

VERMILION HIGH SCHOOL



**Course Guide
2019 - 2020**



Vermilion Local Schools Strategic Plan



Our mission is to provide each student with the knowledge and skills to be life ready

The vision of Vermilion Local School District is to be at the forefront of preparing students to create the future

We are committed to making our students the focus of every decision we make

<p>We ask these Essential Questions</p>	<ol style="list-style-type: none"> 1. Are we champions for kids? 2. Do we expect excellence?
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<p>Core Values</p> <p>Relationships High Expectations Personalization Communication Innovation</p>	<p>Vermilion Local School District values...</p> <ul style="list-style-type: none"> ● Building positive interactions and strong <u>relationships</u> ● Maintaining <u>high expectations</u> for students, staff, families, and community members ● Active engagement and relevant content through <u>personalization</u> ● An open exchange of ideas and transparent <u>communication</u> ● A culture of <u>innovation</u> and creative thinking
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<p>Our Promise</p>	<p>We will....</p> <ul style="list-style-type: none"> ● Align and support all educational programs and services with our core values to achieve our mission ● Ensure that every employee understands, supports, and promotes our core values and mission through effective professional development and hiring practices ● Build trust and positive relationships in order to facilitate engagement with all Vermilion students, staff, families and community members ● Make decisions with the use of relevant data provided by the appropriate personnel ● Embrace new ideas without allowing past experiences to interfere.
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Board of Education Members

Mr. Michael Stark, President
Mrs. Shelly Innes, Vice President
Mr. Chris Habermehl
Mrs. Krystal Russell
Mrs. Sara Stepp

Board of Education

204-1700

Mr. Phil Pempin, Superintendent
Mr. Jim Balotta, Assistant Superintendent
Mrs. Karen Blackburn, Director of Pupil Services
Mr. Justin Klingshirn, Treasurer

Vermilion High School

204-1701

Mrs. Lisa Deliz, Principal
Mrs. Jennifer Bengele, Assistant Principal
Mr. Andrew Stillman, Athletic Director

School Counselors

204-1701 ext. 306

Mrs. Jordan Fahr, Students A-K
Mrs. Cara Habermehl, Students L-Z
Mrs. Erin Smith, Special Programming

NON-DISCRIMINATION STATEMENT (TITLE IX)

All of the courses, programs, and activities presented in this handbook are open to all students regardless of sex, provided that the students have met all established requirements. This policy meets all requirements and directions of the U.S. Department of Education under Title IX of the Education Amendments of 1972 as contained in Section 86 of the Federal Register, P. 24128

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Introduction

The Program of Studies is published and prepared by the high school administrators, counselors, and teachers.

The purpose of the Program of Studies is to inform students about course requirements needed to successfully meet the graduation requirements of the Vermilion Board of Education. During the period of course selection, teachers and counselors, working together with parents and students, will help to develop the best academic schedule possible for each student attending Vermilion High School.

The Program of Studies lists courses available to our students at Vermilion High as well as additional education options through EHOVE, Workforce Development, Credit Flexibility, and College Credit Plus (CCP). In each course the student will earn a letter grade. The earned credit and grades are combined mathematically to determine the student's grade point average. Each grade carries a weight value. In Advanced Placement courses and College Credit Plus courses, the weight value may be greater.

Students earn credit toward graduation at Vermilion High School for each course passed. The school keeps a record of this credit. A personal record of courses passed should also be kept and used as a part of the student's overall high school plan.

As part of the procedure, students must pay attention to the following:

- Some courses have more CREDIT than others.
- Some courses are REQUIRED – A student must take and pass them.
- Some courses are ELECTIVE – A student may choose to take them.
- Every freshman, sophomore and junior must take a MINIMUM LOAD equaling six (6) courses per semester.
- Every freshman, sophomore and junior are required to be enrolled in all four (4) core classes.
- The MINIMUM LOAD for seniors is six (6) courses per semester. Seniors will be encouraged to take math and English every year.

Policies & Planning

HOW TO PLAN YOUR HIGH SCHOOL EXPERIENCE

Students are encouraged to carefully create a plan that will assist them in reaching their educational career goals. It is suggested that students do the following:

- review all the curricular requirements for graduation,
- know and understand the recommended college preparatory curriculum,
- student athletes should pay close attention to the list of NCAA approved courses, and
- consider the curricular and other requirements for the Honors Diploma and any other special recognition.

SCHEDULE CHANGES

Students and parents are urged to plan carefully as schedules are finalized at the end of the school year and will not be changed. Students are required to take a minimum number of courses each year. This “minimum course load” includes both required courses and elective courses.

After May 31, 2019, changes will not occur unless:

- **there is a technical error in the scheduling process,**
- **there is a summer school attendance,**
- **there is a scheduling conflict, and/or**
- **course failure has occurred.**

State of Ohio and Vermilion Board of Education Requirements for Graduation

The Vermilion Board of Education shall award a high school diploma to every student enrolled in the District who meets the requirements of graduation established by the Board of Education and the Ohio Department of Education or who properly completes the goals and objectives specified in his / her individualized education plan (IEP).

Graduation Requirements: The Vermilion Board of Education requires all students to earn twenty-two (22) credits for graduation. In addition, students must meet the Ohio Department of Education’s assessment requirements applicable to their graduation year. **Students must take six (6) credits his/her freshman, sophomore, and junior years, and five (5) credits his/her senior years.**

Subject	Credit for Graduation
English	4 (English I, English II, English III, English IV)
Social Studies	3 (World History, U.S. History, Government/Economics)
Mathematics	4 (Algebra I, Geometry, Algebra II)
Science	3 (Physical Science, Biology, Chemistry, Forensics)
Health	0.5
*Physical Education	0.5
Financial Literacy	Embedded in Social Studies III and AP Government curriculum if taken at Vermilion High School
Fine Arts	1
**Electives	6
Total Credits	22

*Students who complete two (2) seasons of district-sponsored and approved interscholastic athletics, marching band (including majorettes and flag line) or cheerleading in grades 9-12 have the option of waiving the physical education requirement for graduation. Physical Education waiver forms are available in the School Counseling Office. Physical Education waiver forms are due two (2) weeks after the completion of the season and should be submitted to the Athletic Director.

If a student has not completed the ½ credit Physical Education requirement or has not turned in the waiver forms by his/her senior year, he/she will be scheduled into Physical Education classes.

Students will not receive credit for these activities or the PE classes that are waived.

If a student is injured during the course of a season, he/she is still expected to attend practices, meetings, and games that are not limited by the medical illness or injury throughout the remainder of that season to qualify for the Physical Education waiver. Failure to meet this requirement will nullify the potential for a Physical Education waiver. A student who quits or is dismissed from the team is ineligible to earn the Physical Education waiver for the season in question. This includes dismissal for violating team, athletic department, or school rules. Any student who is academically ineligible for the sport or activity is not permitted to apply for a Physical Education waiver.

Students must waive both required Physical Education classes to meet the ½ credit of Physical Education for graduation. Two (2) waiver forms must be submitted.

**Elective units must include one of any combination of foreign language, fine arts, career-technical education, technology, language arts, mathematics, science, or social studies courses not otherwise specified. Students following a career-technical pathway may be exempted from the fine arts requirement.

A NOTE TO PARENTS AND STUDENTS REGARDING GRADUATION REQUIREMENTS:

It is a student and parent responsibility to see that requirements for graduation are met. The high school will keep up-to-date records and make every effort to keep students and parents informed about the status of progress toward compiling the necessary coursework for graduation requirements.

ADDITIONAL GRADUATION REQUIREMENTS

Students are required to meet state graduation requirements.* In addition to their required academic coursework, one of the following three options must be met:

PATHWAY #1: Students must earn a total of 18 points on the seven (7) end-of-course Ohio state tests. These tests include Algebra I, Geometry, English I, English II, Biology, American Government, and American History. Students can earn 1-5 points on each of these tests. Students will be given multiple opportunities to take tests and earn points. Those students who score a three (3) or better will not be re-tested on that assessment. To ensure students are well rounded, they must earn a minimum of four (4) points in math, four (4) points in English and six (6) points across science and social studies. Four (4) additional points are needed to meet the minimum of 18.

LIMITED	1 POINT
BASIC	2 POINTS
PROFICIENT	3 POINTS
ACCELERATED	4 POINTS
ADVANCED	5 POINTS

PATHWAY #2: Students must earn a set number of points through a State Board of Education-approved, industry-recognized credential or group of credentials in a single career field and achieve a workforce readiness score on the WorkKeys assessment. The number of points a student must earn on the industry credentials and the required readiness score on the WorkKeys assessments

are both determined by the Ohio Department of Education. The State of Ohio will pay one time for those who take the WorkKeys assessment.

PATHWAY #3: Students must earn “remediation-free” scores in English language arts and mathematics on a nationally recognized college admission exam (SAT or ACT). The State of Ohio will pay one time for all 11th grade students to take the exam free of charge.

SCORES FOR ACT		SCORES FOR SAT	
Writing	18	Writing	430
Reading	22	Reading	450
Math	22	Math	520

**Recent legislation extended additional graduation options to the class of 2020 only. The school counselors will meet with students that have struggled to meet one of the existing graduation pathways to help create a plan for readiness post-high school.*

EARLY GRADUATION

Notification for early graduation will be submitted to the high school principal in accordance with board policy. The principal may honor this request if all conditions for graduation are met and the student fulfills the graduation requirements. Notification must be in writing and include a school counselor endorsement and transcript review. The deadline for consideration for early graduation is **October 31st** of the academic year the student wishes to graduate.

TRANSFER STUDENTS

Students who transfer into Vermilion High School are given the opportunity to be rated equally with students who have been in attendance throughout their high school career. Grade placement of new students depends upon review of academic records by the school counselors and administration. Transfer students will receive the add-on value *only* in those courses determined by VHS add-on policy when compiling students' GPA and class rank. Transfer students' grades and credits from his/her previous high school transcripts will be recognized; however, such students will not have established class rank for purposes of graduation honors, such as valedictorian, etc, until they have completed four (4) semesters at Vermilion High School.

Other Vermilion High School Diploma Options

STATE OF OHIO DIPLOMA WITH HONORS

Six (6) of the following seven (7) criteria need to be fulfilled.

Subject	Criteria
Mathematics	4 credits including Algebra I, Geometry, Algebra II or equivalent and another higher level course
Science	4 credits including 2 units of advanced science (Physics, AP Physics, CCP Science, Intro to Anatomy, Intro to Physiology)
Social Studies	4 credits
World Languages	3 credits of one world language or no less than 2 units in each of the two world languages offered
Fine Arts	1 credit
Grade Point Average	3.5 on 4.0 scale
ACT / SAT Score	27 ACT / 1210 SAT

DIPLOMA OF SERVICE

This award will be given to those students who have demonstrated a commitment to community service throughout high school. Students will need to complete 50 hours of service outside of the normal school day and separate from other community service requirements for academic classes. Students must submit a Diploma of Service form to the school counseling office by **May 1st** of the graduating year.

AP CAPSTONE DIPLOMA and AP SEMINAR AND RESEARCH CERTIFICATE

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four (4) additional AP Exams of their choosing will receive the AP Capstone Diploma™.

Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four (4) additional AP Exams will receive the AP Seminar and Research Certificate™.

If you are a senior and have taken AP Seminar please consult with your school counselor to register for AP Research.

COURSE RECOMMENDATIONS FOR COLLEGE BOUND STUDENTS

Students who plan to attend college are advised to take courses which will prepare them for the college experience.

It should be noted that the minimum requirements for the high school diploma do not necessarily meet the entrance requirements for post high school education. The following are the Ohio Board of Regents' recommendations for a college preparatory program:

4 CREDITS OF LANGUAGE ARTS

4 CREDITS OF MATHEMATICS

3 CREDITS OF SCIENCE

3 CREDITS OF SOCIAL STUDIES

2 CREDITS WORLD LANGUAGES*

1 CREDIT OF FINE ARTS**

* **WORLD LANGUAGES:** Must be in same language; some universities prefer 3 years of the same language.

****FINE ARTS:** All drama, choir, instrumental, and fine arts courses count as fine arts credit.

As requirements vary from university to university, students are strongly encouraged to check the latest policies regarding course requirements with each university or college admissions office.

GRADING POLICY

The following reporting code and quality point scale is used to determine grade point averages and serves as criteria for course averaging when grades are used. The Vermilion High School staff will observe the following marking system for grades 8 through 12. The grade earned in each course will be calculated per quarter. Semester grades will appear on the transcript and calculated into the student's cumulative GPA. Half credits will be issued on transcripts for all successfully completed courses. Exceptions include Physical Education and Marching Band Auxiliary, which are one-quarter credits. Grades are calculated on a 4.33 scale and carry the numerical values listed below.

Letter Grade	Percentage	Point Value
A+	99 – 100	4.33
A	93 – 98	4.00
A-	90 – 92	3.67
B+	87 – 89	3.33
B	83 – 86	3.00
B-	80 – 82	2.67
C+	77 – 79	2.33
C	73 – 76	2.00
C-	70 – 72	1.67
D+	67 – 69	1.33
D	63 – 66	1.00
D-	60 – 62	0.67
F	Below 60	0.00
P	Pass	0.00
I	Incomplete	0.00
W	Withdrawn	0.00

Teachers may assign a plus (+) or a minus (-) to a letter grade to indicate the level of achievement.

WEIGHTED GRADING

The add-on factor will be 0.5 quality points to final grades of C- or better (70% or higher). A student's transcript will include his or her GPA both with the weighted scale, using the add-on value, and the 4.0 grading scale. The weighted grading and the add-on factor will not be retroactive.

WEIGHTED COURSES	
ENGLISH	Honors English I Honors English II CCP College Composition I & II CCP Introduction to Fiction CCP Introduction to Poetry AP English Literature AP English Language and Composition
MATH	Honors Algebra I Honors Geometry Honors Algebra II Pre-Calculus CCP College Algebra CCP Pre-Calculus Calculus AP Calculus AP Statistics
SCIENCE	Honors Physical Science Honors Biology Honors Chemistry Physics CCP General Biology CCP Intro to Ecology AP Physics
SOCIAL STUDIES	Honors Social Studies I Honors Social Studies II CCP US History I & II AP Psychology AP Government
WORLD LANGUAGES	French IV Spanish IV
OTHER	AP Research AP Seminar

ACADEMIC ELIGIBILITY FOR STUDENT ATHLETES

Vermilion High School extracurricular participants must follow the OHSAA Guidelines for Student Athletic Eligibility. In addition, our students must maintain a minimum of a 1.5 GPA with no more than one (1) F in the preceding nine-week grading period.

- 8th grade students must receive passing grades in a minimum of five (5) subjects that receive a grade in the preceding nine (9) weeks.
- 9th - 12th grade students must have received passing grades in a minimum of five (5) one-credit courses, or the equivalent, in the preceding grading period.

Summer school grades may not be used to substitute for failing grades received or lack of courses taken in the final grading period.

NCAA ELIGIBILITY FOR STUDENT ATHLETES

As NCAA eligibility requirements are subject to change, it is imperative that student-athletes (especially juniors and seniors and/or parents) meet with the respective counselor **immediately** at the start of the year to acquire and review a copy of the “NCAA Initial-Eligibility/Clearinghouse” (or current publication). Based upon this review it may be necessary to initiate immediate schedule changes in order to satisfactorily meet or exceed the NCAA requirements for coursework, GPA, and / or standardized test scores.

NCAA APPROVED COURSES

ENGLISH		
AP Language and Composition	English I	Honors English I
AP English Literature	English II	Honors English II
CCP College Composition I	English III	Honors English III
CCP College Composition II	English IV	Honors English IV
CCP Intro to Fiction		
CCP intro to Poetry		
SOCIAL STUDIES		
AP Government	Psychology I	Social Studies III
AP Psychology	Psychology II	Honors Social Studies I
CCP US History I	Sociology	Honors Social Studies II
CCP US History II	Social Studies I	Honors Social Studies III
Modern Global Studies	Social Studies II	
MATHEMATICS		
Algebra I	Calculus	Geometry
Algebra II	AP Calculus	Honors Algebra II
AP Statistics	CCP College Algebra	Honors Geometry
Statistics	CCP Pre-Calculus	Integrated Math III
Pre-Calculus		

SCIENCE

Physical Science
Honors Physical Science
CCP General Biology
CCP Intro to Ecology
Environmental Science

Biology
Honors Biology
Chemistry
Honors Chemistry

AP Physics
Astronomy
Forensic Investigations
Forensics and the Law

ADDITIONAL CORE COURSES

French I
French II
French III
French IV

Spanish I
Spanish II
Spanish III
Spanish IV

Standardized Testing Guide

Please review the following descriptions of the tests you can expect in high school. Contact your school counselor with any questions.

OHIO END-OF-COURSE STATE TESTS

The Ohio end-of-course state tests are a required graduation component involving the core disciplines. Students must earn collective scores of 4 points each on math and English end-of-course exams, and an overall total of at least 18 points. The table below shows the grade students will typically take each exam. Students scoring below proficient on any given test (a score of 1 or 2 points), will have opportunities to retake the test.

Grade 9	Grade 10	Grade 11
English 1 Algebra I	English II Geometry Biology US History	Government

End-of-Course Scoring Guide:

LIMITED	1 POINT
BASIC	2 POINTS
PROFICIENT	3 POINTS
ACCELERATED	4 POINTS
ADVANCED	5 POINTS

ACCUPLACER ASSESSMENT

The Accuplacer is a computerized placement assessment, often used to determine student placement in College Credit Plus (CCP) courses. Academic advisors and counselors at your college or technical school use your ACCUPLACER test results to help place you in classes that match your skill level. ACCUPLACER tests help identify your knowledge, strength, and needs in math, reading, and writing. Along with information about your academic background, goals, and interests, your ACCUPLACER results help you choose college courses that match your skill level and give you the best opportunities for success.

ASVAB TEST

The Armed Services Vocational Aptitude Battery is the most widely used multiple-aptitude test battery in the world. As an aptitude test, the ASVAB measures your strengths, weaknesses, and potential for future success. The ASVAB also provides you with career information for various occupations and is an indicator for success in future endeavors whether you choose to go to college, vocational school, or a military career.

PSAT TEST

The Preliminary SAT / National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a standardized test that provides first-hand practice for the SAT®. It provides access to college and career planning tools. The PSAT measures critical reading skills, math problem-solving skills, and writing skills. This test will offer feedback on academic strengths and weaknesses on skills necessary for college study.

ACT TEST

The ACT® Assessment is a widely accepted college admissions test that assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, math, reading, and science. The ACT composite score is on a scale of 1 – 36 for all four sections. The writing test, which is optional, measures skill in planning and writing a short essay. Check each prospective college's requirements to see if you must take the ACT Writing test. A number of factors affect the decision about when to take the ACT test. Testing in the spring of the junior year gives time to take the test a second time. All Vermillion High School juniors will be given the test for free one time at school. Visit the ACT website at www.actstudent.org for more information.

SAT REASONING TEST

The SAT Reasoning Test® is typically taken by high school juniors and seniors. It tells students how well they use the skills and knowledge they have attained in and outside of the classroom including how they think, solve problems, and communicate. Each section of the SAT is scored on a scale of 200-800, with two writing subscores for multiple-choice questions and the essay. It is administered seven times a year. Visit the website at www.collegeboard.com for more information.

SAT SUBJECT TESTS

SAT Subject Tests cover core subjects in English, history, mathematics, the sciences, and languages. The tests are one-hour, primarily multiple-choice, curriculum-based assessments of knowledge and skills in particular subject areas. Students can learn about which colleges require or recommend Subject Tests on individual college websites. Universities can use Subject Test scores to help determine how well prepared you are for different college programs, placement in first-year college or higher-level courses, and academic advising for course selection. Visit the website at www.collegeboard.com for more information.

Awards

NOTE: All senior academic recognition and awards are based upon the first seven (7) semesters of coursework.

ACADEMIC HALL OF FAME

Students who meet all the following academic requirements will be inducted into the Vermilion High School Academic Hall of Fame:

- Cumulative GPA of 4.15 or higher on the weighted scale
- ACT composite score of 27 or higher or SAT CR+M score of 1220 or higher
- At least four full-year courses designated Advanced Placement (AP) or College Credit Plus (CCP)

REPORT CARD HONORS

<u>Distinguished Honor Roll</u>	<u>High Honor Roll</u>	<u>Honor Roll</u>	<u>Merit Roll</u>
4.00 and above GPA	3.67 to 3.99 GPA	3.33 to 3.66 GPA	3.00 to 3.32 GPA
No grade below A	No grade below A-	No grade below B-	No grade below C

Honor roll only applies to full time students taking five (5) credits at Vermilion High School. To qualify for the honor roll, a student must meet the following criteria for the nine (9) week grading period.

VALEDICTORIAN AND SALUTATORIAN

Students must be enrolled in Vermilion High School for four (4) semesters during his/her junior and senior year to be eligible for recognition as the valedictorian and salutatorian at graduation.

In the event of a tie, the student(s) who are considered first in the class will receive a class rank of 1, while the student(s) considered second in the class will receive the cardinal value as it pertains to the number of students ahead of the individual in the class. For example, if four (4) students tie for first place, each will be ranked as first in the class. The next individual will be ranked fifth in the class.

TOP TEN

A student's class ranking will be determined by grade point average after the completion of seven (7) semesters of high school. The top ten will be recognized at commencement.

OUTSTANDING DEPARTMENT STUDENTS

The faculty in each department will select one (1) student each nine (9) weeks as the outstanding department student. Students may be selected based on achievement, improvement, and/or attitude.

ACADEMIC VARSITY LETTERS AND PINS

The following are criteria for awarding academic letters and pins:

- All academic achievement points must be accumulated from Vermilion High School.
- A student (grade 9-12) must accumulate twenty (20) points. This letter will be awarded at the end of the third quarter of the year in which it was earned. If a senior earns a letter or pin during his/her fourth quarter, that letter or pin will be available at the end of the fourth quarter.
- A student will receive a pin for each twenty (20) point accumulation beyond the original twenty (20) point letter. Surplus points may be carried to the next academic year.

Points may be accumulated from the following areas: academic achievement, academic activities, and academic honors.

Academic Achievement points will be awarded from only one (1) honor or merit roll per quarter:

- Distinguished Honor Roll: Four (4) points
- High Honor Roll: Three (3) points
- Honor Roll: Two (2) points
- Merit Roll: One (1) point
- Outstanding Department Student of the Nine Weeks: one-half ($\frac{1}{2}$) point
- Evening of Excellence Awards for department recognition: one-half ($\frac{1}{2}$) point

The following academic activities will be awarded one (1) point:

- Academic Challenge
- Model U.N.
- National Forensic League

The following tests will award one-half ($\frac{1}{2}$) point for taking the exam and one-half ($\frac{1}{2}$) point if the student places:

- Advanced Placement
- National French Exam
- National Spanish Exam

The following points will be awarded one (1) time based on a student's best score for college entrance exams:

- ACT composite score of 22 or 23: One (1) point
- ACT composite score of 24 or above: Two (2) points
- SAT combined score (Reading and Math) of 900-1050: One (1) point
- SAT combined score (Reading and Math) of 1051 or above: Two (2) points

The following academic honors will receive one (1) point upon induction:

- National Honor Society
- National Technical Honor Society

The following academic honors will receive one-half ($\frac{1}{2}$) point upon induction:

- National French Honor Society
- National Spanish Honor Society

The National Merit Scholarship honors will be awarded based on a student's performance on the PSAT/NMSQT test taken during junior year:

- Commended student: Three (3) points
- Semi-Finalist: Four (4) points
- Finalist: Five (5) points

The responsibility for reporting the qualified student and points earned will rest on the sponsor or advisor of said activity.

Special Programs

HONORS AND ADVANCED PLACEMENT (AP) COURSES

An Honors and/or Advanced Placement student is academically talented, disciplined, highly motivated, and willing to accept the challenges of these courses. A student must successfully complete prerequisites for the course and maintain a high level of performance. An honors and/or Advanced Placement student must accept additional responsibilities and commitment. Weighted grades are given to AP courses to compensate for high expectations: **The AP courses are designed to be the equivalent of a first year college course. As such, the curriculum and expectations are of a high level. Among the Vermilion expectations for AP is participation by all students in the national AP exams administered in May.** The cost for each AP test is paid by the student or student's family. Exams are given in May on predetermined dates established by the College Board.

Students and parents should be very sensitive to the demanding nature of honors and/or Advanced Placement courses. Reading expectations for the classes are extensive. Students will be asked to be involved in college level activities, particularly in the areas of writing skills and test taking. Advanced Placement courses place a high degree of emphasis on the student's own self-motivation, study skills, and the ability to self-direct his or her own learning. Students should carefully determine the number of honors and/or Advanced Placement courses they are capable of successfully completing in a year's schedule. Most Advanced Placement courses have required, graded summer work.

COLLEGE CREDIT PLUS (CCP)

A student enrolled at Vermilion High School may be eligible to participate in the College Credit Plus Program. This is an opportunity for students to take classes at eligible post-secondary institutions. The institutions include community colleges, post-secondary vocational technical institutions, state universities, and select private colleges and universities. Some College Credit Plus courses may be offered by Lorain County Community College on our Vermilion High School campus. All eligibility requirements for College Credit Plus apply to on-site courses as well. The purpose of this program is to promote rigorous academic pursuits and to provide a wider variety of options to high school students. Students interested in this program must meet Vermilion High School graduation requirements plus any enrollment requirements the post-secondary institutions may have. The legislation for this program requires parents and students receive counseling regarding the program from the post-secondary site and that a letter of intent for the 2019-2020 school year be submitted to the School Counseling Office no

later than **April 1, 2019**. The completed CCP application is due in the School Counseling Office no later than **June 1, 2019**.

Students accepted into the CCP (College Credit Plus) program must complete the college placement test and work with a college advisor regarding course placement.

CREDIT FLEXIBILITY

This education option gives students a way to be in charge of their learning. The key to this option is that the student drives the request to learn differently as well as the plan to earn the credit. The student and family talks with the principal, counselor and teachers about the way to fulfill the student's request and to meet requirements for earning a high school credit or credits. Students may select from many different options such as distance learning, online coursework, tutorial programs, independent study, educational travel, project portfolios, and mentorship/internship. The credit flexibility committee approves the plan, which includes instructional and performance objectives, description of criteria and method for assessing student performance, and an outline of specific instructional activities, material and learning environments. Credit flexibility application forms should be directed to the high school administration by May 31 of the previous school year.

SENIOR SIGN-OUT

Senior Sign-out is a program of privilege for students that have less than 38 hours of unexcused absences, less than four (4) tardies per semester, earned 18 points on end of course (EOC) exams and maintain a C or higher in all courses. Seniors may elect to be off-campus up to one (1) period a day. This privilege may be lost if the student fails to follow the school rules and release guidelines as listed above and on the application. A copy of the program's authorization form is available in the main office and must be signed by the parent(s)/guardian(s) and student and returned to the main office.

WORKFORCE DEVELOPMENT

Vermilion High School offers many options for students within a traditional school setting. However, traditional education does not always meet individual student needs. Our Workforce Development Program is a self-paced, competency-based educational opportunity with an open entry/exit policy and flexible scheduling. This makes it possible for motivated students to earn a diploma by working one-to-one with licensed teachers/tutors outside the traditional classroom environment. This program relies on a curriculum designed around ACT's WorkKeys assessments for cognitive skills leading to entry into the workforce, the military, or post-secondary educational opportunities.

Credit is earned and recorded on a transcript, and graduates are awarded the benefits of a Vermilion High School diploma. Refer to our Career Readiness course options to earn credit for employment preparation and experience.

EHOVE CAREER CENTER

EHOVE Career Center is located in Milan, Ohio and offers opportunities for students wishing to get a head start toward a career by offering Career Tech skills and a number of industry-recognized certifications. Students typically apply to EHOVE starting in January of their sophomore year. Enrollment is competitive and limited and students that commit to EHOVE are required to attend for the first two (2) weeks before deciding to return to Vermilion High School. Selection is based on cumulative GPA,

attendance, grades, high school credits earned, and disciplinary record. A student will receive a Vermilion High School diploma upon successful completion of the two years at EHOVE. Interested students should check with their school counselor about the various course offerings at EHOVE, application procedures, and credit needed.

To avoid credit deficiency, a student should have completed the following required courses in the 9th and 10th grades: (MINIMUM)

- 2 CREDITS OF ENGLISH**
- 2 CREDIT OF MATHEMATICS**
- 2 CREDITS OF SCIENCE**
- 2 CREDITS OF SOCIAL STUDIES**
- ½ CREDIT OF HEALTH**
- ½ CREDIT OF PHYSICAL EDUCATION**
- 9 TOTAL CREDITS**

EHOVE Career Tech Programs

HEALTH SCIENCE

[Exercise Science & Rehab Therapy](#)

[Medical Careers](#)

ART & TECHNOLOGY

[Computer Network Tech](#)

CyberSecurity

[Visual & Interactive Media Tech](#)

PUBLIC SAFETY

[Criminal Justice](#)

[Firefighter/EMT](#)

BUSINESS

[Business & Marketing](#)

[Job Connections](#)

ENGINEERING & TRADES

[Construction Tech](#)

[Electrical Tech](#)

[Engineering Tech](#)

[Industrial Tech](#)

EDUCATION & SERVICES

[Cosmetology](#)

[Culinary Arts](#)

[Early Childhood Education](#)

[Teacher Academy](#)

TRANSPORTATION SYSTEMS

[Auto Tech](#)

[Collision & Refinishing](#)

[Diesel Tech](#)

Vermilion High School Course Descriptions

The remainder of this document lists and describes the course offerings at Vermilion High School for the upcoming school year. If the number of students signed up for a course falls below a minimum class size during registration and/or final scheduling, a careful evaluation will be made of all factors associated with offering the course. Administration may decide to not offer a course and students will be notified and need to select another course. When scheduling, students should read the provided course descriptions to make their choices during the scheduling period. **Courses having the prerequisite of LCCC acceptance require students to have tested college-ready.**

Art

One credit in the following courses will unconditionally meet the “fine arts” requirement for colleges in Ohio.

ART I GRADES 9-12 LENGTH 18 WEEKS .50 CREDIT

Art I is a drawing based course. In this course students will learn how to draw in full detail from a drawing using forms in a realistic manner and will also be able to shade to make artworks pop. Art history and criticism will be incorporated into many of the projects. This class is designed to teach both students that have never drawn before and help students that know how to draw excel even further in their drawing skills. A fee is charged for this course. A fee is required.

ART II GRADES 10-12 LENGTH 18 WEEKS .50 CREDIT

PREREQUISITE: *ART I*

This course is a painting based course. Students will learn how to blend and mix colors using tempera and acrylic based paints. Another section this course covers is how to draw/paint portraits in full detail. Students will also learn to paint on canvas boards in this course. Art history and criticism will be incorporated into many of the projects. Art II is designed for the student who really enjoys being creative and wants to further explore the visual arts. A fee is required.

ART III / IV GRADES 10-12 LENGTH 18 WEEKS .50 CREDIT

PREREQUISITE: *ART II*

Art III and IV are designed for the student who has developed their artistic skills and is ready for new challenges. New, more advanced lessons like encaustic painting, oil painting and creating murals along with many others will be explored. Students will be more self-directed and encouraged to develop their own style and specialization. Art history and criticism will be incorporated into many of the projects. This class is designed for students that really have a love for art and possibly want to pursue a career in art. A fee is charged for this course.

CERAMICS GRADES 9-12 LENGTH 18 WEEKS .50 CREDIT

Ceramics is a sculpture-based course where students learn how to use clay, glazes and the firing process. Students create lessons both hand built and on the potter’s wheel. This course is designed for

students who like to get their hands dirty when making three-dimensional artworks. Art history and criticism will be incorporated into many of the projects. A fee is charged for this course.

ADVANCED CERAMICS GRADES 10-12 LENGTH 18 WEEKS .50 CREDIT

PREREQUISITE: *CERAMICS*

This course is designed for students who fell in love with creating artworks using clay. Students will be making larger assignments that focus more on detail. This course may be taken multiple times.

INTRO TO FILMMAKING & PHOTOGRAPHY GRADES 10-12 LENGTH 36 WEEKS 1 CREDIT

In this class students will be learning how to take photographs and how to manipulate and alter them using Adobe Photoshop. Students will also learn how to do animation, stop motion film and full film. Students will learn how to create and add special features to their films using iMovie, Adobe After Effects, Adobe Photoshop and Adobe Premiere. At the end of this course students will be able to take good quality pictures and shoot short films at a beginner's level. Students will be learning about design, specifically how to design cover pages for the yearbook using Photoshop. A fee is charged for this course. This class is open to students in grade 9 with teacher approval.

ADVANCED FILMMAKING & PHOTOGRAPHY GRADES 11-12 LENGTH 36 WEEKS 1 CREDIT

PREREQUISITE: *INTRO TO FILMMAKING & PHOTOGRAPHY*

This course is designed for students that want to learn more in-depth features in photography such as camera essentials, taking more advanced pictures off site, and taking and creating pictures for staff and community for projects that go back into the school. For example, students can create and design page layouts for posters using Photoshop and the poster making software. Students will also be creating movies as individuals, in groups and as a class to follow a theme set for year that promotes a strong message to teach the audience. This class will be in charge of setting up the Vermilion Film Festival and all that goes along with it. Students will learn all aspects of behind the scenes creation of a film from being a director, to learning to use the camera and computer. Students will be able to create more advanced films by the end of this course. Students in this class will be designing the ART SPEAKS IN VERMILION magazine as well. A fee is charged for this course.

Career Readiness

CBI RELATED GRADES 8-12 LENGTH 36 WEEKS 1 CREDIT

This program helps students to become focused on graduation and their future career path. You will learn employability skills such as how to look on-line for a job, complete an online application, and techniques for successful interviewing. Also covered in this course are occupational information, career education, consumer education, and related topics. Students will leave this class with an Individual Career Plan.

CBI LAB**GRADES 8-12****LENGTH 36 WEEKS****3 CREDITS**

Earn while you learn. The CBI program will provide a combination of educational and work-based learning opportunities for student success. Work based learning is a requirement for all students enrolled in this class. Once a CBI student's academic class time is complete, the remainder of the day is spent working in establishments of cooperating employers for which they receive wages, training and high school credit. The major objective of the CBI program is to assist students in earning their high school diploma, and develop attitudes and aptitudes employed in future occupations.

English

ENGLISH I**GRADE 9****LENGTH 36 WEEKS****1 CREDIT**

The English I curriculum is based on the study of fiction and non-fiction texts. Students will develop their analytical and comprehension skills. A variety of compositions will be written including a research paper. The course will also include the study of grammar and vocabulary. Students can expect to create original projects, give presentations, and use technology. An exit project and/or exam is required. Students will be required to take the Ohio ELA I end-of-course state test for graduation. A fee is charged for this course.

HONORS ENGLISH I**GRADE 9****LENGTH 36 WEEKS****1 CREDIT**

PREREQUISITE: B OR HIGHER IN PREVIOUS ENGLISH CLASSES

The curriculum of the Honors English I class emphasizes expanded breadth and depth of content, requiring a measurably different amount of work from the regular English classes. A summer assignment is a requirement of the course. Honors courses are for students who are highly motivated and have achieved at least a B in previous English classes. An exit project and/or exam is required. All course requirements must be completed to pass. Students will be required to take the Ohio ELA I end-of-course state test for graduation. A fee is charged for this course. This is a weighted course.

ENGLISH II**GRADE 10****LENGTH 36 WEEKS****1 CREDIT**

The English II curriculum is a continuation and deepening of the English I curriculum. It is based on the study of fiction and non-fiction texts. Students will further develop his/her analytical and comprehension skills. A variety of compositions will be written including a research paper. The course will also include the study of grammar and vocabulary. Students can expect to create original projects, give presentations, and use technology. An exit project and/or exam is required. Students will be required to take the Ohio ELA II end-of-course state test for graduation. A fee is charged for this course.

HONORS ENGLISH II**GRADE 10****LENGTH 36 WEEKS****1 CREDIT**

PREREQUISITE: B OR HIGHER IN PREVIOUS ENGLISH CLASSES

The curriculum of the Honors English class seeks to extend and refine the content, processes, and product of the regular English curriculum. It emphasizes expanded breadth and depth, requiring

measurably different work from the regular English program. This includes a required summer reading list with assignments. Therefore, the Honors program is for students who are highly motivated, independent learners strong in reading, composition, and communication skills including critical reading, composition structure, and style. A focus on student collaboration and use of the technology will also be a facet of this course. An exit project and/or exam is required. All course requirements must be completed to pass. Students will be required to take the Ohio ELA II end-of-course state test for graduation. This is a weighted course. A fee is charged for this course.

ENGLISH III **GRADE 11** **LENGTH 36 WEEKS** **1 CREDIT**

The English III curriculum utilizes the study of American Literature and Cultural History to expand students' abilities to read, think, and write critically. Writing skills and composition will be a focus of this class. Students will continue to study grammar and vocabulary. Speaking and presentation skills will be a vital part of the curriculum as students complete several individual and group projects. An exit project and/or exam is required. A fee is charged for this course.

ENGLISH IV **GRADE 12** **LENGTH 36 WEEKS** **1 CREDIT**

The English IV curriculum utilizes the study of British Literature and Cultural History to expand students' abilities to read, think, and write critically. Writing skills and composition will be a focus of this class. Students will complete a mandatory research paper, which is a course requirement. Students will continue to study grammar and vocabulary. Speaking and presentation skills will be a vital part of the curriculum as students complete several individual and group projects. An exit project and/or exam and research paper are course requirements. A fee is charged for this course.

AP ENGLISH LANGUAGE

LCCC ENGLISH 161-162 **GRADE 11** **LENGTH 36 WEEKS** **3 CREDITS**

PREREQUISITE: *LCCC ACCEPTANCE; MUST TEST COLLEGE-READY*

This course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. This course has a summer assignment and requires that all students take the AP exam in the spring at the cost of approximately \$95. This is a weighted course.

COLLEGE COMPOSITION I & II

LCCC ENGLISH 161-162 **GRADE 12** **LENGTH 36 WEEKS** **2 CREDITS**

PREREQUISITE: *LCCC ACCEPTANCE; MUST TEST COLLEGE-READY*

This course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts,

including graphic images as forms of text, from many disciplines and historical periods. This is a weighted course.

AP ENGLISH LITERATURE AND COMPOSITION

LCCC ENGLISH 255-257

GRADE 12

LENGTH 36 WEEKS

3 CREDITS

PREREQUISITE: *LCCC ENGLISH 161-162*

The course content is based upon a suggested curriculum from The College Board. There are two major academic goals for this course: to give students a college-level English course and to prepare them for the REQUIRED AP exam in May. A great deal of self-motivation is required for this course beginning with a **summer assignment**. Throughout the course, students will read and analyze British and American poetry and fiction along with select pieces of World literature. Writing about literature in the style required for success on the AP exam is a major focus. The AP exam fee of approximately \$95 will apply. This is a weighted course.

BROADCAST JOURNALISM

GRADE 9-12

LENGTH 36 WEEKS

1 CREDIT

Students will investigate, research, prioritize and synthesize information while learning the techniques and skills of videography, audio recording, editing, lighting and set design. Students will perform under deadline pressure, producing news stories for broadcast, the web, print, and social media, all hallmarks of a modern-day broadcast journalist. This class **requires fieldwork done each week outside of class**, to creating suitable news stories for daily broadcast. Students will also engage in topics such as journalism ethics, news bias, multi-platform journalism, and the role of media in society. These activities will build skills necessary for success in college and careers while providing a chance to explore personal interests. A fee is charged for this course.

LITERATURE IN FILM

GRADE 10-12

LENGTH 18 WEEKS

.50 CREDIT

Literature in Film will explore various pieces of literature including short stories, poems, and excerpts from novels and plays and their corresponding film adaptations. Students will study literature in film from different time periods and genres. Students will examine the visual interpretation of literary techniques and the limitations or special capacities of film versus text to present a literary work. By comparing and contrasting textual and visual narratives, students will gain a deeper awareness of the cultural importance and complexity of storytelling across media. The course will require students to complete at least one essay writing assignment and at least one presentation. Students will also have the opportunity to create his or her own adaptations through various mediums including filmmaking, script writing, storyboarding, set building, etc. A fee is charged for this course.

THEATRE

GRADE 10-12

LENGTH 18 WEEKS

.50 CREDIT

This course is designed for students who are interested in beginning or advancing their development as an actor or actress. Students will be introduced to all skills necessary to perform and produce a theatrical production. Students should expect to perform and collaborate with others on performances. These projects or productions may require participation outside of school hours. A fee is charged for this course.

YEARBOOK & NEWSPAPER GRADE 10-12 LENGTH 36 WEEKS 1 CREDIT

This course will introduce students to the basics of journalism, desktop publishing, and yearbook production. While collaborating on the production of the school newspaper (Compass) and yearbook (Log), the students will perfect basic writing skills, develop feature-writing skills, and learn the essentials of the student press. Students will also develop photography/video skills and learn how to choose and edit photos/video that tell a story. Technology will be an integral part of the course, with special emphasis

placed on layout design, productions, and effective communication. Students will also have a chance to develop their knowledge of advertising and commerce, as the staff is responsible for raising the funds required for publication. Grades will be based on assignments, tests, and acceptable contributions to both publications on a regular basis and the student's ability to meet deadlines.

Health and Physical Education

HEALTH GRADE 9-12 LENGTH 18 WEEKS .50 CREDIT

Health is required by the State of Ohio for graduation and is offered one semester. It is suggested that students complete this requirement during their freshman year. The areas of discussion are those important to the physical, social, and mental well-being of the students. A basic understanding of good health practices is emphasized as well as basic knowledge of the anatomy and physiology of the body. Special emphasis is placed on contemporary health problems of adolescence in areas such as social interactions, drug abuse, sexuality, nutrition, and exercise. An effort is made to create good health habits through understanding. Students are encouraged to maintain these practices throughout their lives.

PHYSICAL EDUCATION GRADE 8-12 LENGTH 18 WEEKS .25 CREDIT

Basic skills will be taught and competitive play will progress according to the students' abilities. Co-educational activities will be included throughout the program. Activities offered will include indoor soccer, touch football, volleyball, softball, tennis, physical fitness tests, recreational sports, and exercise. Students are required to dress in a change of clothes including shorts or sweats, a t-shirt or sweatshirt, and gym shoes. Participation in physical education is mandatory for all enrolled students.

STRENGTH & CONDITIONING GRADE 9-12 LENGTH 18 WEEKS .25 CREDIT

PREREQUISITE: *PHYSICAL EDUCATION &/OR PE WAIVER*

Strength and conditioning is designed for students who wish to improve their physical fitness and design workouts based on individual needs or preferences. The muscular system will also be discussed. Student will be involved in designing and implementing individual workouts.

WALKING FOR FITNESS GRADE 9-12 LENGTH 18 WEEKS .25 CREDIT

PREREQUISITE: *PHYSICAL EDUCATION &/OR PE WAIVER*

Walking for Fitness is designed to stress the importance of cardiovascular, muscular, and mental fitness development for maintaining a healthy lifestyle. The course will help students acquire the knowledge, skills, and attitudes necessary for physical fitness through participation in a carefully monitored walking program. Students will track and document their progress through the use of heart rate monitors and pedometers. Students will be required to dress for the weather, as they will walk to the Field House for class, as well as walk outside for class.

Mathematics

ALGEBRA I, PART I **GRADE 9** **LENGTH 36 WEEKS** **1 CREDIT**

PREREQUISITE: *PRE-ALGEBRA & TEACHER RECOMMENDATION*

Algebra I, Part I is a full year course designed to enhance understanding of foundational concepts and skills for students needing more support in learning mathematics. The Algebra I curriculum aligns with Ohio learning standards and will focus on a student's ability to solve equations, use functions, develop models, and establish relationships between quantities.

ALGEBRA I, PART II **GRADE 10** **LENGTH 36 WEEKS** **1 CREDIT**

PREREQUISITE: *ALGEBRA I PART 1 & TEACHER RECOMMENDATION*

Algebra I, Part II is a full year course developed as an extension of the concepts and skills learned in Algebra I, Part I and serves to further deepen understanding of foundational concepts and skills for students needing more support in learning mathematics. The Algebra I curriculum aligns with Ohio learning standards and will focus on a student's ability to solve equations, use functions, develop models, and establish relationships between quantities. Students will be required to take the Ohio Algebra I end-of-course state test for graduation in this course.

ALGEBRA I **GRADE 8-9** **LENGTH 36 WEEKS** **1 CREDIT**

PREREQUISITE: *PRE-ALGEBRA*

Algebra I builds upon a number of key algebraic topics assumed to have been developed, namely a deep knowledge of linear patterns of change and familiarity with nonlinear patterns such as exponential and quadratic. It is expected that students entering Algebra I are able to recognize and solve mathematical and real world problems involving linear relationships and to make sense of and move fluently among the graphic, numeric, symbolic and verbal representations of these patterns. In addition, students should be able to apply this knowledge to quadratic and other simple functions. Algebra I also connects to topics related to the formalized study of the real number system and its properties, and introduces elementary number theory. Finally, students will develop an understanding that algebraic thinking is a powerful tool that can be used to model and solve real world problems. Students will be required to take the Ohio Algebra I end-of-course state test in this course.

HONORS ALGEBRA I **GRADE 8** **LENGTH 36 WEEKS** **1 CREDIT**

PREREQUISITE: *B OR HIGHER IN PRE-ALGEBRA*

This course is designed for students who have demonstrated exceptional ability and motivation in mathematics. It is a weighted course and will have an effect on a student's high school grade point average. Students will develop an understanding that algebraic thinking is a powerful tool that can be used to model and solve real world problems.

GEOMETRY **GRADE 8-11** **LENGTH 36 WEEKS** **1 CREDIT**

PREREQUISITE: *ALGEBRA 1 OR ALGEBRA I PART II*

This class will be a traditional, rigorous study of Euclidean Geometry and related topics from a contemporary point of view. Included in the study of the relationships of points, lines, planes, triangles, quadrilaterals, and other polygons, will be the study of the concepts of right triangle trigonometry. Students will be required to take the Ohio Geometry end-of-course state test for graduation in this course.

HONORS GEOMETRY **GRADE 8-11** **LENGTH 36 WEEKS** **1 CREDIT**

PREREQUISITE: *B OR HIGHER IN ALGEBRA I OR HONORS ALGEBRA I*

Students will use inductive and deductive reasoning to develop written theories that describe the properties of two and three dimensional objects. Honors Geometry students will proceed at an accelerated pace, providing students with a rigorous background in logic and proof - the language of mathematics. In addition to the material on geometric language, angle relationships, and geometric proofs for congruence and similarity, right triangle relationships, properties of various quadrilaterals and circles, the course will devote time to coordinate geometry and begin the study of trigonometry. Project based learning will allow all students the ability to be self-directed learners while at the same time taking the responsibility to help investigate ideas with others. Hands-on, student-centered projects will allow students to not only learn concepts and theory but will allow them to discover how these geometric ideas apply to the real world. Students will be required to take the Ohio Geometry end-of-course state test for graduation in this course.

INTEGRATED MATH III **GRADE 11-12** **LENGTH 36 WEEKS** **1 CREDIT**

PREREQUISITE: *GEOMETRY & TEACHER RECOMMENDATION*

Integrated Math III will allow students to apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They will expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. Appropriate 21st century skills will be used for instruction and assessment.

ALGEBRA II **GRADE 9-12** **LENGTH 36 WEEKS** **1 CREDIT**

PREREQUISITE: *GEOMETRY*

Students enrolled in Algebra II will complete a rigorous study of algebra in preparation for advanced mathematical topics. Students will study logarithms and exponential functions and their applications, as well as analytic geometry and fundamentals of trigonometry. A graphing calculator is required; the VHS staff recommends TI 83+.

HONORS ALGEBRA II **GRADE 9-12** **LENGTH 36 WEEKS** **1 CREDIT**

PREREQUISITE: *B OR HIGHER IN GEOMETRY OR HONORS GEOMETRY & TEACHER RECOMMENDATION*

This course is designed for students who have demonstrated exceptional ability and motivation in mathematics and will meet the needs of students who anticipate entering college majors requiring an extensive mathematical background. Students will complete an in-depth and rigorous study of algebra to prepare for more advanced topics. They will study logarithms, exponential functions and their applications, polynomial operations, and functions. A graphing calculator is required; the VHS staff recommends TI 83+.

STATISTICS **GRADE 10-12** **LENGTH 36 WEEKS** **1 CREDIT**

PREREQUISITE: *ALGEBRA II*

This course is designed to take a look into statistics with emphasis to its real world applications. The course will cover descriptive statistics, frequency distributions, statistical inference, probability, distribution patterns, regression and correlation. As an added bonus, study will attempt to delve into logical thinking and how to write logic statements. A graphing calculator with regression ability is required; the VHS staff recommends TI 83+.

AP STATISTICS **GRADE 10-12** **LENGTH 36 WEEKS** **1 CREDIT**

PREREQUISITE: *B OR HIGHER IN ALGEBRA II & TEACHER RECOMMENDATION*

The course is equivalent to a college level statistics class. The major topics are exploring data, planning a study, anticipating patterns, and statistical inference. Students who successfully complete this course are prepared to take the AP Statistics exam and have the ability to earn college credit and advanced standing by passing the exam. A TI-83 or better is required for this course. There is an approximate \$95 fee to take the AP exam.

PRE-CALCULUS **GRADE 10-12** **LENGTH 36 WEEKS** **1 CREDIT**

PREREQUISITE: *ALGEBRA II & TEACHER RECOMMENDATION*

Pre-Calculus is the preparation for calculus. The study of the topics, concepts and procedures of pre-calculus deepens students' understanding of algebra and extends their ability to apply algebra concepts and procedures at higher conceptual levels, as a tool, and in the study of other subjects. The theory and applications of trigonometry and functions are developed in depth. New mathematical tools, such as vectors and polar coordinates are introduced with an eye toward modeling and solving real world problems.

COLLEGE ALGEBRA

LCCC MATH 171 **GRADE 11-12** **LENGTH 18 WEEKS** **1 CREDIT**

PREREQUISITE: *LCCC ACCEPTANCE; MUST TEST COLLEGE-READY IN MATH*

One semester: 1 credit

Study of algebraic functions, equation, systems of equations, inequalities, matrices, partial fractions, exponential and logarithmic functions. Designed primarily for the calculus-bound student. Graphing calculator required. Mathematics core course.

PRE-CALCULUS**LCCC MATH 172****GRADE 11-12****LENGTH 18 WEEKS****1 CREDIT**PREREQUISITE: *LCCC ACCEPTANCE & COLLEGE ALGEBRA*

For the calculus-bound student. A study of trigonometric functions and their graphs; trigonometric identities and equations; conic sections; polar and parametric equations; mathematical induction; and the binomial theorem. Graphing calculator required. Mathematics core course.

CALCULUS**GRADE 11-12****LENGTH 36 WEEKS****1 CREDIT**PREREQUISITE: *PRE-CALCULUS & TEACHER RECOMMENDATION*

This is a college level curriculum. It is intended for the student who has a strong desire to extend his/her studies of mathematics in better preparation for college. The topics to be covered will parallel the topics outlined by the College Entrance Examination Board for the AP curriculum in Advanced Placement Calculus. The topics include limits, derivatives, integrals, and their associated applications. Extensive use will be made of graphing calculator technology. A graphing calculator is required; the VHS staff recommends TI 83+.

AP CALCULUS AB**GRADE 11-12****LENGTH 36 WEEKS****1 CREDIT**PREREQUISITE: *B OR HIGHER IN PRE-CALCULUS & TEACHER RECOMMENDATION*

This course is taken concurrently with Calculus as described above. The second semester will focus on preparing for the AP test in May. Additionally, a capstone project will be completed in the weeks between the test and the end of the semester. Requirement: A graphing calculator (TI 83+ or better) and the fee for taking the AP exam (approximately \$95).

AP CALCULUS BC**GRADE 12****LENGTH 36 WEEKS****1 CREDIT**PREREQUISITE: *AP CALCULUS AB & TEACHER RECOMMENDATION*

This course is a continuation of AP Calculus AB and will cover additional topics including analysis and derivatives of parametric, polar, and vector functions, Euler and L'Hospital's rule, antiderivative by substitution expanded, by parts and partial fractions. Other additional topics include polynomial approximations and series which covers the concept of a series, the study of a series of constants and Taylor series. Requirement: A graphing calculator (TI 83+ or better) and the fee for taking the AP exam (approximately \$95).

Music

MARCHING & CONCERT BAND**GRADE 9-12****LENGTH 36 WEEKS****1 CREDIT**PREREQUISITE: *PREVIOUS EXPERIENCE IN A SCHOOL BAND PROGRAM*

The band program is divided into two parts: marching band and concert band. All students who enroll in band will participate in marching band during the first quarter of the year and concert band for the

remainder of the school year. The marching band performs at all football games, as well as several festivals and parades throughout northern Ohio. The band begins its rehearsal during the summer and the majority of the work for the season is learned during that time as well as evening rehearsals (once a week) outside of the school day. All of these rehearsals and performances are mandatory. Marching band does not prevent anyone from participating in fall sports or extracurricular activities. The advisors resolve conflicts between band events and extracurricular activities.

Concert band takes place during the second, third, and fourth quarter of the school year. Concert band continues the students' musical development through the study, rehearsal, and performance of many outstanding compositions from the canon of band literature. Improved musicianship and understanding of the elements of music such as tone quality, pitch, rhythmic accuracy, and musical expression are studied through participation in this setting. The students are split into two concert bands: Symphonic Band and Wind Ensemble. Each student is required to audition for placement into these bands at the end of the marching band season. Each band performs publicly at least three times, once during each of the quarters that it meets. Students are required to have the appropriate instrument and additional necessary materials in order to rehearse and perform. The student will provide most of these materials; however, music will be made available, and those students who use school-owned instruments will be provided an instrument for a yearly fee of \$15.

MARCHING AUXILIARY BAND GRADE 9-12 LENGTH 9 WEEKS .25 CREDIT

PREREQUISITE: *SELECTION TO THE MAJORETTE SQUAD OR COLOR GUARD BY AUDITION*

Students who are successful in tryouts for the Majorette Squad or Color Guard, but will not play an instrument in concert band, will be scheduled for Marching Band Auxiliary for the first nine weeks of the school year. The Auxiliary Band will be required to participate in all Marching Band rehearsals and performances.

JAZZ ENSEMBLE GRADE 9-12 LENGTH 27 WEEKS .25 CREDIT

PREREQUISITE: *SELECTION BY AUDITION*

Auditions for the high school jazz ensemble will be held at the beginning of the school year. Students in grades 9-12 who audition into the "VHS Jazz Ensemble" will be enrolled in this class, which will meet before or after school one hour a week during quarters 2, 3, and 4. Students in the Jazz Ensemble will learn a variety of music in the jazz idiom as well as how to play with appropriate style and basic to advanced improvisation. This group will perform at least 5 times during the school year. Students will be expected to attend every rehearsal, learn their part for each piece, and learn fundamental materials beyond what is expected in the concert bands (all major scales, arpeggios, blues scales, basic understanding of reading chord progressions).

CHORUS GRADE 8-12 LENGTH 36 WEEKS 1 CREDIT

PREREQUISITE: *PITCH MATCHING ASSESSMENT*

Chorus is a non-auditioned group open to 9th through 12th grade students. This group will focus on developing healthy and mature vocal technique in the context of various styles of choral music. In addition, students in this class will develop an understanding of music fundamentals including music terminology, classical composers, and music literacy. Additional work will include written tests, performance-based tests, and required evening performances.

CHORALE **GRADE 9-12** **LENGTH 36 WEEKS** **1 CREDIT**

PREREQUISITE: *SELECTION BY AUDITION*

The top choir at Vermilion High School, this selective mixed ensemble performs a wide variety of repertoire from different time periods, including motets, madrigals, spirituals, and other works, both sacred and secular. This ensemble will work on mastery of choral performance, including advanced repertoire, choral competition, sight reading, and understanding of music theory. In addition to regularly scheduled concerts, students participating in this ensemble includes additional performances. Students from this group will also be strongly encouraged to participate in Solo and Ensemble activities. Admission to this ensemble is selective and is based on a successful audition; the size of the choir typically ranges around 30-40 singers.

HISTORY OF ROCK & ROLL **GRADE 10-12** **LENGTH 18 WEEKS** **.50 CREDIT**

This course is designed to teach the history of rock and roll as a musical genre, confer familiarity with the major styles of rock music and the elements that define those styles, and develop active listening skills and the ability to discuss rock music intelligently. **No prior familiarity with music is necessary or assumed.** We will begin with an introduction to listening and musical fundamentals and develop a vocabulary with which to discuss and experience selected works from the history of rock and roll.

INTRO TO PIANO **GRADE 9-12** **LENGTH 18 WEEKS** **.50 CREDIT**

In this course students will learn basic piano skills using both hands including 5 finger position, scales, progressions, fingering techniques and accompaniment. □Students will also learn basic music theory including notes, rhythm, basic harmonization techniques, and form. Performance etiquette as a performer and as an audience member will also be stressed.

INTRO TO GUITAR **GRADE 9-12** **LENGTH 18 WEEKS** **.50 CREDIT**

This course is designed for the beginning guitar student. The class is taught in a group setting with individual responsibilities. No prior guitar experience is required. This class requires outside study and practice. Upon completion of this course, the students will be able to: identify parts of the guitar, tune guitar properly using relative tuning, and read music including the following aspects: standard notation (including understanding the elements of music), rhythm, melody, harmony, form, tempo, dynamics, chord symbols/charts, and tablature. Students will also perform music using proper guitar technique (fingering, posture, hand position, etc.), perform standard guitar literature in a group setting as well as individually, and sight-read selected exercises/songs. **Each student must have a guitar that is available to them for class and outside practice. You will not be able to share a guitar with another student in the class.**

Science

PHYSICAL SCIENCE **GRADE 9** **LENGTH 36 WEEKS** **1 CREDIT**

This hands-on laboratory course is the preparatory science course designed for all students. Students will explore the major introductory concepts of physics and chemistry through interactive activities, laboratory experiences, computer simulations and demonstrations. Students will work together in lab groups and be introduced to scientific laboratory equipment and probe-ware. An emphasis is placed on understanding how the world works by applying scientific methods and inquiry. The course will conclude with a cumulative final exam. A fee is charged for this course.

HONORS PHYSICAL SCIENCE GRADE 9 LENGTH 36 WEEKS 1 CREDIT

PREREQUISITE: *ALGEBRA I & TEACHER RECOMMENDATION*

Honors physical science covers introductory concepts of physics and chemistry. This hands-on laboratory course is a preparatory course designed for students with a strong mathematical foundation in algebra that has experienced success in previous science courses. Students will work together in lab groups and be introduced to new lab equipment and probe-ware similar to that of the professional level. Students will be asked to make use of current technology to research, experiment, create, and present findings in class. This course concludes with a cumulative final exam. A fee is charged for this course.

BIOLOGY GRADE 10 LENGTH 36 WEEKS 1 CREDIT

PREREQUISITE: *PHYSICAL SCIENCE*

An introductory biology course designed for students with an honest curiosity pertaining to the structure and function of living organisms and their interrelationships. Topics include heredity, cell biology, evolution, genetics, diversity and interdependence of life, and scientific inquiry and application. Students can expect daily reading and homework assignments. Collaborative and independent projects are required, as is a final exam. A fee is charged for this course. Students will be required to take the Ohio Biology end-of-course state test for graduation in this course.

HONORS BIOLOGY GRADE 10 LENGTH 36 WEEKS 1 CREDIT

PREREQUISITE: *B OR HIGHER IN A PHYSICAL SCIENCE COURSE & TEACHER RECOMMENDATION*

An introductory biology course designed for students who are prepared to do extensive independent work. Students should expect to spend a minimum of one hour each day preparing for class. The Honors Biology course will emphasize an enriched, accelerated content that focuses on key concepts. Topics include heredity, cell biology, evolution, genetics, diversity, and interdependence of life. Scientific inquiry, critical thinking, and application will be stressed. Required course components include collaborative and independent projects, assignments, and a final exam. A fee is charged for this course. Students will be required to take the Ohio Biology end-of-course state test for graduation in this course.

CHEMISTRY GRADE 11-12 LENGTH 36 WEEKS 1 CREDIT

PREREQUISITE: *PHYSICAL SCIENCE & BIOLOGY*

Chemistry is the study of matter and change. Matter, physical and chemical changes, bonding and energy are the four main themes that will be discussed during this class. Laboratory experiments are designed to reinforce the principles studied in the classroom. This course is a quick-paced introduction to the further study of chemistry and other sciences at the industrial and college levels. Students can expect daily reading and homework assignments. A notebook and a scientific calculator are required and a cumulative final exam is given. A fee is charged for this course.

HONORS CHEMISTRY **GRADE 11-12** **LENGTH 36 WEEKS** **1 CREDIT**

PREREQUISITE: *B OR HIGHER IN BIOLOGY OR HONORS BIOLOGY & TEACHER RECOMMENDATION*

This chemistry course covers topics in addition to those covered in the regular Chemistry course. Students enrolled in this course must be strong math students with good problem-solving skills. Laboratory experiments are designed to reinforce the concepts learned in class and to further develop inquiry skills. Lab reports are required of students. Students can expect daily reading assignments and/or homework assignments, as well as problem solving applications. A notebook and a scientific calculator are required. A fee is charged for this course.

FORENSICS AND THE LAW **GRADE 10-12** **LENGTH 18 WEEKS** **.50 CREDIT**

This course introduces students to the field of forensic science through an exploration of its applications to criminal investigations, and clear explanations of the techniques, abilities and limitations of the modern crime laboratory. Course contents include forensic psychiatry/psychology, serial arsonists, serial killers, document analysis, toxicology, arson, time of death, entomology, fingerprinting, and crime scene processing.

FORENSICS INVESTIGATIONS **GRADE 10-12** **LENGTH 18 WEEKS** **.50 CREDIT**

This course introduces students to the field of forensic science through an exploration of its applications to criminal investigations, and clear explanations of the techniques, abilities and limitations of the modern crime laboratory. Course contents include introduction to the study of criminalistics vs. criminology, Locard's principle, introduction to the law, forensic history, rules of evidence, trace evidence, forensic anthropology, glass as evidence and crime scene processing.

ASTRONOMY **GRADE 11-12** **LENGTH 36 WEEKS** **1 CREDIT**

Astronomy is the study of our solar system and beyond. Topics that will be covered include astronomical measurements and their instruments, the solar system of planets, the sun and stars, galaxies, as well as other concepts of cosmology. Students will be asked to research, develop, and present topics to their peers. Students should expect regular current event readings that will be summarized and kept in a journal. An final exam is required. A fee is charged for this course.

PHYSICS **GRADE 11-12** **LENGTH 36 WEEKS** **1 CREDIT**

PREREQUISITE: *CHEMISTRY & ALGEBRA II*

Physics is the study of the natural universe and the laws and theories that govern it. The physics course provides students with a general knowledge background of the fundamental areas of physics. Topics are developed conceptually and then are supported mathematically. This is a hands-on laboratory course that develops students' critical thinking skills through laboratory reporting and problem solving. Students

can expect daily reading and homework assignments. A final exam is required. A fee is charged for this course.

AP PHYSICS I **GRADE 11-12** **LENGTH 36 WEEKS** **1 CREDIT**

PREREQUISITE: *B OR HIGHER IN HONORS CHEMISTRY, ALGEBRA II & TEACHER RECOMMENDATION*

Physics is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore topics such as Newtonian Mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Students taking this course will be required to take the AP Exam which includes a fee of approximately \$95. An additional fee is required.

GENERAL BIOLOGY

LCCC BIOLOGY 151 **GRADE 11-12** **LENGTH 18 WEEKS** **1 CREDIT**

PREREQUISITE: *LCCC ACCEPTANCE & B OR HIGHER IN BIOLOGY OR HONORS 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. Students should expect to spend a minimum of one hour each day preparing for class independently. Laboratory required. This is a natural science core course. This course will be offered every other academic year starting in 2020-2021.

INTRODUCTION TO ECOLOGY

LCCC BIOLOGY 165 **GRADE 11-12** **LENGTH 18 WEEKS** **1 CREDIT**

PREREQUISITE: *LCCC ACCEPTANCE & B OR HIGHER IN BIOLOGY OR HONORS BIOLOGY*

An introductory course intended for the non-science major covering the environment and the interaction between human beings and the ecosystem. Course also addresses the energy, social, and environmental problems associated with this interaction. Students should expect to spend a minimum of one hour each day preparing for class independently. Course will include several field experiences, including a community event and independent field observations. This is a natural Science Core Course. This course will be offered every other academic year starting in 2020-2021.

INTRO TO HUMAN ANATOMY **GRADE 10-12** **LENGTH 18 WEEKS** **.50 CREDIT**

This elective laboratory science course is designed for students interested in taking a challenging, in-depth study of the structure of the human body. A systems approach is followed, focusing on the gross anatomy of the human body. Lab dissection of mammalian organs and some mammals is required.

INTRO TO HUMAN PHYSIOLOGY **GRADE 10-12** **LENGTH 18 WEEKS** **.50 CREDIT**

This elective laboratory science course is designed for students interested in taking a challenging, in-depth student of the function of the human body. A systems approach is followed with an emphasis on the mechanisms of human physiology. Lab dissection of mammalian organs and some mammals is required.

INFECTIOUS DISEASES**GRADE 10-12****LENGTH 18 WEEKS****.50 CREDIT**

This course is comprised of a disease-focused curriculum with an emphasis on relevance to students' lives and the role infectious disease has played in shaping history. Infectious Diseases will cover topics such as how diseases make us sick, how diseases are treated, global outbreaks, how bacteria and viruses work, and the fundamental makeup of bacteria and viruses.

Social Studies

SOCIAL STUDIES I**GRADE 9****LENGTH 36 WEEKS****1 CREDIT**

The Social Studies I course will combine US and World Studies from the period of Reconstruction through World War II. The course will begin with a focus on key Enlightenment Ideas that led to independence movements and then will examine the history of the United States of America from 1865 through 1945, emphasizing historical analysis of pivotal global events during these years. In preparation for the Ohio End of Course Exams, students will pursue the chronological study of US and World Studies from earlier grades, continuing to analyze how the events of yesterday have shaped the nature of the country and the world today. This course will continue to build upon the concepts of historical thinking introduced in prior years, requiring students to locate and analyze primary and secondary sources from multiple perspectives to draw conclusions. Students will gain a deeper understanding of the role of citizens and continue to develop their research skills. There will be an overall emphasis on written analysis, as well as the use of technology in a project-based learning environment. This course will require a community service project, a midterm, and a final exam.

HONORS SOCIAL STUDIES I**GRADE 9****LENGTH 36 WEEKS****1 CREDIT**

PREREQUISITE: B OR HIGHER IN SS 8 OR HONORS SS 8 & TEACHER RECOMMENDATION

The Honors Social Studies I course will parallel the content of Social Studies I with added components. Students will be expected to use critical thinking to complete projects that focus on content, collaboration, communication, and creativity. Additional course requirements will include a community service project, a midterm exam, a final exam, summer reading, and in-class reading of novels.

SOCIAL STUDIES II**GRADE 10****LENGTH 36 WEEKS****1 CREDIT**

PREREQUISITE: SOCIAL STUDIES I

The Social Studies II course will combine U.S. and World Studies from the end of World War Two to present day. Following a review of key post American Civil War eras; the course will then examine the History of the United States of America from 1945 through the early 21st Century, while still emphasizing historical analysis of key global events during these years. In preparation for the New State Tests end of course exams, students will continue their chronological study of American and world studies began in earlier grades. Students will continue to analyze how the events of yesterday have shaped the nature of the country and world today. This course will continue to build upon the concepts of historical thinking introduced in earlier grades with students locating and analyzing primary and secondary sources from

multiple perspectives to draw conclusions. Students will gain a deeper understanding of the role of citizens and continue to develop their research skills. There will be an overall emphasis on written analysis, as well as the use of technology in a project-based learning environment. This course will require a community service project, midterm, and final exam.

HONORS SOCIAL STUDIES II GRADE 10 LENGTH 36 WEEKS 1 CREDIT

PREREQUISITE: *B OR HIGHER IN SS I OR HONORS SS I & TEACHER RECOMMENDATION*

The Honors Social Studies II course will parallel the content of Social Studies II with added components. Students will be expected to use critical thinking to complete projects that focus on content, collaboration, communication, and creativity. Additional course requirements will include a first semester book analysis paper, a community service project, a final exam, and a second semester major research paper and presentation.

SOCIAL STUDIES III GRADE 11 LENGTH 36 WEEKS 1 CREDIT

PREREQUISITE: *SOCIAL STUDIES II*

This is a combined class of Government and Economics. The American Government element focuses extensively on the principles of the United States Constitution: popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism. Students will explore the Legislative, Executive, and Judicial branches of federal government in detail. Also, students will learn about enlightenment era influences on the American democracy, as well as explore ways that citizens play a critical role in government such as voting, political party membership, and involvement in interest groups. A survey of comparative political systems and state and local government are also featured. The Economics element will provide students an opportunity to learn micro and macroeconomic principles, as well as understand how individuals and societies use scarce resources to satisfy their unlimited needs and wants. Included in this part of the class is the Financial Literacy requirement established by Ohio law and the Social Studies academic content standards. The course involves simulations, projects, group discussions, in addition to a community service project and a final exam.

AP US GOVERNMENT GRADE 11-12 LENGTH 36 WEEKS 1 CREDIT

PREREQUISITE: *B OR HIGHER IN HONORS SOCIAL STUDIES II & TEACHER RECOMMENDATION*

This course involves the study of democratic ideas, balance of powers, and tension between the practical and ideal in national policy making. Students analyze and discuss the importance of various constitutional principles, rights and procedures, institutions, and political processes that impact us as citizens. AP U.S. Government and Politics is taught on a college level and it requires a substantial amount of reading and preparation for every class. The course objectives go well above a basic analysis of how U.S. government works. Students will develop a critical understanding of the strengths and weaknesses of the American political system, as well as citizen's rights and responsibilities. Students taking the course will be required to take the year-end AP exam, which will determine whether or not students receive college credit for the course.

UNITED STATES HISTORY I

LCCC HISTORY 161 GRADE 11-12 LENGTH 18 WEEKS 1 CREDIT

PREREQUISITE: *LCCC ACCEPTANCE & B OR HIGHER IN HONORS SOCIAL STUDIES II*

A study of the origin and growth of American civilization from the discovery of the western hemisphere to the end of the Reconstruction. Research paper required. Course format is lecture and discussion. Writing development will occur as well. Analysis of multiple primary and secondary sources of information will be key to student evaluation in this course. Focus of class activities and assignments will be determining key issues in the early development of American history and their relevance to students' lives today. This is a college course and students will be graded as such. It is highly recommended that students have completed Honors Social Studies II with an 80% or above achievement rate when signing up for this course. To enroll, students must also have tested college-ready.

UNITED STATES HISTORY II

LCCC HISTORY 162

GRADE 11-12

LENGTH 18 WEEKS

1 CREDIT

PREREQUISITE: *LCCC ACCEPTANCE & US HISTORY I*

A political, economic, diplomatic, social, cultural, and intellectual survey of the United States from the end of Reconstruction to the present. Intensive reading is required, including text, scholarly articles, primary sources, and supplementary books, which students may need to purchase. Course format is lecture and discussion. Research paper required. Writing development will occur as well. Analysis of multiple primary and secondary sources of information will be key to student evaluation in this course. This is a college course and students will be graded as such.

HISTORY AND FILM

GRADE 10-12

LENGTH 18 WEEKS

.50 CREDIT

This course will involve the study of American or World History through the use of popular or documentary film. The key to this course will be viewing the films with a critical 'eye' and be expected to learn about the content in the films viewed and how accurate the content in the film is portrayed. Analysis of the inherent messages in the films viewed will be key to a successful grade in the course as well. Discussion and written analysis will be key to the course evaluation.

MODERN GLOBAL STUDIES

GRADE 11-12

LENGTH 36 WEEKS

1 CREDIT

Students in this course will study the 21st century from an economic, social, and political viewpoint. Current news issues will be researched and analyzed, as well as global conflicts and the resulting consequences on race, class, and gender. Conflicts to assess will include women's challenges, the Arab-Israeli conflict, world healthcare, contemporary conflicts involving war and economic sanctions, interdependence, the world's environment, food supply, basic human rights and freedom/democracy, and the United Nations. By the end of the course, students should be able to discuss and critically evaluate problems facing different regions of the world and suggest possible solutions to the problem. In addition, students should be able to demonstrate where specific regions are located on the globe. Online journal articles and newspapers from around the world along with scholastic magazines will be utilized in order to gain a firm understanding of issues on a worldwide level. Students will use research projects, cooperative learning, projects, tests, quizzes and positional debates to demonstrate their knowledge about the 21st century world. The class will also include a service-learning aspect that would integrate meaningful community service connected to the current issues addressed in the course.

PEER LEADERSHIP

GRADE 11-12

LENGTH 36 WEEKS

1 CREDIT

PREREQUISITE: *SELECTION BY APPLICATION*

This course centers on service learning and creating environments and communities that are positive, safe, understanding, and inspiring. You will identify your personal leadership style, as well as your personality type, in order to build and develop your leadership potential. This class emphasizes service learning, project-based learning, team building, collaboration, presentation skills and character. Students will analyze and evaluate national and local leaders as well as organizations that have benefited the local community and the American public. Students will become involved in the Big Brothers/Big Sisters Program in which they build a relationship and become a role model to a younger student in the district. Students may become involved in other area organizations, both inside and outside the school. Students will become a part of Teen Leadership Corps, an organization that empowers students to achieve leadership through service to their school and community. Students who take Peer Leadership will be expected to be socially responsible, as they will be representatives of their school and community, as well as sign a Confidentiality and No Use Agreement Form. This course will require four hours of community service each semester. These hours may not always include projects within the course. It will also require the completion of presentations, class activities, and a final exam. Course does not meet Honors Diploma criteria.

PSYCHOLOGY I GRADE 11-12 LENGTH 18 WEEKS .50 CREDIT

The goal of this course is for students to learn the dignity and worth of the individual. This is done through the study of individual human development and the challenges and accomplishments they face. Throughout this course, students will study the approaches and methods of psychology as they pertain to the human brain, sensation and perception, learning and behavior, altered states of consciousness and dreaming as well as psychological disorders and treatments. Classroom lessons emphasize activity, experimentation, demonstration, collaboration, and technology. Students will complete a research paper and oral presentation where they apply their creativity, theories and methods learned in the course. The course will require a final project, as well as a final exam.

PSYCHOLOGY II GRADE 11-12 LENGTH 18 WEEKS .50 CREDIT

PREREQUISITE: *C OR HIGHER IN PSYCHOLOGY I*

The Psychology II course will continue with the study of individual human development and the challenges and accomplishments they face. Students will study the approaches and methods of psychology as they pertain to memory and cognition, language, intelligence, motivation and emotion, development across the lifespan, personality, and social psychology. Classroom lessons emphasize activity, experimentation, demonstration, collaboration, and technology. Students will complete projects where they apply their creativity, theories, and methods learned in the course. The course will require a final exam.

SOCIOLOGY GRADE 10-12 LENGTH 18 WEEKS .50 CREDIT

This course will involve the study of societal beliefs and behavior patterns. Students will learn about the findings of sociological study, including the social forces that shape their lives. Students will be encouraged to look beyond their limited view of society to see other values, ideas, groups, and institutions that shape the world in which they live. Throughout this course, students will learn the sociological approaches, research methods, and paradigms as they pertain to societal values, norms, and the structure of society. Students will also gain an appreciation for diversity and adversity by working creatively and cooperatively with each other. Issues discussed will include culture, socialization, various social groups as well as their dynamics and pressures, social inequalities, and deviance. Classroom

lessons will emphasize discussion, activities, demonstrations, collaboration, and technology. This course will require a final exam.

SPORTS HISTORY **GRADE 10-12** **LENGTH 18 WEEKS** **.50 CREDIT**

This course will involve the study of the history and influence of sports on American history. The course will examine key issues involved with the prevalence of sports in American culture, as well as specific issues concerning major and popular American sports. Student evaluation will be based on discussion, projects, and unit tests that will require some written analysis. A student fee will be assessed for field trips.

AP PSYCHOLOGY **GRADE 11-12** **LENGTH 36 WEEKS** **1 CREDIT**

PREREQUISITE: B OR HIGHER IN HONORS COURSES

The Advanced Placement Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students will be exposed to psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Throughout the course students will study history and approaches, research methods, the biology of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, social psychology, personality, testing, abnormal psychology, and treatment of psychological disorders. Students will also learn about ethics and methods psychologist use in their practice. Classroom lessons emphasize lecture, experimentation, demonstration, collaboration, technology, critical thinking, and test preparation. The course will require course reading that may be completed over the summer, a midterm exam, a final exam, and the AP Test in May which has a fee of approximately \$95.

STEAM

(Science, Technology, Engineering, Art, and Math)

INSIDE TECHNOLOGY **GRADE 9-12** **LENGTH 18 WEEKS** **.50 CREDIT**

This course is designed to be a hands-on experience tailored for individuals seeking to know more about how the world of technology works through personalized learning and teamwork. The course will explore the role of science, technology, engineering, and mathematics in promoting innovation and economic progress as well as incorporating scientific inquiry and technological design. From computer hardware down to the way in which microsystems function together in order to create an operational machine, this course will delve into comparison and benchmarking of hardware to optimize system performance. A fee is charged for this course.

ROBOTICS **GRADE 9-12** **LENGTH 36 WEEKS** **1 CREDIT**

This course is an introduction to the principles of the field of robotics. The objective of this course is to introduce the student to basic programming as well as problem solving strategies. This course will involve students in the development, building and programming of a robot. Students will work hands-on in teams to design, build, program and document their progress. A fee is charged for this course.

THINK TANK**GRADE 10-12****LENGTH 18 WEEKS****.50 CREDIT**

This course will focus on addressing important global issues such as sustainable development, technology, science, security, societal needs, and much more. Students will develop original ideas to create solutions utilizing 3D printing and digital designs. This course requires teamwork, research, analytics, and communication. A fee is charged for this course.

World Languages

FRENCH I**GRADE 9-12****LENGTH 36 WEEKS****1 CREDIT**

This course is geared to the level of the college-bound student. This course provides for an experience in all phases of the language including speaking, listening, comprehension, reading, and writing in French. Time is also given to instruction in the culture and history of the French people. Vocabulary of a practical nature is introduced in this course that covers a wide area of subject matter. French grammar is presented in such a manner so as to reinforce knowledge of English grammar. Projects and class time will make use of various available technologies for written and/or oral assignments. A fee is charged for this course.

FRENCH II**GRADE 10-12****LENGTH 36 WEEKS****1 CREDIT**PREREQUISITE: *FRENCH I*

French II is a continuation of French I. Emphasis is on the four basic skills of listening comprehension, speaking, reading, and writing. There is a heavy emphasis on grammar and increased vocabulary building. An appreciation of French culture and understanding of the French way of life is achieved by reading supplementary articles and discussion. Projects and class time will make use of various available technologies for written and/or oral assignments. A fee is charged for this course.

FRENCH III**GRADE 11-12****LENGTH 36 WEEKS****1 CREDIT**PREREQUISITE: *B OR HIGHER IN FRENCH II*

The student is expected to improve composition skills and reading comprehension through use of contemporary vocabulary and the finer points of grammar. Through the reading of short stories and two novels, the student will learn and practice vocabulary and grammar in context. Part of the evaluation in this class is the student's ability and willingness to use the language. Projects and class time will make use of various available technologies for written and/or oral assignments. A fee is charged for this class.

FRENCH IV**GRADE 12****LENGTH 36 WEEKS****1 CREDIT**PREREQUISITE: *B OR HIGHER IN FRENCH III*

French IV includes a thorough grammar review. Many outside readings are used including books introducing modern French culture. French IV treats several important works of literature from the viewpoint of philosophy and style. There is a continuation of composition study and emphasis in fluency at this level. Projects and class time will make use of various available technologies for written and/or oral assignments. A fee is charged for this course.

SPANISH I **GRADE 9-12** **LENGTH 36 WEEKS** **1 CREDIT**

This course is geared to the level of the college-bound student. A combination of the traditional cognitive and audio-lingual methods is used to develop the student's abilities in the area of listening, speaking, reading and writing Spanish. The students make a limited study of the geography and culture of Spanish-speaking countries. Emphasis in speaking is done with dialogues, short conversations or songs. The present tense and the simple future are introduced, as well as rules for gender, agreement, pronouns placement and word order. Practical vocabulary units are also emphasized. Projects and class time will make use of various available technologies for written and/or oral assignments.

SPANISH II **GRADE 10-12** **LENGTH 36 WEEKS** **1 CREDIT**

PREREQUISITE: *SPANISH I*

Spanish II is the level where students will be able to piece together language elements to make them comprehensible. The abilities to listen, speak, read, and write are further developed using TPRS/CI methods. There is heavy emphasis on grammar and increased vocabulary building. Present (tense), Present Progressive, Past, Imperfect, Future, Conditional, pronouns & commands are highlighted. Students will work toward Intermediate Low level of the ACTFL/ODE standards using texts, songs, short stories, non-fiction, & online resources.

SPANISH III **GRADE 11-12** **LENGTH 36 WEEKS** **1 CREDIT**

PREREQUISITE: *B OR HIGHER IN SPANISH II*

There is a heavy concentration on the culture of Spain through the study of literature, music, and art. Lectures on culture are delivered in Spanish. Additional grammar including compound tenses, degrees of comparison, passive structures and subjunctive tenses are taught in this level. Conversation, listening in the target language and composition are stressed. Students will work toward the Intermediate High level of the ACTFL/ODE standards using texts, songs, short stories, non-fiction, & online resources.

SPANISH IV **GRADE 12** **LENGTH 36 WEEKS** **1 CREDIT**

PREREQUISITE: *B OR HIGHER IN SPANISH III*

Spanish IV concentrates on the culture, literature, and art of Spanish America. Conversation and composition exercises are stressed. The student is given a cross section of contemporary authors and their short stories. Units on art, travel and tourism, business, and journalism prepare students for the intermediate levels of university Spanish. Practical speaking exercises help prepare the student for future travel abroad. Students will work toward the Advanced Low/Mid level of the ACTFL/ODE standards using texts, songs, short stories, non-fiction, & online resources.

Online Electives

LITERACY & COMPREHENSION I GRADE 9-12 LENGTH 18 WEEKS .50 CREDIT

This course is one of two intervention courses designed to support the development of strategic reading and writing skills. These courses use a thematic and contemporary approach, including high interest topics to motivate students and expose them to effective instructional principles using diverse content area and real-world texts. Both courses offer an engaging technology-based interface that inspires and challenges students to gain knowledge and proficiency in the following comprehension strategies: summarizing, questioning, previewing and predicting, recognizing text structure, visualizing, make inferences, and monitoring understanding with metacognition. Aimed at improving fluency and vocabulary, self-evaluation strategies built into these courses inspire students to take control of their learning.

LITERACY & COMPREHENSION II GRADE 9-12 LENGTH 18 WEEKS .50 CREDIT

Offering high-interest topics to motivate students who are reading two to three levels below grade, this course works in conjunction with Literacy & Comprehension I to use a thematic and contemporary approach to expose students to effective instructional principles using diverse content area and real world texts. Each of these reading intervention courses offers an engaging, technology-based interface that inspires and challenges high school and middle school students to gain knowledge and proficiency in the following comprehension strategies: summarizing, questioning previewing and predicting, recognizing text structure, visualizing, making inferences, and monitoring understanding with metacognition. Aimed at improving fluency and vocabulary, self-evaluation strategies built into these courses inspire students to take control of their learning.

**EXPOSITORY READING
& WRITING**

GRADE 9-12 LENGTH 36 WEEKS 1 CREDIT

This elective English course is designed to develop critical reading and writing skills while preparing high school students to meet the demands of college-level work. While students will explore some critical reading skills in fiction, poetry, and drama the focus of this course will be on expository and persuasive texts and the analytical reading skills that are necessary for college success. Students will read a range 42 of short but complex texts, including works by Walt Whitman, Abraham Lincoln, Cesar Chavez, Martin Luther King Jr., Langston Hughes, Julia Alvarez, Edna St. Vincent Millay and Gary Soto.

**INTRO TO COMMUNICATIONS
& SPEECH**

GRADE 9-12 LENGTH 18 WEEKS .50 CREDIT

Beginning with an introduction that builds student understanding of the elements, principles and characteristics of human communication, this course offers fascinating insight into verbal and nonverbal messages and cultural and gender differences in the areas of listening and responding. High school students enrolled in this one-semester course will be guided through engaging lectures and interactive activities, exploring themes of self-awareness and perception in communication. The course concludes with units on informative and persuasive speeches, and students are given the opportunity to critique and analyze speeches.

IDEA WRITING**GRADE 9-12****LENGTH 18 WEEKS****.50 CREDIT**

One semester: ½ credit per semester Motivating students in grades nine through twelve to become more articulate and effective writers this one-semester course offers hands-on experience writing personal reflections definition essays, research essays, persuasive essays, informative essays and literary analysis essays. Offering targeted lessons on reputable research, effective communication, solid grammar, and compelling style, this one-semester course utilizes the Six Traits of Effective Writing as an overarching framework, Students enrolled in this course develop the skills necessary to evaluate their own writing and articulate and apply writing and researching strategies. In addition, students get further practice applying the grammatical rules of standard American English in formal writing.

MATHEMATICAL MODELS**WITH APPLICATIONS****GRADE 9-12****LENGTH 36 WEEKS****1 CREDIT**

Broadening and extending the mathematical knowledge and skills acquired in Algebra 1, the primary purpose of this course is to use mathematics as a tool to model real-world phenomena students may encounter daily, such as finance and exponential models. Engaging lessons cover financial topics, including growth, smart money, saving, and installment-loan models. Prior mathematical knowledge is expanded and new knowledge and techniques are developed through real-work application of useful mathematical concepts

FINANCIAL MATH**GRADE 9-12****LENGTH 36 WEEKS****1 CREDIT**

Connecting practical mathematical concepts to personal and business settings, this course offers informative and highly useful lessons that challenge students to gain a deeper understanding of financial math. Relevant, project-based learning activities cover stimulating topics such as personal financial planning, budgeting and wise spending, banking, paying taxes the importance of insurance, long-term investing, buying a house, consumer loans, economic principles, traveling abroad, starting a business, and analyzing business data Offered as a two-semester course for high school students, this course encourages mastery of math skill sets, including percentages, proportions, data analysis, linear systems and exponential function.

ONLINE LEARNING & DIGITAL**CITIZENSHIP****GRADE 9-12****LENGTH 18 WEEKS****.50 CREDIT**

This one-semester course provides students with a comprehensive introduction to online learning including how to work independently, stay safe, and develop effective study habits in virtual learning environments. Featuring direct-instruction videos, interactive tasks, authentic projects, and rigorous assessment, the course prepare students for high school by providing in-depth instruction and practice in important study skills such a time management, effective note-taking, test preparation, and collaborating effectively online. By the end of the course, students will understand what it takes to be successful online learners and responsible digital citizens.

STRATEGIES FOR ACADEMIC**SUCCESS****GRADE 9-12****LENGTH 18 WEEKS****.50 CREDIT**

Offering a comprehensive analysis of different types of motivation, study habits, and learning styles, this one-semester course encourages high school and middle school students to take control of their learning

by exploring varying strategies for success. Providing engaging lessons that will help students identify what works best for them individually, this one-semester course covers important study skills, such as strategies for taking high-quality notes, memorization techniques, test-taking strategies, benefits of visual aids, and reading techniques.

**CAREER PLANNING &
DEVELOPMENT**

GRADE 9-12

LENGTH 18 WEEKS

1 CREDIT

Introducing high school students to the working world, this course provides the knowledge and insight necessary to compete in today's challenging job market. This relevant and timely course helps students investigate careers as they apply to personal interests and abilities, develop the skills and job search documents needed to enter the workforce, explore the rights of workers and traits of effective employees, and address the importance of professionalism and responsibility as careers change and evolve. This one-semester course includes lessons in which students create a self-assessment profile, a cover letter, and a resume that can be used in their educational or career portfolio.

HEALTH SCIENCE CONCEPTS

GRADE 9-12

LENGTH 36 WEEKS

1 CREDIT

This yearlong course introduces high school students to the fundamental concepts of anatomy and physiology – including the organization of the body, cellular functions, and the chemistry of life. As they progress through each unit, students learn about the major body systems, common diseases and disorders, and the career specialties associated with each system. Students investigate basic medical terminology as well a human reproduction and development. Students are introduced to these fundamental health science concepts through direct instruction, interactive tasks and practice assignments, This course is intended to provide students with a strong base of core knowledge and skills that can be used in a variety of health science career pathways.

INTRO TO BUSINESS

GRADE 9-12

LENGTH 36 WEEKS

1 CREDIT

In this two-semester introductory course, students earn the principles of business using real-world examples – learning what it takes to plan and launch a product or service in today's fast paced business environment. This course covers an introduction to economics, cost and profit, and different business types. Students are introduced to techniques for managing money, personally and as a business, and taxes and credit, the basics of financing a business, how a business relates to society both locally and globally; how to identify a business opportunity, and techniques for planning, executing, and marketing a business to respond to that opportunity.

INTRO TO HEALTH SCIENCE

GRADE 9-12

LENGTH 36 WEEKS

1 CREDIT

Full year: 1 credit This high school course introduces students to a variety of healthcare careers, as they develop the basic skills required in all health and medical sciences. In addition to learning the key elements of the U.S healthcare systems, students learn terminology, anatomy and physiology, pathologies, diagnostic and clinical procedures, therapeutic interventions and the fundamentals of medical emergency care. Throughout the course, instructional activities emphasize safety, professionalism accountability and efficiency for workers within the healthcare field.

INTRO TO INFORMATION TECHNOLOGY

GRADE 9-12

LENGTH 36 WEEKS

1 CREDIT

This course introduces students to the essential technical and professional skills required in the field of Information Technology (IT). Through hand-on projects and written assignments, students gain an understanding of the operation of computers, computer networks, Internet fundamentals, programming, and computer support. Students also learn about the social impact of technological change and the ethical issues related to technology. Throughout the course, instructional activities emphasize safety, professionalism, accountability, and the efficiency for workers within the field of IT.

MEDICAL TERMINOLOGY

GRADE 9-12

LENGTH 18 WEEKS

.50 CREDIT

This semester-long course introduces students to the structure of medical terms, plus medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to health care settings, medical procedures, pharmacology, human anatomy and physiology and pathology. The knowledge and skills gained in this course provide students entering the health field with a deeper understanding of the application of the language of health and medicine. Students are introduced to these skill through direct instruction, interactive tasks, practice assignments and unit-level assessments.

INTRO TO ART

GRADE 9-12

LENGTH 18 WEEKS

.50 CREDIT

Covering art appreciation and the beginning of art history, this course encourages students to gain an understanding and appreciation of art in their everyday lives. Presented in an engaging format, this one-semester course provides an overview of many introductory themes: the definition of art, the cultural purpose of art, visual elements of art, terminology and principles of design, and two- and three-dimensional media and techniques. Tracing the history of art, high school students enrolled in this course also explore the following time periods and places: prehistoric art, art in ancient civilizations, and world art before 1400.

Grade 8 Curriculum

Eighth grade students will have seven courses per day. In the column on the left, the table below displays courses that every Vermilion High School grade 8 student will take as part of the required curriculum. Courses listed on the right may be part of a student’s daily schedule as determined by the scheduling meeting with his/her school counselor the spring of their seventh grade year.

Required Courses	Other Available Courses
English 8	Grade 8 Band
Math (Pre-Algebra, Algebra I, Honors Algebra 1, Algebra I Part I, Geometry, or Honors Geometry)	Grade 8 Chorus
Social Studies 8	World Language*

Science 8	Grade 8 Electives
Life Skills / Physical Education	Sailor Support

*Any student interested in taking a world language his or her eighth grade year must have a consistent record of commitment to academic excellence. Entry into a world language class will be determined by the school counselor.

SOME POSSIBLE GRADE 8 SCHEDULES

<u>Example 1</u>	<u>Example 2</u>	<u>Example 3</u>	<u>Example 4</u>
English 8	English 8	English 8	English 8
Math	Math	Math	Math
Social Studies 8	Social Studies 8	Social Studies 8	Social Studies 8
Science 8	Science 8	Science 8	Science 8
Life Skills / PE	Life Skills / PE	Life Skills / PE	Life Skills / PE
World Language	Band	Electives	Band
Band or Chorus	Chorus	Sailor Support	Electives

Grade 8 Course Descriptions

ENGLISH 8

LENGTH 36 WEEKS

The eighth grade English course is a literature and composition class that incorporates all aspects of language development. Fundamental skills such in writing, grammar, vocabulary, and speech will be reinforced and expanded through a variety of assignments. An exit project and/or final exam is required. Students will take the Ohio grade 8 test in English and Language Arts in this course. A fee will be charged for this course.

HONORS ENGLISH 8

LENGTH 36 WEEKS

PREREQUISITE: *TEACHER RECOMMENDATION*

The curriculum of the Honors English 8 class emphasizes expanded breadth and depth of content, requiring a measurably different amount of work from the regular English classes. A summer assignment is a requirement of the course. **Honors courses are for students who are highly motivated and have achieved at least a B in previous English classes.** Students entering this course should have the recommendation of their seventh grade English teacher. An exit project and/or final exam is required. All course requirements must be completed to pass. Students will take the Ohio grade 8 test in English and Language Arts in this course. A fee is charged for this course. Failure to meet the standards of the course may result in transfer in the regular English 8 course.

GRADE 8 BAND

LENGTH 36 WEEKS

Eighth Grade Band is the most advanced developmental performing ensemble for wind and percussion instrumentalists before students join the Vermilion High School Band in ninth grade. The course introduces “comprehensive musicianship” and develops skills and concepts from previous years through

study, rehearsal, and performance of many outstanding developmental compositions in band literature. Individual and ensemble performance skills will be expanded through musical expression and technical accuracy. Students will continue to develop knowledge of music theory, begin to analyze and evaluate music, and use critical thinking skills to make refinements in their performance. Students in 8th Grade band will perform at least three concerts a year and share some of the marching band experiences with the VHS Sailor Marching Band. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble contests, honor bands, and private lessons. Attendance at performances is required as part of the course grading policy.

GRADE 8 ELECTIVES

LENGTH 9 WEEKS EACH

The grade 8 elective courses consist of 4 quarter-long classes designed to capture student's interests and impart important skills. The courses include an introduction to art, and introduction to music, and introduction to technology, and an introduction to financial literacy.

SCIENCE 8

LENGTH 36 WEEKS

Grade 8 Science focuses on three branches of science; Earth Science, Physical Science, and Life Science. The topics of the content will be Physical Earth, Forces and Motion and Species and Reproduction. The connections made between the three areas combines the interaction of energy, forces

in motion and how they change the physical features of the Earth. The changes of physical Earth and the species that have lived on Earth are found in the rock record. For species to continue reproduction must be successful. These concepts will be presented as a lab based course. Students will interpret and present quantitative data produced by themselves and others through experimentation.

HONORS SCIENCE 8

LENGTH 36 WEEKS

PREREQUISITE: *TEACHER RECOMMENDATION*

The Honors Science course for eighth graders will extend and accelerate key topics within the Science 8 curriculum. The course will focus on three branches of science: Earth Science, Physical Science, and Life Science. The connections made between the three areas combines the interaction of energy, forces in motion and how they change the physical features of the Earth. The changes of physical Earth and the species that have lived on Earth are found in the rock record. For species to continue reproduction must be successful. These concepts will be presented as a lab based course.

SOCIAL STUDIES 8

LENGTH 36 WEEKS

The 8th Grade Social Studies Course will cover U.S. studies from colonization through the Civil War. In doing so, students will describe the effects of interactions among civilizations and the various groups involved in and affected by the colonization process. Students will also explain the causes and consequences of the American Revolution, with emphasis on colonial and British perspectives, including assessment of the political and economic challenges that the United States faced in the adoption of the U.S. Constitution. Finally, students will analyze the causes and consequences of the American Civil War.

In doing so, students will consider the geographic, cultural, economic, and governmental changes that occur throughout these American historic time periods. Students will develop a deeper appreciation of

their roles as citizens and develop social studies analysis skills and methods, including multiple source analysis. A community service project and exam will be required.

HONORS SOCIAL STUDIES 8

LENGTH 36 WEEKS

PREREQUISITE: *TEACHER RECOMMENDATION*

The Honors Social Studies 8 course will parallel the content of Social Studies 8 with added components. Students will be expected to begin developing higher level research and writing skills as well as the implementation of technology in their research. They will be expected to study the preceding historical eras through the use and analysis of multiple types of resources, including primary and secondary. The course will require a final research project, community service, and a final exam.

CHORUS

GRADES 8-12

LENGTH 36 WEEKS

PREREQUISITE: *PITCH MATCHING ASSESSMENT*

Chorus is a non-auditioned group open to 9th through 12th grade students. This group will focus on developing healthy and mature vocal technique in the context of various styles of choral music. In addition, students in this class will develop an understanding of music fundamentals including music terminology, classical composers, and music literacy. Additional work will include written tests, performance-based tests, and required evening performances.

LIFE SKILLS

GRADE 8

LENGTH 18 WEEKS

The Life Skills curriculum will focus around creating healthy students. It will concentrate on the development of skills needed for life such as self-awareness, self-management, responsible decision making, relationship skills, and social awareness.

PHYSICAL EDUCATION

GRADE 8-12

LENGTH 18 WEEKS

.25 CREDIT

Basic skills will be taught and competitive play will progress according to the students' abilities. Co-educational activities will be included throughout the program. Activities offered will include indoor soccer, touch football, volleyball, softball, tennis, physical fitness tests, recreational sports, and exercise. Students are required to dress in a change of clothes including shorts or sweats, a t-shirt or sweatshirt, and gym shoes. Participation in physical education is mandatory for all enrolled students.

VERMILION HIGH SCHOOL – ACADEMIC PLAN

This educational plan is a FLEXIBLE plan and may be changed from year to year.

Name _____

Grade _____

Subject	No. Of Credits Required	Grade 8 Classes/Credit	Grade 9 Classes/Credit
English	4		
Math	4		
Science	3		
Social Studies	3		
Health	$\frac{1}{2}$		
Phys. Ed.	$\frac{1}{2}$		
Elective			
Elective			
Total Credits	22		

Subject	Grade 10 Classes/Credit	Grade 11 Classes/Credit	Grade 12 Classes/Credit
English			
Math			
Science			
Social Studies			
Elective			

Elective			
Elective			
Elective			
Total Credits			

EXTRACURRICULAR, PERSONAL, AND VOLUNTEER ACTIVITIES

List your extracurricular, community, and family activities and hobbies. Include specific events and/or major accomplishments such as musical instrument played, varsity letters earned, etc.

Activity	Grade Level	Positions held, honors won, or letters earned
	9 10 11 12 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	9 10 11 12 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	9 10 11 12 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	9 10 11 12 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	9 10 11 12 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	9 10 11 12 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	9 10 11 12 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

ACADEMIC HONORS

List any academic honors or scholastic distinctions that you have received.

Award Received	Grade Level	Positions held, honors won, or letters earned
	9 10 11 12 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	9 10 11 12 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	9 10 11 12 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	9 10 11 12 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

9 10 11 12

9 10 11 12

9 10 11 12

COMMUNITY SERVICE / VOLUNTEERISM

List any community service activities (church groups, civic organizations, scout programs, 4-H, etc.) or volunteer events that you have participated in during your high school career. Describe any volunteer opportunities and how many hours you offered your time to others.

Community service or volunteer activity	Location	Dates	# of hours per week
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WORK EXPERIENCE

List the jobs you have held during your high school career (including summer jobs).

Specific duties, job title, etc.	Employer	Dates	# of hours per week
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ACTION WORDS

List adjectives that you use to describe your personal character. List words that your parents use to describe you. List words that your friends use to describe you. Don't guess – ask them.

NOTES