus on the critical analysis of all texts we read in class: literature and informational text. Visual media, such as film clips and documentaries, may be used to help support particular areas of study. Student writing will include expository, analytical, and argumentative essays, as well as the maintaining of study guides and purposeful note taking. Students will also be responsible for following a syllabus, reading and writing independently, and participating in group activities and discussions. The course is designed to prepare students for any state-required assessment.

Prerequisite: a selection process as defined by the Talawanda School District

## English III

2 semesters 1 credit

English III is a required course for all eleventh graders. This course is designed to strengthen each student's critical reading, thinking, speaking, writing, and research skills through a variety of texts, with an emphasis on American writers, and through writing instruction in a variety of genres. Successful completion of both semesters of this course is necessary to meet graduation requirements.

Prerequisite: successful completion of both semesters of English II.

## English III Honors

2 semesters 1 credit

English III Honors is the pre-Advanced Placement course designed for the academically gifted junior who seeks rigorous study. This course, like English III non-Honors, is designed to strengthen each student's critical reading, thinking, speaking, writing, and research skills through a variety of texts, with an emphasis on American writers, and through writing instruction in a variety of genres. There is additional emphasis on literary analysis. Students in Honors English are expected to participate actively and share responsibility with the teacher for shaping class discussions. Successful completion of both semesters of this course (or English III) is necessary to meet graduation requirements.

Prerequisite: a selection process defined by the Talawanda School District.

## AP Language and Composition

2 semesters 1 credit

Advanced Placement English Language and Composition is a rigorous, college-level course designed for the highly motivated student who wants to be challenged as a reader and writer. The majority of course readings will be non-fiction, and students will learn strategies to read these complex texts deeply. Students will write often and for a variety of purposes: to persuade, to analyze, and to explain. The course will focus on the process of writing in a wide variety of genres; teacher feedback is emphasized during the entire writing process. The research process, citing sources, and rhetorical awareness will be taught and practiced throughout the course. Students are required to take the AP English Language and Composition test. This course replaces English III. Prerequisite: A selection process defined by the Talawanda School District.

#### English IV

2 semesters      1 credit

This is the required course for seniors (except those taking AP Literature or Language) who are heading for college, post-secondary training, the military, or the work force. This course will integrate both instruction in writing as well as literary study, covering a broad range of media including poems, plays, stories, letters, essays, interviews, books, magazines, newspapers, and film. Students will examine networks of texts that influence each other, instead of a traditional chronological order. Critical thinking and problem-solving skills will be a vital part of the course, and students will be expected to demonstrate their competence in a variety of ways including tests, compositions, presentations, group collaborations, and a final portfolio. Prerequisite: successful completion of both semesters of English III.

#### AP Literature and Composition

2 semesters      1 credit

Advanced Placement Literature & Composition is a course designed for the academically gifted senior who wants a rigorous study of selected works from different genres and periods in the literature of Great Britain. Students will continue to sharpen their critical reading, writing, and thinking skills. In addition to informal and expository writing, the course will require critical, analytical writing, some of which will involve research and exploration of different critical perspectives. Students must take the AP Literature and Composition Exam. Prerequisite: A selection process defined by the Talawanda School District.

#### AP Language and Composition

2 semesters      1 credit

Advanced Placement English Language and Composition is a rigorous, college-level course designed for the highly motivated student who wants to be challenged as a reader and writer. The majority of course readings will be non-fiction, and students will learn strategies to read these complex texts deeply. Students will write often and for a variety of purposes: to persuade, to analyze, and to explain. The course will focus on the process of writing in a wide variety of genres; teacher feedback is emphasized during the entire writing process. The research process, citing sources, and rhetorical awareness will be taught and practiced throughout the course. Students are required to take the AP English Language and Composition test. This course replaces English IV. Prerequisite: A selection process defined by the Talawanda School District.

#### Creative Writing

1 semester      1/2 credit

Creative Writing is a workshop course that focuses on three main styles of writing: fiction, nonfiction, and poetry, with the option to explore various other writing styles. The course attempts to approach writing in new, exciting ways, asking students to challenge themselves by exercising writer's craft to create a unique, concrete voice in their writing. By the end of the semester, students will have written one short story, one creative nonfiction story, and multiple poems. Students will receive constructive critiques of their writing from the instructor and fellow students in an effort to continuously revise and improve each piece. Students will also be encouraged to submit at least one of their pieces to Talawanda's *Setting Stone Literary Art Magazine* for publication, as well as to a professional publication. The course may be taken once each in the 11th and 12th grade years. Prerequisite: 11th and 12th grade only, or by recommendation

#### Drama

1 semester      1/2 credit

This course is a one-semester introduction to drama and explores the foundational elements of acting, playwriting, script analysis, and theatrical design. In this theoretical-based course, students will get the opportunity to read pivotal shows in theatre history, participate in acting workshops, and create preliminary designs for the stage, and the playwriting process. No experience is required, but an interest in theatrical design and/or performance is essential. Pending enrollment, this course is offered both semesters. There is no prerequisite for the course, and it is open to all students in grades 9-12. Prerequisite: none.

### Journalism

2 semesters      1 credit

Journalism is a current events storytelling course that focuses on the issues, trends, and people of the Talawanda community, teaching students responsible reporting and interviewing skills. Student writing is showcased in various media that might include online and/or print formats. During the semester, students will learn the fundamentals of journalism including journalism ethics, writing techniques and formats, and editing.

Prerequisite: none.

### Speech

1 semester      1/2 credit

Speech focuses on public speaking, in which students learn to research, organize, write, and deliver various types of speeches including personal narrative, informative, demonstration, persuasive, impromptu speeches, monologues, and debates. Students may also participate in local speech competitions during the semester. The course gives students the opportunity to develop important communication skills and gain a core foundation in college preparatory speech work. The course aims to improve students' confidence in public speaking and gives them valuable tools to speak from memory in front of audiences. In-class participation is essential to the course and students are expected to be present on speech days. This one-semester course is offered once each semester (enrollment pending), and students are allowed to take the course two (2) times during their junior and senior year. Prerequisite: 11<sup>th</sup> or 12<sup>th</sup> grade only.

### Topical Studies In Literature: Law in Literature and Film

1 semester      1/2 credit

May it please the court: Literature and film powerfully explore questions of law and Justice. In fact, some of the best law schools use literature and film to instruct lawyers. This course will examine how storytelling portrays and asks important questions about the people and issues in our civil and criminal justice systems. Students will read short stories, memoirs, plays, and various primary source documents including Supreme Court decisions and trial transcripts. They will also watch several television shows and films and listen to podcasts. The course will be primarily taught in a college-style seminar format and any objection to required student participation in discussion is overruled. We might even serve as a jury in a mock trial simulation. Case closed!

Prerequisite: English I

### College Composition & Literature 101, 102 (CCP\*\*)

2 semesters      2 credits

This year-long opportunity (two semester-long courses) are an introduction to college writing which focuses on the writing process using mentor texts to identify craft, purpose, and audience. Students will develop their skills in writing strong thesis statements, supporting claims with evidence, and analyzing texts. Students will also evaluate and utilize research sources. Students will build strong voices as writers and produce stylistically pleasing works for a variety of audiences across genres. Students who earn a passing grade for both courses will receive up to two Talawanda English credits and 6 college credits transferable to any public university in Ohio.

**Eligibility:** To sign up for this course a student must first meet Cincinnati State's CCP program entrance requirements (see School Counseling page of the Talawanda website). Additionally, qualified students will be enrolled based on teacher recommendation. Priority will be given to the following THS students:

- Seniors who are of the first generation in their families seeking to graduate from college;
- Seniors who show financial need;
- Seniors approved for early graduation (will take only the first semester course);
- Other seniors as space allows (enrollment limited to 20 per section).



## **FAMILY AND CONSUMER SCIENCES**

All students can benefit from Family and Consumer Sciences courses. The classes are designed to meet the needs of all different types of learners. Students will learn skills for managing individual and family needs, problem solving, setting goals, and being a leader. Students will experience a variety of teaching techniques: small group activities, presentations, hands-on projects, classroom discussions, labs, field trips, and community involvement.

Through integrated classroom activities students will be given the opportunity to participate in Family, Career, and Community Leaders of America (FCCLA), a youth leadership organization. A \$25.00 one-time fee will be assessed for students enrolling in one or multiple FCS courses collected by the instructor and payable to Butler Tech. **Please note: Industry Credentialing is available! Please see the instructors for the details. This credentialing serves as an alternate pathway towards graduation.**

Elective courses are available to the following grades:

	9th Grade	10th Grade	11th Grade	12 Grade
Culinary Fundamentals (Foods)	X	X	X	X
Baking & Pastry Arts * (Next offered 20-21)		X	X	X
Contemporary Cuisine (Cuisine)	X	X	X	X
Child Development **	X	X	X	X
Leadership & Community Engagement		X	X	X
Interior Design **	X	X	X	X
Personal Wellness * (Life & Relationships) (Next offered 20-21)	X	X	X	X

\* Offered every other year – next offered 2020-21

\*\* Offered every other year – including 2019-20

### Leadership & Career Mentorship

2 semesters      1 credit

Successful athletes, powerful entrepreneur, and highly effective community members and citizens - what do they have in common? They must have strong leadership skills to achieve success. Learn the leadership skills that will be important to your future—regardless of career goals. This class teaches the “soft skills” identified as crucial for success, including vision and values; problem solving and creative thinking; goal setting and motivation; relationships and teamwork; communication and impact on you and your community. The class emphasizes small group work and hands-on experiences through service learning experiences. Students will be required to complete 60 service learning/career mentorship hours for the year  
Prerequisite: Grades 10-12, Teacher-approval (Application).

### Child Development

2 semesters 1 credit

Study the process of human development from conception through preschool age as determined by a variety of factors. Learn the stages of pregnancy and childbirth, milestones of healthy child development, characteristics of strong families and supportive parenting, and much more! Additional topics include childhood diseases, immunizations, theories of development, and evaluating childcare services.

### Culinary Fundamentals (Foods)

1 semester 1/2 credit

Introduction to basic cooking skills: Learn proper knife skills, food nutrition, basic food science principles, and cooking techniques such as sauté, poach, braise, and roast. Safe food handling and equipment usage are also introduced. Students will have the opportunity to be involved in FCCLA state and national organization.

### Baking & Pastry Arts (Pastry Arts)

2 semesters 1 credit

Are you the next Cake Boss or are you hooked on Cupcake Wars? Then this is the class for you! Topics include: Cake decorating, cookies, baking bread, French pastries, safe food handling and proper equipment, and other baking techniques. Learn food science principles that will make your baking a success.

### Interior Design

2 semesters 1 credit

Interior Design influences so many things in our homes – from the paint colors in the stores to the furniture we buy. This course introduces you to the principles and elements of design in residential spaces. Learn about the elements of design; selecting and organizing furnishings, floorings and wall coverings; and how the human body, functionality and psychology influence design choices. Career opportunities in the fields of textiles and design will also be explored.

### Personal Wellness (Life & Relationships)

1 semester 1/2 credit

Are you looking for a way to learn how to juggle your relationships, activities and school? In this class you learn how to have a healthy lifestyle and guide healthy food choices. You will learn to manage stress, practice communication skills, nurture healthy relationships and create your own healthy lifestyle plan. Students will have the opportunity to be involved in FCCLA state and national organization.

### Contemporary Cuisine (Cuisine)

2 semesters 1 credit

Are you hooked on cooking shows or are you a future Culinary Arts student? Get in on the latest culinary trends, flavors and plate presentations! Learn about cooking principles, methods and nutrition management strategies. Examine food science in preparation, cooking and presentation of foods and beverages. Safe food handling and equipment usage are also covered.

## **MATHEMATICS**

Due to the increasing demands and uses of technology in our society, the need for a solid mathematical background is critical. The logic, structure, attention to detail and problem-solving skills learned in the math classroom will aid, not only the college-bound student, but also those students who enter a technical school or the job market. Our program demands high standards from all students, yet places them in situations that provide them the best chance of successfully reaching and maintaining those standards.

Talawanda High School and the Ohio Department of Education require 4 credits of mathematics to graduate. Should a child fail a semester of math at any time during high school, summer school or an on-line math class will be needed for credit recovery. Due to the sequential nature of the subject, it is highly unlikely that two math classes may be taken simultaneously.

The recommended sequence of required/elective courses would be:

<u>Grade 9</u> Ext. Algebra I-A Ext. Algebra I-B	<u>Grade 10</u> Ext. Algebra I-C Geometry A	<u>Grade 11</u> Geometry B Ext. Algebra II-A	<u>Grade 12</u> Ext. Algebra II-B Ext. Algebra II-C
Algebra I	Geometry	Algebra II	Pre-Calculus Honors Algebra III Statistics
Geometry Honors	Algebra II Honors	Pre-Calculus Honors Algebra III	AP Calculus Pre-Calculus Honors Statistics

### **Course Descriptions:**

#### **Algebra I**

2 semester      1 credit

Algebra I is the foundation for all other high school math courses. Some of the major topics include manipulation of algebraic expressions, solving equations and inequalities, studying linear equations, and working with polynomials. The course is designed to prepare students for the Algebra I End of Course Exam given the 9<sup>th</sup> grade year. Successful completion of both semesters of this course is necessary to meet graduation requirements. Therefore, summer school is highly recommended for students who do not pass both semesters of Algebra I so they can keep pace with the 4-year Math program.

Prerequisite: none.

#### **Extended Algebra I**

3 semesters      1.5 credits

This course is designed for students who would benefit from a longer amount of time to complete Algebra I. The course content is exactly the same as Algebra I; however, students will be given additional time and different teaching strategies will be used in this approach. The course is designed to prepare students for the Algebra I End of Course Exam that will be given at the end of the 3<sup>rd</sup> semester. Successful completion of all three semesters of this course is necessary to meet graduation requirements. Therefore, summer school is highly recommended for students who do not pass all semesters of Extended Algebra I so they can keep pace with the four-year Math program. Prerequisite: teacher recommendation only.

### Geometry

2 semesters      1 credit

Geometry prepares the student for further mathematical activity by introducing the ideas of geometric constructions, proof writing, logic, and inductive and deductive thinking. It also provides a method for students to learn skills such as organization of facts and logical thinking, and helps students to develop problem-solving and reasoning power, which can be used in any career. Students are required to purchase compass, ruler, and protractor. The course is designed to prepare students for the Geometry End of Course Exam given the 10<sup>th</sup> grade year. Successful completion of both semesters of this course is necessary to meet graduation requirements. Therefore, summer school is highly recommended for students who do not pass both semesters of Geometry so they can keep pace with the four-year Math program.

Prerequisite: successful completion of both semesters of Algebra I.

### Geometry Honors

2 semesters      1 credit

Geometry prepares the student for further mathematical activity by introducing the ideas of geometric constructions, proof writing, logic, and inductive and deductive thinking. It also provides a method for students to learn skills such as organization of facts and logical thinking, and helps students to develop problem-solving and reasoning power, which can be used in any career.

The honors class will be different from the regular class in the pace the material is covered. More emphasis will be placed on proof-writing and theoretical concepts. Additional topics could include similarity of polygons and trigonometric functions. The course is designed to prepare students for the Geometry End of course Exam given the 10<sup>th</sup> grade year.

Prerequisite: in accordance with Talawanda School District guidelines students must have Algebra I in 8th grade with a C or better or teacher recommendation.

### Algebra II

2 semesters      1 credit

Algebra II is a continuation of the concepts introduced in Algebra I. Many exercises are more complex examples of the concepts studied in Algebra I. In addition, many new concepts are introduced such as systems of linear equations and inequalities, matrices and complex numbers. This course is required for graduation. A graphing calculator is required for this course. The recommended calculator is the *Texas Instruments TI-83 or TI-84*.

Prerequisite: successful completion of both semesters of Algebra I and Geometry.

### Extended Algebra II

Extended Algebra II is the continuation of the concepts introduced in Algebra I, just going at a slower pace. Many of the exercises are more complex examples of the concepts studied in Algebra I. In addition, many new concepts are introduced such as systems of linear equations and inequalities, matrices, and complex numbers. A graphing calculator is required for this course. The recommended calculator is the *Texas Instruments TI-83 or TI-84*.

Prerequisite: successful completion of Algebra I and Geometry.

### Algebra II Honors

2 semesters      1 credit

Algebra II is a continuation of the concepts introduced in Algebra I. Many of the exercises are more complex examples of the concepts studied in Algebra I. In addition, many new concepts are introduced such as systems of linear equations and inequalities, matrices and complex numbers.

The honors class will be different from the regular class in the pace the material is covered. Some additional topics will be covered in this course possibly include conic sections, exponential and logarithmic functions and sequences and series. A graphing calculator is required for this course. The recommended calculator is the *Texas Instruments TI-83 or TI-84*.

Prerequisite: in accordance with Talawanda School District guidelines students must successfully complete Honors Geometry with a C or better or teacher recommendation.

### Algebra III

2 semesters      1 credit

This course is designed for college bound students who does not wish to take Honors Pre-Calculus, but would still need a 4<sup>th</sup> math credit or those students who earned a C or D in Honors Algebra II. This course will be a continuation of Algebra II concepts and will include Pre-Calculus topics, but not at an honors pace. Some topics include, but are not limited to, basic trigonometry, exponential and logarithmic functions, and some probability and statistics. A graphing calculator will be required.

Prerequisite: in accordance with Talawanda School District guidelines, students must complete both semesters of Algebra II.

### Statistics

2 semesters      1 credit

This course is for students who will be entering a field of study that will require a statistics course work or those needing a fourth math credit. Topics will include descriptive statistics, probability, random variables, binomial and normal probability distributions, tests of hypotheses, regression and correlation, analysis of variables, confidence intervals, data collection and experimental design, and sampling techniques. A graphing calculator is required.

Pre-requisite: Successful completion of Pre-Calculus, Algebra II, or Algebra III

### Pre-Calculus Honors

2 semesters      1 credit

This course is designed for college bound students. The honors class will cover the material at a fast pace. The topics in this class are diverse, but include polynomial functions, logarithmic functions, trigonometry, sequences and series, and analytic geometry. Throughout the course, the concept of applying previously learned material is stressed.

Prerequisite: in accordance with the Talawanda School District guidelines students must complete both semesters of Algebra II with a grade of B or better.

### AP Calculus

2 semesters      1 credit

AP Calculus is a course intended for college bound students who intend on majoring in mathematical, science or business related fields. This one-year course covers the scope of a first semester college calculus course. Topics of study include limits, differentiation, applications of the derivative, integration, and applications of the definite integral. Since the course is comparable to college calculus, a strong work ethic and a strong math background are key characteristics of the student suited for AP Calculus. A *TI-83 Plus* graphing calculator is required for the course. All AP Calculus students will take the AP Calculus (AB) exam in early May with the goal of scoring a 3 or higher.

Prerequisite: in accordance with the Talawanda School District guidelines students must successfully complete both semesters of Pre-Calculus with a grade of B or better.

## **MUSIC**

Music is inherent in every human being and therefore should be presented as a genuine discipline for study. It is the function of the music program to develop each child's innate musical ability to his/her fullest potential and to provide the enrichment that music can bring to his/her life.

Musically, every student in the Talawanda District shall be provided the opportunity to be exposed to a wide variety of performance and/or appreciation experiences. These can be, and should be, shared interactively between home, school and community, whether they are as performer or listener.

### **Instrumental Music Philosophy**

The objective of the THS Instrumental Music Program is to provide opportunities for students to pursue excellence in music education through instrumental performance.

The Bands give players of wind and percussion instruments four different ensembles in which to participate. The first of these is the Marching Band. The THS Marching Band begins rehearsals in the summer and is active as a competitive band until November of each school year. The second ensemble is Concert Band. The Concert Band begins in November at the conclusion of the competitive marching band season. Members of the Marching Band become the Concert Band in November. Those students are encouraged to continue in the Concert Band Program during the second semester. The Steel Band focuses on multicultural music performance through the use of steel pans, and other Latin percussion instruments. Finally, the Jazz Ensemble provides opportunities to explore the world of Jazz and develop playing skills in this uniquely American idiom of music.

Music skill development takes place over many months. For this reason students are encouraged to participate in band for both semesters of an academic year. Students who have legitimate scheduling conflicts based upon a need to take another class must meet with the band director to formulate a plan for continued musical development and participation in the high school music program.

The Orchestra gives developing string players the opportunity to perform a wide variety of musical styles, including four centuries of classical music, contemporary, jazz, folk, and fiddling. The Orchestra gives at least four evening concerts per year, attends OMEA adjudicated events, and performs for various community functions.

### **Vocal Music Philosophy**

The Talawanda Vocal Music Program has a significant selection of classes to accommodate students' needs and talents. Through daily instruction and performances, every vocal music class offered at Talawanda High School emphasizes music literacy, healthy vocal tone production, an understanding of a variety of musical styles and cultures and school/community involvement. Music selected is carefully chosen to challenge and enrich each vocal music group. Many pieces are selected according to the Ohio Music Education Association vocal events lists and the State and National Standards for the Arts.

Much like other artistic skills, technical development in vocal/choral music takes time and practice to emerge properly, so students are encouraged to participate in choir for as many semesters as possible, and to attempt to pass into the audition-based groups for more intense and challenging musical experiences. Actively participating in musical performance builds teamwork, instills confidence and facilitates positive school/community relationships. THS choirs continue to prepare students to sing in selective choirs at the university level, including choirs that tour internationally.

## Course Descriptions:

### Chamber Singers

2 semesters 1 credit

Chamber Singers is a highly select choir designed to enhance the talents of experienced singers by performing a variety of high quality of choral literature throughout the year. The repertoire is designed to meet the national standards and to enhance the group performance at adjudicated events. Evening performances, in school performances, daytime concerts and tours are scheduled. Attendance at performances will affect the student's grade. Prospective members can request to look at the full course packet if they wish to see specific information. A fee is required for this course, as well as a specific and non-negotiable dress code.

Prerequisite: an audition or recommendation from director.

### Concert Choir

2 semesters 1 credit

The Concert Choir is open to all who enjoy singing and would like to experience performing for an audience. It is for the experienced as well as the inexperienced singer. Members learn basic vocal techniques and musical skills by performing a wide variety of choral literature. Evening performances, in school performances and daytime concerts are scheduled. The group may also perform at adjudicated events. Attendance at performances will affect the student's grade. Prospective members can request to look at the full course packet if they wish to see specific information. A fee is required for this course, as well as a specific and non-negotiable dress code.

Prerequisite: none.

### Concert Band

1 semester 1/2 credit

The focus of this group is the development of essential skills needed for outstanding instrumental musical performances. This group is also available for those students who wish to play a secondary instrument. Prerequisite: participation in the Marching Braves automatically makes you a candidate for this ensemble. Students who do not participate in Marching Band are encouraged to see the directors about joining the concert band.

Prerequisite: none.

### Jazz Ensemble

2 semesters 1 credit

This band ensemble is open by audition or recommendation only. It is important for students to realize that there is a specific instrumentation to this band (not everyone will be able to participate) and because of the band's excellent reputation we're always having people want to join. Because of the limited number of spots available we have to utilize strong audition standards. Students who do not get accepted into this ensemble are encouraged to participate in either the Marching Braves or Concert Winds to develop the appropriate skills for eventual acceptance. Prerequisite: audition or directors recommendation required.

Prerequisite: none.

### Marching Band

1 semester 1/2 credit

The Talawanda High School Marching Band has developed a reputation for excellence in performance and dedication. The membership consists of woodwind, brass, percussion and color guard sections. The ensemble is formed in the spring and preparation for the upcoming competitive season begins during the late summer months. Because of the highly competitive nature of this activity, it is critical that students and parents understand that success is directly attributable to level of commitment. Students are expected to attend all rehearsals and performances and the summer marching band camp. Additionally, students must spend individual time (not rehearsal time) preparing their own music and marching.

The rewards of this ensemble are numerous. From very strong performance skills to time management solutions the students are well rewarded for their outstanding commitment and dedication. Furthermore, the peer relationships that exist and are developed in this ensemble are very strong.

Prerequisite: participation in the Talawanda Middle School Band Program. Students who do not participate in Middle School Band are encouraged to see the directors about joining the Marching Band.

Prerequisite: none.

**PE Option for Marching Band:** Students who successfully complete two full seasons of interscholastic athletics, marching band, or cheerleading may be excused from the high school physical education elective requirement. Students desiring to be excused from the PE elective requirement must complete an application declaring their intent. Registration packets are available in the Guidance Office. Marching Band students must complete and return to the GUIDANCE OFFICE within ten (10) calendar days following the official starting date of each new season for each year. Packets will not be accepted outside of the ten-day window. Attendance will affect the ability to earn credit through PE option.

### Music Theory

1 semester      1/2 credit

This course is designed to prepare students to succeed in a college-level theory course and to increase their level of musical literacy. This course covers beginning music theoretical skills such as reading music, scale construction aural identifications/diction, harmonic analysis and basic composition. Students can expect a comprehensive musical foundation in this course. Although not prohibitive, this course is NOT recommended for those with little or no experience reading or performing music.

Prerequisite: none.

### Orchestra

2 semesters      1 credit

Membership in this course is open to any student on any grade level who plays an orchestral instrument, subject to the approval of the orchestra director. Skills to be acquired include technical development, ensemble techniques, and orchestral literature as well as current orchestra arrangements and chamber work. This orchestra group appears in concerts and plays upon invitation at different locations.

Prerequisite: orchestra director recommendation.

### Show Choir

2 semesters      1 credit

Performers in this ensemble explore popular vocal and showmanship techniques through a variety of styles including Jazz, Doo-Wop, Swing, Rock and American Songbook standards. Evening performances, in school performances and community concert “gigs” will be scheduled throughout the year based on the group’s availability. The director will negotiate the scheduling of concerts. The group may also perform at adjudicated events. Attendance at performances will affect the student’s grade. Prospective members can request to look at the full course packet if they wish to see specific information. A fee is required, as well as purchasing personal dance equipment.

Prerequisite: an audition or recommendation from the director.

### Steel Band

1 semester      1/2 credit

The focus of this ensemble is on multicultural music performance through the use of steel pans, and other Latin percussion instruments. The Talawanda Steel Band is open to any student who is concurrently taking Marching Band, Concert Band, Jazz Band, Orchestra, or Choir. Students must pass an audition or have a recommendation from the director to participate in this ensemble. The Talawanda Steel Band performs at many school and community events throughout the year.

Prerequisite: Marching Band, Concert Band, Jazz Band, Orchestra, or Choir with audition and/or directors approval.



### Women's Ensemble

2 semesters      1 credit

Women's Ensemble is a select group designed to give female students an opportunity to perform a vast repertoire available while focusing solely on developing the female voice. Evening performances, in school performances and daytime concerts are scheduled. The group will also perform at adjudicated events. Attendance at performances will affect the student's grade. Prospective members can request to look at the full course packet if they wish to see specific information. A fee is required for this course, as well as a specific and non-negotiable dress code. Prerequisite: an audition or recommendation from director.

### Topical Studies in Music: Ukulele

1 semesters      1/2 credit

This primary aim of this course is to teach students how to begin playing the ukulele, introducing new players to the parts of the instrument, music literacy, strumming patterns, and melodies. Folk, rock, pop, and classical music styles will be utilized to provide a well-rounded introduction to playing the ukulele. However, experienced players can also find benefits from the exercises in music literacy, and opportunities to teach small groups and compose new music. The school can provide a limited number of ukuleles, but students will be encouraged to bring in their own instruments when possible. This is a one-semester course, and is a fantastic pairing with the MUSIC THEORY course.

Prerequisite: Grade 10-12

## **PHYSICAL EDUCATION/HEALTH**

Physical Education makes a major contribution toward increasing the student's personal physical fitness, overall health and quality of life. The student will participate in activities structured to provide a firm foundation upon which to achieve and maintain lifetime fitness. Health Education promotes positive decision making in areas of the student's life which impact physical, emotional, and social wellness. Health Education also stresses the degrees of risk involved with lifestyle behaviors in a society where changing moral standards and mounting peer pressure can create new health problems and intensify existing ones.

**Requirements:** The student is required to take a minimum of two semesters of Physical Education and one semester of Health. Additional courses may be taken for a more active lifestyle and enjoyment. It is NOT recommended that a student wait until their senior year to meet these requirements.

**PE Option for Athletes:** Students who successfully complete two full seasons of interscholastic athletics, marching band, or cheerleading may be excused from the high school physical education elective requirement. Students desiring to be excused from the PE elective requirement must complete an application declaring their intent. Registration packets are available in the Guidance Office. Athletes must be complete and return to the GUIDANCE OFFICE within ten (10) calendar days following the official starting date of each new season for each year. Packets will not be accepted outside of the ten-day window. Attendance will affect the ability to earn credit through PE option.

Interscholastic athletic teams currently recognized by the Ohio High School Athletic Association in the Talawanda School District include:

Baseball  
Basketball, boys & girls  
Cross Country, girls & boys  
Golf, girls & boys  
Softball, girls  
Tennis, girls & boys

	Cheerleading	
Field Hockey, girls & Lacrosse, boys		Football
Ice Hockey		Soccer, girls & boys
Swimming/Diving, girls & boys		Track, girls & boys
Wrestling		Volleyball

## Course Descriptions:

### Required Courses:

#### Health Education

1 semester

1/2 credit

Health Education is a required semester class, recommended for all 9<sup>th</sup> graders that focuses on the development of the skills needed by teens today to face everyday health concerns. The class allows students to explore issues facing teenagers and to seek out solutions through independent research, reflection writing, role-playing activities, interviews, small group work and semester long projects, all part of efforts to improve their wellness throughout their lifetimes. Prerequisite: none.

### Elective Courses:

#### Cardio and Core Training

1 semester

1/4 credit

This course is geared to the student that is interested in continued improvement in the overall fitness of their body. Cardiovascular and Core Strength Training will be used in combination with varied workouts. Concentration will be placed on cardiovascular endurance, muscular strength, muscular endurance, and muscle toning, and body fat composition. Workouts will include state of the art equipment as well as new innovative fitness concepts. Students will be responsible for daily recording tasks and monitoring of their own progress. Grades are based on individual improvement while working at their own pace.

Prerequisite: none.

#### Lifetime Sports

1 semester

1/4 credit

Lifetime Sports includes individual and team sports play, both recreational and highly competitive activities. This course is designed for those who desire competition and skill improvement. Activities may include Soccer, Razzle Dazzle, Ultimate Frisbee, Kickball, Mat Ball, Tennis, Capture the Flag, Lacrosse, Wiffle Ball, Floor Hockey, Basketball, Volleyball, and Pickleball. The student will be able to demonstrate intermediate to advanced skill levels in a variety of individual sports and use advanced strategies while competing in a variety of activities.

Prerequisite: none.

#### Strength Training and Conditioning

1 semester

1/4 credit

This course is designed for both the athlete and non-athlete for the development of muscular strength and endurance. The class will be designed to meet individual needs, goals, as well as character building skills towards making good decisions. The students will design their own individual workouts focusing on the individual needs of the student. Other focus areas will include, but are not limited to, core strength, speed, agility, cardiovascular endurance, body composition, flexibility and nutrition. The student will be able to demonstrate an understanding of proper lifting techniques, weight room safety, identify the basic components of physical fitness and recognize common myths or misconceptions regarding the effects of strength training on physical development.

Prerequisite: none.

## **SCIENCE**

Science courses offer students a means of achieving scientific literacy and an opportunity to develop problem-solving skills so that students will become wise participants in our increasingly technological world. Talawanda offers students a well-balanced program in a variety of scientific disciplines while providing students with the opportunity for obtaining skills and knowledge in specific focus areas. The approach in all classes is lab-oriented. Students are taught to collect and analyze experimental data for the purpose of drawing general conclusions supported by that data. Students are presented with general science principles and are given multiple opportunities to apply those principles to a variety of situations.

The recommended sequence of required courses for current students would be:

<u>Grade 9</u>	<u>Grade 10</u>
Physical Science	Biology
Physical Science Honors	Biology Honors

The earliest grade level an elective course would be available:

<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
Engineering Design (CCP)	Botany	AP Biology
	Environmental Science	AP Chemistry
	Chemistry I	
	Chemistry I Honors	
	Physics	
	Physics Honors	
	Anatomy and Physiology	
	AP Biology	

### **Course Descriptions:**

#### **Required Courses:**

<u>Physical Science</u>	2 semesters	1 credit
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Physical Science is a required course for all 9<sup>th</sup> graders. It is an inquiry-based course that focuses on the patterns and relationships found in the physical world. Basic communication skills, laboratory skills, and data interpretation skills will be used in a cooperative learning environment. Successful completion of both semesters of this course is necessary to meet graduation requirements. Therefore, summer school is highly recommended for students who do not pass both semesters of Physical Science during the school year so they can keep pace with the three-year science program. The class is also taught at the honors level, which requires an application process. A lab fee is required.  
Prerequisite: none.

### Physical Science Honors

2 semesters 1 credit

Physical Science Honors is an inquiry-based course that focuses on the patterns and relationships found in the physical world. The Honors section is designed for students focused on science careers and who have an aptitude for science research. This is more in depth, intensive study with a focus on independent research, including experiment design, data collection, data management and presentation of results. An independent research project is a course requirement. Successful completion of both semesters of this course is necessary to meet graduation requirements. Therefore, summer school is highly recommended for students who do not pass both semesters of Physical Science during the school year so they can keep pace with the three-year science program. The class is also taught at the Honors level, which requires an application process. A lab fee is required. Prerequisite: a selection process as defined by TSD.

### Biology

2 semesters 1 credit

Biology is a required course for all 10th graders. This course gives students an in-depth survey of life. It is inquiry based and much of the class is devoted to gaining insight into the fundamentals of the external and internal environments of all living organisms through individualized and teamed inquiry work. Topics covered will include biodiversity, evolution, genetics, sustainability, and cellular anatomy and physiology. Successful completion of both semesters of this course is necessary to meet graduation requirements. Therefore, summer school is highly recommended for students who do not pass both semesters of Biology I so they can keep pace with the 3-year Science program. The course is designed to prepare students with the necessary content to complete the State of Ohio's performance based and end-of-year assessments for high school life science. A lab fee is required.

Prerequisite: successful completion of Physical Science.

### Biology Honors

2 semesters 1 credit

Biology Honors fulfills the same goals as Biology and is designed to be similar in scope and sequence. Differences will be that topics will be covered in more depth, more current journal readings will be required, more extensive insect collection, and an extensive presentation covering a major evaluation topic will be required. The course is designed to prepare students with the necessary content to complete the State of Ohio's performance based and end-of-year assessments for high school life science.

Prerequisite: a selection process as defined by TSD.

### **Elective Courses:**

#### Anatomy & Physiology

2 semesters 1 credit

Anatomy and Physiology is a course designed for students who are interested in a career in the medical or research field. The focus of this course will be examining the organizational levels of the human body, the organ systems that the human body is comprised of, and various medical applications as they relate to each respective unit. DISSECTIONS WILL BE A PART OF THIS COURSE. Prerequisites include the successful completion of 9th grade Physical Science and 10th Grade Biology with a grade of a "C" or better. A lab fee is required.

Prerequisite: successful completion of the 9<sup>th</sup> and 10<sup>th</sup> grade science curriculum.

#### Environmental Science

2 semester 1 credit

Environmental Science is designed for students seriously interested in developing a deep understanding of the interconnectedness of Earth systems and society. Students explore topics related to sustainability, ecosystems, water pollution, population dynamics, food production, land and resource use, and alternative energy sources. This exploration is accomplished through lab activities, readings about current environmental issues, and cooperative research projects. A lab fee is required.

Prerequisite: successful completion of Physical Science and Biology I.

### AP Biology

2 semesters      1 credit

AP Biology is designed for students who wish to gain a deeper understanding of biological concepts and their applications and implications. Emphasis will be placed on inquiry and lab based learning, analyzing mathematical models as they apply to biological systems and effectively communicating results. This class will incorporate the use of technology with hands on experiences. In addition, it will allow students to gain multiple experiences with careers in the life sciences, environmental science, and biotechnology fields. Focus topics will be molecules and cells, heredity and evolution, interdependence of organisms, population dynamics, and bioethics. This is a 2 semester course and it is required that the AP test be taken. A lab fee and summer readings are required.

Prerequisites: completion of Biology or Biology Honors with a “B” or better average and either completion of Chemistry I or in Chemistry I Honors with a B or better average or concurrent enrollment in Chemistry, as well as a teacher recommendation in accordance with a selection process as defined by TSD.

### Botany

2 semester      1 credit

Botany is the study of plants. Specifically, this course focuses on classical areas of Botany such as dendrology, ecology, anatomy, physiology, genetics, and taxonomy in addition to practical areas such as economic botany and use of identification keys. Students should expect to spend 2 to 3 days per week during 1st and 4th quarters outdoors during class time. A lab fee is required. Prerequisite: successful completion of the 9th and 10th grade science curriculum.

Prerequisite: successful completion of the 9<sup>th</sup> and 10<sup>th</sup> grade science curriculum.

### Chemistry I

2 semesters      1 credit

Through laboratory investigations, calculations, model construction, teamwork, and research, students will learn how Chemistry has contributed to our understanding of science. Students will study the relationships between matter’s structure and function on both the microscopic and macroscopic levels. They will learn how chemists use their understanding of matter’s physical and chemical properties to analyze the world around us. Topics of focus include the structure of matter, chemical reactions, stoichiometry, organics and food energy, gases, acids and bases and chemical impacts on the environment. A lab fee is required.

Prerequisites: completion of the 9<sup>th</sup> and 10<sup>th</sup> grade science curriculum with a “C” or better average as well as both Algebra I and Geometry.

### Chemistry I Honors

2 semesters      1 credit

Through laboratory investigations, calculations, model construction, teamwork, and research, students will learn how Chemistry has contributed to our understanding of science. Students will study the relationships between matter’s structure and function on both the microscopic and macroscopic levels. They will learn how chemists use their understanding of matter’s physical and chemical properties to analyze the world around us. This course is designed for students who will pursue a Science related career. Topics of focus include the structure of matter, chemical & nuclear reactions, stoichiometry, organics and food energy, gases, acids & bases and chemical impacts on the environment. A lab fee is required.

Prerequisites: completion of the 9<sup>th</sup> and 10<sup>th</sup> grade science curriculum with a C or better average as well as both Algebra I and Geometry in accordance with a selection process as defined by the Talawanda School District.

### AP Chemistry

2 semesters      1 credit

AP Chemistry is a continuation of Chemistry I and is designed for students who are striving for a deeper understanding of chemical concepts and their practical applications. Emphasis will be placed on inquiry-based learning, using integrated math and English skills. This class will incorporate the use of technology with hands-on experiences. Students will deepen their knowledge and experience from first-year chemistry, and focus topics will include equilibrium reactions, acids and bases, thermodynamics and electrochemistry. The course is yearlong and it is required that the AP Test be taken. A lab fee is required.

Prerequisites: completion of Chemistry I with a B or better average and teacher recommendation in accordance with a selection process as defined by the Talawanda School District.

### Physics

2 semesters      1 credit

Physics is a course, which emphasizes the basic concepts and principles that describe our physical universe. The purpose of this course is to develop responsible citizens who can more effectively handle the various problems presented to them by our technological society. Mechanics, energy, waves, circuits, astronomy, and atomic and nuclear structure are the major areas of study. The students participate in a variety of hands-on experiences with various kinds of lab equipment. A lab fee is required.

Prerequisites: completion of the 9<sup>th</sup> and 10<sup>th</sup> grade science curriculum with a C or better average as well as completion or concurrent registration in Algebra II.

### Physics Honors

2 semesters      1 credit

Physics Honors emphasizes, in detail, the concepts and principles that describe our physical universe. The purpose of the course is to develop scientifically astute citizens who will be able to develop solutions to the technological problems of our world. Mechanics, energy, waves, circuits, astronomy, and atomic and nuclear structure are the major areas of study. The students participate in a variety of hands-on experiences with various kinds of lab equipment. This course is designed for students following the college preparatory career pathway and who will pursue a Science related career. A lab fee is required.

Prerequisites: completion of the 9<sup>th</sup> and 10<sup>th</sup> grade science curriculum with a B or better average as well as Algebra I, Geometry and Algebra II in accordance with a selection process as defined by the Talawanda School District.

### Engineering Design

1 semester      1/2 credit

Engineering Design explores the engineering profession. Students will learn about the concentrations of engineering and their use in the real world. Students will have the opportunity to utilize engineering software, hand tools, and machine equipment to design and create models and structures. Students will improve student's problem solving ability and knowledge of engineering, mathematics, technology, and science. Projects will differ from Engineering Foundations (TMS) and will expect a higher level of critical thinking skills. Topical units of instruction are directed to student level of competency and experience. Objectives and assessments should be commensurate to student course experience and prior learning experiences.

Prerequisite: Grade 10-12

## **SOCIAL STUDIES**

The Social Studies Program is to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in the social sciences. Students should learn to assess these materials, their relevance to a given interpretive problem, their reliability and validity, and their importance and to weigh the evidence and interpretations presented in social science scholarship. Students should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and present reasons and evidence clearly and persuasively in both the written and oral format. Students must be able to draw upon a reservoir of systematic, factual knowledge in order to exercise analytic skills intelligently. Ultimately educating students for responsible citizenship and productive lives is of primary importance.

The recommended sequence of required courses appears below.

<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
Modern World History	American History	Required Elective	American Government
Modern World History (Honors)	AP US History	Required Elective Honors	AP US Government & Politics
	<u>Grade 10</u> (available electives) Anthropology* World Geography	<u>Grade 11</u> Abnormal Psychology Anthropology Current Events Diversity Studies Sociology Psychology (CP/Honors) World Geography AP World History	

\* with 3.0 in Soc. Studies

### **Course Descriptions:**

#### **Required Courses:**

##### Modern World History

2 semesters      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. Prerequisite: none.

##### Modern World History Honors

2 semesters      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. Honors students will be expected to engage in the following activities both in and out of class: reading weekly articles; writing multiple essays; engaging in frequent Socratic discussions; and working on independent research projects. Prerequisite: a selection process defined by TSD.

### American History

2 semesters      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. The course is designed to prepare students with the necessary content to complete the State of Ohio's performance based and end-of-year assessments for high school American History.

Prerequisite: 10<sup>th</sup> grade or above.

### AP US History

2 semesters      1 credit

The Advanced Placement U.S. History course is a rigorous, college-level course designed for the highly motivated student who wants to be challenged. The course focuses on developing students' understanding of American History from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places. It is required that the AP US History test be taken.

Prerequisite: 10<sup>th</sup> grade or above and a selection process as defined by the Talawanda School District.

### American Government

1 semester      1/2 credit

Government and Politics is a required course for seniors designed to equip students to be active and knowledgeable participants in the political system after graduation. Major units include the study of the foundations of American Government; the political behavior of the American people; the purposes, structures, and processes of the Legislative, Executive and Judicial branches of the Federal Government. Students' attention will focus in particular throughout the course on current political issues and events at local, state, National, and international levels. The course is designed to prepare students with the necessary content to complete the State of Ohio's performance based and end-of-year assessments for high school American Government. Prerequisite: 12<sup>th</sup> grade.

### AP U.S. Government & Politics

2 semesters      1 credit

AP U.S. Government and Politics is intended to reflect the curriculum of a one-semester course of American Government at a college level. The course engages students on the nation's constitutional underpinnings, linkage institutions, public policy, civil rights and liberties, as well the functions of the three branches of government. One of the primary purposes of the class is to prepare students to take the AP exam administered by the College Board in May. Students who take the exam are graded on a scale of 1 - 5, with 5 being the highest score. Students who earn a 3 or better may be entitled to college credit, advanced placement in college, or both, depending on the individual policies of the university. U.S. Government and Politics AP is both longer and significantly more challenging than regular courses in American Government and will require outside preparation and independent reading. Prerequisite: A selection process defined by TSD.



## **Elective Courses:**

### **Abnormal Psychology**

1 semester      1/2 credit

Abnormal Psychology will explore the multi-perspective approach to the diagnosis and treatment of various mental disorders. Students will utilize several strategies to research topics such as internet-based research, case studies, professional articles, and primary source documents. The disorders and their treatments and therapies discussed in this course include but are not limited to: anxiety, mood, and stress disorders; personality, addictive and organic disorders; childhood and adolescent disorders. Students will develop and understand the complexities and diversities of psychological treatments and therapies.

Prerequisite: 11<sup>th</sup> grade and successful completion of the survey Psychology course.

### **Anthropology**

1 semester      1/2 credit

Anthropology is the study of people throughout the world, their evolutionary history, how they behave, adapt to different environments, communicate and socialize with one another. Anthropology is concerned both with the biological features that make us human, such as physiology, genetic makeup, nutritional history and evolution, and with social aspects, such as language, culture, politics, family and religion. A few common questions posed by anthropology are: How are societies different/same? How has evolution shaped how we think? What is culture? By studying peoples' lives in detail, anthropologists aim to increase understanding of us and of each other. We will study the origins of man, primate behavior, and the origins of culture and language. We will analyze different cultures and how they handle the questions of religion, magic, marriage, sex, family, and sustenance and land patterns. Through the study of Anthropology you will arrive at an understanding that our own culture gives us only one explanation from among numerous answers to simple questions. Prerequisite: 11<sup>th</sup> grade+ OR 10<sup>th</sup> grade with a B or better in World History.

### **Current Events**

1 semester      1/2 credit

Current Events is a course designed to provide students with the requisite skills needed to critically analyze major issues as future citizens. This course looks at headlines from the international, national, state, local, and school wide levels. Although the content is constantly changing there are certain recurrent themes including domestic and foreign policy, the economy, war, crime and the environment. Students must be prepared to keep up with daily reading assignments and actively participate in class discussions.

Prerequisite: 11<sup>th</sup> grade or above.

### **Diversity Studies**

1 semester      1/2 credit

Diversity Studies is a one semester elective course designed to prepare students to live in 21<sup>st</sup> century America, a society that will be one of the most culturally diverse in history. The goal is to enable students to understand human similarities and differences; to increase empathy for human groups seeking security and integrity; a to recognize that "America" includes people of differing community, ethnic and cultural histories with differing points of view and degrees of empowerment. The course will begin with an exploration of the fundamental concepts of racism, ethnicity, and discrimination. Other topics covered will include issues of immigration and citizenship; social class; images of minorities in popular culture and the media; issues of religion in America; disability issues; gender issues; Native American identities. Prerequisite: 11<sup>th</sup> grade or above.

### **Psychology**

1 semester      1/2 credit

Psychology is a science examining human and animal behavior from a wide range of perspectives. The course is designed to acquaint students with: research procedures; biological basis of behavior; human growth and development, learning, thinking, memory and intelligence; personality; states of consciousness; motivation; emotions, stress and health; and social psychology. Prerequisite: 11<sup>th</sup> grade or above.

### Psychology Honors

1 semester 1/2 credit

Psychology is a science examining human and animal behavior from a wide range of perspectives. The course is designed to give students a more accelerated and intensive study of the field focusing on research procedures; biological basis of behavior; human growth and development, learning, thinking, memory and intelligence; personality; states of consciousness; motivation; emotions, stress and health; and social psychology. The honors level will be responsible for bi-weekly professional articles analysis and reflection according to the class content, as well as other projects and class work requiring independent analytical skills and critical and reflective thinking abilities.

Prerequisite: 11<sup>th</sup> grade and the process defined by the Talawanda School District.

### Sociology

1 semester 1/2 credit

Sociology is the social science specializing in the study of culture and society. Our emphasis will be on American culture and social institutions. Focal points include: group influences the individual, the unique behavior of different types of groups, and the way groups interact and communicate with each other. Specific course content deals with such topics as social research, cultures and subcultures, social structures, socialization, social stratification, social institutions, social problems, social deviance, criminology, penology and social and cultural change.

Prerequisite: 11<sup>th</sup> grade or above.

### World Geography

1 semester 1/2 credit

The guiding principle of the World Geography course is ***Think Globally; Act Locally***. This course is intended to build upon students' understanding of geography and spatial thinking through the use of project-based learning centered around global, national, and local issues. World Geography is grounded in the six elements of geography: the world in spatial terms; places and regions; physical systems; human systems; environment and society; and the uses of geography. Through the study of the six elements, students will utilize the "geographer's toolkit" to successfully apply practical skills to examine historic, present, and future issues through a geographers' lens.

Prerequisite: 10<sup>th</sup> grade or above and the successful completion of Modern World History.

### AP World History: Modern

2 semesters 1 credit

This course will focus on World History from 1200 CE to present-day. Beginning with a study of civilizations in Africa, the Americas, Asia, and Europe that are foundational to the modern era, the course will ensure an in-depth study of political developments, economic structures, and the emergence and comparisons of various world religions. The curriculum for this course is based on College Board curricular framework and will focus on the five course themes of AP World History: 1) interaction between humans and the environment 2) development and interaction of cultures 3) state building, expansion and conflict 4) creation, expansion, and interaction of economic systems 5) development and transformation of social structures. The course will culminate with the required AP World History Modern exam.

Prerequisite: 11<sup>th</sup> grade or above and a selection process as defined by the Talawanda School District.

## **SPECIAL SERVICES**

Some students require a continuum of curricular supports to meet the needs of their educational plan. Supports are provided in the general education setting first. Should a student require more support, other learning opportunities are available, for example intervention classes or a functional academic curriculum as appropriate to the needs of the student. An educational team determines the need for these types of services and supports.

### **Academic Intervention**

1 semester      1/2 credit

Intervention Services provides more specialized instruction for students who have an Individualized Education Plan (IEP). This course focuses on completion of school work and improved study habits. The content of the course is flexible to meet the individual needs of these students according to their IEP. The course will include the following: organization of class work and notes, maintaining an assignment book, time management, reading strategies, note-taking, writing reports and essays, and conducting research and test-taking strategies. There is no fee for this course.

Prerequisite: Individualized Education Plan.

### **Work Study**

1 semester      variable credit

The Work Study Program is a related service afforded to all students on an Individual Education Plan (IEP) in grades 9-12. Students must have regular attendance to be eligible for Work Study credit. This program promotes the development and practice of employability skills necessary for acquisition and maintenance of future competitive employment. Students may achieve elective credit in proportion to the number of hours worked within the scheduled school year. Employment must always be outside of the immediate family and comply with Ohio's Division of Industrial Relation's Minor Labor Laws. The Work Study Coordinator must approve all employment with parental consent for students under the age of eighteen.

All parties (student, parent, Work Study Coordinator, employer) involved in the Work Study experience will agree to compliance of the Work Study Agreement with their signature. The grade and the credit given to the student at the completion of the school year will be based on periodic evaluations. Student must remain in good standing or receive a positive termination upon completion of the work experience to receive a passing grade and credit. Giving an unacceptable notice of quitting the job or being fired by the employer is a negative termination resulting in a failing grade and no credit being earned.

Prerequisite: IEP.

## **WORLD LANGUAGES**

The World Language program rests on the belief that learning another language and another culture is an important skill in today's global economy. The study of a language and culture will enable students to interact and communicate effectively with diverse communities here and abroad. It will give students an appreciation for another language and culture as well as foster critical thinking and problem-solving skills. To know another language and culture in today's world, with its global economy and international communication network, gives students the opportunity to use these skills on a personal, social and business level. Students are encouraged to pursue a 3 or 4-year program in the same language.

The recommended sequence of courses would be:

<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
French I	French II	French III Honors French III	Honors French IV
Spanish I	Spanish II	Spanish III Honors Spanish III	Honors Spanish IV

### **Course Descriptions:**

#### **FRENCH**

French I 2 semesters 1 credit

French I is designed as a one-year program open to all four grades. By the end of the year, a French I student would be expected to communicate at the novice-mid level according to the ACTFL (American Council of the Teaching of Foreign Language) standards. Students interact with others, negotiate meaning, and express preferences, feelings, and opinions in spoken and written communication. Novice-mid can identify with phrases, combine words, and express ideas with simple phrases and expressions to provide basic information and can understand simple questions and statements. Students will develop these basic skills in the areas of speaking, listening, reading, vocabulary, grammar, writing and study skills in the world language class. Students will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

Prerequisite: none.

French II 2 semesters 1 credit

French II is designed as a one-year program open to all four grades. By the end of the year, a French 2 student would be expected to communicate at the novice-high level according to the ACTFL (American Council of the Teaching of Foreign Language) standards. Students interact with others, negotiate meaning, and express preferences, feelings, and opinions in spoken and written communication. Novice-high can describe with phrases and can identify with short sentences in present time frame. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

Prerequisite: French I

### French III

2 semesters      1 credit

French III is designed as a one-year program with emphasis on developing more complex communicative skills in the area of speaking, listening, reading comprehension and writing via informational texts, short fictional readings, visual media, and online activities. Students interact with others, negotiate meaning, and express preferences, feelings, and opinions in spoken and written communication. By the end of the year, a French 3 student would be expected to communicate in between Novice-high and Intermediate-low. They can describe with sentences and sometimes use string of sentences, express sometimes their own thoughts in a single time frame. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

Prerequisite: French 2 (C or better)

### Honors French III

2 semesters      1 credit

The French III Honors class will focus on the same skills as French III but will be an accelerated and in depth program with more opportunities for creative and open-ended varied activities. An intensive review of prior knowledge and skills will also be incorporated into the class. Students are expected to use only the target language. By the end of the year, an Honors French 3 student would be expected to communicate at the Intermediate-low level according to the ACTFL (American Council of the Teaching of Foreign Language) standards. Intermediate-low can describe with sentences, use string of sentences, and express their own thoughts in a single time frame. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

Prerequisite: French 2 (B or better)

### Honors French IV

2 semesters      1 credit

By the end of the year, an Honors French 4 student would be expected to communicate at the Intermediate-mid level according to the ACTFL (American Council of the Teaching of Foreign Language) standards. Intermediate-mid can describe with string of sentences, combine time frames, and create with language. Students are expected to use only the target language. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students. The students will be challenged to perform at a level commensurate to the Honors level program.

Prerequisite: Honors French 3 and/or French 3 (B or better)

## **SPANISH**

### Spanish I

2 semesters      1 credit

Spanish I is designed as a one-year program open to all four grades. By the end of the year, a Spanish 1 student would be expected to communicate at the novice-mid level according to the ACTFL (American Council of the Teaching of Foreign Language) standards. Students interact with others, negotiate meaning, and express preferences, feelings, and opinions in spoken and written communication. Novice-mid can identify with phrases, combine words, and express ideas with simple phrases and expressions to provide basic information and can understand simple questions and statements. Students will develop these basic skills in the areas of speaking, listening, reading, vocabulary, grammar, writing and study skills in the world language class. Students will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

Prerequisite: none.

Spanish II is designed as a one-year program open to all four grades. By the end of the year, a Spanish 2 student would be expected to communicate at the novice-high level according to the ACTFL (American Council of the Teaching of Foreign Language) standards. Students interact with others, negotiate meaning, and express preferences, feelings, and opinions in spoken and written communication. Novice-high can describe with phrases and can identify with short sentences in present time frame. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

Prerequisite: Spanish I.

Spanish III is designed as a one-year program with emphasis on developing more complex communicative skills in the area of speaking, listening, reading comprehension and writing via informational texts, short fictional readings, visual media, and online activities. Students interact with others, negotiate meaning, and express preferences, feelings, and opinions in spoken and written communication. By the end of the year, a Spanish 3 student would be expected to communicate in between Novice-high and Intermediate-low. They can describe with sentences and sometimes use string of sentences, express sometimes their own thoughts in a single time frame. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

Prerequisite: Spanish 2 (C or better)

The Spanish III Honors class will focus on the same skills as Spanish III but will be an accelerated and in depth program with more opportunities for creative and open-ended varied activities. An intensive review of prior knowledge and skills will also be incorporated into the class. Students are expected to use only the target language. By the end of the year, an Honors Spanish 3 student would be expected to communicate at the Intermediate-low level according to the ACTFL (American Council of the Teaching of Foreign Language) standards. Intermediate-low can describe with sentences, use string of sentences, and express their own thoughts in a single time frame. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

Prerequisite: Spanish 2 (B or better)

By the end of the year, an Honors Spanish 4 student would be expected to communicate at the Intermediate-mid level according to the ACTFL (American Council of the Teaching of Foreign Language) standards. Intermediate-mid can describe with string of sentences, combine time frames, and create with language. Students are expected to use only the target language. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students. The students will be challenged to perform at a level commensurate to the Honors level program.

Prerequisite: Honors Spanish 3 and/or Spanish 3 (B or better)

## **COLLEGE READINESS PLANNING TOOL**

Beginning the “College Process” can feel like an overwhelming task. This portion of the book is designed to help simplify and explain the steps you need to follow to reach your goal of college enrollment. The process should start early in your high school years. Below is a guideline of steps you should follow in each semester of grades 10 through 12.

### **SOPHOMORE YEAR - Fall Semester**

- Discuss with family members and other adults about their careers to get ideas about fields you might want to pursue after graduation. [SEP]
- Talk with your school counselor about your interests. [SEP]
- Sign up for courses with your eyes on the prize! Regardless of your plans, there are courses your high school offers that can help you get there. [SEP]
- Make sure to ask about Test Dates for the PSAT. [SEP] (typically early October)
- Create a FOLDER/FILE where you will keep all testing, college, planning information! [SEP]
- If your plan includes some type of training or education (college, technical school, etc) make sure to start looking into financial aid and scholarships in that area. [SEP]
- Start gathering information on schools and training programs you’re interested in. [SEP]
- Think about what the program/college requires for admission.
- Find a consistent community service project to get involved in! Many employers and colleges like to see that you’re involved in an ongoing fashion in your school’s community! [SEP]
- Make sure to stay on top of your grades. Meet with your teachers or school counselor if you are struggling in a class to make sure you’re doing all that you can to succeed. [SEP]

### **SOPHOMORE YEAR - Spring Semester [SEP]**

- Meet with your school counselor again to check your credits and talk about your junior year schedule to make sure you’re on track and that your classes match your graduation requirements.
- Consider your summer possibilities! (Job, internship, volunteer work, etc.) [SEP]
- Join a student group at THS. If there isn’t one that interests you, is there a student group you could start? Leadership roles look great on a college resume! [SEP]
- Continue your work through your Ohio Means Jobs planner.

## JUNIOR YEAR – Fall Semester

- Talk with your school counselor about your interests and options after graduation.
- Establish an EMAIL address. (Gmail, Hotmail or Yahoo are great choices) Make sure it is APPROPRIATE and PROFESSIONAL.
- Sign up for courses with your eyes on the prize! Regardless of your plans, there are courses your high school offers that can help you get there. Consider an ACT/SAT prep course!
- Make sure to ask about Test Dates for the PSAT, ACT, & SAT.
- Create a FOLDER/FILE where you will keep all testing, college, planning information!
- If your plan includes some type of training or education (college, technical school, etc) make sure to start looking into financial aid and scholarships in that area.
- Start gathering information on schools and training programs you're interested in.
- GO TO AT LEAST ONE COLLEGE FAIR!
- Explore as much as you can about the programs on the Colleges' websites.
- Take the PSAT in October
- Make sure to stay on top of your grades. Meet with your teachers or counselor if you are struggling in a class to make sure you're doing all that you can to succeed.
- Take the practice ACT – currently offered at THS

## JUNIOR YEAR - Spring Semester

- Meet with your school counselor again to check your credits and talk about your senior year schedule to make sure you're on track.
- Plan campus visits! See if your counselor has information regarding open house days or if the college is coming to your high school.
- Memorize your social security number! Once you leave high school, you will need it for job applications, college and training program applications, it will come in handy!
- Prepare for your first ACT & SAT test. Check out your local library, the internet, and other resources for test prep!
- Make a scholarship file. Check out scholarships that are available to seniors this year and see how to make yourself eligible for ones that apply to you.
- In June, retake the ACT or SAT – depending on which exam you felt most comfortable with/scored highest on from March/April.



## SENIOR YEAR - Fall Semester

- Take the ACT or SAT – only if you need it for score improvement or a scholarship.
- Visit with your school counselor to make sure you are on track to graduate and fulfill college admission requirements.
- Keep working hard all year; second semester grades can affect scholarship eligibility AND college acceptance.
- Visit with admissions counselors who come to your high school.
- Attend a college fair. (Miami – Hamilton hosts a College Fair every fall!)
- Complete your college essay(s). (Not optional although the application may say otherwise.)
- Apply for admission at the colleges you've chosen – Nov 1<sup>st</sup> & Dec 1<sup>st</sup> are common deadlines.
- Find out if you qualify for scholarships at each college where you have applied.
- Visit colleges that you have applied to! Contact the college to see about visit days.
- Participate in FAFSA Day (Free Application for Federal Student Aid). Be sure to send your Student Aide Report (SAR) to all schools to which you are applying!

## SENIOR YEAR - Spring Semester

- Work on and COMPLETE all possible scholarship applications!
- Check out Scholarships available through the THS School Counseling office.
- Wait patiently as college acceptance letters arrive at different times.
- Decide which college to attend, and update your school counselor as you decide.
- Keep track of and observe deadlines for sending in all required fees and paperwork.
- Notify schools you will not attend of your decision.
- Compare financial aid packages from different schools.
- Notify your school counselor and college about any outside scholarships you received.

## Understanding Your Transcript

Your high school transcript serves as an academic picture of you. It contains a variety of information. It shows the classes that you have taken from your freshman year through your senior year. It shows semester grades only (no quarter grades or exam grades appear). If you've taken any courses with "add-on incentives," those are indicated as well. Your grade point average (both weighted and un-weighted) and your class rank are printed on your transcript. Your total credits attempted and earned for each year, attendance (including tardies), and state-based test scores are also listed.

You need to know that colleges use the information on your transcript to make decisions about your acceptance to their institution. They expect to see rigor in your course choices, strong grades, a competitive class rank and GPA, strong test scores and good attendance. Besides the information on your transcript, they may look at school activities, work experience and community service, letters of recommendation and application essays.

## College Entrance Testing Information

PSAT – The Pre-SAT is given to interested students (typically 10<sup>th</sup>/11<sup>th</sup> graders) in October of each year. The testing date for the PSAT is pre-determined by College Board and is the only date for the test each academic year. The PSAT also serves as the qualifier for juniors as a student for the National Merit Scholarship.

ACT – The ACT should be taken by the spring of the student's 11<sup>th</sup> grade year and is required for admission at most colleges/universities. The ACT is offered at Talawanda High School during each of the six administrations. Registration is completed at [www.act.org](http://www.act.org).

SAT – The SAT should be taken by the spring of the student's 11<sup>th</sup> grade year and is required for admission at most colleges/universities. The SAT is not offered at THS, but is available at nearby schools/testing locations. Registration is completed at [www.SAT.org](http://www.SAT.org)

Fee Waivers are available for students who receive free or reduced lunch. Two exam waivers can be issued annually. Application fee waivers are available as well...see your school counselor for more information.