

# **VERMILION HIGH SCHOOL**



## **Course Guide 2023 - 2024**

Revised 1/12/23

### **Board of Education Members**

Mr. Chris Habermehl  
Mrs. Shelly Innes  
Mr. Eric Johnston  
Mrs. Krystal Russell  
Mrs. Sara Stepp

### **Board of Education (440)204-1700**

Dr. David Hile, Superintendent  
Mr. Wes Weaver, Assistant Superintendent  
Mrs. Karen Blackburn, Director of Pupil Services  
Mr. Justin Klingshirn, Treasurer

### **Vermilion High School (440)204-1701**

Mrs. Jennifer Bengeler, Principal  
Mr. Jay Lukasko, Assistant Principal  
Ms. Katie Harkelroad, Assistant Principal / Workforce Development & Digital Academy Director  
Mr. Andrew Stillman, Athletic Director

### **School Counselors (440)204-1701 ext. 306**

Mrs. Jordan Fahr  
Mrs. Cara Habermehl  
Mrs. Allison Scullin

### **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

# Table of Contents

---

<b>INTRODUCTION</b>	<b>4</b>
<b>POLICIES &amp; PLANNING</b>	<b>5</b>
How to Plan Your High School Experience	5
Schedule Changes	5
Vermilion Board of Education Graduation Requirements	6
State of Ohio Graduation Requirements	7
Early Graduation	9
Transfer Students	9
Military Enlistment	9
Ohio Honors Diploma Options	10
Course Recommendations for College Bound Students	13
Grading Policy	13
Weighted Grading Policy	14
Academic Eligibility for Student Athletes	14
NCAA Eligibility for Student Athletes	15
<b>STANDARDIZED TESTING GUIDE</b>	<b>16</b>
<b>AWARDS</b>	<b>17</b>
<b>SPECIAL PROGRAMS</b>	<b>19</b>
Honors and Advanced Placement (AP) Courses	19
College Credit Plus (CCP)	19
Credit Flexibility	20
Junior/Senior Sign-Out	20
Workforce Development	20
EHOVE Career Center	20
<b>EHOVE CAREER TECH PROGRAMS</b>	<b>21</b>
<b>ACTIVITIES AND ATHLETICS</b>	<b>22</b>
<b>COURSE DESCRIPTIONS</b>	<b>23</b>
Career Readiness	23
English	24
Fine Arts	27
Health and Physical Education	30
Mathematics	31
Science	34
Social Studies	36
World Languages	40
General Electives	41
STEM Electives	43
Online Electives	44
<b>GRADE 8 CURRICULUM</b>	<b>47</b>
<b>GRADE 8 COURSE DESCRIPTIONS</b>	<b>47</b>

# 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, College Credit Plus (CCP), and the Digital Academy. 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 is required to be enrolled in all four (4) core classes.
- The MINIMUM LOAD for seniors is five (5) courses per semester if you are on track for graduation. Seniors will be encouraged to take math and English every year. The MINIMUM LOAD for freshmen, sophomores and juniors is six (6) courses per semester to be on track for graduation.

# 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(s) 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. VHS is a small school and as such, the variety and number of courses is determined by student interest and registration and set in the master schedule. 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, 2023, changes will only occur when:**

- there is a technical error in the scheduling process,
- there is a summer school attendance,
- there is a scheduling conflict,
- course failure has occurred, and/or
- administration has determined the necessity of the change.

**Please note: Any course withdrawn for reasons other than stated above may result in a withdrawal failure in the course on a student transcript.**

# Vermilion Board of Education

## Graduation Requirements

---

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/their 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 at least six (6) credits their freshman, sophomore, and junior years, and a minimum of five (5) credits their senior year, both at VHS and in the Digital Academy.**

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, Quantitative Reasoning, Statistics)
Science	3 (Physical Science, Biology, Chemistry, Forensics, Physics)
Health	0.5
*Physical Education	0.5
Financial Literacy	0.5 (required for Class of 2025 & beyond)
Career Connections	0.5 (required for Class of 2027 & beyond)
Fine Arts	1
**Electives	5+
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 the responsibility of the student and parent to see that the 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.

# State of Ohio Graduation Requirements

---

## **OHIO GRADUATION REQUIREMENTS (See Diagram on Page 8)**

Students need to meet State graduation requirements in addition to Vermilion High School graduation requirements. There are 3 components to earning an Ohio diploma as shown on the diagram on the next page. Students must (1) earn 22 course credits, (2) earn competency scores on both the Algebra I and English Language Arts II end-of-course Ohio tests, and (3) earn at least 2 graduation seals.

- (1) A student must earn **22 credits** by taking coursework, no exceptions.
- (2) A student must score a **competency score of 684** on both the on the Algebra I and ELA II Ohio End-of-Course States tests. Students are able to take these tests multiple times to achieve the competency score. However, if the competency score of 684 is not reached, the student must take College Credit Plus (CCP) classes, complete two career-focused activities (EHOVE), or enlist in the military to graduate.
- (3) A student must earn at least **2 graduation seals** on their diploma. One or more of these seals must be issued from the state of Ohio. These seals include the OhioMeansJobs Readiness Seal (Ohio), the Industry-Recognized Credential Seal (Ohio), the College-Ready Seal (Ohio), the Military Enlistment Seal (Ohio), the Citizenship Seal (Ohio), the Science Seal (Ohio), the Honors Diploma Seal (Ohio), the Seal of Biliteracy (Ohio), the Technology Seal (Ohio), the Community Service Seal (local), the Fine & Performing Arts Seal (local), and the Student Engagement Seal (local). More information about how to earn graduation seals can be found at


<https://www.unlockyourfuture.org/>.

# Ohio & Vermilion High School Graduation Requirements Class of 2023 & Beyond

## FIRST

### Cover the Basics

✓ Earn 22 Credits


  
4 credits  
Mathematics


  
4 credits  
English  
Language Arts

  
3 credits  
Social Studies

  
3 credits  
Science

  
.5 credit Health  
& .5 credit P.E.

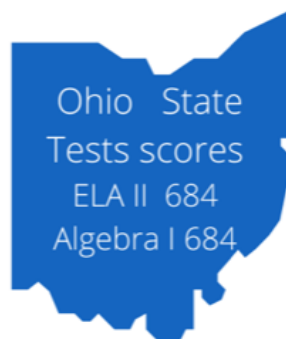
  
1 credit  
Fine Art

  
6 credits  
Electives

## SECOND

### Show Competency

✓ Demonstrate  
Competency



**OR**  
**College  
Credit**

PLUS

**OR**



2 Career Focused Activities

**OR**



Military Enlistment

## THIRD

### Show Readiness

✓ Earn 2 Seals  
At least 1 seal must  
be a state seal



State



State



State



State



State



State



State



State



State



Local



Local



Local



## 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. Regardless of actual date of graduation, each student must meet the Ohio graduation requirements based on his/her freshman year of entry into high school. 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. A student electing to graduate early will receive a diploma in May of their graduation year.

## 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.



## MILITARY ENLISTMENT

The United States Military is made up of 5 branches, each with their own active-duty and part-time components. These include the Air Force, the Army, the Marine Corps, the Coast Guard, and the Navy. Each varies in service commitment, location and how its members contribute to the overall mission of protecting our country, though all components are on the same rank-based pay scale. Below are a few different ways that high school graduates can take part in the military. Please discuss these options with your school counselor if you are interested in a career in the military. More information can be found at <https://www.usa.gov/join-military>.

### Active Duty

The student would begin this process by speaking with a recruiter. Following that, a physical and vocational aptitude test would be given to determine if the student qualifies for the military and the best suited career type while in the military. Typical time commitment is 4-5 years. Students enlisted in the military are usually not attending college after high school but do receive educational benefits that they can use after their time in the military or even possibly during their enlistment.

### ROTC

Reserve Officers' Training Corps (ROTC) is a college program that trains students to become officers in the military. There are college scholarships associated with the ROTC programs. The most common ROTC scholarship allows a student to participate in the ROTC program for the first two years of college without a monetary incentive and then have the option to enroll in the ROTC Advanced Course. If the student chooses to enroll in the ROTC Advanced Course, they are obligated to serve time with the military. There are also four-year ROTC scholarships, which also require the student to serve in the military after graduating from college.

### Military Academy

A military academy is a four-year college. Students attending one of these schools receive a full four-year scholarship that is valued at more than \$350,000 (tuition, room and board, medical and dental care and a monthly salary). Students are required to fulfill an obligation to the military upon graduation. The admissions process for military academies is quite extensive. Students interested in this option need to begin researching the application process in the sophomore year of high school. Selection at the military academies is based on scholastic achievements, involvement in school and community activities, leadership achievements and athletic achievements. Students are also required to obtain a congressional or presidential/military nomination to be considered.

# Ohio Honors Diploma Options

To earn one of the following diploma options, students must complete all but one of the criteria listed for each honors diploma described unless otherwise stated.



## STATE OF OHIO ACADEMIC HONORS DIPLOMA

### ACADEMIC HONORS DIPLOMA

<b>Math &amp; English</b>	4 units of each
<b>Science</b>	4 units, including 2 units of advanced science (Chemistry, Honors Chemistry, Physics, AP Physics, CCP Science, Intro to Anatomy, Intro to Physiology)
<b>Social Studies</b>	4 units
<b>World Languages</b>	3 units of one world language, or no less than 2 units of each of two world languages studied
<b>Fine Arts</b>	1 unit
<b>GPA</b>	3.5 on a 4.0 scale (unweighted)
<b>ACT/SAT</b>	ACT: 27 or higher/SAT: 1280 or higher



## STATE OF OHIO CAREER-TECH HONORS DIPLOMA (EHOVE students only)

### CAREER-TECH HONORS DIPLOMA

<b>Math &amp; English</b>	4 units of each
<b>Science</b>	4 units, including 2 units of advanced science
<b>Social Studies</b>	4 units
<b>World Languages</b>	2 units of one world language
<b>Electives</b>	4 units of career-technical courses
<b>GPA</b>	3.5 on a 4.0 scale (unweighted)
<b>ACT/SAT/WorkKeys</b>	ACT: 27 or higher/SAT: 1280 or higher/WorkKeys: 6 or higher on Reading for Information and 6 or higher on Applied Mathematics
<b>Field Experience</b>	Complete a field experience and document the experience in a portfolio specific to the student's area of focus.

<b>Portfolio</b>	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus.
<b>Additional Assessments</b>	Earn an industry-recognized credential or achieve proficiency benchmark for appropriate Ohio Career-Technical Competency Assessment or equivalent.



## STATE OF OHIO STEM HONORS DIPLOMA (Set Sail must be taken Senior year to qualify)

### STEM HONORS DIPLOMA

<b>Math &amp; English</b>	5 units of Math & 4 units of English
<b>Science</b>	5 units, including 2 units of advanced science
<b>Social Studies</b>	3 units
<b>World Languages</b>	3 units of one world language, or no less than 2 units of each of two world languages studied
<b>Fine Arts</b>	1 unit
<b>Electives</b>	2 units with a focus in STEM (Robotics I, Robotics II)
<b>GPA</b>	3.5 on a 4.0 scale (unweighted)
<b>ACT/SAT</b>	ACT: 27 or higher/SAT: 1280 or higher
<b>Field Experience</b>	Complete a field experience and document the experience in a portfolio specific to the student's area of focus
<b>Portfolio</b>	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus



## STATE OF OHIO ARTS HONORS DIPLOMA (Set Sail must be taken Senior year to qualify)

### ARTS HONORS DIPLOMA

<b>Math &amp; English</b>	4 units of each
<b>Science</b>	3 units, including 1 unit of advanced science
<b>Social Studies</b>	3 units

<b>World Languages</b>	3 units of one world language, or no less than 2 units of each of two world languages studied
<b>Fine Arts</b>	4 units
<b>Electives</b>	2 units with a focus in fine arts
<b>GPA</b>	3.5 on a 4.0 scale (unweighted)
<b>ACT/SAT</b>	ACT: 27 or higher/SAT: 1280 or higher
<b>Field Experience</b>	Complete a field experience and document the experience in a portfolio specific to the student's area of focus
<b>Portfolio</b>	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus



## STATE OF OHIO SOCIAL SCIENCE AND CIVIC ENGAGEMENT HONORS DIPLOMA (Set Sail must be taken Senior year to qualify)

### SOCIAL SCIENCE AND CIVIC ENGAGEMENT HONORS DIPLOMA

<b>Math &amp; English</b>	4 units of each
<b>Science</b>	3 units, including 1 unit of advanced science
<b>Social Studies</b>	5 units
<b>World Languages</b>	3 units of one world language, or no less than 2 units of each of two world languages studied
<b>Fine Arts</b>	1 unit
<b>Electives</b>	3 units with a focus in social sciences and/or civics
<b>GPA</b>	3.5 on a 4.0 scale (unweighted)
<b>ACT/SAT</b>	ACT: 27 or higher/SAT: 1280 or higher
<b>Field Experience</b>	Complete a field experience and document the experience in a portfolio specific to the student's area of focus
<b>Portfolio</b>	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus

## 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 visual 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, Marching Band Auxiliary and Jazz Band, 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 AP Calculus AP Statistics
SCIENCE	Honors Physical Science Honors Biology Honors Chemistry Physics CCP General Biology CCP Intro to Ecology
SOCIAL STUDIES	Honors Social Studies I Honors Social Studies II Honors Social Studies III CCP US History I & II
WORLD LANGUAGES	French IV Spanish IV

## 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 receive passing grades in a minimum of five (5) one-credit courses, or the equivalent, in the preceding nine (9) weeks.

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, including Part 1 and Part 2	Calculus	Geometry
Algebra II	AP Calculus	Honors Algebra II
AP Statistics	CCP College Algebra	Honors Geometry
Statistics	CCP Trigonometry	Integrated Math III
Pre-Calculus	Quantitative Reasoning	

### SCIENCE

Physical Science	Biology	AP Physics
Honors Physical Science	Honors Biology	Astronomy
CCP General Biology	Chemistry	Forensic Investigations
CCP Intro to Ecology	Honors Chemistry	Forensics and the Law
Environmental Science		

### ADDITIONAL CORE COURSES

French I	Spanish I
French II	Spanish II
French III	Spanish III
French IV	Spanish IV

# Standardized Testing Guide

---

## OHIO END-OF-COURSE STATE TESTS

The Ohio end-of-course State tests are a required graduation component involving the core disciplines. The table below shows the grade level students will typically take each exam. Every student needs to earn a competency score of at least 684 on both the Algebra I and English II end-of-course tests for a diploma. A proficient score of 700 or higher on the Biology and/or US History and Government end-of-course tests will result in the student earning one or more State seals, another Ohio graduation requirement.

### Class of 2023 & Beyond

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

*\*Proficient score of 684 required for graduation.*

## 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 Vermilion High School juniors will be given the test for free one time at school.** Visit the ACT website at [www.actstudent.org](http://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](http://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](http://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**

<b>Distinguished Honor Roll</b>	<b>High Honor Roll</b>	<b>Honor Roll</b>	<b>Merit Roll</b>
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

### **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 of the Year**

The faculty in each department will select two (2) students each semester per grade level as outstanding department students. Students may be selected based on achievement, improvement, and/or attitude.

## **ACADEMIC VARSITY LETTERS AND PINS**

The following are the criteria for awarding academic letters and pins:

- All academic achievement points must be accumulated from Vermilion High School.
- A student (grades 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 semester:

- Distinguished Honor Roll: Eight (8) points
- High Honor Roll: Six (6) points
- Honor Roll: Four (4) points
- Merit Roll: Two (2) points
- Outstanding Department Student of the Year: one (1) 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 the 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 2023-2024 school year be submitted to the School Counseling Office no later than **April 1, 2023**.

**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 the 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 methods 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.

## **JUNIOR/SENIOR SIGN-OUT**

Junior/Senior sign-out is a program of privilege for students that are in good standing both academically and behaviorally. Juniors may elect to be off-campus for up to two (2) periods a day and Seniors may elect to be off-campus up to three (3) periods a day with a signed Junior/Senior Release form by a parent. This privilege may be lost if the student fails to follow the school rules and release guidelines as listed 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-on-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 November 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 prior to EHOVE registration: (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

(Click on the green links below to find out more about each program listed.)

Through an EHOVE program of study, a student may earn the Industry-Recognized Credential Seal on their diploma with completion of a 12-point approved industry-recognized credential or group of credentials totaling 12 points in a single career field.

<b>HEALTH SCIENCE</b>	<b>ENGINEERING &amp; TRADES</b>
<a href="#">Exercise Science &amp; Rehab Therapy</a>	<a href="#">Construction Tech</a>
<a href="#">Medical Careers</a>	<a href="#">Electrical Tech</a>
	<a href="#">Engineering Tech</a>
<b>ART &amp; TECHNOLOGY</b>	<a href="#">Industrial Tech</a>
<a href="#">Computer &amp; Networking Technologies</a>	
<a href="#">Cybersecurity</a>	<b>EDUCATION &amp; SERVICES</b>
<a href="#">Visual &amp; Interactive Media</a>	<a href="#">Cosmetology</a>
	<a href="#">Culinary Arts</a>
<b>PUBLIC SAFETY</b>	<a href="#">Education &amp; Family Careers</a>
<a href="#">Criminal Justice</a>	<a href="#">Food Service Operations</a>
<a href="#">Firefighter/EMT</a>	
	<b>TRANSPORTATION SYSTEMS</b>
<b>BUSINESS</b>	<a href="#">Auto Tech</a>
<a href="#">Business &amp; Marketing</a>	<a href="#">Collision &amp; Refinishing</a>
<a href="#">Job Connections</a>	<a href="#">Diesel Tech</a>
<b>EMPLOYABILITY</b>	<b>SOPHOMORE PROGRAMS</b>
<a href="#">Career Based Intervention</a>	<a href="#">Career Exploration</a>
<a href="#">Fast Forward</a>	<a href="#">Explore STEM</a>

EHOVE Programs Updated 1/20/23 from  
<https://www.ehove.net/o/high-school/page/programs>



# VHS Activities & Athletics

A student may earn the Student Engagement Seal on their diploma by participating in 3 seasons or 3 years of an extracurricular activity.

## ACTIVITY / ATHLETIC GUIDE

The complete Student Activity Guide can be found on the [www.vermilionschools.org](http://www.vermilionschools.org) website at High School > Athletics > Student Activity Guide.

### ACTIVITY OPTIONS FOR 2023-2024

Academic Challenge, Grades 9-12  
Art Club, Grades 8-12  
Board Game Club/Chess, Grades 8-12  
Book Club, 8-12  
Diversity Union, 8-12  
Drama Club, Grades 8-12  
Dungeons & Dragons, Grades 8-12  
Educators Rising, Grades 8-12  
Esports, Grades 8-12  
Indoor Track & Field, Grades  
Intramural Sports, Grades 8-12  
Jazz Band, Grades 9-12  
Leo Club, Grades 8-12  
Link Crew, Grades 11-12  
Mock Trial, Grades 9-12  
Model UN, Grades 9-12  
National Green Schools Society, Grades  
8-12

National Honors Society, Grades 11-12  
Pep Band, Grades 8-12  
Principal's Advisory Council, Grades  
8-12  
Robotics Club, Grades 8-12  
Robotics Team, Grades 9-12  
Senior Board, Grade 12  
Ski & Snowboard Club, Grades 8-12  
Soundsation, Grades 8-12  
Speech & Debate, Grades 8-12  
Spring Musical, Grades 8-12  
Student Council, Grade 8  
Student Council, Grades 9-12  
The Compass/Student Newspaper,  
Grades 8-12  
Winter Guard, Grades 8-12

### ATHLETIC OPTIONS FOR 2023-2024

For a complete list of athletic offerings, please visit <https://vermilionathletics.org/>.

Baseball	Soccer
Basketball	Softball
Bowling	Swimming
Cheer	Tennis
Cross Country	Track & Field
Football	Volleyball
Golf	Wrestling

# 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 not to offer the course and students will be notified of the 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 requires students to test college-ready.**

## Career Readiness

---

### **CAREER CONNECTIONS      GRADE 9-10      LENGTH 18 WEEKS      .50 CREDIT**

A new requirement starting with the Class of 2027, this semester course will introduce students to in-demand jobs from the various major Ohio career clusters. The interactive course will involve multiple field trips to local businesses in addition to class visitations by variety of career speakers. Interest and aptitude inventories will be administered and shared with each student to provide possible career pathways unique to that student.

### **WORK BASED LEARNING RELATED      GRADES 10-12      LENGTH 36 WEEKS      1 CREDIT**

*PREREQUISITE: APPLICATION AND SCHOOL COUNSELOR &/OR ADMINISTRATOR RECOMMENDATION*

This program helps students to explore their future career path while earning credit toward graduation. You will learn employability skills such as how to search online for a job, how to complete an online application, and techniques for successful interviewing. Also covered in this course is information on career sectors, occupational information, career education, consumer education, and instruction in soft skills. Acceptance in this program is dependent on an application and administrative approval.

### **WORK BASED LEARNING LAB      GRADES 10-12      LENGTH 18-36 WEEKS      1-3 CREDITS**

*PREREQUISITE: APPLICATION AND SCHOOL COUNSELOR &/OR ADMINISTRATOR RECOMMENDATION*

Earn while you learn. The Work Based Learning program will provide a combination of educational and work-based learning opportunities to promote student success. Work-based learning is a requirement for all students enrolled in this class. Once a Work Based Learning student's academic day is over, the remainder of the school day is spent working in establishments of cooperating employers for which they receive wages, training, and high school credit. The major objective of the Work Based Learning program is to assist students in earning their high school diploma while developing attitudes and aptitudes needed for future occupations. Students will earn ½ credit per every 60 hours of work completed at their place of employment. Students are also able to earn credit through volunteer hours. Acceptance in this program is dependent on an application and administrative approval.

### **INDUSTRY-RECOGNIZED      GRADE 11-12      LENGTH 36 WEEKS      1 CREDIT** **CREDENTIALING**

*PREREQUISITE: SCHOOL COUNSELOR RECOMMENDATION*

Through online learning options and credit flexibility, students will have the opportunity to pursue an Industry-Recognized Credential seal in Business, Marketing, & Finance and/or Hospitality & Tourism. Each of these seals requires the successful completion of the online courses RISE Up Customer Service and Sales and RISE Up Retail Industry Fundamentals. Each course requires the passing of a final exam. Additionally, students enrolled in this course will prepare to successfully earn a minimum score of

14 on the ACT WorkKeys Assessment. A fee is charged for this course.



## SET SAIL SEMINAR

GRADE 12

LENGTH 18-36 WEEKS

0.5-1 CREDIT

**PREREQUISITE:** SCHOOL COUNSELOR &/OR ADMINISTRATOR RECOMMENDATION

Set Sail Seminar is a self-guided credit flex option that will provide the field experience and/or portfolio requirements to earn one of the 5 honors diplomas. As you plan for senior year, you may wish to work on an independent project to solidify the academic knowledge and other educational experiences that you have acquired during your time at Vermilion High School. A Set Sail experience should be a project centered around your area(s) of interest that you plan on pursuing academically and/or professionally after high school and completed in close consultation with a faculty mentor (teacher, counselor, or principal). Examples of this type of seminar include a research paper, senior papers or projects (community, science, art, internship, etc.), arts performances or exhibitions, etc. Additionally, a formal presentation on your seminar topic will be a required component of your chosen project. More information of project requirements is available at

[Set Sail Seminar - Description, Rubrics, & Application](#)

# 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. 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 & TEACHER RECOMMENDATION

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. 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 in addition to a **summer reading assignment** involving the book *A Separate Peace* by John Knowles. All course requirements must be completed to pass. 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 and earn a competent score of 684 to graduate.** 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 & TEACHER RECOMMENDATION

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. 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 in addition to a **summer reading assignment** involving the book *A Lesson Before Dying* by Ernest J. Gaines. All course requirements must be completed to pass. **Students will be required to take the Ohio ELA II end-of-course state test and earn a competent score of 684 to graduate.** This is a weighted course. A fee is charged for this course.

---

<b>ENGLISH III</b>	<b>GRADE 11</b>	<b>LENGTH 36 WEEKS</b>	<b>1 CREDIT</b>
--------------------	-----------------	------------------------	-----------------

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. Preparation for college entrance exams will be included in the course. An exit project and/or exam is required. The Research Paper is a course requirement. A fee is charged for this course.

---

<b>ENGLISH IV</b>	<b>GRADE 12</b>	<b>LENGTH 36 WEEKS</b>	<b>1 CREDIT</b>
-------------------	-----------------	------------------------	-----------------

The English IV curriculum focuses on skills necessary to prepare students for college and career readiness. Students will study fiction, non-fiction, and visual texts to expand their abilities to read, analyze, and write critically. College and Career Readiness will be included as pivotal features of the course. Writing skills and composition will be a focus of this class. Students will complete a mandatory research paper, which is a course requirement. 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. The Research Paper is a course requirement. A fee is charged for this course.

---

**JUNIOR CCP COLLEGE COMPOSITION I & II**

<b>LCCC ENGLISH 161-162</b>	<b>GRADE 11</b>	<b>LENGTH 36 WEEKS</b>	<b>2 CREDITS</b>
-----------------------------	-----------------	------------------------	------------------

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 provides students with the option to take the AP English Language exam in the spring at the cost of approximately \$95 with registration by November 1, 2023. This is a weighted course.

---

**SENIOR COLLEGE COMPOSITION I & II**

<b>LCCC ENGLISH 161-162</b>	<b>GRADE 12</b>	<b>LENGTH 36 WEEKS</b>	<b>2 CREDITS</b>
-----------------------------	-----------------	------------------------	------------------

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** involving the books *Death of a Salesman* by Arthur Miller, *Frankenstein* by Mary Shelley, and *Martin Dressler: The Tale of an American Dreamer* by Steven Millhauser. 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. A fee is charged for this 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 create 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. Students may take this course more than once with teacher approval. A fee is charged for this course.

---

**CREATIVE WRITING****GRADES 8-12****LENGTH 18 WEEKS****.50 CREDIT**

This course will introduce students to three genres of creative writing – poetry, short fiction, and drama. Students will work to create and edit original works with collaboration from the instructor and classmates. The class will function as a workshop the majority of the time so that students can focus on their own creative pieces. Grades will be based on original pieces and revisions. Only students in grade 9 and above will take this course for high school credit.

---

**GRAPHIC NOVEL****GRADE 9-12****LENGTH 18 WEEKS****.50 CREDIT**

Students will learn to analyze comic and graphic art and will examine its role in pop culture throughout the 1900s. This course will explore a variety of graphic novels including comic books from Marvel and DC, *Maus*, and the reinterpretation of classic texts in graphic form. This class may be taken multiple times with teacher permission. Students will use the skills they learned previously to analyze a variety of texts including *Watchmen*, *Maus II*, *Persepolis*, and modern Manga. Students research and present information related to the history and creation of graphic novels/Manga, and will also create their own comic books. A fee is charged for this class.

---

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

This course will introduce students to the basics of desktop publishing and yearbook production. While collaborating on the production of the yearbook (Log), the students will perfect writing skills appropriate for publications. 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 both through

activities at school and in the community. Grades will be based on assignments, tests, and acceptable contributions to the yearbook on a regular basis and the student's ability to meet deadlines. Students may take this course more than once with teacher approval.



## Fine Arts (Visual Arts & Musical Arts)

One credit in the following courses will unconditionally meet the "fine arts" requirement for colleges in Ohio. Two credits will earn students the Fine & Performing Arts Seal on their diploma.

---

<b>ART I</b>	<b>GRADES 9-12</b>	<b>LENGTH 18 WEEKS</b>	<b>.50 CREDIT</b>
--------------	--------------------	------------------------	-------------------

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.

---

<b>ART II</b>	<b>GRADES 10-12</b>	<b>LENGTH 18 WEEKS</b>	<b>.50 CREDIT</b>
---------------	---------------------	------------------------	-------------------

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.

---

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

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.

---

<b>CERAMICS</b>	<b>GRADES 9-12</b>	<b>LENGTH 18 WEEKS</b>	<b>.50 CREDIT</b>
-----------------	--------------------	------------------------	-------------------

Ceramics is a sculpture-based course where students learn how to use clay, glazes and the firing process. Students will learn a variety of hand building techniques such as pinch, slab, and coil construction. 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.

---

<b>ADVANCED CERAMICS</b>	<b>GRADES 10-12</b>	<b>LENGTH 18 WEEKS</b>	<b>.50 CREDIT</b>
--------------------------	---------------------	------------------------	-------------------

PREREQUISITE: *CERAMICS & TEACHER RECOMMENDATION*

This course is designed for students who fell in love with creating artworks using clay in Ceramics. Students will be making larger assignments that focus more on detail as well as learning how to create on the potter's wheel. Students in this course should be dedicated to the ceramics medium and have interest in entering works for judging in art shows. **Students who excelled in Advanced Ceramics and are looking to deepen their artistic practice have the ability to take this course again with teacher approval.** Repeat students will experience an independent study style course and will be expected to create project proposals for ceramic topics they wish to explore. A fee is charged for this course.

**INTRO TO FILMMAKING &  
PHOTOGRAPHY****GRADES 9-12****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.

---

**ADVANCED FILMMAKING &  
PHOTOGRAPHY****GRADES 10-12****LENGTH 36 WEEKS****1 CREDIT**

**PREREQUISITE:** *INTRO TO FILMMAKING & PHOTOGRAPHY & TEACHER RECOMMENDATION*

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.

---

**MIXED MEDIA CONCEPTS****GRADES 8-12****LENGTH 18 WEEKS****.50 CREDIT**

Mixed Media Concepts is a hands-on course designed to give students opportunities to develop skills in a variety of craft techniques. The course delves into the history of each craft and its application to today's society. Examples of the skills that may be developed include printmaking, paper mache, Batik, weaving, embroidery, fibers, paper craft, bookbinding, stamping and felting. A fee is charged for this course. Only students in grade 9 and above will take this course for high school credit.

---

**STUDIO ART****GRADES 10-12****LENGTH 18 WEEKS****.50 CREDIT**

**PREREQUISITE:** *ART 1 & ART 2; (Course offered second semester ONLY)*

Studio Art will explore concepts and ideas about art more heavily. Students will learn to develop their own art style and focus on studying artists and movements throughout art history. This course builds on Art 1 and Art 2 concepts getting students ready for Art 3. Students taking this course should be interested in and know basic skills for Drawing, Painting and Art History.

---

**MARCHING/SYMPHONIC/WIND ENSEMBLE BAND****GRADE 8-12****LENGTH 36 WEEKS****1 CREDIT**

**PREREQUISITE:** *PREVIOUS EXPERIENCE IN A SCHOOL BAND PROGRAM*

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. 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 \$100. Only students in grade 9 and above will take this

course for high school credit.

---

<b>MARCHING BAND AUXILIARY</b>	<b>GRADE 9-12</b>	<b>LENGTH 9 WEEKS</b>	<b>.25 CREDIT</b>
--------------------------------	-------------------	-----------------------	-------------------

PREREQUISITE: *SELECTION TO THE MAJORETTE SQUAD OR COLOR GUARD ONLY 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 will be required to participate in all Marching Band rehearsals and performances as students who are signed up for the full band class do.

---

<b>CONCERT BAND</b>	<b>GRADE 8-12</b>	<b>LENGTH 36 WEEKS</b>	<b>1 CREDIT</b>
---------------------	-------------------	------------------------	-----------------

PREREQUISITE: *PREVIOUS EXPERIENCE IN A SCHOOL BAND PROGRAM*

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. Concert band performs publicly at least two to 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 \$100. Only students in grade 9 and above will take this course for high school credit.

---

<b>CONCERT CHOIR</b>	<b>GRADE 8-12</b>	<b>LENGTH 36 WEEKS</b>	<b>1 CREDIT</b>
----------------------	-------------------	------------------------	-----------------

Concert choir is a non-auditioned group open to 8th 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. Depending on the year, the group may be split into separate mens and womens ensembles. Only students in grade 9 and above will take this course for high school credit.

---

<b>CHORALE</b>	<b>GRADE 9-12</b>	<b>LENGTH 36 WEEKS</b>	<b>1 CREDIT</b>
----------------	-------------------	------------------------	-----------------

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 include 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.

---

<b>INTRO TO PIANO</b>	<b>GRADE 8-12</b>	<b>LENGTH 18 WEEKS</b>	<b>.50 CREDIT</b>
-----------------------	-------------------	------------------------	-------------------

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. Only students in grade 9 and above will take this course for high school credit.

**INTRO TO GUITAR****GRADE 8-12****LENGTH 18 WEEKS****.50 CREDIT**

This course is designed for the beginning guitar student and is taught in a group setting with individual responsibilities. No prior guitar experience is required, however, each student must have a guitar available to them for outside practice. 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. Only students in grade 9 and above will take this course for high school credit.

---

**THEATRE****GRADE 8-12****LENGTH 18 WEEKS****.50 CREDIT**

This course introduces students to the theatrical arts. We emphasize creativity, collaboration, and perseverance. Areas covered in depth include: theatre vocabulary, roles in the theatre, movement, acting, the reading of plays, theatre design and tech, and viewing/participating in theatre performances. Students will be creating projects throughout the semester in groups just as they would encounter in the professional theatre world. This class includes a partnership with the current drama productions at the high school and students will gain hands-on experience in the theater arts. Students will be participating in the current production which may require after school commitment. Only students in grade 9 and above will take this course for high school credit.

---

## Health and Physical Education

---

**HEALTH****GRADE 8-10****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. All students take this course for high school credit; the final grade will be included on a student's permanent transcript.

---

**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. All students take this course for high school credit; the final grade will be included on a student's permanent transcript.

---

**ADVANCED PHYSICAL EDUCATION GRADE 8-12****LENGTH 18 WEEKS****.25 CREDIT****PREREQUISITE:** *PHYSICAL EDUCATION*

Students will have an opportunity to advance their skills in a variety of team sports. Not only will students be improving their skill level, they will be exposed to all aspects of the game such as strategy, officiating,

scorekeeping and managing a team. All students take this course for high school credit; the final grade will be included on a student's permanent transcript.

---

<b>STRENGTH &amp; CONDITIONING</b>	<b>GRADE 9-12</b>	<b>LENGTH 18 WEEKS</b>	<b>.25 CREDIT</b>
------------------------------------	-------------------	------------------------	-------------------

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. Students will be involved in designing and implementing individual workouts.

---

<b>WALKING FOR FITNESS</b>	<b>GRADE 9-12</b>	<b>LENGTH 18 WEEKS</b>	<b>.25 CREDIT</b>
----------------------------	-------------------	------------------------	-------------------

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

---

<b>ALGEBRA I, PART I</b>	<b>GRADE 9</b>	<b>LENGTH 36 WEEKS</b>	<b>1 CREDIT</b>
--------------------------	----------------	------------------------	-----------------

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. All students take this course for high school credit; the final grade will be included on a student's permanent transcript.

---

<b>ALGEBRA I, PART II</b>	<b>GRADE 10</b>	<b>LENGTH 36 WEEKS</b>	<b>1 CREDIT</b>
---------------------------	-----------------	------------------------	-----------------

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 and earn a competent score of 684 to graduate.**

---

<b>ALGEBRA I</b>	<b>GRADE 8-9</b>	<b>LENGTH 36 WEEKS</b>	<b>1 CREDIT</b>
------------------	------------------	------------------------	-----------------

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 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 and earn a competent score of 684 to graduate. All students take this course for high school credit; the final grade will be included on a student's permanent transcript.

---

<b>HONORS ALGEBRA I</b>	<b>GRADE 8-9</b>	<b>LENGTH 36 WEEKS</b>	<b>1 CREDIT</b>
-------------------------	------------------	------------------------	-----------------

PREREQUISITE: *B OR HIGHER IN PRE-ALGEBRA & TEACHER RECOMMENDATION*

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. Students will be required to take the Ohio Algebra I end-of-course State test and earn a competent score of 684 to graduate. All students take this course for high school credit; the final grade will be included on a student's permanent transcript.

---

<b>GEOMETRY</b>	<b>GRADE 8-11</b>	<b>LENGTH 36 WEEKS</b>	<b>1 CREDIT</b>
-----------------	-------------------	------------------------	-----------------

PREREQUISITE: *ALGEBRA I 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. All students take this course for high school credit; the final grade will be included on a student's permanent transcript.

---

<b>HONORS GEOMETRY</b>	<b>GRADE 8-11</b>	<b>LENGTH 36 WEEKS</b>	<b>1 CREDIT</b>
------------------------	-------------------	------------------------	-----------------

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. All students take this course for high school credit; the final grade will be included on a student's permanent transcript.

---

<b>ALGEBRA II</b>	<b>GRADE 9-12</b>	<b>LENGTH 36 WEEKS</b>	<b>1 CREDIT</b>
-------------------	-------------------	------------------------	-----------------

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+.

---

<b>HONORS ALGEBRA II</b>	<b>GRADE 9-12</b>	<b>LENGTH 36 WEEKS</b>	<b>1 CREDIT</b>
--------------------------	-------------------	------------------------	-----------------

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+.



---

<b>QUANTITATIVE REASONING</b>	<b>GRADE 10-12</b>	<b>LENGTH 36 WEEKS</b>	<b>1 CREDIT</b>
-------------------------------	--------------------	------------------------	-----------------

PREREQUISITE: *ALGEBRA I & GEOMETRY*

Critical thinking and reasoning are the primary objectives and outcomes of this advanced quantitative reasoning course. It includes the application of mathematical skills including algebraic methods to the analysis and interpretation of quantitative information (numbers in context) in real-world situations to make decisions that are relevant to daily life. Additionally, the course emphasizes interpretation, precision, representation, calculation, analysis/synthesis, use of assumptions and communication through student presentations and writing. Students combine problem solving with modeling to analyze real-life situations and devise solution strategies. These habits and skills cut across disciplines, promote perseverance, and provide a gateway into successful postsecondary education and a variety of careers.

---

<b>STATISTICS</b>	<b>GRADE 10-12</b>	<b>LENGTH 36 WEEKS</b>	<b>1 CREDIT</b>
-------------------	--------------------	------------------------	-----------------

PREREQUISITE: *ALGEBRA II AND/OR QUANTITATIVE REASONING*

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+.

---

<b>AP STATISTICS</b>	<b>GRADE 10-12</b>	<b>LENGTH 36 WEEKS</b>	<b>1 CREDIT</b>
----------------------	--------------------	------------------------	-----------------

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.

---

<b>PRE-CALCULUS</b>	<b>GRADE 10-12</b>	<b>LENGTH 36 WEEKS</b>	<b>1 CREDIT</b>
---------------------	--------------------	------------------------	-----------------

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.

---

<b>CCP COLLEGE ALGEBRA</b>			
----------------------------	--	--	--

<b>LCCC MATH 171</b>	<b>GRADE 10-12</b>	<b>LENGTH 18 WEEKS</b>	<b>1 CREDIT</b>
----------------------	--------------------	------------------------	-----------------

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

One semester: 1 credit

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

---

<b>CCP TRIGONOMETRY</b>			
-------------------------	--	--	--

<b>LCCC MATH 174</b>	<b>GRADE 10-12</b>	<b>LENGTH 18 WEEKS</b>	<b>1 CREDIT</b>
----------------------	--------------------	------------------------	-----------------

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.

---

<b>FINANCIAL LITERACY</b>	<b>GRADE 11-12</b>	<b>LENGTH 18 WEEKS</b>	<b>.50 CREDIT</b>
---------------------------	--------------------	------------------------	-------------------

Understanding financial management concepts is an important life skill. From credit insurance to taxes, it is imperative that students understand the consequences of their choices. Wisely managing their money, students will become more fiscally responsible citizens. The course surveys the basic personal finance needs of most individuals and emphasizes the basics of budgeting, saving, banking skills, credit and debt, insurance, and paying taxes. Students taking this course will have the opportunity to learn how to prepare for their financial futures. **This course is required by the State of Ohio for graduation.**

---

<b>AP CALCULUS AB</b>	<b>GRADE 11-12</b>	<b>LENGTH 36 WEEKS</b>	<b>1 CREDIT</b>
-----------------------	--------------------	------------------------	-----------------

**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).

## Science

---

<b>PHYSICAL SCIENCE</b>	<b>GRADE 9</b>	<b>LENGTH 36 WEEKS</b>	<b>1 CREDIT</b>
-------------------------	----------------	------------------------	-----------------

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.

---

<b>HONORS PHYSICAL SCIENCE</b>	<b>GRADE 9</b>	<b>LENGTH 36 WEEKS</b>	<b>1 CREDIT</b>
--------------------------------	----------------	------------------------	-----------------

**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.

---

<b>BIOLOGY</b>	<b>GRADE 10</b>	<b>LENGTH 36 WEEKS</b>	<b>1 CREDIT</b>
----------------	-----------------	------------------------	-----------------

**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.

---

<b>HONORS BIOLOGY</b>	<b>GRADE 10</b>	<b>LENGTH 36 WEEKS</b>	<b>1 CREDIT</b>
-----------------------	-----------------	------------------------	-----------------

**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.




---

<b>CHEMISTRY</b>	<b>GRADE 11-12</b>	<b>LENGTH 36 WEEKS</b>	<b>1 CREDIT</b>
------------------	--------------------	------------------------	-----------------

---

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.




---

<b>HONORS CHEMISTRY</b>	<b>GRADE 11-12</b>	<b>LENGTH 36 WEEKS</b>	<b>1 CREDIT</b>
-------------------------	--------------------	------------------------	-----------------

---

PREREQUISITE: *B OR HIGHER IN 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. It is highly recommended that students enrolling in this course have earned an A grade in Biology or at least a B grade in Honors Biology. A fee is charged for this course.




---

<b>FORENSICS AND THE LAW</b>	<b>GRADE 11-12</b>	<b>LENGTH 18 WEEKS</b>	<b>.50 CREDIT</b>
------------------------------	--------------------	------------------------	-------------------

---

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.




---

<b>FORENSICS INVESTIGATIONS</b>	<b>GRADE 11-12</b>	<b>LENGTH 18 WEEKS</b>	<b>.50 CREDIT</b>
---------------------------------	--------------------	------------------------	-------------------

---

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.




---

<b>ASTRONOMY</b>	<b>GRADE 11-12</b>	<b>LENGTH 36 WEEKS</b>	<b>1 CREDIT</b>
------------------	--------------------	------------------------	-----------------

---

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. A final exam is required. A fee is charged for this course.




---

<b>PHYSICS</b>	<b>GRADE 11-12</b>	<b>LENGTH 36 WEEKS</b>	<b>1 CREDIT</b>
----------------	--------------------	------------------------	-----------------

---

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 background knowledge 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.



### **CCP 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.



### **CCP INTRODUCTION TO ECOLOGY**

**LCCC BIOLOGY 165**

**GRADE 11-12**

**LENGTH 18 WEEKS**

**1 CREDIT**

**PREREQUISITE:** *LCCC ACCEPTANCE & RECOMMENDED B OR HIGHER IN BIOLOGY / 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.



### **INTRO TO HUMAN ANATOMY**

**GRADE 11-12**

**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 11-12**

**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.

## **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 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, 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. There is also a required American History end-of-course exam issued by the state of Ohio. Students earning a proficient score on both this test and the American Government exam taken Junior year will earn the Citizenship Seal on their diploma for graduation.



**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. There is also a required American History end-of-course exam issued by the state of Ohio. Students earning a proficient score on both this test and the American Government exam taken junior year will earn the Citizenship Seal on their diploma for graduation.



**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 the 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. There is also a required American Government end-of-course exam issued by the state of Ohio.



Students earning a proficient score on both this test and the American History exam taken sophomore year will earn the Citizenship Seal on their diploma for graduation.



---

**HONORS SOCIAL STUDIES III      GRADE 11      LENGTH 36 WEEKS      1 CREDIT**

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

This honors class offers students an in-depth look at the foundations, principles, and workings of the American Political System. Included is a thorough study of the philosophical beginnings of the United States, the branches of government, the process of policymaking, the federal bureaucracy, government financing and economics, constitutional law, and contemporary issues. This course will develop skills and abilities in analyzing and evaluating current issues and public policies in American politics. Students will also work collaboratively and creatively using various forms of technology while addressing these contemporary issues and policies. The importance of citizenship, as well as community, will also be stressed in this course. Also included in the course is the Financial Literacy requirement established by Ohio law and Social Studies academic content standards which will explore economic issues and how the government, economy, and consumers affect the nation. This course will require a final research project, summer reading assignment, community service hours, and a final exam.

---

**CONTEMPORARY NATIONAL & GLOBAL AFFAIRS**

**GRADE 8-10      LENGTH 18 WEEKS      .50 CREDIT**

This class will help students become familiar with the current events that are shaping their world and understand the causes and effects of those events. Students will collaborate to research, develop expertise, and present on current topics of their own interest, digging into geography, history, politics, geopolitics, sociology, and technology as needed to inform their understanding. This course will be co-taught by Superintendent Dr. Hile and Assistant Superintendent Mr. Weaver. Only students in grade 9 and above will take this course for high school credit.



---

**CCP 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. A research paper is required.



---

**CCP 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. 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. A research paper is required.

---

---

<b>HISTORY AND FILM</b>	<b>GRADE 10-12</b>	<b>LENGTH 18 WEEKS</b>	<b>.50 CREDIT</b>
-------------------------	--------------------	------------------------	-------------------

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.

---

<b>MODERN GLOBAL STUDIES</b>	<b>GRADE 11-12</b>	<b>LENGTH 36 WEEKS</b>	<b>1 CREDIT</b>
------------------------------	--------------------	------------------------	-----------------

Students in this course will study the 21<sup>st</sup> 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 21<sup>st</sup> 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.

---

<b>PSYCHOLOGY I</b>	<b>GRADE 11-12</b>	<b>LENGTH 18 WEEKS</b>	<b>.50 CREDIT</b>
---------------------	--------------------	------------------------	-------------------

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.

---

<b>PSYCHOLOGY II</b>	<b>GRADE 11-12</b>	<b>LENGTH 18 WEEKS</b>	<b>.50 CREDIT</b>
----------------------	--------------------	------------------------	-------------------

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.

---

<b>SOCIOLOGY</b>	<b>GRADE 11-12</b>	<b>LENGTH 18 WEEKS</b>	<b>.50 CREDIT</b>
------------------	--------------------	------------------------	-------------------

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 9-12****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.

---

**ABNORMAL PSYCHOLOGY****GRADE 11-12****LENGTH 18 WEEKS****.50 CREDIT**

This course will present students with a broad introduction to the field of abnormal psychology. Areas of study will include defining abnormal behavior, diagnostic features, causes and prevalence, as well as treatment of various disorders. There will be an emphasis on terminology, symptoms, treatment as well as portrayal and societal issues of disorders. Disorder types will include but are not limited to anxiety, dissociative, mood, substance related, personality, neurodevelopmental disorders and schizophrenia. Classroom lessons will emphasize lecture, collaboration, case studies, and film analysis. This course will require a final exam.

## World Languages

---

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

PREREQUISITE: *RECOMMENDED C OR HIGHER IN CURRENT ENGLISH COURSE*

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.

---

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

PREREQUISITE: *FRENCH I & TEACHER RECOMMENDATION*

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.

---

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

PREREQUISITE: *C OR HIGHER IN FRENCH II & TEACHER RECOMMENDATION*

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.

---





**FRENCH IV****GRADE 12****LENGTH 36 WEEKS****1 CREDIT****PREREQUISITE:** *C OR HIGHER IN FRENCH III & TEACHER RECOMMENDATION*

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.

**SPANISH I****GRADE 9-12****LENGTH 36 WEEKS****1 CREDIT****PREREQUISITE:** *RECOMMENDED C OR HIGHER IN CURRENT ENGLISH COURSE*

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 areas 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, pronoun 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 & TEACHER RECOMMENDATION*

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 a 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 & TEACHER RECOMMENDATION*

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 at 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 & TEACHER RECOMMENDATION*

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.

## General Electives

**GRIT****GRADE 8-12****LENGTH 18-36 WEEKS****.50 - 1 CREDIT**

Among the highest predictors of success, both in school and in life, are a person's ability to perform three skills well: problem-solving, self-advocacy, and perseverance. GRIT is a course designed to explicitly

teach these skills in a structured setting and will allow each student their greatest opportunity at success. Students will receive instruction and practice in the following areas: goal setting, materials management, time management, task initiation and completion, study strategies, communication, critical thinking, collaboration, and accountability. Designed for students who thrive on structure and who benefit from additional academic support, this class provides the GRIT needed to succeed in school and in life. Only students in grade 9 and above will take this course for high school credit.

---

<b>ADULTING 101</b>	<b>GRADE 8-12</b>	<b>LENGTH 18 WEEKS</b>	<b>.50 CREDIT</b>
---------------------	-------------------	------------------------	-------------------

In this course, students will experience the everyday tasks and responsibilities of an independent adult. These include but are not limited to maintaining a budget, food selection and preparation, utility payments, medical care, communication, and major expense purchasing. Learning will be interactive to simulate real-life situations and may occasionally take place off campus to visit banks, stores, dealerships, etc. A fee is charged for this course. Only students in grade 9 and above will take this course for high school credit.

---

<b>COOKING</b>	<b>GRADE 8-12</b>	<b>LENGTH 18 WEEKS</b>	<b>.50 CREDIT</b>
----------------	-------------------	------------------------	-------------------

Students will be introduced to the joy of cooking through the learning basic meal preparation principles. By the end of this life-applicable course, students will be able to prepare a three or more course meal using common kitchen tools, appliances, and ingredients. A fee is charged for this course. Only students in grade 9 and above will take this course for high school credit.

---

<b>HOME REPAIR</b>	<b>GRADE 8-12</b>	<b>LENGTH 18 WEEKS</b>	<b>.50 CREDIT</b>
--------------------	-------------------	------------------------	-------------------

Using common household tools, students will learn how to construct and fix everyday items customarily found in a home. By the end of the course, students will know how to use a variety of handheld tools to make simple updates and repairs around a house. A fee is charged for this course. Only students in grade 9 and above will take this course for high school credit.

---

<b>MILITARY HISTORY</b>	<b>GRADE 8-12</b>	<b>LENGTH 18 WEEKS</b>	<b>.50 CREDIT</b>
-------------------------	-------------------	------------------------	-------------------

This course examines warfare from ancient times to the present. Students will learn about weaponry and tactics used around the world throughout history and the impact war has had on civilization. Only students in grade 9 and above will take this course for high school credit.

---

<b>TECHNOLOGY APPLICATIONS</b>	<b>GRADE 8-12</b>	<b>LENGTH 18 WEEKS</b>	<b>.50 CREDIT</b>
--------------------------------	-------------------	------------------------	-------------------

Students will become proficient in a variety of everyday programs routinely used in high school and college classes, including Google Docs, Sheets, Slides, Gmail, and more. A wide variety of technology skills will be practiced and introduced from keyboard typing to coding to 3D printing and more. Only students in grade 9 and above will take this course for high school credit.

---

<b>PEER LEADERSHIP</b>	<b>GRADE 11-12</b>	<b>LENGTH 36 WEEKS</b>	<b>1 CREDIT</b>
------------------------	--------------------	------------------------	-----------------

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.

## STEM Electives (Science, Technology, Engineering, and Math)

---

### **VHS BIKES**

**GRADE 9-12**

**LENGTH 18 WEEKS**

**.50 CREDIT**

This course is for the hands-on student interested in the mechanics of the bicycle. Students will learn everything from the basics of bike parts and maintenance to more complex components such as derailleurs. The ultimate goal of the course is to repair and refurbish bicycles that will be donated back to the community. This course may be taken multiple times with teacher approval.

### **ROBOTICS I**

**GRADE 8-12**

**LENGTH 18 WEEKS**

**.50 CREDIT**

This course is designed to introduce students to the world of engineering, automation and robotics. Students will learn about the underlying principles that govern modern robot development, including the fundamentals of the design cycle, the history of robotics, electrical circuits, computer aided design, 3D printing, introductory coding and programming, and problem-based learning experiences. Only students in grade 9 and above will take this course for high school credit.

### **ROBOTICS II**

**GRADE 9-12**

**LENGTH 18 WEEKS**

**.50 CREDIT**

*PREREQUISITE: ROBOTICS I*

This course is designed to introduce students to the various aspects of the VEX V5 Robotics platform. Students will take part in a series of projects that build skills in different areas necessary for the Robotics season while learning lab safety and organization. Mechanical and electrical engineering, computer programming, automation, business management, marketing and communications, and design thinking will be explored and practiced. Students will collaborate on the design, creation, and function of the team's competition robot in preparation for the classroom competitions. A fee is charged for this course.

### **ROBOTICS III**

**GRADE 10-12**

**LENGTH 36 WEEKS**

**1 CREDIT**

*PREREQUISITE: ROBOTICS II & TEACHER RECOMMENDATION*

This course is a continuation of Robotics II and is designed to advance student skills, knowledge, and experience in regards to the field of robotics and SailorTech, the VHS Robotics program. Students will prepare for the VEX Robotics Competition series, and take part in events that advance and reinforce skills through competition and collaboration with different areas necessary for the Robotics season while learning lab safety and organization. Computer aided design (CAD), mechanical and electrical engineering, computer programming, automation, business management, and design thinking skills will be practiced and advanced in preparation for the Robotics Team's Build Season. During the Build Season, students will collaborate on the design, creation, and function of the team's competition robot in preparation for the interscholastic VEX Competitions. Some after school and Saturday competition attendance is required. A fee is charged for this course.



# 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 analytical reading skills that are necessary for college success. Students will read a range of 42 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**

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 prepares students for high school by providing in-depth instruction and practice in important study skills such as 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.

---

<b>HEALTH SCIENCE CONCEPTS</b>	<b>GRADE 9-12</b>	<b>LENGTH 36 WEEKS</b>	<b>1 CREDIT</b>
--------------------------------	-------------------	------------------------	-----------------

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 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.

---

<b>INTRO TO BUSINESS</b>	<b>GRADE 9-12</b>	<b>LENGTH 36 WEEKS</b>	<b>1 CREDIT</b>
--------------------------	-------------------	------------------------	-----------------

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.

---

<b>INTRO TO HEALTH SCIENCE</b>	<b>GRADE 9-12</b>	<b>LENGTH 36 WEEKS</b>	<b>1 CREDIT</b>
--------------------------------	-------------------	------------------------	-----------------

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.

---

<b>INTRO TO INFORMATION TECHNOLOGY</b>	<b>GRADE 9-12</b>	<b>LENGTH 36 WEEKS</b>	<b>1 CREDIT</b>
--	-------------------	------------------------	-----------------

This course introduces students to the essential technical and professional skills required in the field of Information Technology (IT). Through hands-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 of workers within the field of IT.

---

<b>MEDICAL TERMINOLOGY</b>	<b>GRADE 9-12</b>	<b>LENGTH 18 WEEKS</b>	<b>.50 CREDIT</b>
----------------------------	-------------------	------------------------	-------------------

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 skills through direct instruction, interactive tasks, practice assignments and unit-level assessments.

---

<b>INTRO TO ART</b>	<b>GRADE 9-12</b>	<b>LENGTH 18 WEEKS</b>	<b>.50 CREDIT</b>
---------------------	-------------------	------------------------	-------------------

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 a minimum of six 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. **Bold-faced courses in the table below indicate that high school credit will be earned, and as such, the course and course grade will be included in the student's high school transcript.** For this reason, the student's maturity and dedication to academics should be carefully considered before registering for any high school course. Course descriptions for high school courses are located under the corresponding academic department in this course guide. Grade 8 students also have the option of having a study hall during one class period a semester.

<i>Required Courses</i>	<i>Available Electives</i>
<ul style="list-style-type: none"> <li>English 8 or Honors English 8</li> <li>Math (Pre-Algebra, <b>Algebra I, Honors Algebra 1, Geometry, or Honors Geometry</b>)</li> <li><b>Physical Education</b> (1 semester; 0.25 credit)</li> <li>Social Studies 8 or Honors Social Studies 8</li> <li>Science 8 or Honors Science 8</li> </ul>	<ul style="list-style-type: none"> <li>Adulting 101 8</li> <li>Cooking 8</li> <li>Concert Band 8</li> <li>Concert Choir 8</li> <li>Contemporary National &amp; Global Affairs 8</li> <li>Creative Writing 8</li> <li>Grit 8</li> <li><b>Health</b> (strongly recommended)</li> <li>Home Repair 8</li> <li>Intro to Piano 8</li> <li>Intro to Guitar 8</li> <li>Marching Band 8</li> <li>Military History 8</li> <li>Mixed Media 8</li> <li><b>Advanced Physical Education</b></li> <li>Robotics I 8</li> <li>Technology Applications 8</li> <li>Theatre 8</li> </ul>

***High school credit courses listed above in boldface type. Grades earned in these courses will permanently be on a student's high school transcript.***

## 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 as 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.

---

### **PRE-ALGEBRA**

**LENGTH 36 WEEKS**

Pre-algebra is a foundational math course designed to prepare students for Algebra I through the instruction of problem-solving techniques. Traditional topics such as fractions, signed numbers, equations, inequalities, data analysis, ratio, proportion, percent, graphing, and geometry are reviewed and extended.

---

### **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 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.

---



**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 and a final exam.