COURSE SELECTION GUIDE

2015-2016

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Planning the High School Years

Careful planning of a high school course of study is more important than ever before, because obtaining a high school education and diploma has never been so important. Today, employers are asking for a high school diploma for even "unskilled" jobs. Except in unusual cases, a high school diploma must be obtained before entering a junior college, college, or university. The high school diploma is usually required for admission to any institution that offers advanced training in any subject. Individuals without a high school diploma might not be permitted in the armed forces.

Selecting High School Subjects and Completing Registration

Program selection is an individual matter. A course that is good for one student may be totally wrong for another. When making program selection, consider ideas from parents, teachers, and counselors concerning:

A. Previous school record
B. Past experience
C. Future plans
D. Special abilities

A student in the eighth grade meets with a school counselor for advice and assistance in selecting subjects. Parents/guardians are encouraged to contact the school counselor with any questions or concerns regarding their child's schedule and academic achievement. **Scheduling will be conducted online via PowerSchool**. Students will have the opportunity to schedule during the school day with a counselor present. This procedure will serve as formal enrollment in high school.

District Requirements for Graduation

The required units for graduation include the following:

SUBJECT	UNITS	GRADES & CURRICULUM
English	**4**	English 9, 10, 11, and an elective
Social Studies	**3**	World Studies 9, U.S. Studies 10, and American Government
Science	**3**	Physical Science, Biology, and an advanced lab-based science elective
Mathematics	**4**	Algebra 1, Geometry, Algebra II or its equivalent, and a math elective
Health/Wellness	**0.5**	Health
Physical Education	**0.5**	
Electives	**7**	

Other Requirements

Economic and Financial Literacy ***(US History meets requirement)***

Fine Arts

Graduation Requirements

Graduation requirements include earned credits and testing requirements as outlined by the rules and standards set by the **Ohio Department of Education.**

1. It is required that students complete 22 units of credit toward graduation. Certain courses are specified by the state including physical education and health as well as the expected English, math, social studies, and science. Many students take advantage of the elective courses offered and earn more than 22 graduation credits.

2. The State of Ohio requires that a student pass all five Ohio Graduation Tests **(Classes of 2016 & 2017)**: Social Studies, Mathematics, Reading, Writing and Science.

3. House Bill 487 updated Ohio's graduation requirements to ensure that all students are ready for success in college and work. As a result, the class of 2017, (10^{th} graders in 2014-2015 school year) will be the last students to take the current Ohio Graduation Tests.

Ohio Graduation Tests (OGT) Class of 2016 and the Class of 2017

The Lorain City Schools and all schools in Ohio are required by law to test all students of the **Class of 2016 and the Class of 2017** with the Ohio Graduation Tests. Any tests that are not passed in one testing period must be retaken in the next testing period. Tests results are received in December and May so students can be made aware of the need to repeat failed parts of the test.

This testing program will affect your future. You are **not eligible for a diploma** until all five sections of the Ohio Graduation Test are passed. Scheduling of classes may involve required intervention courses unless you have passed the tests. It is in your best interest to pass these tests as soon as possible. Make sure that you are in school for the testing and that you take it seriously.

If you have any questions, please ask your school counselor.

The 2015-2016 tests occur during the months listed below:

- Fall Administration – Late October through November 2016 (Two week period)
  (*Result dates will be posted at a later date*)
- Spring Administration – Mid March through the end of March 2016 (Two week period)
  (*Result dates will be posted at a later date*)
- Summer Administration (Optional) – Mid June (ONE week) (*Result dates will be posted at a later date*)
  Student will be required to have at least 10 hours of OGT intervention in order to take the test.

Ohio Test of English Language Acquisition (OTELA)

- Spring Administration –January through March 2016
  (*Result dates will be posted at a later date*)

Alternative Route to Meet Graduation Requirements: *CLASSES OF 2016-2017 ONLY*

A student may meet the testing requirements for passing all five Ohio Graduation Tests if he/she meets **ALL** of the following criteria:

1. Passes four of the five tests and has missed passing the fifth test by no more than 10 points;
2. Has a 97% attendance rate, excluding any excused absences, through all four years of high school and must not have had an expulsion in high school;
3. Has at least a grade point average of 2.5 out of 4.0 in the courses of the subject area not yet passed;
4. Has completed the high school curriculum requirements;
5. Has participated in intervention programs offered by the school and must have had a 97% attendance rate in any programs offered outside the normal school day; and
6. Has letters recommending graduation from the high school principal and from each high school teacher in the subject area not yet passed.

High School Promotion Criteria

- Freshmen - To be promoted must have earned 5 credits
- Sophomores - To be promoted must have earned 11 credits
- Juniors - To be promoted must have earned16 credits
- Seniors - To graduate must have earned 22 credits and passed all 9^{th} 10^{th} 11^{th} and 12^{th} grade core credits.

* Courses passed and units earned in summer school will apply for grade level placement. Grade level placement will be determined at the end of the summer or after summer school completion. Pupils will maintain the same grade level for the entire school year unless approved by the school administrator.

New High School Graduation Requirements
Beginning with the Class of 2018

House Bill 487 updated Ohio's graduation requirements to ensure that all students are ready for success in college and work. As a result, the Class of 2017 (10th-graders in the 2014-2015 school year) will be the last students to take the current Ohio Graduation Tests. The new requirements take effect with students entering ninth grade in the 2014-2015 school year (Class of 2018). Additionally, every student in the Class of 2018 and beyond will have the opportunity to take a nationally-recognized college admission exam free of charge in Grade 11. The honors diploma remains another option for students.

Lorain City Schools Requirements *Unchanged (22 credits required)*		**New**	**New**
English Language Arts	4 units	**All students take end-of-course exams:** • Algebra I[7] and geometry or integrated math I and II • Physical science • American history and American government • English I and English II Students studying Advanced Placement (AP), International Baccalaureate (IB) or taking dual enrollment courses in physical science, American history or American government may take assessments aligned to those courses in lieu of end-of-course exams to avoid double testing.	**And meet one of the following three:** **1** Earn a cumulative passing score on seven end-of-course exams. The scores will be set by the State Board of Education. **2** Earn a "remediation-free" score on a nationally recognized college admission exam such as ACT or SAT. The state of Ohio will pay for all 11th-grade students in the Class of 2018 and beyond to take the exam free of charge. **3** Earn a State Board of Education-approved, industry recognized credential or a state-issued license for practice in a career and achieve a score that demonstrates workforce readiness and employability on a job skills assessment.
Health	.5 unit		
Mathematics	4 units[1]		
Physical Education	.5 unit[2]		
Science	3 units[3]		
Social Studies	2 units[4]		
History & Government	1 unit		
Electives	7 units[5]		
Other Requirements			
Economics and Financial Literacy[6]	1 unit		
Fine Arts	1 unit		

[1] Mathematics units must include one unit of algebra II or the equivalent of algebra II. Students on a Student Success Plan may be exempted from taking algebra II.

[2] School districts may adopt a policy that would exempt students who participate in interscholastic athletics, marching band or cheerleading for two full seasons or an approved Junior Reserve Officer Training Corps (JROTC) program for two years from the physical education requirement. Students must take another course, which cannot be a physical education course, of at least 60 contact hours.

[3] Science units must include one unit of physical sciences, one unit of life sciences and one unit advanced study in one or more of the following sciences: chemistry, physics or other physical science; advanced biology or other life science; astronomy, physical geology or other earth or space science. Students on a Student Success Plan may be exempted from advanced study in science.

[4] Social studies units must include ½ unit of American history and ½ unit of American government.

[5] Electives units must include one or any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education or English language arts, mathematics, science or social studies courses not otherwise required.

[6] All students must receive instruction in economics and financial literacy during Grades 9-12 and must complete at least two semesters of fine arts taken any time in Grades 7-12. Students following a career-technical pathway are exempted from the fine arts requirement. [7] The State Board of Education may decide to include an algebra II end-of-course examination in place of the algebra I end of course exam beginning for students entering ninth grade on or after July 1, 2016.

Comparison of Diplomas with Honors Criteria

Students need to fulfill all but one criterion for any of the following Diplomas with Honors

Subject	High School Academic Diploma with Honors Graduating Classes 2011 - 2017	Career-Technical Diploma with Honors for Graduating Graduating Classes 2011 - 2017
English	**4** units	**4** units
Mathematics	**4** units, including Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four-year sequence of courses that contain equivalent content	**4** units, including Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four-year sequence of courses that contain equivalent content
Science	**4** units, including physics and chemistry	**4** units, including two units of advanced science
Social Studies	**4** units	**4** units
Foreign Language	**3** units, including at least 2 units in each language studied	Not counted toward requirements
Fine Arts	**1** unit	Not counted toward requirements
Career-Technical	Not counted toward requirements, and may not be used to meet requirements	Now counted in Electives
Electives	Not counted toward requirements	**4** units of Career-Technical minimum. Program must lead to an industry recognized credential, apprenticeship, or be part of an articulated career pathway which can lead to post-secondary credit.
Grade Point Average	**3.5** on a 4.0 scale	**3.5** on a 4.0 scale
ACT/SAT Score [excluding scores from the writing sections]*	**27** ACT / **1210** SAT	**27** ACT / **1210** SAT
Additional Assessment	Not applicable	Achieve proficiency benchmark established for appropriate Ohio Career-Technical Competency Assessment or equivalent

*Writing sections of either standardized test should not be included in the calculation of this score.

Diploma with Honors requirements pre-suppose completion of all high school diploma requirements in Ohio Revised Code including:
½ unit physical education**
½ unit health
½ unit in American history
½ unit in government

Awards of Merit – Classes of 2015-2017

This certificate will be awarded by the State Board of Education to all those who meet the criteria that are specified below:

A. *College Prep Requirements* – complete the following minimum requirements:

1. English – 4 units (May include 1 unit of fundamentals of speech.)

2. Mathematics – 4 units (Must include 1 unit of algebra and 1 unit of geometry.)

3. Science – 3 units (Must include 2 units from among biology, chemistry and physics and a lab.)

4. Social Studies – 3 units (Must include 2 units of history and 1/2 unit of civics or government.)

5. Foreign Language – 3 units (Must include no less than 2 units of any language for which credit is sought i.e., 3 units of one language or 2 units each of two languages.)

6. Complete 2 units from one or more of the following, or 2 additional units from one or more of the areas listed A.1 through A.5 above.
    a. Business
    b. Computer Science
    c. Visual or Performing Arts

B. *Career-Technical Curriculum Requirements*

1. Complete a career technical occupational preparation program

2. Complete the following curriculum requirements
    a. English – 4 units
    b. Mathematics – 4 units
    c. Science – 3 units
    d. Social Studies – 3 units

Applied academic credits earned via career-technical education shall apply to the criteria for the Award of Merit.

3. Complete two units from one or more of the following, or two additional units from one or more of the areas listed in B.2 above.
    a. Business
    b. Computer Science
    c. Foreign Language
    d. Visual or Performing Arts

C. ***Performance Criteria (applies to both curricula)***

1. Maintain above average attendance for grades nine through 12 (compared to a rolling four-year state average). For 2011 the four-year state average is 94.32 percent attendance.

2. Demonstrate outstanding achievement in the curriculum as evidenced by one of the following: earning the equivalent of an overall grade point average of 3.25 on a four point scale for grades nine through 12; earning the equivalent of an overall grade point average of 3.5 on a four point scale for grades 11 and 12; or ranking in the top 25 percent of the class, whichever is more inclusive.

3. Participate in co-curricular, extracurricular or community activities in accordance with procedures established by the district board of education.

4. Demonstrate outstanding citizenship/character traits in accordance with criteria established by the district board of education.

Diploma of Distinction

This award will be given to students who have accumulated 28 credits throughout their high school career. Students must earn the equivalent of an overall grade point average of 2.50 on a four point scale. Diploma of Distinction will be phased out with the class of 2016.

ATHLETIC ELIGIBILITY INFORMATION

Division I Academic Eligibility Requirements

If you want to be eligible to receive athletics aid (scholarship), practice and compete during your first year, you must:

- Graduate from high school;
- Complete 16 core courses in the following distribution:
  - 4 years of English;
  - 3 years of math (Algebra 1 or higher);
  - 2 years of natural or physical science (including one year of lab science if offered by your high school);
  - 1 extra year of English, math, or natural or physical science;
  - 2 years of social science; and
  - 4 years of extra core courses (from any category above, or foreign language, comparative religion or philosophy);

Note: *Courses with similar content may be deemed duplicative and thus may not be used for initial academic eligibility.*

- Earn a minimum required grade-point average in your core courses; and
- Earn a combined SAT or ACT sum score that matches your core-course grade-point average on the sliding scale (e.g., a 2.400 core-course grade-point average requires a minimum 860 combined SAT score) or a 71 ACT sum score.

Time Limitation on Core Courses

- You must complete the 16 core-course requirement within four consecutive academic years (i.e., eight semesters) from the start of ninth grade.
- Students graduating early (in less than eight semesters) must still meet core-course requirements.
- If you graduate on time from high school within four consecutive academic years (i.e., eight semesters) from the start of ninth grade:
  - Prior to full-time collegiate enrollment, you may use **one** additional core-course unit completed within one year from the date of on-time graduation.
    - You may complete the core course at a location other than the high school from which you graduated; however, check to make sure the courses are approved on the school's List of NCAA Courses.
    - You will be required to provide an official transcript from the school with grade and credit for the additional core course.

Division I Qualifier

Being a qualifier enables you to be eligible to:

- Practice and compete for your college or university during your first year of full-time enrollment;
- Receive an athletics scholarship during your first year of full-time enrollement; and
- Play four seasons in your sport if you maintain your academic eligibility from year to year.

Division I Nonqualifier

As a nonqualifier, you will *NOT* be eligible to:

- Practice or compete for your college or university during your first year of full-time enrollment; or
- Receive an athletics scholarship during your first year of full-time enrollment, although you may receive need-based financial aid.

Division I Nonqualifier (cont.)

You may not participate in more than three seasons of competition in your sport. To earn a fourth season, you must complete at least 80 percent of your degree requirements before beginning your fifth year of college.

Students Enrolling on or After August 1, 2016

The initial-eligibility requirements for NCAA Division I college-bound student-athletes are changing. *Note: College-bound student-athletes first entering a Division I college or university on or after August 1, 2016, will need to meet new academic requirements in order to receive athletics aid (scholarship), practice or compete during their first year of full-time enrollment.*

There will be three possible initial-eligibility outcomes:

- **Qualifier:** May receive athletics aid (scholarship), practice and compete in the first year of full-time enrollment at the Division I college or university.
- **Academic Redshirt:** May receive athletics aid (scholarship) in the first year of full-time enrollment and may practice in the first regular academic term (semester or quarter) but may *not* compete in the first year of enrollment. The student-athlete must successfully complete nine semester hours or eight quarter hours in the initial term at his/her college or university to continue to practice in the next term.
- **Nonqualifier:** Cannot receive athletics aid (scholarship), practice or compete in the first year of full-time enrollment.

Here are the new requirements:
(For college-bound student-athletes first entering a Division I college or university on or after August 1, 2016.)

Qualifier must:

- Complete 16 core courses (same distribution as current requirements);
  - Ten of the 16 core courses must be completed before the start of the seventh semester (senior year) of high school.
  - Seven of the 10 core courses must be English, math or natural or physical science.
- Have a minimum core-course grade-point average of 2.300;
  - Grades earned in the 10 courses required before the seventh semester, including seven in English, math or natural or physical science, are "locked in" for purposes of core-course grade-point average calculation.
  - A repeat of any of the "locked in" courses will not be used to improve the grade-point average if the repeat occurs after the seventh semester begins.
- Meet the sliding scale of core-course grade-point average (minimum 2.300) and SAT/ACT sum score; and
- Graduate from high school.

Academic Redshirt must:

- Complete the 16 core-course requirement;
- Meet the sliding scale of core-course grade-point average (minimum of 2.000) and SAT/ACT sum score; and
- Graduate from high school.

Courses, including repeats, may be completed at any time during the first eight semesters of high school (no grades or credits are "locked in").

Nonqualifier: Does not meet qualifier or academic redshirt requirements.

Division II Academic Eligibility Requirements

Any core courses used toward your initial eligibility must be completed prior to full-time collegiate enrollment. To be eligible to receive athletics aid (scholarship), practice and compete during your first year, you must:

- Graduate from high school;
- Complete 16 core courses in the following distribution:
  - 3 years of English;
  - 2 years of math (Algebra 1 or higher);
  - 2 years of natural or physical science (including one year of lab science if offered by your high school);
  - 3 additional years of English, math, or natural or physical science;
  - 2 years of social science; and
  - 4 years of additional core courses (from any category above, or foreign language, comparative religion or philosophy);
- Earn a minimum 2.000 core-course grade-point average or better in your core courses; and
- Earn a combined SAT sum score of 820 or an ACT sum score of 68. For individuals enrolling at a college or university in Puerto Rico, earn a combined Prueba de Aptitud Academica score of 730.

Division II Qualifier

Being a qualifier enables you to:

- Practice and compete for your college or university during your first year of full-time enrollment;
- Receive an athletics scholarship during your first year of full-time enrollment; and
- Play four seasons in your sport if you maintain your academic eligibility from year to year.

Division II Partial Qualifier

You will be considered a partial qualifier if you do not meet all qualifier requirements listed above, but you have graduated from high school **and** meet one of the following:

- Combined SAT sum score of 820 or ACT sum score of 68; or
- Completion of the 16 core courses with a 2.000 core-course grade-point average.

As a partial qualifier, you:

- Can practice with your team at its home facility during your first year of full-time enrollment;
- Can receive an athletics scholarship during your first year of full-time enrollment;
- Cannot compete during your first year of college; and
- Can play four seasons in your sport if you maintain your academic eligibility from year to year.

Division II Nonqualifier

You will be considered a nonqualifier if you do not meet qualifier or partial-qualifier requirements.

As a nonqualifier, you:

- Cannot practice or compete for your college or university during your first year of full-time enrollment;
- Cannot receive an athletics scholarship during your first year of full-time enrollment, although you may receive need-based financial aid; and
- Can play four seasons in your sport if you maintain your academic eligibility from year to year.

Students Enrolling on or After August 1, 2018

College-bound student-athletes first entering a Division II college or university on or after August 1, 2018, will need to meet new academic requirements in order to receive athletics aid (scholarship), practice or compete during their first year of full-time enrollment.

Here are the new requirements:
(For college-bound student-athletes first entering a Division II college or university on or after August 1, 2018.)

Qualifier must:

- Complete 16 core courses (same distribution as current requirements);
- Meet the sliding scale of core-course grade-point average (minimum 2.200) and SAT/ACT sum score; and
- Graduate from high school.

Partial Qualifier must:

- Complete the 16 core-course requirement;
- Meet the sliding scale of core-course grade-point average (minimum of 2.000) and SAT/ACT sum score; and
- Graduate from high school.

Courses, including repeats, may be completed at any time during the first eight semesters of high school **(no grades or credits are "locked in")**.

Nonqualifier: Does not meet qualifier or partial qualifier requirements.

*** Next two pages shows guidelines from the OHSAA Website on Student Athletic Eligibility**

Guidelines for Student Athletic Eligibility

Produced By The Ohio High School Athletic Association
For School Counselors

Revised 9/13

As a school counselor, you are a vital link of the OHSAA team in efforts to promote scholarship and protect the eligibility of students. Information contained on this card will acquaint you with the OHSAA scholarship bylaws and regulations. In addition to the OHSAA standards, your school may have other standards that apply. **Any questions you have concerning standards should be reviewed with your school principal or athletic administrator.**

NOTE: In addition to any local standards or state mandated standards (GPA), the OHSAA standards must be met without exception in order to maintain athletic eligibility.

OHSAA Bylaws for Students in Grades 7-12

Please familiarize yourself with the following OHSAA Bylaws:

- All beginning seventh graders are eligible insofar as the scholarship bylaw.
- All beginning ninth graders must have passed a **minimum of five** of all subjects in which enrolled the immediately preceding grading period.
- Eligibility for each grading period is determined by grades received the preceding grading period. **Semester and yearly grades have no effect on OHSAA eligibility.**
- **Grades 9-12:** To be eligible, a student-athlete must have received passing grades in a minimum of **five** one-credit courses, or the equivalent, in the immediately preceding grading period (**Note:** Students taking post-secondary options must comply with these standards along with those participating via state law that permits home educated and non-public school students to participate at the public schools in the district of residence of the parents).
- **Grades 7-8:** To be eligible, a student-athlete must have received passing grades in a minimum of five of all subjects in which enrolled the immediately preceding grading period. Students must also comply who are participating via state law that permits home educated and non-public school students to participate at the public schools in the district of residence of the parents.
- For eligibility, summer school grades may not be used to substitute for failing grades received in the final grading period of the regular school year or for lack of enough courses taken the preceding grading period.

NOTE: "Grading period" is defined as your school's board-adopted calendar. In most school districts, this is a nine-week period, while some districts use six- or 12-week periods or semesters. It should also be noted, however, that interim, biweekly or weekly evaluations are not considered "grading periods" and restoration of eligibility is **NOT** permitted after such evaluations.

Examples of Determining Student Eligibility – Grades 9-12

Passing grades must have been received in a minimum of **five** one-credit courses, or the equivalent, in the immediately preceding grading period. To determine credit equivalency, multiply full-year courses by a factor of 1; semester courses by a factor of 2; twelve-week courses by a factor of 3; and nine-week courses by a factor of 4.

Example 1: 1st Nine-Week Grading Period

Subject	Grade	Credit & Duration	Factor	Credit Equivalency (Must Equal 5 Units or Equivalent)
English 10	C	1 - all year	1	1 x 1 = 1
Spanish I	D	1 - all year	1	1 x 1 = 1
Health	B	1/2 - semester	2	1/2 x 2 = 1
Algebra	F	1 - all year	1	0
Computers	C	1/2 - semester	2	1/2 x 2 = 1
Social Studies	C	1/2 - semester	2	1/2 x 2 = 1
Total Credits				**5 = eligible for 2nd grading period**

Example 2: 4th Nine-Week Grading Period

Subject	Grade	Credit & Duration	Factor	Credit Equivalency (Must Equal 5 Units or Equivalent)
English	C	1 - all year	1	1 x 1 = 1
O.W.E.	F	2 - all year	1	0
O.W.E.	D	1 - all year	1	1 x 1 = 1
History	B	1 - all year	1	1 x 1 = 1
Health	B	1/4 - semester	2	1/4 x 2 = 1/2
Typing	C	1/4 - 4th 9 weeks	4	1/4 x 4 = 1
Total Credits				**4 1/2 = ineligible for 1st grading period of next school year**

Post-Secondary Options

Note: If a student is taking all course work at the post-secondary institution, the minimum number of credits required (under either the quarter or semester system) in order to maintain athletic eligibility is **13.** Also note that in accordance with Bylaw 4-4-1, all courses taken in PSEO must count toward high school graduation.

It is highly recommended that you obtain a copy of *Ohio's Post-Secondary Enrollment Options Program* from the State Department of Education. In addition, students electing to enroll in PEOP must be certain that 1.) The faculty members at the post-secondary institution understand that they will need to provide grades or a progress report at the time when the high school's grading period is over, and 2.) The student-athlete is taking enough course work at the post-secondary institution exclusively or between the post-secondary institution and the high school combined to be equivalent to five one-credit courses. Calculating equivalency of credits in the post-secondary institution is conducted in the same manner as in the high school, based on the Carnegie unit. **College courses for which five semester hours (7 1/2 quarter hours) of credit are earned shall be awarded one Carnegie unit. Fractional Carnegie units will be awarded proportionately.** Examples of post-secondary options:

Example 1: 1st Nine-Week Grading Period

Subject	School	Credit & Duration	Credit Equivalency (Must Equal 5 Units or Equivalent)
History	High	1 (year course)	1 x 1 = 1
Literature	PEOP	3 quarter hours	.4 x 3 = 1.2
Calculus	PEOP	5 quarter hours	.67 x 3 = 2.01
Biology	PEOP	3 quarter hours	.4 x 3 = 1.2
Total Credits			**5.41 = eligible for 2nd grading period provided all courses passed**

The factor of 3 is used for post-secondary institutions that are on the quarter system.

(Over)

Example 2: 4th Nine-Week Grading Period

Subject	School	Credit & Duration	Credit Equivalency (Must Equal 5 Units or Equivalent)
French	PEOP	5 semester hours	1 x 2 = 1
Sociology	PEOP	3 semester hours	.6 x 2 = 1.2
Computers	PEOP	2 semester hours	.4 x 2 = .8
Geology	PEOP	3 semester hours	.6 x 2 = 1.2
Total Credits			**5.2 = eligible for 1st grading period of next school year provided all courses passed**

The factor of 2 is used for post-secondary institutions that are on the semester system. Note that this student is taking all courses at the post-secondary institution, which is acceptable.

Block Scheduling

Block scheduling or double blocking of courses does not change the calculation of credit equivalencies as required in OHSAA bylaws. Courses taken over one semester or one quarter (9-week period) carry a factor of 2 and 4, respectively. Therefore, if a student takes an English course during the first semester only and receives one credit for passing that course, that class carries an equivalency of 2 (1 credit x the factor for a semester course (2) = 2). Examples of block scheduling:

Example 1: 1st Nine-Week Grading Period

Subject	Grade	Credit & Duration	Factor	Credit Equivalency (Must Equal 5 Units or Equivalent)
English 10	C	1 - semester	2	1 x 2 = 2
Spanish 2	C	1 - semester	2	1 x 2 = 2
Health	B	1/4 - 1st 9 weeks	4	1/4 x 4 = 1
Total Credits				**5 = eligible for 2nd grading period**

Example 2: 3rd Nine-Week Grading Period

Subject	Grade	Credit & Duration	Factor	Credit Equivalency (Must Equal 5 Units or Equivalent)
Calculus	B	1 - semester	2	1 x 2 = 2
French	C	1 - semester	2	1 x 2 = 2
Phys. Ed	A	1/4 - semester	2	1/4 x 2 = 1/2
Total Credits				**4 1/2 = ineligible for 4th grading period**

For information on Credit Flex as it relates to OHSAA eligibility standards, please go to www.ohsaa.org/eligibility/default.asp

Examples of Determining Student Eligibility – Grades 7-8

Passing grades must have been received in a minimum of five of all subjects in which enrolled in the immediately preceding grading period. **All courses in which a student receives a grade count toward this eligibility requirement.**

Example 1: 1st Nine-Week Grading Period

Subject	Grade
English	F
Math	B
Home Economics	B
Computers	C
Music	C
Health	F
Credits Passed	**4 of 6 classes = NOT eligible for 2nd grading period**

Example 2: 3rd Nine-Week Grading Period

Subject	Grade
English	F
Math	D
Industrial Arts	C
Music	B
Computers	B
Physical Education	B
Credits Passed	**5 of 6 classes = eligible for 4th grading period**

Quick Reference for Protecting Student Eligibility

- **Parents and students share the responsibility to comply with scholarship standards. Therefore, do not advise a student to drop a class without first consulting with the athletic administrator to determine whether it will affect athletic eligibility.**
- **Do not permit a student-athlete to transfer without first determining whether it will affect athletic eligibility.** At the beginning of the ninth grade year, students may enroll in and attend any member school that accepts them. Once eligibility has been established at a member school, a student who transfers will be ineligible for all contests until the first 50 percent of the regular season contests have been competed in any sport in which the student participated during the previous 12 months unless one of the exceptions to the transfer bylaw is met. Should one of your student-athletes plan to transfer, set up a meeting between the student-athlete, his/her parents and your school principal or athletic administrator to review what effect the transfer will have on athletic eligibility.
- Be knowledgeable of the OHSAA eligibility requirements.
- Attempt to identify students who are or may become athletes when reviewing class schedules. ***Insure that student-athletes are taking enough courses to meet the eligibility requirements so that they may participate the next grading period.***
- **Work closely with the coaches and athletic director.**
- Contact the athletic director or principal on questions pertaining to eligibility and ask them to discuss any unresolved issues with the administrators in the OHSAA office who handle eligibility issues.

NOTE: The OHSAA has **no** minimum grade point (GPA) requirement, thus issues regarding eligibility when only the GPA is of concern is strictly a local school district matter and **not** an OHSAA matter.

For additional information, contact: **Ohio High School Athletic Association**
4080 Roselea Place, Columbus, Ohio 43214
Office Hours: Monday - Friday 7:30 a.m. - 4:30 p.m.
Telephone: (614) 267-2502 • **Fax:** (614) 267-1677 • **Website:** www.ohsaa.org

The complete text of the Bylaws and Regulations is published in the OHSAA Handbook, which is mailed to your school each summer and is posted on the OHSAA website.

Additional Information

Class Rank

"Class Rank" is a student's position in the graduating class as determined by comparing academic achievement. Colleges and universities often request class rank on their applications for admission. It is one of the factors used in determining honor graduates.

Credit Flexibility

Credit flexibility is designed to increase curricular options available to students, increase the depth of study available for a particular subject and tailor the learning time or conditions needed to complete a high school diploma and/or postsecondary degree. Students are able to earn units of high school credit based on a demonstration of subject area competency, instead of or in combination with completing hours of classroom instruction.

Course Availability

No student will be denied access to any educational program or activity, or refused participation therein on the basis of marital/parental status, race, ethnicity, gender or disability.

Course Offerings

The contents of this book are reviewed annually. See the latest edition for the most accurate information on the Lorain City School website. Changes in State minimum standards could necessitate changes in graduation requirements or course offerings.

High School Grade Forgiveness (Board Policy JECF)

Any high school student within Lorain City Schools may repeat a course once and have the lower of the two grades dropped from the computation of the grade point average (GPA). Both grades shall remain on the student's transcript. The higher grade of the two will have credit attached for graduation. It is the responsibility of the parent(s) and student to find a comparable course. Parents must comply with the district regulations, exceptions will be granted only at the discretion of the district.

Summer School

The Lorain City School District may offer summer school courses for high school students.

Schedule Changes

To Drop A Course – If the course is not required for graduation and the student has a full schedule, the student can request to drop one course. **After consultation with the teacher, counselor, parent, and principal and with the signature of the parent, a course may be dropped.**

Lorain High School Students

Titan College

Partnership with Lorain County Community College (LCCC)

College Credit Plus (CCP)

Formerly College Opportunity Partnership Program (COPP)
& Post-Secondary Enrollment Options (PSEO)

Titan College is an exciting partnership between Lorain City Schools and Lorain County Community College where high school students as early as ninth grade participate in a combined high school and college experience with the goal of earning a high school and a college associate degree at the same time. All college and high school courses are taught on the Lorain High School campus tuition free.

Students have two ways to participate through College Credit Plus (CCP) and Post-Secondary Enrollment Options. Students eligible for Titan College will be considered on school attendance, school discipline history, grades and motivation. Students can enter the program as early as ninth grade and at any time throughout their high school experience.

College Credit Plus (CCP)

- LCCC courses are available at Lorain High School
    - Student remains in high school environment.
    - Student still earns college credit.
    - Student may access all services LCCC provides for on campus students.
    - Fall Deadline June 15th

- Opportunity to take additional LCCC courses not offered at Lorain HS
    - On-line classes
    - Classes at any of LCCC's Learning Centers
    - Student still earns college and high school credit.
    - Fall Deadline June 15th

Criteria for Participation in CCP

Freshmen and Sophomores

- Must meet pre-requisites for any course and complete COMPASS assessment or submit ACT or SAT scores placing students into course.

Juniors and Seniors

- Must meet pre-requisites for any course and complete COMPASS assessment or submit ACT or SAT scores placing students into course.

What To Do and When

- All Students: Notify middle/high school of intent to participate (get intent form from school) by March 30.

- Complete application AS SOON AS YOU DECIDE to PARTICIPATE.

- Discuss college course selections with your high school counselor. Application must be sent to LCCC along with a school transcript.

Application

- Applications for CCP must be submitted by June 15th.
- There is a "second chance" deadline for students that want to participate in spring semester – October 15th.
- The earlier you submit your application, the better.

Mandatory LCCC Orientation

- High schools with classes on their site will hold one session at each high school site in May.

- If you miss the May date at your high school, or your high school doesn't offer a session, you must attend an orientation at LCCC or complete one online.

- Sign up at www.lorainccc.edu/orientation

College Credit Plus Participation . . . Benefits

- Attend college while still in high school
- Count credits for both high school and college
- Use credits at LCCC or transfer credits
- Complete college degree in fewer terms and with greater flexibility
- Reduce overall costs of college education

You Should Know . . .

- Grades earned in college coursework may affect high school class rank
- College grades are computed into GPA
    - All schools add quality points for LCCC courses like they would for honors/AP courses
- Students will be exposed to coursework geared toward adult learners
- Students may not have the maturity for the college atmosphere
- College transcripts are permanent records
- Students retain entering freshman status toward federal and state financial aid--check with receiving institution about their scholarships
- School districts may seek financial restitution if student fails or withdraws from a course

- **High school graduation may be jeopardized** if a student fails or drops a college course that is also being used for high school credit.

    - Work closely with high school counselor
    - Give your absolute best effort
    - Talk to your instructors!
    - Get help/tutoring if necessary

Associates of Arts & Associates of Science Course Pathway

The Titan College for Associate of Arts and Science pathway is an opportunity for 9th – 12th grade students to earn an Associate Degree and a high school diploma. Listed below are the proposed courses for the students who will take high school and college level courses. Entry into the program is based on the requirements for enrolling into Lorain County Community College.

TITAN COLLEGE

"Earn an Associate Degree While Attending LHS"

Lorain County Community College

LCCC Associate of Arts on the Lorain High School Campus

9th Grade

HS Credit	Lorain High Course	LCCC Course	College Credit
.5	College and Career Readiness	• (SDEV 102) Strategies for Creating College Success *Students will receive • (CISS 121) Microcomputer Applications *Students will receive	3 3
1	English 9		
1	Algebra / Geometry		
1	Physical Science		
1	World Studies		
1	Band or Foreign Language		
.5	Health		
6			**6**

10th Grade

HS Credit	Lorain High Course	LCCC Course	College Credit
1	Biology	• (BIOG 151) General Biology	4
1	Biology	• (BIOG 152) Human Biology	4
1	English 10		
1	Geometry/ Algebra II		
1 1	U.S. Studies	• (HSTR 161) United States I • (HSTR 162) United States II	3 3
1	Band, PE, or Elective		
1	Foreign Language or Elective		
8			**14**

TITAN COLLEGE

"Earn an Associate Degree While Attending LHS"

Lorain County Community College

11th Grade

HS Credit	Lorain High Course	LCCC Course	College Credit
1	3rd HS Science Req. *Prerequisite for CHMY 162*	• (CHMY 161) General, Organic and Biochemistry I	4
1	4th HS Science Req. *Completion of CHMY 161 required*	• (CHMY 162) General, Organic and Biochemistry II	4
1 1	English 11	• (ENGL 161) College Composition I • (ENGL 162) College Composition II	3 3
1	Algebra II / Trigonometry		
1	Foreign Language or Elective		
1	Band, PE, or Elective		
1 1	American Government	• (PLSC 156) American National Government • (PLSC 151) Comparative Politics	3 3
9			**20**

12th Grade

HS Credit	Lorain High Course	LCCC Course	College Credit
1 1 1	4th HS English Req.	• (ENGL 255) Introduction to Fiction • (HUMS 151) Introduction to Humanities • (HUMS 271) Introduction to Mythology	3 3 3
1 1	4th HS Math Req.	• (MTHM 171) College Algebra • (MTHM 172) PreCalculus	4 3
1 1	Social Studies	• (PSYH 151) Introduction to Psychology • (PSYH 251) Human Growth and Development	3 3
1	Foreign Language #3 or Elective		
1	Band, PE, or Elective		
	REQUIRED TO LEAVE OPEN (No Class Scheduled)		
9			**22**

Total College Credits	**62**
Total High School Credits	**32**

TITAN COLLEGE

"Earn an Associate Degree While Attending LHS"

Lorain County Community College

LCCC Associate of Science Degree on the Lorain High School Campus

9th Grade

HS Credit	Lorain High Course	LCCC Course	College Credit
.5	College and Career Readiness	• (SDEV 102) Strategies for Creating College • (CISS 121) Microcomputer Applications	3* 3*
1	English 9		
1	Algebra / Geometry		
1	Physical Science		
1	World Studies		
1	Band or Foreign Language		
.5	Health		
6			**6**

10th Grade

HS Credit	Lorain High Course	LCCC Course	College Credit
1	Biology	• (BIOG 151) General Biology	4
1	Biology	• (BIOG 152) Human Biology	4
1	English 10		
1	Geometry/ Algebra II		
1	U.S. Studies	• (HSTR 161) United States I • (HSTR 162) United States II	3 3
1	Foreign Language or Elective		
1	Band, PE, or Elective		
7			**14**

TITAN COLLEGE

"Earn an Associate Degree While Attending LHS"

Lorain County Community College

11th Grade

HS Credit	Lorain High Course	LCCC Course	College Credit
1 1	3rd HS Math Req. *Prerequisite for CHMY 162*	• (MTHM 171) College Algebra • (MTHM 172) PreCalculus	4 3
1 1	English 11	• (ENGL 161) College Composition I • (ENGL 162) College Composition II	3 3
1	Foreign Language or Elective		
1	HS Science *Prerequisite for CHMY 172*	• (CHMY 171) General Chemistry I	5
1	HS Science *Completion of CHMY 171 required*	• (CHMY 172) General Chemistry II	5
1	Band, PE, or Elective		
8			**23**

12th Grade

HS Credit	Lorain High Course	LCCC Course	College Credit
1 1 1	4th HS English Req.	• (ENGL 255) Introduction to Fiction • (HUMS 151) Introduction to Humanities • (HUMS 271) Introduction to Mythology	3 3 3
1	4th HS Math Req.		
1	American Government	• (PLSC 156) American National Government	3
1	HS Science *Prerequisite for PHYC 152*	• (PHYC 151) General Physics I	5
1	HS Science *Completion of PHYC 151 required*	• (PHYC 152) General Physics II	5
1	Foreign Language or Elective		
	REQUIRED TO LEAVE OPEN (No Class Scheduled)		
8			**22**

Total College Credits	**65**
Total High School Credits	**29**

Advanced Course Descriptions

ARTS 261, Graphic Design I	An introduction to the fundamentals of Graphic Design, including aesthetics and organization of type and graphic elements in space, the elements of visual communication, and the process of ideation and presentation from thumbnails through comprehensives. The student will also be exposed to problems in design history and current trends in Graphic Design.
ARTS 262, Graphic Design II	A continuation of the graphic design sequence, expanding the students understanding of the interaction of text, graphic and photographic elements in visual communication. Students will be introduced to a variety of organizing design principles, as well as the interplay between form and content. Students will be expected to produce designs for a variety of contexts ranging from the printed page to the digital screen.
ARTS 271, Digital Imaging	An introduction to the use of raster and vector-based digital tools in the acquisition, manipulation, and production of image-based visual art for traditional and new media applications. Students will gain hands-on experience with industry-standard hardware and software tools for the production of both screen-based (Internet, mobile, and gaming) as well as print-based (design, fine arts) imaging contexts involving creative expression.
ARTS 272, Digital Illustration	A focus on communication ideas through visual expression using vector-based software applications. Course emphasis is on concept art development for narrative and conceptual themes; including animation, comic books, gaming, children's books, and product design. Students will be expected to engage in the exploration of technique, creative process and the development of personal styles while meeting strict deadlines.
BIOG 121, Anatomy and Physiology I	This course offers an introduction to cell biology and histology, as well as an in-depth study of the following human organ systems: integumentary, skeletal, muscular, nervous (including special senses) and endocrine. This course is intended primarily for allied health and nursing associate degree students, sports and fitness management students and science majors.
BIOG 122, Anatomy and Physiology II	This course is a continuation of Anatomy and Physiology I. The structure and function of the following human organ systems are examined: reproductive (including embryology and fetal development), digestive, cardiovascular, lymphatic (including immunity), respiratory, and urinary (including fluid/electrolyte and acid/base balance)
BIOG 151, General Biology	An introductory biology course designed for non-science majors. Topics include basic chemistry and cell biology, evolution, genetics, ecology and a survey of the kingdoms.
BIOG 152, Human Biology	An introductory course intended for the non-science major covering basic anatomy and physiology of the human body.
CISS 121, Microcomputer Applications I	Introduction to microcomputer applications. Survey of application packages including Windows, word processing, spreadsheets, Internet, presentation and graphics. Includes hardware concepts and basic computer terminology and e-mail. Guidelines for selecting and evaluating hardware and software.
CHMY 161, General, Organic and Biochemistry I	Designed to give the allied health student an understanding of and appreciation for general chemistry. Includes atomic and molecular structure, intermolecular and intramolecular forces, properties of matter, states of matter, solutions, principles of reactions (including acid-base, redox), and nuclear chemistry
CHMY 162, General, Organic and Biochemistry II	Continuation of CHMY 161. Emphasis is on organic and biochemistry. Topics include nomenclature; structure classification and typical reactions of organic compounds; and properties, synthesis, and metabolism of carbohydrates, lipids, nucleic acids and proteins. Role of enzymes, hormones, vitamins, and drugs are also discussed.
CHMY 171, General Chemistry I	Course recommended for Science majors as an introduction to the principles of chemistry. Emphasis is on atomic, molecular, and electronic structures, gas laws,

	stoichiometry, chemical bonding, solutions, and equilibrium. Laboratory required. (A special fee will be assessed.) Natural Science Core Course. Prerequisite: Demonstrated proficiency at the Algebra II level on the placement assessment or MTHM 023 or divisional approval.
CHMY 172 General Chemistry II	Continuation of CHMY 171. Emphasis is on acids and bases, thermodynamics, electrochemistry, coordination compounds, nuclear chemistry, descriptive chemistry, and reaction kinetic. Laboratory required. (A special fee will be assessed.) Natural Science Core Course.
ENGL 161, College Composition I	An introduction to fundamental college-level skills in academic reading and writing. Summary, analysis, synthesis and research documentation are emphasized, along with critical thinking and collaborative learning.
ENGL 162, College Composition II	A writing course continuing the practice of skills introduced in ENGL 161, as well as strategies of argumentation and secondary research leading to a research paper.
ENGL 255, Introduction to Fiction	Study of short stories and novels to acquaint the general student with important themes and critical perspectives applicable to fiction.
HSTR 161, United States I	A study of the origin and growth of American civilization from the discovery of the western hemisphere to the end of the Reconstruction.
HSTR 162, United States II	A political, economic, diplomatic, social, cultural and intellectual survey of the United States from the end of Reconstruction to the present.
HUMS 151, Introduction to Humanities	An introduction to the arts and humanities through study of significant historic eras in Western culture. Areas of study include philosophy, literature, painting, sculpture, photography, film, architecture and music.
HUMS 271, Introduction to Mythology	A survey of major figures, motifs, and themes of mythology with attention to theories of myth and to modern literature using myths. Humanities Core Course.
MTHM 171	Study of algebraic function, equations, systems of equations, inequalities, matrices, partial fractions, exponential and logarithmic functions. Designed primarily for the calculus-bound student. Not to be taken if credit for MTHM 175 has been earned. Graphing calculator required. Mathematics Core Course. Prerequisite: High School geometry and two years of high school algebra and a satisfactory placement assessment score or MTHM 023 or divisional approval.
MTHM 172	For the calculus-bound student. A study of trigonometric functions and their graphics; trigonometric identities and equations; conic sections; polar and parametric equations; mathematical induction; and the Binomial Theorem. Not to be taken if credit for MTHM 175 has been earned. Graphic calculator required. Mathematics Core Course. Prerequisite: MTHM 171 or 3 ½ years high school college-preparatory mathematics and a satisfactory placement assessment score or divisional approval.
PHYC 151, General Physics I	Algebra-based physics course. Topics include linear and rotational kinematics, Newton's laws of motion, energy, momentum, equilibrium, temperature and kinetic theory, and thermodynamics. Laboratory required. (A special fee will be assessed.) Natural Science Core Course. Prerequisite: Satisfactory placement assessment score above the level of Trigonometry and Algebra II or MTHM 121 or MTHM 172 or divisional approval.
PHYC 152, General Physics II	Continuation of PHYC 151. Topics include waves, sound, optics, electric and magnetic fields and forces, and modern physics. Laboratory required. (A special fee will be assessed.) Natural Science Core Course. Prerequisite: PHYC 151 or divisional approval.
PLSC 151, Comparative Politics	This course provides a general survey introducing fundamentals of political theories, institutions, processes and methods of analysis.
PLSC 156, American National Government	This course provides a survey of national government in theory and practice. Formal governmental structure and procedures studied and made meaningful will be explored with an emphasis on the individual's role in a functioning democracy.
PSYH 151, Introduction to Psychology	An introduction to psychology as the science of behavior and an overview of current psychological thought. Topics include the science of psychology, biological bases of behavior, learning, memory and cognition, motivation, stress and adjustment, personality, psychological disorders and their treatment, and social psychology. Social Sciences Core Course.
PSYH 251, Human Growth and Development	The study of the phenomena of human growth and development and the influence of biological, cognitive, and psychosocial factors from conception throughout life. Topics include: prenatal development, infancy, childhood, adolescence, and adulthood. Social Sciences Core Course.

ART

The Art Department has designed a curriculum that allows every student to sample a wide variety of courses. There are courses designed for the serious Art student as well as the student with a casual interest in Art**.**

*One course required for graduation

9TH GRADE		
FOUNDATIONS OF ART **.5 credit** ***Elective Course***	This course is an introduction to art covering the elements and principles of design and the process of organizing visual forms. This course establishes the foundation for the knowledge based creation of student art. All subsequent art courses will reinforce and build on this foundation. Students will complete projects, concentrating on the elements and principles of design, while using a variety of materials. Students will also learn to analyze a work of art and study the development of art through the ages.	
9TH/10TH FOCUS		
DESIGN **.5 credit (9th Grade)** **1 credit (10th Grade)** ***Elective Course***	This is a comprehensive art course the builds upon the foundations of art. Students will be able to understand the basic concepts of design using a variety of techniques including drawing, painting, printmaking and crafts.	
11TH/12TH FOCUS		
DRAWING & PAINTING **1 credit** ***Elective Course***	Drawing is a studio art course based on realistic and expressive drawing experiences. Working with live models, still life objects, and close observation, the students will increase their understanding of the realistic interpretation of 3-D forms on a 2-D plane. Students will experiment with drawing as an expressive art form and each student will have the opportunity to explore a variety of drawing media. This class will introduce drawing techniques such as: sketching, contour line, gesture, pointillism, cross hatching, and realistic value studies.	
11TH/12TH FOCUS		
COMPUTER ART **1 credit** ***Elective Course***	This class is for art students with an interest in computer art. The students will learn how to use basic Adobe Photoshop skills to produce their art work. Digital cameras and scanners will also be used in this class. The Internet will be used as a resource tool to gather information and research. The course will emphasize the design and layout of logos, business cards, letterheads, promotional ads, storyboards, signs, displays, and Website ads.	

ENGLISH

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9TH Grade		
ENGLISH 9 **1 credit**	English 1 utilizes Common Core standards with a thematic analysis to improve reading, writing, media, and speech communication. Reading covers selections of both fiction and non-fiction from a variety of genres and time periods. Compositions include persuasive, expository, and narrative essays. Students will also be learning comparison and contrast techniques and improving on finding evidence to support answers. The research process is introduced through the completion of small research projects using MLA and/or APA format and current technology. Effective communication is honed through attention to grammar, mechanics, usage, and style.	
English 9 Honors **1 credit**	English 1 utilizes Common Core standards with a thematic analysis to improve reading, writing, media, and speech communication. Reading covers selections of both fiction and non-fiction from a variety of genres and time periods. Compositions include persuasive, expository, and narrative essays. Students will also be learning comparison and contrast techniques and improving on finding evidence to support answers. The research process is introduced through the completion of small research projects using MLA and/or APA format and current technology. Effective communication is honed through attention to grammar, mechanics, usage, and style. ***The honors level is designed as an accelerated academic offer whose purpose is to prepare students for college courses.**	
10TH Grade		
ENGLISH 10 **1 credit**	Students will employ reading, writing, and higher order thinking skills. Grade 10 is an opportunity for students to shape skills and develop them in an engaging and challenging manner.	
ENGLISH 10 **Honors** **1 credit**	Students will employ reading, writing, and higher order thinking skills. Grade 10 is an opportunity for students to shape skills and develop them in an engaging and challenging manner. ***The honors level is designed as an accelerated academic offer whose purpose is to prepare students for college courses.**	

10TH-12TH FOCUS		
WRITING FOR PUBLICATIONS **1 credit** ***Elective Course***	This class will teach the fundamentals of recognizing and writing news interview techniques, peer editing, proof reading, page design, headline development and publishing software usage. The course requires student to participate in school publications.	
SPEECH **1 credit** ***Elective Course***	This is an introductory course in the fundamentals of preparing and delivering oral communication including choosing language to fit both the content and audience for each speech, and critiquing a speaker's key points. Students will deliver informational, formal and informal descriptive and persuasive presentations.	
10TH/11TH FOCUS		
WRITING/READING CONCEPTS **1 credit** ***Elective Course***	Students are selected for this developmental course using input from teachers, test scores and work samples. Students will practice a variety of skills to improve reading comprehension and writing skills and to promote greater reading and writing proficiency.	
ENGLISH 11 **1 credit**	The course examines literature in depth as thematic units, genres, and other categories rather than solely surveying literature. Literary analysis is highlighted, as is the development of a high level of articulation in writing. Independent projects based on research, oral presentations, and group panel work are integral parts if this course.	
ENGLISH 11 Honors **1 credit**	The course examines literature in depth as thematic units, genres, and other categories rather than solely surveying literature. Literary analysis is highlighted, as is the development of a high level of articulation in writing. Independent projects based on research, oral presentations, and group panel work are integral parts if this course. ***The honors level is designed as an accelerated academic offer whose purpose is to prepare students for college courses.**	
11TH/12TH FOCUS		
CREATIVE WRITING **1 credit** ***Elective Course***	Creative Writing will provide an outlet for students who enjoy exploring their creativity through opportunities for such forms as poetry, short stories, and drama. Students will follow models of good writing and analysis. The development of student portfolios will be part of the evaluation of writing.	
FILM AS LITERATURE **1 credit** ***Elective Course***	This class allows students to study the ways that literary devices influence directors and actors and the films they produce. Students will develop an understanding of the basic organizational techniques of storytelling and analyze the use of literary devices such as character, setting, and theme. Students will develop critical thinking, analytical skills and will be expected to write about films as both a critic and a literary scholar.	
TEEN ISSUES IN LITERATURE	Over the next few months you will read the latest stories and novels that discuss issues urban high school students are faced with today. As we read	

1 credit ***Elective Course***	about the experiences of these modern-day characters, we will develop our discussion, writing, and critical thinking skills in order to reflect on questions such as how realistically are these issues portrayed and what can we learn from how characters respond to conflict? We will also focus on analyzing how literacy techniques such as figurative language help to change and personalize your reading experience by bringing the characters and their stories to life.	
SPORTS LITERATURE **1 credit** ***Elective Course***	This class provides students with an opportunity to explore material related to sports literature and its connection to real world experiences. The students will be involved in various reading activities, writing though journals, response to literature and essays, debates and many other critical thinking activities.	
ENGLISH AS A SECOND LANGUAGE I **1 credit**	This course is for students who are identified as limited in the use of the English language. The course will help to strengthen survival English skills and may be required for some students. Focus includes a heavy emphasis on oral/conversational practice and basic grammar skills.	
ENGLISH AS A SECOND LANGUAGE II **1 credit**	This course is for students who are identified as limited in the use of the English language. This course includes the objectives of the English I R course and emphasizes continued oral conversation, vocabulary development, sentence and paragraph writing, and English reading. This may be a required course for some students. This course will prepare students for II R. *ESL I and ESL II can be used as Carnegie units required toward the four (4) units of English for graduation.	
12TH FOCUS		
READING, ANALYZING AND WRITING FOR COLLEGE (RAWC) **1 credit** ***Elective Course***	This class is designed to provide students with the opportunity to broaden reading, writing and analytical skills to achieve success in college and in the professional workplace. The tasks include reading, writing, revising, speaking, researching, analyzing, critical thinking, collaborating and presenting.	
ENGLISH 12 **1 credit** ***Elective Course***	This course is a senior college-bound class in writing. It is similar to the first year college composition programs. This is not a creative writing course. Class assignments stress the communication of factual information rather than the writing of poetry or fiction. In addition to writing papers for various purposes, students research topics and report upon them in a written format that includes footnotes and bibliography and oral format.	
ENGLISH 12 Honors **1 credit** ***Elective Course***	This course is a senior college-bound class in writing. It is similar to the first year college composition programs. This is not a creative writing course. Class assignments stress the communication of factual information rather than the writing of poetry or fiction. In addition to writing papers for various purposes, students research topics and report upon them in a written format that includes footnotes and bibliography and oral format. ***The honors level is designed as an accelerated academic offer whose purpose is to prepare students for college courses.**	

FINE ARTS

One course required for graduation

9TH – 12TH FOCUS		
INTRODUCTION TO THEATRE **.5 credit (9th Grade)** **1 credit (HS)** ***Elective Course***	A beginning level course designed to introduce students to theatre. Introspection into a brief history of theatre is the foundation of this course. Students will be introduced to the different genres of theatre as well as master the skills of basic stage terminology. This is a general elective course.	
BAND **1 credit** ***Elective Course***	Band is a one year course which offers the student an opportunity to rehearse and perform in marching band and concert band. Emphasis is placed on proper playing technique, marching fundamentals, ensemble fundamentals, and the study of concert band literature. Band also offers the student the opportunity to play in additional ensembles, pep band, and jazz band. Mandatory marching band rehearsals begin three weeks before school opens to prepare for the marching band season. It then meets daily during the school year. Band is a performance based course and participation in scheduled activities is mandatory.	
10TH – 12TH FOCUS		
MUSIC APPRECIATION **1 credit** ***Elective Course***	Music Appreciation is a general survey of music and its composers, with extensive listening in order to develop intelligent understanding and appreciation of the world's great music. This course will provide the foundation necessary for successful participation in college level humanities classes.	
MUSIC HISTORY **1 credit** ***Elective Course***	Music History will familiarize the student with a large body of musical material from all genres of musical writing; vocal, instrumental, symphonic, and choral literature. Special attention will be given to style, form, and compositional techniques of principal composers. Students will study early music through the music of the 20th century.	
CONCERT CHOIR **1 credit** ***Elective Course***	Students in this intermediate level ensemble with emphasis on group and individual singing will continue to sing a varied musical repertoire of increased difficulty. Emphasis will be placed on ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) while performing with a group. Independent musicianship and leadership are encouraged (e.g., sight-reading with technical accuracy as well as identifying articulations, expressive symbols, and terms).	

	Students will begin to explore and identify opportunities for life-long involvement in music. Mandatory performance activities may include (but are not limited to) formal concerts, workshops, adjudicated events and the annual spring musical.	
CHAMBER SINGERS **1 credit** ***Elective Course***	This is the premiere choral ensemble at the high school level with extensive performance opportunities. Students will sing (alone and/or in ensembles) advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique, and a high degree of musicality. Students are expected to interpret music symbols and terms expressively when performing a varied repertoire of music. Students demonstrate an understanding of musical style and form and are able to articulate and justify personal philosophies regarding music in their lives and cite examples that contributed to this thinking. Mandatory performance activities may include (but are not limited to) formal concerts, workshops, adjudicated evens and the annual spring musical.	
CHORALE **1 credit** ***Elective Course***	This is the premiere choral ensemble that offers extensive performance opportunities. Students will sing (alone and/or in ensembles) advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique, and a high degree of musicality. Students are expected to interpret music symbols and terms expressively when performing a varied repertoire of music. Students demonstrate an understanding of musical style and form and are able to articulate and justify personal philosophies regarding music in their lives and cite examples that contributed to this thinking. Mandatory performance activities may include (but are not limited to) formal concerts, workshops, adjudicated events and the annual spring musical.	
CHAMBER CHOIR **1 credit** ***Elective Course***	This ensemble is an opportunity for those students who wish to have additional choral experiences. Students will work independently and as a group on skills necessary for a successful performance (i.e., technical accuracy, tone quality, articulation and expression for the work being performed with good posture and breath control). Musical opportunities may include (but are not limited to) musical auditions, solos for concerts, student recitals, and/or adjudicated events. Mandatory performance activities may include (but are not limited to) formal concerts, workshops, adjudicated events and the annual spring musical.	

VOICE CLASS **1 credit** ***Elective Course***	This vocal music class places emphasis on vocal technique and solo singing for those students who wish to have additional choral experiences. Students will work independently and as a group on skills necessary for a successful performance (i.e., technical accuracy, tone quality, articulation and expression for the work being performed with good posture and breath control). Musical opportunities may include (but are not limited to) musical auditions, solos for concerts, student recitals and/or adjudicated events.	
ORCHESTRA **1 credit** ***Elective Course***	Orchestra offers students the opportunity to rehearse and perform musically and to understand the literature for orchestra as well as to improve the individual musician's playing ability. Emphasis is placed on proper playing technique and ensemble fundamentals. Participation in orchestra also offers the student the opportunity to play in additional ensembles and pit orchestra. Orchestra is a performance based course and participation in scheduled activities is mandatory.	
Introduction to Theatre II - Script Analysis 1 credit ***Elective Course***	This course is designed to introduce students to the skills of basic script analysis. There will be extensive work in exploring playwright's works with emphasis on social issues and concerns. The students will develop a personal theatre philosophy based on analysis of individually chosen portfolios. This course is highly recommended for students majoring in theatre in college.	

FOREIGN LANGUAGE

The main objective in studying a foreign language is to develop linguistic skills in the target language. Students will begin to develop skills in listening, speaking, reading, and writing skills which will lead to competence and fluency in the use of the foreign language. In addition, students will develop a knowledge and respect for the history and cultures of the lands native to the language.

9TH-12TH		
SPANISH I **1 credit** ***Elective Course***	Foundation course of understanding, speaking, reading, and writing Spanish and introduction to the cultures of Spain and Spanish America.	
10TH – 12TH FOCUS		
SPANISH II **1 credit** ***Elective Course***	Students continue to develop skills on conversation, grammar, and culture.	
SPANISH III **1 credit** ***Elective Course***	The emphasis of Spanish Conversation and Composition is on the development of writing skills and fluency in speaking the language	
SPANISH IV **1 credit** ***Elective Course***	This advanced course offers a thorough review and in-depth study of Spanish with a special emphasis on developing fluency in the spoken language through discussions, writing assignments and film.	
FRENCH I **1 credit** ***Elective Course***	Foundation course for understanding, speaking, reading, and writing French and introduction to the culture of France. Students will develop skills in conversation, grammar, and culture.	
FRENCH II **1 credit** ***Elective Course***	Students will continue to develop their skills needed for French conversation and understanding of culture.	
FRENCH III **1 credit** ***Elective Course***	Students will focus on speaking, reading, and writing fluency in French with continued enforcement of cultural differences	
FRENCH IV **1 credit** ***Elective Course***	This course includes advanced oral skill development. It includes a study of French literature and a review of French grammar concepts needed for college placement and advanced conversation. It continues an in-depth cultural study.	

HEALTH & PHYSIAL EDUCATION

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*** .5 credit of Physical Education & Health required for graduation**

10TH–12TH Grade		
PHYSICAL EDUCATION **.5 credit** ***Elective Course***	Students in this course will participate in a variety of activities and sports focusing on individual fitness and leisure time activities. Students will be expected to participate on a daily basis in all activities. All classes are co-educational.	
TEAM SPORTS **.5 credit** ***Elective Course***	This unit is designed to introduce and provide opportunities for students to develop the basic and intermediate skills in a variety of sports and activities that they will be able to participate in now and in the future. Students will be exposed to the basic skills, strategies and etiquette of the various activities. The components of fitness: muscular strength, muscular endurance, flexibility, body composition and cardiovascular fitness will be emphasized throughout the year.	
BASKETBALL & FITNESS **.5 credit** ***Elective Course***	This course is designed to give students the opportunity to learn and develop fundamental and advanced skills in basketball, as well as fitness concepts and conditioning techniques used for achieving and maintaining optimal physical fitness. Students will learn basic fundamentals and advanced techniques of basketball, aerobic training, and overall fitness training and conditioning.	
PERSONAL FITNESS & WEIGHT TRAINING **.5 credit** ***Elective Course***	This course is designed to provide instruction in the fundamentals of aerobic and strength conditioning exercises. Students will develop the ability to evaluate personal fitness levels and plan an individualized fitness program. Classes will be in the Weight Room and Gymnasium.	
AEROBIC WALKING & CARDIO FITNESS **.5 credit** ***Elective Course***	This course is designed to provide an opportunity for students to develop a fitness workout plan through the activities of walking and other forms of aerobic exercise. Flexibility, cardiovascular and muscular endurance, as well as muscular strength will be emphasized. Students will be introduced to a low impact form of exercise that is a lifelong activity.	
9TH-12TH Grade		
HEALTH **.5 Credit** ***Elective Course***	Health is a required course which includes the study of body systems, substance abuse, human sexuality, (including transmitted diseases) C.P.R. and basic first aid. A special emphasis is placed on contemporary health problems of adolescents including alcohol abuse, tobacco use, and other relevant topics. All classes are co-educational.	

PHYSICAL EDUCATION EXEMPTION (Board Policy IGAFA)

A student who, during high school, has participated in JROTC, interscholastic athletics, marching band or cheerleading for at least two full seasons is not required to complete any physical education course to graduate. However, the student is required to complete one-half unit, consisting of at least 60 hours of instruction in another course of study.

JROTC - JUNIOR RESERVE OFFICERS TRAINING CORPS

JROTC programs are designed to develop the entire student. Students progressing through the program begin by learning to work together with a team for a common goal and develop skills and abilities in areas outside the typical classroom. Upper level students assume leadership roles for younger cadets. JROTC programs are not designed to promote the military but may be a springboard to a military career.

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9TH Grade Focus	
JROTC I **1 credit** ***Elective Course***	JROTC prepares you for life NOT for the military. Junior ROTC is a high school course given during regular school hours, but includes many out-of-classroom activities. The basics in the following topics are taught: history, government, technology awareness, current events, leadership, and personal skills (how to study, take tests, interview for jobs, etc.). Extracurricular activities include drill team, honor guard, and color guard. Students have the opportunity to go to a JROTC summer camp to train on confidence courses, play team sports, learn land navigation, and water safety techniques. JROTC cadets are obligated to develop and improve in ways schools generally don't offer. JROTC does not promote the military lifestyle, but military skills are used to teach self-discipline, confidence and pride in a job well done.
10TH-12TH Focus	
JROTC II **1 credit** ***Elective Course***	This is a continuation of JROTC I. Also included in JROTC II are the course work on leadership, civics, geography and global awareness, health and wellness, language arts, life skills, and U.S. history. The curriculum is based on the principles of performance-based, learner-centered education and promotes development of core abilities: capacity for life-long learning, communication, responsibility for actions and choices, good citizenship, respectful treatment of others, and critical thinking techniques. Cadets learn how to lead, effective communication skills, conflict resolution and teaching skills. JROTC cadets also learn how to read maps and basics of land navigation.
JROTC III **1 credit** ***Elective Course***	This is a continuation of JROTC II. Also included in JROTC III is leadership theory and applications, which teach cadets how to lead in a variety of situations. Cadets learn how to make a difference with service learning projects and career planning. Cadets also learn first aid techniques for emergency and non-emergency situations.
JROTC IV **1 credit** ***Elective Course***	This is a continuation of JROTC III. In JROTC IV cadets learn leadership theory and application through the process of a leadership lab. Cadets learn planning skills, social responsibilities, financial planning, and drug prevention and intervention.

MATHEMATICS

The sequencing of Math courses is very important and students should work closely with their counselors to make sure that the classes are taken in an order which will allow the appropriate skill development.

9TH/10TH Focus		
ALGEBRA I **1 credit**	This course is the foundation for all future math courses. In this course, algebra topics are integrated with applications, statistics, probability, and geometry. Graphing lines, and the study of functions, systems of equations and inequalities, polynomials, and square roots are elements of the course. Many topics are woven together with the study of geometry, and applications are emphasized throughout.	
ALGEBRA 1 HONORS **1 credit**	This course is the foundation for all future math courses. In this course, algebra topics are integrated with applications, statistics, probability, and geometry. Graphing lines, and the study of functions, systems of equations and inequalities, polynomials, and square roots are elements of the course. Many topics are woven together with the study of geometry, and applications are emphasized throughout. ***The honors level is designed as an accelerated academic offer whose purpose is to prepare students for college courses.**	
10TH Grade Focus		
GEOMETRY **1 credit**	Concept emphasis is on Geometry and includes algebraic representations in Geometry. Instruction includes a study of plane and solid geometry, and analytic geometry with an emphasis on proof Data and probability are further developed in the areas of data collection, statistical methods, and probability.	
GEOMETRY HONORS **1 credit**	Concept emphasis is on Geometry and includes algebraic representations in Geometry. Instruction includes a study of plane and solid geometry, and analytic geometry with an emphasis on proof Data and probability are further developed in the areas of data collection, statistical methods, and probability. ***The honors level is designed as an accelerated academic offer whose purpose is to prepare students for college courses.**	
10TH-12TH Focus		
MATHEMATICAL CONCEPTS ***Elective Course*** **1 credit**	Do your math skills need a tune-up? We have just the right tools for you. In this course we will use a hands-on approach to fill in those gaps that will promote your success in math. We will work together to revisit topics in algebra and geometry. We will step out of the textbook to explore math beyond the classroom and in our community. At the successful completion of this course, you will be charged up and ready to tackle the rigors of mathematics.	

11TH/12TH Focus		
ALGEBRA II **1 credit**	This course will help prepare students for rigorous math concepts and content. There is a continuation of some algebraic concepts from grade nine and a traditional Algebra II course. Topics include linear, quadratic and higher polynomial functions, probability, conic sections, and systems of equations, matrices, and determinants.	
ALGEBRA II **Honors** **1 credit**	This course will help prepare students for rigorous math concepts and content. There is a continuation of some algebraic concepts from grade nine and a traditional Algebra II course. Topics include linear, quadratic and higher polynomial functions, probability, conic sections, and systems of equations, matrices, and determinants. ***The honors level is designed as an accelerated academic offer whose purpose is to prepare students for college courses.**	
12TH Focus		
TRIGONOMETRY **1 credit** ***Elective Course***	Students will study skills dealing with trigonometric functions and analytical geometry. This course extends the study of trigonometry beyond those topics of Algebra/Geometry Honors 10. Students who complete the requirements for this course will usually meet the entrance requirements for all but the most selective colleges and universities.	
TRIGONOMETRY **Honors** **1 credit** ***Elective Course***	This course is designed for students who plan to study science, mathematics, engineering, and/or architecture in four-year institutions. Students will study skills dealing with trigonometric functions and analytical geometry. This course extends the study of trigonometry beyond those topics of Algebra/Geometry Honors 10. Students who complete the requirements for this course will usually meet the entrance requirements for all but the most selective colleges and universities.	
Pre College Math **1 credit** ***Elective Course***	This course is designed for the college bound student who wants to cover topics that are included on both the ACT and SAT math tests to include test preparation and study skills. Other topics could include rudiments of the stock market, credit cards, mortgages, student financial aid, income tax forms, and the ability to complete FAFSA. Student enrolled in this class should be expected to take the ACT, SAT, or LCCC compass test.	
MATH MODELING & APPLICATIONS **1 credit** ***Elective Course***	Have you ever watched a magician work? Ever seen her do a really interesting card trick? Ever wonder how she did it? Ever wonder if it always works and if so why it always works? Chances are, there's important math behind the scenes that makes the trick work. Math is behind the scenes for many interesting and important real-world phenomenons. Math modeling is a	

	new course that connects math and numeracy with important events in our world. Pitchers' ERA in baseball, a refund on your tax return, an interesting new card trick, mental math and numeracy shortcuts, and probability of winning the lottery are just a few of the exciting topics students will study in this powerful math course. Be sure to make Math Modeling part of your high school academic experience.	
PRE-CALCULUS HONORS **1 credit** ***Elective Course***	This course presents integrated topics in algebra and trigonometry in preparation for a later course in calculus. The central theme is a study of functions: polynomial, exponential, logarithmic and trigonometric with emphasis on practical applications wherever possible. This class prepares students for college courses by making demands upon them equivalent to those of a full year introductory college course. A graphing calculator is required for this course.	
REAL WORLD PROBLEM SOLVING **1 credit** ***Elective Course***	This course is designed to examine different problem solving strategies. Emphasis will be placed on the "how". This is not a number course or an algebra course we will explore many different problem solving styles including guess-and-check, eliminating possibilities, making list and charts, and logic type problems.	

SCIENCE

9TH Grade Focus		
PHYSICAL SCIENCE **1 credit**	Have you ever looked up at the sky and seen a shooting star? How fast does it move? Where did it come from and where is it going? This course will explore the solar system, the physical properties of matter and the forces of energy. This course will include experiments in order to better understand the forces of motion and properties of atoms.	
PHYSICAL SCIENCE Honors **1 credit**	Have you ever looked up at the sky and seen a shooting star? How fast does it move? Where did it come from and where is it going? This course will explore the solar system, the physical properties of matter and the forces of energy. This course will include experiments in order to better understand the forces of motion and properties of atoms. ***The honors level is designed as an accelerated academic offer whose purpose is to prepare students for college courses.**	
10TH Grade Focus		
BIOLOGY **1 credit**	We will explore the structure and function of a cell, genetics, how plants and animals all interact and affect each other, and many other topics. Through hands-on experiences in the lab, students will be able to analyze and navigate through biological and ecological systems.	
BIOLOGY Honors **1 credit**	We will explore the structure and function of a cell, genetics, how plants and animals all interact and affect each other, and many other topics. Through hands-on experiences in the lab, students will be able to analyze and navigate through biological and ecological systems. ***The honors level is designed as an accelerated academic offer whose purpose is to prepare students for college courses.**	

10^{TH}-12^{TH} Focus		
EARTH SCIENCE **1 credit** **"Elective Course***	Students draw on their previous experience and connect Earth, space, life, and physical science into a coherent study of the environment. Students also explore matter and energy relationships. Students have the opportunity to use basic science processes of inquiry, scientific investigation, and the nature of science to examine past events, current situations, and to develop and revise scientific predictions, ideas, or theories.	
ENVIRONMENTAL SCIENCE **1 credit** **"Elective Course***	Environmental science is a multidisciplinary field that incorporates learning and knowledge from all sciences. The main goal is to explain the relationships between humans and the world we interact with. The students will study conservation and the protection of natural resources, educating humans to have a better understanding of their natural surroundings, and the promotion of environmental research. Knowledge of ecology, biology, chemistry, geology, and geography will be stressed to further our understanding of the exciting world in which we live.	
ZOOLOGY **1 credit** **"Elective Course***	This will be a hands on course that will place a heavy emphasis on identifying animal groups based on their similar characteristics. Much of the course will be spent performing various dissections of the following Animals: Sponges, Jellyfish, Starfish, Flatworms, Roundworms Earthworms, Frogs, and Fetal Pigs Students will be introduced to Binomial Nomenclature as it relates to Taxonomy and will be able to distinguish the similarities and differences between various animal phyla. An additional emphasis will be placed on both the anatomical features as well as the physiological functions within each group.	
11^{TH}/12^{TH} Focus		
CHEMISTRY **1 credit** **"Elective Course***	There are 118 elements according to the periodic table and any mixture of them can cause a reaction: some of these reactions are positive and some are negative. This course will help you make the right mixture!	
CHEMISTRY Honors **1 credit** **"Elective Course***	There are 118 elements according to the periodic table and any mixture of them can cause a reaction: some of these reactions are positive and some are negative. This course will help you make the right mixture! ***The honors level is designed as an accelerated academic offer whose purpose is to prepare students for college courses.**	

ANATOMY & PHYSIOLOGY **1 credit** **"Elective Course***	This course includes a study of the human body: functions and anatomy of the body, diseases and their effects, and current medical issues related to the human body. Visual study of anatomy is done through various dissections, simulations, and models. Students interested in a science or health related careers are encouraged to take this course.	
FORENSIC SCIENCE **1 credit** **"Elective Course***	Forensic Science is the application of natural sciences to matters of the law and draws upon physical science, chemistry, and biology. Students will learn recognition, identification, individualization, and evaluation of physical evidence by studying topics such as fingerprints, blood analysis, and DNA profiling.	
GENETICS **1 credit** **"Elective Course***	This course is designed for students interested in a health-related career or who have an interest in the area of genetics. This course focuses on the role of chromosomes, genes, and DNA in the inheritance of human traits and disorders. Current genetic issues and technologies are investigated.	
PHYSICS **1 credit** **"Elective Course*** **Algebra 2 Prerequisite**	Physics is designed to improve student's problem solving skills and to investigate matter, energy, optics, electricity and the interaction of physical forces with man. The course is recommended for all college bound students, but is especially important for those students continuing their education in a science-related field.	
PHYSICS Honors **1 credit** **"Elective Course*** **Algebra 2 Prerequisite**	Physics is designed to improve student's problem solving skills and to investigate matter, energy, optics, electricity and the interaction of physical forces with man. The course is recommended for all college bound students, but is especially important for those students continuing their education in a science-related field. ***The honors level is designed as an accelerated academic offer whose purpose is to prepare students for college courses.**	

SOCIAL STUDIES

9TH Grade Focus		
WORLD STUDIES **1 credit**	This course is for ninth grade students to study the chronological study of world history in the age of revolutions through the 20th Century. Incorporating each of the seven standards, students study historic eras, consider the influence of geographic settings, cultural perspectives, economic systems and various forms of government. Students gain a deeper understanding of the role of citizens and continue to develop their research skills.	
WORLD STUDIES **Honors** **1 credit**	This course is for ninth grade students to study the chronological study of world history in the age of revolutions through the 20th Century. Incorporating each of the seven standards, students study historic eras, consider the influence of geographic settings, cultural perspectives, economic systems and various forms of government. Students gain a deeper understanding of the role of citizens and continue to develop their research skills. ***The honors level is designed as an accelerated academic offer whose purpose is to prepare students for college courses.**	
10TH Grade Focus		
U.S. STUDIES, ECONOMICS, and FINANCIAL LITERACY **1 credit**	Students continue the chronological study of the history of the United States with emphasis on domestic affairs. As students study historic eras, they consider the geographical, cultural, economic and governmental changes that have occurred. Students develop a deeper understanding of their role as citizens. The Honors Social Studies Program is intended to challenge the district's most able students to excel in the subjects of their individual strength and to maximize their learning.	
US STUDIES, ECONOMICS, and FINANCIAL LITERACY **Honors** **1 credit**	Students continue the chronological study of the history of the United States with emphasis on domestic affairs. As students study historic eras, they consider the geographical, cultural, economic and governmental changes that have occurred. Students develop a deeper understanding of their role as citizens. The Honors Social Studies Program is intended to challenge the district's most able students to excel in the subjects of their individual strength and to maximize their learning. ***The honors level is designed as an accelerated academic offer whose purpose is to prepare students for college courses.**	

10TH/11YH Focus		
WORLD GEOGRAPHY **1 credit** ***Elective Course***	The course covers the topological and cultural study of the various areas in the world. The course includes an emphasis on map skills. The economic development of various regions of the world will be studied as it related to the geographical features unique to the region.	
11TH/12TH Focus		
AMERICAN GOVERNMENT **1 credit**	The focus of this course is an in-depth study of the U.S. government and economy. Students study the historic roots of the political system and how it has changed over time. Students continue to develop an understanding of the rights and responsibilities of citizenship, as well as personal economic responsibilities.	
ECONOMICS **1 credit** ***Elective Course***	A continuation of the economics and financial literacy concepts investigated in US Studies. Economics is more than just personal finance. It entails everything about the economy. In an economics class, personal finance will be discussed and demonstrated, but the factors that influence those finances need to be understood. Topics that need explanation for students are supply and demand, how it controls prices, what causes inflation, what is inflation, what the Federal Reserve is and how it influences the economy.	
PSYCHOLOGY **1 credit** ***Elective Course***	Psychology is a survey course in the study of behavior. The course includes a brief history of psychology, behavioral development, learning theory, sensory response, emotional and intellectual development, and abnormal behavior.	
SOCIETAL ISSUES & SPORTS **1 credit** ***Elective Course***	The relevance of sports in our society continues to grow in our culture as we move through the 21st century. Have you thought about the following sports and societal questions? Like what impact did the return of LeBron James have on the north coast, the psychological boost of winning a championship can have on a city and fan base, the evolution of the female athlete, why now it is considered normal to have an African-American play QB where once it was taboo or why do sports fans identify with one city or team and bring an intense level of passion whether they are wearing Pittsburgh black and gold or Cleveland brown and orange? This fascinating course will take the student through the journey of exploring the impact of the sociological role of sports in our lives. The students will think critically about sports in order to identify and understand social issues, problems and benefits associated with sports in society. The text is of a rigorous nature and the students are expected to perform research on various sports topics to further their academic development. The class will discuss, examine, and analyze sports in a variety of different ways such as the role of race, gender, ethics, class, economics and historical impact of the four major professional sports in America and how sports shapes our lives in the 21st century. This course is the slam dunk of electives, so step up to the plate and be prepared to score big with this winning class.	

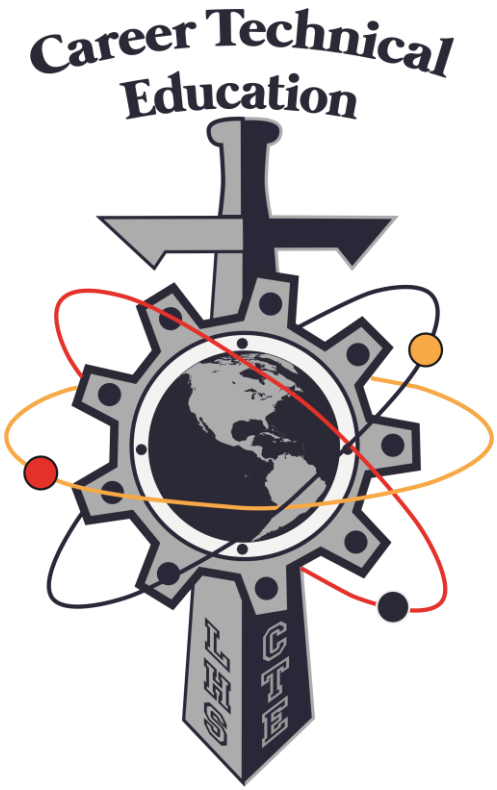
CAREER TECHNICAL EDUCATION

Lorain City Schools is committed to preparing all of its students for the rigorous demands of both college coursework and the world of work. Lorain City Schools Career Technical Education offers a variety of course options for students interested in entering the world of work immediately upon graduation or in entering college at that time to further develop the workforce skills learned in high school. Courses in Career Technical Education are each designed to teach students the practical knowledge, skills, and attitude necessary to function successfully on the job site and the academic knowledge and skill necessary to enter college and succeed in college classes.

For students interested in post-secondary education, many programs are offered as College Tech Prep. College Tech Prep affords students the opportunity to earn college credit while still in high school. Such an option is possible because Lorain City Schools (LCS), Lorain County Community College (LCCC) and other colleges/universities have entered into an agreement to work together to guarantee that coursework provided in high school meets the high standards of the Associate Degree coursework at the college or university.

Each program will be served by an advisory committee that will monitor workforce trends, assure that the program stays current, and assists in the placement of students into the work setting or into college.

Career Technical Education is an option for every high school student and can be taken in conjunction with the Post-Secondary Education Options or College Opportunity Placement Program. Students choosing one of the available programs will gain valuable, relevant, rigorous preparation for entry into college or into the world of work upon high school graduation. These pathways prepare our students for the rapidly changing demands of today's workforce.



LCS Program Name	CTAE Course Names
Architectural Design 2 (Architecture Design, Interior Design)	**Architecture Design – Structural and Mechanical/Electrical/Plumbing** Students will use architecture design principles to organize and arrange structures to create a perspective of a building. Students will use orthographic/pictorial projection, freehand technical sketching and computer-aided drafting (CAD) skills to generate floor and wall plans, elevations, sections, details and schedules. Students will develop sets of structural framing and mechanical working drawings that include plumbing, HVAC and electrical power and lighting plans. **Interior Design** Students learn principles and elements of design as they relate specifically to interior spaces. Students develop functional and aesthetic design concepts with an emphasis in providing design solutions. Students select materials for appropriateness, quality, performance, and cost for interior applications. Students use presentation techniques, technical drawings and other visual materials to enhance and present interior designs.
Auto Tech 2 (Electronics, HVAC)	**Ground Transportation Electrical/Electronics** Student will diagnose and repair vehicle electrical systems, including chassis electrical, charging, starting and lighting systems. Students will learn the fundamentals of direct current (DC) electronics including series, parallel, and series-parallel circuits. Students will use electronic diagnostic tools, read schematics, and utilize printed and electronic repair manuals to troubleshoot electrical circuits, test components and replace defective modules. **Ground Transportation HVAC** Students will learn principles of heating, ventilation and air conditioning systems (HVAC) for use in motor vehicles. They will also inspect, diagnose, repair and maintain vehicle air conditioning and heating systems. Students will use service equipment to evacuate, store and charge the air conditioning system. An emphasis will be given to the safe handling of refrigerants following EPA regulations.
Climate Control and Energy Systems 2 (Sheet Metal, Alternative Power Generation Systems)	**Sheet Metal** The fundamentals of the sheet metal trade are the emphasis of this course. Students will learn components of a ductwork system and use architect and engineer's scales to read and interpret construction drawings for material calculations and selection. Students will layout sheet-metal patterns using parallel line, radial line, and triangular development procedures. Students will, also fabricate edges, joints, seams, and notches; seal and insulate; and install ductwork systems and accessories. **Alternative Power Generation Systems** Students will learn the technology and applications of solar and wind energy with an emphasis on installation and service processes. Content includes identifying the functions of photovoltaic, standby power and electric storage systems. Students will perform battery maintenance and implement principles and guidelines of energy analysis needed to carry out effective energy audits in accordance with standards and codes.
College and Career Readiness/ (9th only)	**Microcomputer Applications** Designed to provide students with a working knowledge of computer concepts and essential skills necessary for work and communication in today's society. Students will learn safety, security, and ethical issues in computing and social networking. Students will also learn about input/output systems, computer hardware and operating systems, and office applications. **Strategies for Creating College Success** An introductory interactive course designed to teach strategies for creating success in college and in life and improving academic performance. Topics include personal responsibility, motivation, goal setting, learning styles, study skills, decision-making, problem solving, and priority management.

Culinary Arts 1 (Pro Start 1)	**ProStart Level 1** This Culinary Arts course follows the ProStart Level 1 program Topics include: skills for food safety, workplace safety and kitchen work habits, preparing soups, management essentials, fruit and vegetable preparation, preparing pastas and serving techniques. Students will also learn about the operation and care of kitchen facilities. Students will create menus and develop individual talents in specialty chef areas such as pastry, bakery, sauces and soups. Students will also have the opportunity to take part in professional experiences. Career planning and post-secondary education options will be presented in order to assist students in reaching their goal of becoming gainfully employed in this field.
Culinary Arts 2 (Pro Start 2)	**ProStart Level 2** This Culinary Arts course follows the ProStart Level 2 program Topics include: skills for food safety, workplace safety and kitchen work habits, preparing breakfast food and sandwiches, cost control, nutrition, salads, purchasing, preparing meats, baking and desserts, and global cuisine, Students will also learn about the operation and care of kitchen facilities. Students will create menus and develop individual talents in specialty chef areas such as pastry, bakery, sauces and soups. Students will also have the opportunity to take part in professional experiences. Career planning and post-secondary education options will be presented in order to assist students in reaching their goal of becoming gainfully employed in this field.
Hospitality Management 2 (Hosp. Industry, Front Office, Meeting Management)	**The Hospitality Industry** An introduction to the hospitality industry. Topics include the history of the hospitality industry; lodging industry and organizational structure; food and beverage facilities and operations; recreational and entertainment venues; industry terminology; career paths and the future of the industry. Course is offered in conjunction with the Educational Institute of the AHLA as part of the requirements for the Hospitality Operations certification. **Front Office and Housekeeping Operations** Principles and procedures of the hotel front desk division and the role and management responsibilities of the housekeeping department in hotel operations are examined. The importance of each area as it relates to hotel operations is explored. Topics include delivering quality guest service, accounting and financial reporting, reservations, selling, guest safety, maintenance, inventory, management and expense control. Course is offered in conjunction with the Educational Institute of the AHLA as part of the requirements for the hospitality operations certification. **Conference and Meeting Management** A study of the meeting planning industry. Topics include types of meeting markets; responsibility of the meeting planner; marketing and sales strategies; negotiations; contracts and financial requirements; operational issues; exhibit and trade shows. Students will plan and host a community event on campus.
Graphics 1 (Digital Imaging and Illustration)	**DIGITAL IMAGING** An introduction to the use of raster and vector-based digital tools in the acquisition, manipulation, and production of image-based visual art for traditional and new media applications. Students will gain hands-on experience with industry-standard hardware and software tools for the production of both screen-based (internet, mobile, and gaming) as well as print-based (design, fine arts) imaging contexts involving creative expression. **DIGITAL ILLUSTRATION** A focus on communication ideas through visual expression using vector-based software applications. Course emphasis is on concept art development for narrative and conceptual themes; including animation, comic books, gaming, children's books, and product design. Students will be expected to engage in the exploration of technique, creative process and the development of personal styles while meeting strict deadlines.

Graphics 2 (Design)	**Graphic Design I** An introduction to the fundamentals of Graphic Design, including aesthetics and organization of type and graphic elements in space, the elements of visual communication, and the process of ideation and presentation from thumbnails through comprehensives. The student will also be exposed to problems in design history and current trends in Graphic Design. **Graphic Design II** A continuation of the Graphic Design sequence, expanding the students understanding of the interaction of text, graphic and photographic elements in visual communication. Students will be introduced to a variety of organizing design principles, as well as the interplay between form and content. Students will be expected to produce designs for a variety of contexts ranging from the printed page to the digital screen.
Pre Engineering 2 (Engineering Design, Computer Integrated Manufacturing)	**Engineering Design** The focus of Engineering Design is the application of the engineering process. Topics include work-processes, optimization methods, design optimization, and risk management tools. Students will use 2D and 3D modeling software to help design solutions to solve proposed problems, document their work, and communicate solutions. Additionally, students will interpret industry prints, and create working drawings from functional models. Emphasis is given to experimental problem solving in real systems. **Computer Integrated Manufacturing** In this course, students will be introduced to all aspects of computer-integrated manufacturing. They will learn about robotics and automation, manufacturing processes, computer modeling, manufacturing equipment, and flexible manufacturing systems.
Robotics 2 (Robotics, Digital Electronics)	**Robotics** Students will apply the knowledge and skills necessary to program and operate Robots, using the teach pendant as the main interface point. The Students will learn robotic operations and system configurations. Students will code, compile, and debug programs using the robotic programming language. **Digital Electronics** Students are introduced to the process of combinational and sequential logic design. The system uses a precise sequence of discrete voltages, representing numbers, non-numeric symbols or commands for input, processing, transmission, storage, or display. Engineering standards and methods for technical documentation will also be learned.
Medical 1 (Medical Terminology, Clinical Laboratory Techniques)	**Medical Terminology** This course focuses on the application of the rules for constructing and defining medical terms with an emphasis on building a working medical vocabulary. Topics include using the appropriate abbreviations and symbols for anatomical, physiological and pathological classifications and the associated medical specialties and procedures. Students will decipher medical terms by identifying and using word elements with an emphasis on derivation, meaning, and pronunciation. Further, students will interpret and translate medical records and documents. **Clinical Laboratory Techniques** Students will apply practical application to a wide range of clinical duties. Topics covered will include hematology, urinalysis, hemostatic processes, body chemistry, microbiology, and blood typing. Students will perform laboratory exercises illustrating principles of the cell and human physiology. Emphasis is given to safe handling, collection procedures, and preparation of specimens. Additionally, students will correlate and document clinical findings and maintain quality management in a clinical laboratory.

Sports Health and Fitness 2 (Exercise, Physiology, Biochemistry, Injuries and Preventions)	**Exercise Physiology & Biochemistry** Students will learn to critically evaluate acute and chronic conditions associated to the human body's response to exercise. Students will pre-screen individuals to identify the benefits and risks associated with physical activity. Students will coordinate exercise tests in order to measure body compositions, cardio respiratory fitness, muscular strength/endurance, and flexibility. Emphasis is placed on developing conditioning programs that address pre-assessment needs, enhance mobility and build muscle strength. **Athletic Injuries & Prevention** Students will identify signs and symptoms of injury and apply emergency procedures and techniques used in the immediate care of athletic-related trauma. Students will learn clinical and field evaluative processes, injury prevention techniques, conditioning techniques, treatment, taping, bracing, and rehabilitation of musculoskeletal injuries and conditions. Students will design and implement conditioning programs, including nutritional considerations and ergogenic aids. Emphasis is placed on the synthesis of information gathered through injury history, observation, and manual muscle testing.
Video Production 2 (Multimedia and Image Management Techniques, Animation)	**Multimedia and Image Management Techniques** Students will apply principles of image creation, management procedures, and multimedia techniques as they create, revise, optimize, and export graphics for video, print, and web publishing. The course will address issues related to web based publishing, social media, and security. Students will utilize current commercial and open source languages, programs, and applications. **Animation** Students will use animation and storyboarding techniques to plan the production of an animation project. Students will design from script and storyboard actions in the pre-production planning process. Students will use commercial and open source digital animation software to create finished animations, cartoons, and other short movies. They will accomplish this using animated text, character movements, voice, background sound, sound effects, camera movements, and multiple scenes.
Web and Game Design 2 (Game Design, Web Design)	**Game Design** This course will prepare students to design and program games using commercial and open source programs and applications. Students will learn industry standard programming language constructs to write programs that integrate classes, class methods, and class instances. Students will learn input method handling, animation, collision detection, game physics and basic artificial intelligence. **Web Design** Students will learn the dynamics of the Web environment while pursuing an in-depth study of both Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Web based protocols such as FTP, TCP/IP, and HTTP will be addressed. Students will create a website with tag text elements, special characters, lines, graphics, hypertext links, and graphical tables.
Welding 2 (Manufacturing Operations, Flux Core Arc)	**Manufacturing Operations** Students will learn the production processes applied across manufacturing operations. Students will be able to demonstrate a broad array of technical skills with an emphasis given to quality practices, measurement, maintenance and safety. **Flux Core Arc Welding** Students will be able to safely use the Flux Core Arc Welding process (SMAW) to join various types of metal. They will perform multiple types of welds in all positions up to overhead. They will select the appropriate type of electrode and adjust welding equipment based on the physical characteristics and properties of the metal. Students will apply their understanding of quality control factors to evaluate the quality of welds.

Reference Guide for Educational Resources

GOVERNMENT	
US Department of Education	www.ed.gov
Ohio Department of Education	education.ohio.gov
Lorain City Schools	www.lorainschools.org
Ohio Board of Regents	www.ohiohighered.org
TESTING	
Ohio Graduation Test (OGT)	education.ohio.gov/Topics/Testing
ACT	www.actstudent.org
SAT	SAT.collegeboard.com
PSAT	www.collegeboard.com
SPECIAL EDUCATION RESOURCES	
Information for Special Needs Students	www.disabilityrightsohio.org
Assoc. on Higher Education and Disability	www.ahead.org
EDUCATIONAL RESOURCES	
Elementary Stories, Reading Comprehension	www.bookpals.net/storyline
Elementary, Letter Identification	www.starfall.com
K-12 Educational Material	www.kidsknowit.com
K-12 Educational Material	www.gameaquarium.com
K-12 Educational Material	www.readwritethink.org
Interactive Math Activities	www.mathplayground.com
Language Arts and Math Games	www.funbrain.com
Elementary, Online Educational Games	games.disney.com
Math Games	www.theproblemsite.com
SCHOLARSHIPS	
Scholarships	www.scholarships.com
Scholarship Resource Network	www.spscc.ctc.edu
Scholarship Search Engine	www.fastweb.com
Scholarships, Financial Aid, Grants	www.collegeview.com/collegesearch
Wired Scholar	www.wiredscholar.com
SCHOLARSHIPS - ATHLETICS	
NCAA Clearing House	www.eligibilitycenter.org
Athletic Scholarships	www.athleticscholarships.net

COLLEGE SEARCHES	
All About College	www.allaboutcollege.com
College Board	www.collegeboard.org
College Net Admissions Services	www.collegenetwork.com
Colleges of Distinction	collegesofdistinction.com
My College Options	www.mycollegeoptions.org
National Assoc. of College Admissions	www.nacacnet.org
Peterson's College Planner	www.petersons.com

The College Websource	www.gocollege.com
The Perfect College Finder	www.collegeview.com
National Collegiate Athletic Association	www.ncaa.org
FINANCIAL AID	
FAFSA – On-line Application	www.fafsa.ed.gov/FAFSA
FAFSA – Pin Number	https://pin.ed.gov
College Board – Aid for College	www.collegeboard.com
Federal Student Aid	studentaid.ed.gov
Financial Aid Calculator	www.finaid.org
Access to Government Loan and Pell Information	www.nslds.ed.gov
MILITARY SITES	
Army	www.goarmy.com
Marines	www.marines.com
Navy	www.navy.com
Air Force	www.airforce.com
Coast Guard	www.gocoastguard.com
Ohio Army National Guard	www.1800goguard.com
ROTC – Today's Military	www.todaysmilitary.com
CAREER SITES	
Americas' Career Infonet	www.careerinfonet.org
Apprenticeship Information	www.northcoastjobs.com
Bureau of Labor Statistics	www.bls.gov
College Tech Prep (CTP) – Ohio	www.techprepohio.com
Department of Ohio – Career Tech (CTAE)	education.ohio.gov
Guide for Specific Careers	jobstar.org
OCIS Ohio Career Info. System	http://ocis.ode.state.oh.us
Ohio Career Development Program	www.ohiocareerdev.org
Project Lead the Way (PLTW) - Ohio	www.pltwohio.org
Project Lead the Way (PLTW) - National	www.pltw.org

Reference Guide for Ohio Universities & Colleges

PUBLIC UNIVERSITIES	
Bowling Green State University	www.bgsu.edu
Central State University	www.centralstate.edu
Cleveland State University	www.csuohio.edu
Kent State University	www.kent.edu
Miami University	www.muohio.edu
Ohio State University	www.osu.edu
Ohio University	www.ohio.edu
Shawnee State University	www.shawnee.edu
University of Akron	www.uakron.edu
University of Cincinnati	www.uc.edu
University of Toledo	www.utoledo.edu
Wright State University	www.wright.edu
Youngstown State University	www.ysu.edu
PRIVATE COLLEGES AND UNIVERSITIES	
Antioch College	antiochcollege.org
Art Academy of Cincinnati	www.artacademy.edu
Ashland University	www.ashland.edu
Baldwin-Wallace University	www.bw.edu
Bluffton University	www.bluffton.edu
Capital University	www.capital.edu
Case Western Reserve University	www.case.edu
Cedarville College	www.cedarville.edu
Cincinnati Christian University	www.ccuniverstiy.edu
Cleveland Institute of Art	www.cia.edu
Cleveland Institute of Music	www.cim.edu
College of Mount St. Joseph	www.msj.edu
College of Wooster	www.wooster.edu
Columbus College of Art & Design	www.ccad.edu
Defiance College	www.defiance.edu
Denison University	www.denison.edu
Franciscan Univ. of Steubenville	www.franciscan.edu
Heidelberg College	www.heidelberg.edu
Hiram College	www.hiram.edu
John Carroll University	www.jcu.edu
Kenyon College	www.kenyon.edu
Kettering College	www.kc.edu
Lake Erie College	www.lec.edu
Lourdes University	www.lourdes.edu
Malone University	www.malone.edu
Marietta College	www.marietta.edu

Mercy College of Northwest Ohio	www.mercycollege.edu
Mount Carmel College of Nursing	www.mccn.edu
University of Mount Union	www.mountunion.edu
Mount Vernon Nazarene University	www.mvnc.edu
Muskingum University	www.muskingum.com
Notre Dame College of Ohio	www.notredamecollege.edu
Oberlin College	www.oberlin.edu
Ohio Dominican University	www.ohiodominican.edu
Ohio Northern University	www.onu.edu
Ohio Wesleyan University	www.owu.edu
Otterbein University	www.otterbein.edu
Tiffin University	www.tiffin.edu
University of Dayton	www.udayton.edu
University of Findlay	www.findlay.edu
University of Rio Grande	www.rio.edu
Urbana University	www.urbana.edu
Ursuline College	www.ursuline.edu
Walsh University	www.walsh.edu
Wilberforce University	www.wilberforce.edu
Wilmington University	www.wilmington.edu
Wittenberg University	www.wittenberg.edu
Xavier University	www.xavier.edu
OHIO COMMUNITY COLLEGES	
Central Ohio Technical College	www.cotc.edu
Cincinnati State Technical and Community College	www.cincinnatistate.edu
Clark State Community College	www.clarkstate.edu
Columbus State Community College	www.cscc.edu
Cuyahoga Community College	www.tri-c.edu
Edison State Community College	www.edisonohio.edu
Hocking Technical College	www.hocking.edu
James A Rhodes State College	www.rhodesstate.edu
Eastern Gateway Community College	www.egcc.edu
Lakeland Community College	www.lakelandcc.edu
Lorain County Community College	www.lorainccc.edu
Marion Technical College	www.mtc.edu
North Central State College	www.ncstatecollege.edu
Northwest State Community College	www.northweststate.edu
Owens Community College	www.owens.edu
Rio Grande Community College	www.rio.edu
Sinclair Community College	www.sinclair.edu
Southern State Community College	www.sscc.edu
Stark State College of Technology	www.starkstate.edu
Terra State Community College	www.terra.edu
University of Akron-Community and Technical College	www.aacc.nche.edu

Tests Important to Student Success

Here is a quick overview of several state and national college admission tests.
For more extensive information, Visit the following websites:
www.collegeboard.com www.act.org www.princetonreview.com

Test	Grade Level	Why?	When?
PARCC	9TH	New graduation requirement **starting with the class of 2018**	February May
OGT	11TH 12TH	Students are required to pass all parts of the Ohio Graduation Test before graduation, except where they are exempted by law	March
OGT/ PSAT/ NMSQT TEST	10TH 11TH	The OGT is required for to students to pass before graduation. The PSAT provides feedback on academic skills to aid student learning and help prepare for the expectations of college. Juniors taking the PSAT have a chance to enter the National Merit Scholarship and other recognition programs	October March
SAT TEST	11TH 12TH	The SAT Reasoning Test measures developed reasoning ability related to successful performance in college. A student may take the SAT II Subject Tests. More information about the SAT tests are on the College Board web site	October November December January March May June
ACT TEST	11TH 12TH	The ACT test is accepted by almost all colleges and universities, and is an alternate to the SAT. The ACT is a multiple choice test that covers English, Math, Reading, and Science Reasoning. An optional writing test is available for students to take	October December February April June
ASVAB	11TH 12TH	The Armed Service Vocational Aptitude Battery (ASVAB) is an interest inventory exam for the armed services. The test is designed to provide the individual with an opportunity for career exploration in the armed services	TBA

Student Schedule Planner

Grade 9	Year
Course	**Credit**
Math	
English	
Science	
Social Studies	
Elective	
HIGH School Promotion Criteria	
Must have earned 5 credits	
5 credits needed for promotion to 10th Grade	

Grade 10	Year
Course	**Credit**
Math	
English	
Science	
Social Studies	
Elective	
HIGH School Promotion Criteria	
Must have earned 11 credits	
11 credits needed for promotion to 11th Grade	

Grade 11	Year
Course	**Credit**
Math	
English	
Science	
American Government	
Elective	
HIGH School Promotion Criteria	
Must have earned 16 credits	
Credits this school year	
16 credits needed for promotion to 12th grade	

At least 3rd year status required

Grade 12	Year
Course	**Credit**
Math (Class of 2014 and beyond)	
English	
HIGH School Promotion Criteria	
Must have earned 22 credits and passed all 9th, 10th 11th and 12th grade core credits.	
Credits this school year	
22 credits needed for graduation	

At least 4th year status required

Students will be evaluated for promotion to the next grade at the end of each school year. All summer school credits will be included in the number earned to determine grade status. **Grade status will not change during the school year.**