

William Henry Harrison High School

“Academic and Social growth for ALL students, EVERY DAY!”



2017/2018

Registration Bulletin

Have a specific question regarding your student? Check below for a quick guide on who you need to contact to help answer your question.

Staff

Duty

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Last Names A-G
728-8433

Registration Coordinator
Naviance Curriculum Coordinator

Steve Barnes
Last Names H-O
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Testing Coordinator (PSAT, AP, ACT)
NCAA Eligibility

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AIR Co-coordinator

Nick Roth
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**Special Education High School and
Transition Coordinator**

Sharon Merkel
728-8426

Guidance Secretary

Kimberly Hackworth
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School Psychologist

Shared Duties (Divided by assigned alphabet)

Scheduling
Individual Counseling
Mediations/ Conflict Resolutions
Academic Advising
Educational Options
Transcripts
Career/College Advising

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TO PARENTS AND STUDENTS:

Please read this Registration Bulletin carefully. We urge students and parents to weigh course choices in terms of what students plan to do upon graduation from high school. A student's interests, ability, and motivation are also important factors in making decisions concerning course selections. Additionally, teacher and counselor recommendations are very important to consider.

REGISTRATION DEADLINE

Your selection of courses for the 2017/18 school year must be made final by **March 10, 2017**. After this date, very few changes in courses will be approved except for those necessitated by failure, those related to summer school, and those authorized by the principal.

GENERAL INFORMATION

1. Be aware of your credit total and the credits you have earned by the end of each school year (current 9th, 10th, and 11th graders).
2. Students are responsible for registering for required courses to meet graduation requirements. You are urged to consult your counselor if you have questions. The best time to call a counselor is between 7:30 am and 2:45 pm (see page 2 for phone numbers).
3. Refer to page 5 & 7 of this bulletin for graduation requirements and note which subjects are required and which are electives, then choose your courses wisely.
4. Required subjects that students failed must be repeated in summer school. The next higher course in a sequence may not be taken until the failed subject is successfully completed. For example, you may not take Spanish 2 until you have earned your credit in Spanish 1.
5. Be aware of any prerequisite courses needed for a class you wish to take. For example, you may not take Algebra 2 until you have passed Algebra 1.
6. We are on a flexible school day with 0 period, 7 traditional periods, after school, and evening classes at William Henry Harrison High School. Students should sign up for enough courses to fill seven periods.
7. Athletes are required to pass a minimum of 5 credits from the previous grading quarter to maintain their eligibility (excluding summer school). A single Physical Education course does not count as one of the five credits because it has a credit value of only .25 for the semester. Eligibility is determined preceding each quarter subject to Ohio High School Athletic Association (OHSAA) rules, which are published at the beginning of each school year. Consult the Athletic Director for changes or questions regarding eligibility.
8. Students who have excessive absences, tardies, five or more suspension days and/or two or more failing grades may be placed on Social Probation. Students on Social Probation are only permitted to attend classes. They lose all after school social privileges including sports, clubs, and attendance at dances, games, etc.

Graduation Requirements
Class of 2018, 2019, & 2020

The first requirement for graduation is that students at William Henry Harrison High School must earn a minimum of 21 Credits to be eligible for graduation. Among the credits necessary for graduation, the following are required:

| | |
|--|-------------------|
| English | 4 credits |
| Social Studies (includes American History and Government)*** | 3 credits |
| Mathematics (must include Algebra 2) | 4 credits |
| Science (must include life & physical science) | 3 credits |
| Fine Art* | 1 credit |
| Physical Education | ½ credit |
| Health | ½ credit |
| Electives | 5 credits |
| | 21 Credits |

Recommended for most Colleges and Universities

| | |
|--|-------------|
| English | 4 credits |
| Speech (Public Speaking) | ½ credit |
| Social Studies | 3 ½ credits |
| Mathematics (see college preparatory math offerings) | 4 credits |
| Science (see college preparatory science offerings) | 3-4 credits |
| Foreign Language (required by many colleges) | 2-4 credits |
| Physical Education and Health | 1 Credits |
| Fine or Practical Arts* | 2 credits |
| Electives | 5 credits |

Graduation Requirements for Career Center Students

| | |
|--|-----------|
| English | 4 credits |
| Social Studies (American History, Government & World History)*** | 3 credits |
| Mathematics | 4 credits |
| Science | 3 credits |
| Physical Education | ½ credit |
| Health | ½ credit |
| Electives | 6 credits |

*Students planning to attend a public college or university in Ohio must have one credit in Fine Arts, which can only be fulfilled by taking music or art courses. Students completing a Career Based Vocational program do not have to obtain a full credit in the Fine Arts but may have to fulfill the requirement still if they are planning to attend a public college or university in Ohio.

***Students **must meet the financial literacy requirement as set by the state.** This requirement is met when completing a FULL credit of American Government or American Government CP course or by completing the approved Financial Literacy class online for an additional fee.

Graduation Requirements

Class of 2021 & Beyond

The first requirement for graduation is that students at William Henry Harrison High School must earn a minimum of 21 Credits to be eligible for graduation. Among the credits necessary for graduation, the following are required:

| | |
|--|-------------------|
| English | 4 credits |
| Social Studies (American History, Government & World History)*** | 3 credits |
| Mathematics (must include Algebra 2) | 4 credits |
| Science (must include life & physical science) | 3 credits |
| Fine Art* | 1 credit |
| Physical Education | ½ credit |
| Health | ½ credit |
| Electives | 5 credits |
| | 21 Credits |

Recommended for most Colleges and Universities

| | |
|--|-------------|
| English | 4 credits |
| Speech (Public Speaking) | ½ credit |
| Social Studies | 3 ½ credits |
| Mathematics (see college preparatory math offerings) | 4 credits |
| Science (see college preparatory science offerings) | 3-4 credits |
| Foreign Language (required by many colleges) | 2-4 credits |
| Physical Education and Health | 1 Credits |
| Fine or Practical Arts* | 2 credits |
| Electives | 5 credits |

Graduation Requirements for Career Center Students

| | |
|--|-----------|
| English | 4 credits |
| Social Studies (American History, Government & World History)*** | 3 credits |
| Mathematics | 4 credits |
| Science | 3 credits |
| Physical Education | ½ credit |
| Health | ½ credit |
| Electives | 6 credits |

*Students planning to attend a public college or university in Ohio must have one credit in Fine Arts, which can only be fulfilled by taking music or art courses. Students completing a Career Based Vocational program do not have to obtain a full credit in the Fine Arts but may have to fulfill the requirement still if they are planning to attend a public college or university in Ohio.

*** Students **must meet the financial literacy requirement as set by the state.** This requirement is met when completing a FULL credit of American Government or American Government CP course or by completing the approved Financial Literacy class online for an additional fee.

Students in the classes of 2018 and beyond will be subject to the new Ohio Graduation Testing Requirements. The OGT will not be required, but they will instead take 7 tests at the end of courses as listed below. Although they are subject to changes or additional clarification, **the new testing requirements look like this, effective January 31, 2015:**

ABBREVIATIONS: EOC = End Of Course (Test) – all EOC tests are online assessments

| How many End of Course Tests Do I Have to Take? | | |
|---|----------|-----------------|
| Answer – Seven | | |
| End of Course Test Requirements for the Class of 2018 and beyond | | |
| 1. English 1 (9 th grade English) | EOC Test | March |
| 2. English 2 (10 th grade English) | EOC Test | March |
| 3. Algebra 1 (8 th or 9 th grade) | EOC Test | April |
| 4. Geometry (9 th or 10 th grade) | EOC Test | April |
| 5. American History (9 th grade) | EOC Test | May |
| 6. American Government (10 th grade) | EOC Test | May |
| 7. Physical Science (spring 2015 only) or | EOC Test | No longer given |
| 8. Biology (spring 2015 and beyond) | EOC Test | May |

What Scores on the EOC Tests Do I Need to Earn to Graduate from High School?
Answer – You Need 18 Points Total on the Seven Tests
AND Enough Points Earned in Each Subject Area!

How does the Points System Work?

| If you are taking any EOC Test In March/ May or just in May | |
|--|----------|
| Advanced | 5 points |
| Accelerated | 4 points |
| Proficient | 3 points |
| Basic | 2 points |
| Limited | 1 points |

A Minimum of the Total Required Points by Content Areas

18 Total Points

Students will need minimum of 4 total points on the Two English Tests
 (i. e. Combined total of 4 points for your EOC tests taken for 9th grade Eng. and 10th grade Eng.)

Students will need minimum of 4 total points on the Two Math Tests
 Students will need minimum 6 total points on the three remaining tests in Social Studies and Science

(4 + 4 + 6 = 14 Points)

But since YOU NEED to earn 18 Points total ...
 you must earn more than the minimum on one or more EOC tests
 to make up the 4 additional points required to reach 18!

DIPLOMA WITH HONORS

The **Diploma with Honors** recognizes graduating seniors who have successfully completed academic requirements beyond the requirements for a Diploma of Graduation in either a college preparatory or career-technical curriculum.

The Ohio Department of Education, under the direction of the State Board of Education has established the requirements to earn the Ohio High School Honors Diploma. It is based upon exceeding the *Core criteria in all but one* of the following requirements:

- Four units of English language arts
- Four units of Mathematics, including one unit of Algebra 1, Geometry, Algebra 2 or its equivalent, and another higher level course or four-year sequence of courses that contain equivalent content;
- Four units of Science, which shall include the following, or their equivalent:
 - Physical sciences, one unit.
 - Chemistry, one unit.
 - Advanced study in two or more of the following sciences, two units:
 - Chemistry, physics, or other physical science;
 - Advanced biology or other life science;
 - Astronomy, physical geology, or other earth or space science.
- Social studies, four units, which shall include both of the following:
 - American history, one-half unit;
 - American government, one-half unit;
- Three units of one Foreign Language or two units each of two Foreign Languages;
- One unit of Fine arts;
- One half unit of Health;
- One half unit of Physical education; (may be excused by local policy);
- GPA of 3.5 or above, on a 4.0 scale
- Score of 27 on the ACT or a score of 1210 on the SAT

For more information on the Honors Diploma, visit ODE's website:

1. <http://www.education.ohio.gov>, Keyword search: Honors Diploma

EARLY GRADUATION POLICY

Students who earn all credits required for graduation by the completion of SIX semesters can request permission to graduate at the end of SIX semesters. The principal and counselors will, upon request from the parent, review individual cases to determine eligibility for early graduation. Graduation is observed three times during the year: May/June, August, and the end of the first semester.

COURSE INFORMATION

COURSE DROP/ADD POLICY

It is important for every student to select his or her courses after having carefully read the registration bulletin and discussing the courses with teachers, counselors, and parents. For the first five days of either semester, the only reason a student schedule will be changed is to balance class sizes or to correct scheduling errors. After the first five days, changes will only be considered based on teacher/parent recommendation and administrator approval. Changes in the level of a class can be made at any time a teacher recommends the move and the parents give permission. **Additionally, course changes can only be considered if there is available space in an alternative class or a study hall.**

Changes in course selection (registration) prior to the start of school year will be made only for the following reasons:

1. If a scheduling error/conflict occurs.
2. If the change would help balance class size.
3. If a required course or credit for graduation needs to be made up.
4. If a prerequisite has been failed.
5. If the student previously failed the course and is enrolled with the same teacher.
6. If a scheduled course is taken during summer school or night school.
7. If a documented medical situation/reason exists.
8. Compelling reason approved by principal.

After the school year begins, students may add an **elective** class with approval of their parent, counselor and appropriate teacher up to the dates listed below:

| | |
|------------------------|-----------------------------|
| | <u>Add Date</u> |
| First Semester Course | End of 2 nd week |
| Second Semester Course | End of 2 nd week |
| Year Long Courses | Midterm First Quarter |

NOTE: In all other cases (non-elective courses or courses required for graduation), changes in students' course selections will be made according to the following rules only:

1. Requests for schedule changes must be initiated by a written request from the student's parent(s)/guardian(s) to the student's guidance counselor.
2. Final approval for change will be determined by the principal.
3. Students are not permitted to drop AP courses unless a compelling reason is approved by an administrator.
4. When dropping a class student will receive a grade of "Withdrawal/Failing" unless special circumstances are approved by the principal.

THE GPA AND CLASS RANKING SYSTEM:

The GPA and Class Ranking System:

1. Student's grade point average will be calculated using a 4.3 scale.
2. Students will have a factor added for final grades in weighted courses as follows:
$$\text{Student GPA} + [(\# \text{ of A's}) \times .02] + [(\# \text{ of B's}) \times .02] + [(\# \text{ of C's}) \times .01]$$

All courses will be counted for class rank and grade point average except the Yearbook and Journalism classes beyond the first year, and any courses graded on the pass/fail system.

**WEIGHTED COURSES, GRADE POINT
AVERAGE, AND CLASS RANK**

The following courses are “value-added” weighted courses (worth an additional point value based on each semester grade earned: A = + .02, B = + .02, C = + .01, D = 0, F = 0). This value is added to each student’s G.P.A. calculation based on the grade earned in the weighted courses listed below.

| | |
|---------------------|--|
| English | AP English Language & Composition, AP English Literature & Composition, AP Seminar |
| Math | AP Calculus AB, AP Statistics, Advance Pre-Calculus, Calculus |
| Science | Chemistry, Physics, AP Biology, AP Chemistry, AP Physics C: Mechanics, AP Physics 1 |
| Social Studies | AP American Government, AP United States History, AP Psychology, AP Human Geography, AP World History |
| Foreign Languages | 3 rd , 4 th , and 5 th Year Language |
| Fine Art | AP Music Theory and AP Art History |
| Business/Technology | AP Computer Science Principles, AP Computer Science A |

EDUCATIONAL OPTIONS/OPPORTUNITIES

ADVANCED PLACEMENT (AP) COURSES

Advanced Placement classes are offered based upon student interest or on the number of students who register for the classes in the spring, prior to beginning summer Advanced Placement class work. Classes offered at William Henry Harrison High School include:

| | | |
|---|---------------------|---------------------------------|
| - Advanced Placement Chemistry | Mr. Cron | Juniors and Seniors |
| - Advanced Placement Psychology | Mr. Meyer | Juniors and Seniors |
| - Advanced Placement Calculus AB | Mr. Scrivner | Juniors and Seniors |
| - Advanced Placement Literature and Composition | Mr. Nienaber | Juniors and Seniors |
| - Advanced Placement Language and Composition | Mr. Nienaber | Juniors and Seniors |
| - Advanced Placement Statistics | Mr. Dennis | Sophomores, Juniors and Seniors |
| - Advanced Placement Biology | Mr. Menze | Juniors and Seniors |
| - Advanced Placement Physics C: Mechanics | Ms. Peace | Juniors and Seniors |
| - Advanced Placement Physics 1 | Ms. Peace | Juniors and Seniors |
| - Advanced Placement Physics 2 | TBA | Juniors and Seniors |
| - Advanced Placement United States History | Mr. Deak | Sophomores, Juniors and Seniors |
| - Advanced Placement American Government | Mr. Thomas | Sophomores, Juniors and Seniors |
| - Advanced Placement Art History | Mrs. Kravetz | Juniors and Seniors |
| - Advanced Placement Music Theory | Mr. Egan | Juniors and Seniors |
| - Advanced Placement Human Geography | Mr. Curtis | All Grades |
| - Advanced Placement World History | Mr. Thomas | Juniors and Seniors |
| - Advanced Placement Computer Science Principles | Dr. Becker | Juniors and Seniors |
| - Advanced Placement Computer Science A | Dr. Becker | Juniors and Seniors |
| - Advanced Placement Capstone Seminar | Mr. Nienaber | Juniors and Seniors |

Advanced Placement

information can be found at: <http://apcentral.collegeboard.com/home>

(Info copied with permission from the College Board)

AP courses are taught by highly qualified high school teachers who use the *AP Course Descriptions* to guide them. The Course Description for each discipline outlines the course content, describes the curricular goals of the subject, and provides sample examination questions. While the Course Descriptions are a significant source of information about the course content on which the AP Exams will be based, AP teachers have the flexibility to determine how this content is presented. Published in the spring of the school year before the course will be taught, the Course Descriptions are available on AP Central, accompanied by a course perspective written by an experienced AP teacher. These perspectives represent the personal viewpoints and teaching styles of their authors; however, we hope they will provide insight and inspiration for other educators.

Because AP classes are college level courses, they require a significantly greater amount of effort than do regular high school classes. AP classes also carry weighted grades, so taking AP classes and doing well in them will raise a student's grade point average. These classes are likely to enhance a student's class rank and ability to win scholarships. Students may enroll in one or more AP classes.

The decision to enroll in AP classes should be made after careful consideration of the student's ability, prior academic preparation in a subject area, interest in the subject, and future career goals. All AP classes require specific course prerequisites, so students must think ahead when planning their freshman and sophomore schedules to ensure that they are eligible for a desired AP class in the junior or senior year.

The Exams

The AP Examinations are administered each year in May and represent the culmination of college-level work in a given discipline in a secondary school setting. Rigorously developed by committees of college and AP high school faculty, the AP Exams test students' ability to perform at a college level.

Development Committees meet throughout the year to create new exams, which each contain a free-response section (either essay or problem solving) and a section of multiple-choice questions. (The only subject that does not follow this format is AP Studio Art, which is a portfolio assessment.) The world language exams also have a speaking component, and the AP Music Theory Exam includes a sight-singing task. The multiple-choice questions are scored by computer, while the free-response portions are evaluated by a team of skilled college professors and high school teachers who meet annually to score exams in their subject area. The involvement of college faculty at all levels of exam development and scoring ensures that the AP Exams truly reflect college-level achievement. Students who perform well can receive course credit and/or advanced standing at thousands of universities worldwide.

Please note that when students enroll in an AP course, they are required to take the AP exam and sign an AP contract. Southwest Local School District will pay the cost of ONE AP exam per student per year. Any additional AP exam costs will be the responsibility of the student. The approximate cost of an AP Exam is \$93.00, this fee is part of the class fee and is to be paid when students obtain schedules in the fall. Students dropping the course will not be refunded fees due to the cost of purchasing materials for the student prior to the start of school.

The Ohio Department of Education has contracted with The College Board to handle Advanced Placement (AP) exam fee reimbursement for free and reduced lunch students who take the AP exam. For information about this reimbursement and process visit The College Board website at <http://apcentral.collegeboard.com/repository/ap06>

Advanced Placement Test Scores can earn semester credits towards a Bachelor of Arts or Bachelor of Science. The benefits of AP score benefits vary from college to college and it is best to inquire at any school you might be considering in advance. An example of AP score benefits from Miami University is as follows:

Colleges and University Students entering Miami with more than 30 credit hours through the following exams may be able to complete some of Miami's degree programs in three years through the [Three-Year Pathways](#) program.

Advanced Placement Program (AP)

Any student entering Miami can submit scores from the AP test, given by the College Entrance Examination Board Advanced Placement Program. Miami accepts AP scores in the areas listed below. (Individual departments determine what is an acceptable score.) More information is available from the [Office of the Registrar](#), 102 Campus Avenue Building (513-529-8703).

Art History (acceptable score 3 to 5)

Credit for [ART 188](#) (3 hours) for score of 3.

Credit for [ART 187](#) and 188 (6 hours) for score of 4 or 5.

Biology (acceptable score 3 to 5)

Credit for [BIO/MBI 116](#) (4 hours). Biology majors with a score of 3 are advised to take the course at the college level.

Calculus (acceptable score 3 to 5)

AB Exam: Credit for [MTH 151](#) (5 hours). Students with a score of 3 who are planning to take Calculus II are advised to take the course at the college level.

Chemistry (acceptable score 3 to 5)

Credit for [CHM 111](#) including lab (4 hours) for score of 3.

Credit for [CHM 141](#), 142, 144, and 145 (10 hours) for score of 4 or 5.

English (acceptable score 3 to 5 in language or literature)**Taking Single Exam**

Credit for [ENG 111](#) (3 hours) for score of 3 or 4 on language. Students then take [ENG 112](#).

Credit for [ENG 111](#) and [112](#) (6 hours) for score of 5 on language.

Credit for [ENG 112](#) (3 hours) for score of 3 or 4 on literature. Students then take [ENG 111](#).

Credit for [ENG 111](#) and [112](#) (6 hours) for score of 5 on literature.

Taking Both Exams

Credit for [ENG 111](#) and [122](#) (6 hours) for score of 3 on language and 3 on literature. Students then take [ENG 112](#).

Credit for [ENG 111](#) and [122](#) (6 hours) for score of 4 on language and 3 on literature or score of 4 on both. Students then take [ENG 112](#).

Credit for [ENG 112](#) and [122](#) (6 hours) for score of 3 on language and 4 on literature. Students then take [ENG 111](#).

Credit for [ENG 111](#) and [112](#) (6 hours) for score of 5 on language or literature with any other score.

Credit for [FRE 201](#) and 202 (6 hours) for score of 4 or 5 on language.

Credit for [FRE 101, 102](#), and 201 (11 hours) for score of 3 on literature.

Credit for [FRE 102](#), 201, and 202 (10 hours) for score of 4 or 5 on literature.

History (acceptable score 3 to 5)

U.S.: Credit for [HST 111, 112](#) (6 hours)

Physics (acceptable score 3 to 5)

Test C (mechanics): Credit for [PHY 181](#) and 183 (5 hours).

Psychology (acceptable score 3 to 5)

Credit for [PSY 111](#) (4 hours).

Statistics (acceptable score 3 to 5)

Credit for [STA 261](#) (4 hours). Some major programs will require a higher level statistics course.

College Credit Plus

Eligible students can take a course and earn high school and college credit that appears on both their high school and college transcripts. Teachers who teach a College Credit Plus course in a high school must receive professional development and be an adjunct professor at a college or university. All courses offered through College Credit Plus—even courses offered in the high school—must be the same course that the college offers. The course must apply to a degree or professional certificate. Students interested in enrolling in College Credit Plus should attend, with their parent/guardian, the informational meeting held during the month of February. These meetings are held in the media center and offer insight into the advantages and disadvantages of participating in the program, as well as the process that parents/students must follow to receive the credit. College representatives will be at the meeting to answer individual questions about their offerings and will have applications for participation on hand for parents/students.

Program Eligibility:

1. Parents and students must sign a form indicating they received the appropriate counseling regarding College Credit Plus and that they understand the responsibilities of the program by April 1st, previous year.
2. To be eligible the student must meet the College Credit Plus requirements as posted by the college.
3. Students must apply to the college by their posted deadline and be officially accepted by the college.
4. Must meet class registration deadlines during the actual class period with the actual teacher

Note: Students may be charged a fee if taking classes off the high school campus or at a private college

Note: All CCP Textbooks will be purchased by WHHHS, are property of WHHHS, and must therefore be returned to WHHS at the end of the semester..

CREDIT FLEXIBILITY

Credit Flexibility shifts the focus from seat time to performance.

Students can earn units of high school credit based on an individually approved credit flexibility plan.

The intent of credit flexibility is to meet increased expectations for high school graduation in response to globalization and technology and to meet the demand for 21st century skills.

Students can earn credit by:

- 1) Completing standard coursework;
- 2) Showing mastery of course content;
- 3) Pursuing an educational option and/or individually approved option and/or;
- 4) Any combination of the above items.

Credit flexibility applications will be available in April through the guidance department.

We strongly suggest that students interested in Credit Flexibility should meet with their counselor.

Each guidance counselor will be able to help with the Credit Flexibility option.

SUMMER SCHOOL

Harrison High School offers educational opportunities during the summer months. Students may take both initial and recovery credit for most classes during the summer months through online EDGENUITY offerings. Specific summer school information is available in the Guidance Office each spring.

Any student that fails part OR all of a core class must enroll in summer school. If the student fails to complete the deficient credit(s) in summer school, they will be placed on Social Probation until the deficient credit(s) are completed.

WORK STUDY

Students have the opportunity to earn up to 2 elective credits each year by participating in work study. Students have to complete a specific amount of paid or volunteer hours and complete monthly supervisor evaluations to earn credit. Students can stop by the Guidance Office for more information.

NAVIANCE

All students have access to the college and career education program called Naviance. There are several uses that students and their parents can use Naviance to aide in their career planning and execution of their career plan. With Naviance, students and parents can do the following things:

2. *Get involved in the planning and advising process*- Complete online surveys and explore next steps for planning future goals.
3. *Research careers*- Research hundreds of careers and career clusters, and take career assessments.
4. *Create plans for the future*- Create goals and to-dos, and complete tasks assigned to you by the school to better prepare yourself for your future college and career goals.
5. *Research colleges*- In the future, compare GPA, standardized test scores, and other statistics to actual historical data from our school for students who have applied and been admitted in the past. Juniors and Seniors also have the option to sign up for college representative visits at Harrison through this program.
6. *College applications*- College applications and tracking will also be done through Family Connection, where students can request letters of recommendation from teachers, track deadlines, track transcripts sent, and much more!
7. *Scholarships*- This program also offers a wide-range of college scholarship resources which are available to seniors. The resources range from the National Scholarship Match program (partnered with Sallie Mae) to our local scholarship postings.
8. *ACT preparation software*- Students will be able to access ACT preparation software that works with their individual strengths and weaknesses.

All students will participate in an exciting, year-long career education curriculum provided through the Naviance software with their homeroom teacher. Through this program we hope to better achieve our district’s goal of all students successfully growing both academically and socially through mentor relationships.

CAREER EDUCATION PROGRAMS

Students who wish to enroll in the Great Oaks Career Development program should meet the criteria for junior status for next school year and be eligible to graduate with their class. Each applicant will be given individual consideration.

Requirements needed by the end of sophomore year:

| | |
|--|------------|
| English..... | 2 credits |
| Math..... | 2 credits |
| Science..... | 1 credit |
| Social Studies..... | 1 credit |
| PE..... | 1/2 credit |
| Health..... | 1/2 credit |
| Financial Literacy requirement must be met | |

If a full-time Great Oaks student decides to return to Harrison High School for his/her senior year, it is understood that the requirements for graduation under a regular academic program must be fulfilled.

One and two year career programs are available and result in career/technical certification and include job placement assistance. This student is free at the end of the day to return to Wm. Henry Harrison High School to participate in any extracurricular activity for which he/she is eligible. Credits will vary depending on the program selected.

Great Oaks academic courses in math, science, English, and social studies are comparable to those offered at Harrison High School, and are taught by State certified instructors. Qualified students may take Post-Secondary Option courses on the campus during their senior year. Successful completion provides up to 26 transcribed credits from Hocking College. These credits may be transferred to any other public college in Ohio.

Applications are accepted beginning in January and notification of acceptance begins February 15 of each year.

Additional facts to know regarding Career Campus Programs:

1. Some programs require students to buy personal tools and uniforms. Costs may range from \$30.00 to \$400.00. Time payment plans and financial assistance are available.
2. Applications are made through the home school counselor. Orientation sessions will be held and a visitation day is scheduled prior to the enrollment deadline. Parents are invited to attend the Diamond Oaks Open House in January.
3. A student may select a first and second choice program on their application. The Great Oaks personnel evaluate all information on each application.
4. Students are encouraged to apply for acceptance into their program of choice in January. Students applying late may be disappointed because their first choice program is already at full enrollment. If enrollment is full in the program a student selects, the student will be placed on a waiting list.

GREAT OAKS CAREER PATHWAYS

The letters following the career major indicate the campus or campuses where it is offered:

- Di = Diamond Oaks
- La = Laurel Oaks
- Li = Live Oaks
- Sc = Scarlet Oaks

Career majors preceded by (*) are senior only programs.

Career majors preceded by (+) are exclusively for students with disabilities and a current Individualized Education Plan (IEP).

Career majors preceded by (x) are programs sponsored by Great Oaks in affiliate schools.

AUTOMOTIVE AND POWER TECHNOLOGY

Agricultural/Industrial/Diesel Mechanics - La
Automotive Technology – Di, La, Li, Sc
Aviation Maintenance Technician – La
Industrial Diesel Mechanics – Sc

+Hotel Operations – Sc
Law Enforcement – Sc
+Restaurant Operations – La, Li
*Teaching Professions - Di, La, Li, Sc

BUSINESS TECHNOLOGY AND MARKETING

Business Management & Administrative Services–
Di, La, Li, Sc
E-Marketing – Li, Sc
*x Marketing Co-Op – Li
* Sales and Marketing – Di, Li

ENVIRONMENTAL SCIENCE AND AGRICULTURE

Animal Science and Management – Li
Equine Science and Management – Di, La
+Horticulture Operations – Di
Natural Resources Technology – Di, La
Veterinary Assistant - Di

COMMUNICATIONS TECHNOLOGY

Digital TV Production Technician – Sc

HEALTH

Biotechnology/Forensic Science – Di, Sc
Dental Assisting – Sc
Health Technology – Di, La, Li, Sc
Secondary Practical Nursing – La, Sc
Sports Rehabilitation Therapy – Sc
Surgical Assisting - Sc

CONSTRUCTION AND MAINTENANCE

Commercial and Residential Electricity – Di, Sc
Construction Framing and Finishing Tech –
Di, Li, La, Sc
Heating, Ventilating & Air Conditioning – Di, Li
Heavy Equipment Operations & Engineering - Li
Harrison – La, Sc
Plumbing - Sc

INDUSTRY

Computer Assisted Drafting – Di, Li
Engineering Technologies & Robotics – Sc
Pre-Engineering Technology – Di, La, Li, Sc
*Welding - Sc

CONSUMER AND COMMUNITY SERVICES

Chef Training – Di
Cosmetology - Di, La, Li, Sc
Culinary Arts and Hospitality Services – Sc
Early Childhood Education – Di, La, Li, Sc
Firefighting/Emergency Medical Service – Sc
Food Product Processing – La

INFORMATION TECHNOLOGY

Computer Service Technician & Networking –
Di, La, Li, Sc
Interactive Media-Di, La, Li, Sc

If the career major a student wishes to enroll in is not offered at the nearest campus, he or she may attend the campus where it is offered.

ENROLLMENT STANDARDS

The Great Oaks Institute of Technology and Career Development has established Enrollment Standards for all career majors. The standards, which are based on employer expectations and the demands of the various curricula, are listed in the description for each career major.

ENGLISH DEPARTMENT FLOW CHART

| | | | | | | |
|--|---|--|---|--|---|--|
| Advance College Preparatory Sequence | | | | | | |
| English 9 ADV (one credit full year) | ➡ | English 10 ADV (one credit full year) | ➡ | AP Language & Composition (one credit full year) | ➡ | AP Literature & Composition (one credit full year) |
| College Preparatory Sequence | | | | | | |
| English 9 CP (one credit full year) | ➡ | English 10 CP (one credit full year) | ➡ | English 11 CP (one credit full year) | ➡ | English 12 CP (one credit full year) |
| Ohio Core Minimum Sequence | | | | | | |
| English 9 (one credit full year) | ➡ | English 10 (one credit full year) | ➡ | English 11 (one credit full year) | ➡ | English 12 (one credit full year) |
| Semester Course English Electives | | | | Non Departmental Electives | | |
| Speech (10,11,12) Contemporary Fiction (10,11,12) Creative Writing (10,11,12) Creative Writing ADV (10,11,12) ACT/SAT Prep (11,12) Classical Mythology (9,10,11,12) | | | | Yearbook (9,10,11,12) – APPLICATION REQUIRED | | |

ENGLISH

There is a minimum of twenty-five (25) students that must be registered for a specific course in order for that course to be offered for the 2017/2018 school year.

Ninth Grade

| | | |
|---------------------------------|---|--------------------|
| <u>English 9</u> <u>1000</u> | 9 | 1 Credit/Full year |
|---------------------------------|---|--------------------|

This course is designed to improve reading and writing skills of ninth grade students. The course explores reading of high interest short stories, poetry, novels, plays, and non-fiction. Students will write journals, personal narratives, and essays about the literature they read.

| | | |
|------------------------------------|---|--------------------|
| <u>English 9 CP</u> <u>1004</u> | 9 | 1 Credit/Full year |
|------------------------------------|---|--------------------|

This course, geared toward students who plan to pursue post-high school education, deals with reading and interpreting short stories, drama, poetry, epics, novels, and non-fiction. Readings will provide the basis for composition dealing with analysis of the literature, as well as personal reactions and interpretations.

| | | |
|-------------------------------------|---|--------------------|
| <u>English 9 ADV</u> <u>1005</u> | 9 | 1 Credit/Full year |
|-------------------------------------|---|--------------------|

This course is designed to challenge students in the areas of reading, writing and vocabulary. This course is also a preparation for the AP exam students may take in their senior year. Students will learn critical thinking skills, make inferences about literature, write and speak effectively and increase their vocabulary. The rigorous study found in this course is designed to prepare students for college studies in addition to standardized tests, such as the ACT and SAT.

| | | |
|--|---|--------------------|
| <u>English 9 SKILLS</u> <u>0700</u> | 9 | .5 Credit/Semester |
|--|---|--------------------|

This semester course is an elective and will help students improve overall reading fluency and comprehension. In addition, students will work on decoding and phonics strategies, vocabulary acquisition, interpretation and analysis of informational text and literature, and strategies to improve writing. Students will be placed in the course based on teacher recommendation and MAP scores. This course is a supplement to the English 9 core course.

**NOTE: TEACHER RECOMMENDATION REQUIRED FOR PLACEMENT IN
ENGLISH 10, 11, AND 12 CP and ADV**

Tenth Grade

| | | |
|----------------------------------|----|--------------------|
| <u>English 10</u> <u>1006</u> | 10 | 1 Credit/Full year |
|----------------------------------|----|--------------------|

This course is designed to further improve reading ability by focusing on themes involved in world literature. Students will read and respond to literature from different genres and cultures.

English 10 CP 10 1 Credit/Full year
1040

This course, designed for students planning to attend post-secondary education, explores the literature of other countries and cultures. Students will practice and enhance their composition skills by responding to the literature and to personal experience.

English 10 ADV 10 1 Credit/Full year
1150

*Admission to this program is based on the recommendation of the freshman teacher, a “B” average or better in present class, and if necessary, a usage test and/or a writing assessment.

This course is designed to challenge students in the areas of reading, writing and vocabulary. This course is also a preparation for the AP exam students may take in their senior year. Students will learn critical thinking skills, make inferences about literature, write and speak effectively and increase their vocabulary. The rigorous study found in this course is designed to prepare students for college studies in addition to standardized tests, such as the ACT and SAT.

English 10 SKILLS .5 Credit/Semester
0710

This semester course is an elective and will help students improve overall reading fluency and comprehension. In addition, students will work on decoding and phonics strategies, vocabulary acquisition, interpretation and analysis of informational text and literature, and strategies to improve writing. Students will be placed in the course based on teacher recommendation. This course is a supplement to the English 10 core course.

Eleventh Grade

English 11 11 1 Credit/Full year
1151

This course is designed to continue improving reading skills while introducing students to American authors, covering the Colonial, Revolutionary, Romantic, Realistic, and Modern Periods. Readings will provide the basis for compositions which emphasize literary analysis and personal reflection.

English 11 CP 11 1 Credit/Full year
1152

This course examines American fiction, nonfiction, poetry, and drama. Improving writing and grammar skills, as well as improving vocabulary to prepare students for college, are also aims of this course.

AP English Language and Composition 11 1 Credit/Full year
1650

*Admission to this program requires the recommendation of an English teacher, an A- in CP or a B- average in Adv English. This course requires the completion of a summer reading list consisting of 3-4 books.

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. **This course is eligible for CC+ credit as ENG 102-Basics of Composition (3hours) and ENG 106-Intermediate Composition (3hours)**

AP Capstone Seminar
1660

10, 11, 12

1 Credit/Full year

*Admission to this program requires the recommendation of an English teacher, an A- in CP or a B- average in Adv English.

The *AP Capstone Seminar* is the first year of a two-year *AP Capstone Program*. (Note the second year is not mandatory). The *general* topic of the Seminar is global studies. The *specific* topics are those global issues of interest to students – for example, global warming, pollution, terrorism, nuclear arms control, immigration, etc. The goal of the course is to develop students’ skills – in particular, their capacity to analyze and evaluate non-fiction texts; communicate orally, in writing, and via other media; work collaboratively; reflect on their learning, and do research. All 10th and 11th grade students who take the Seminar are eligible in the following year to take the *AP Capstone Research Project*, which allows students to design, plan and conduct a year-long research-based investigation on a topic of individual interest. The course culminates in a 4,500 to 5,000-word academic paper and prepares students for major research projects in college or thereafter.

Students who complete the Seminar and the Research Project with scores of 3 or higher receive the AP Capstone Certificate, signifying successful performance in those courses. Students who earn scores of 3 or higher on both Capstone courses and on four additional AP exams of their choosing receive the AP Capstone Diploma.

Twelfth Grade

English 12
1210

12

1 Credit/Full year

This course is designed to prepare students to read, write, and communicate effectively after high school. It is a general level class for students who may need additional reinforcement in reading and writing. Students will improve reading strategies using both fiction (including novels and short stories) and non-fiction (including newspaper and magazine articles). Students will become more aware of audience and purpose in writing, and will incorporate the writing process while completing several written assignments, including business letters and various compositions. Additionally, students will work collaboratively to improve communication and teamwork skills.

English 12 CP
1184

12

1 Credit/Full year

This is a *reading and writing intensive course* designed to prepare students for any reading and writing experiences they may encounter in college. Students will read and discuss the ideas and attitudes reflected in selected modern novels. In addition, students will improve critical reading techniques. Students will also be challenged to improve their writing techniques through grammar review and by composing several compositions, including personal, persuasive, analytical, and research writing. This is a year-long course.

AP English Literature and Composition
1600

12

1 Credit/Full year

Admission to this program results from the recommendation of the Junior English teacher, an A- in CP or B- average in Advanced English, and if necessary, a usage test and/or a writing assessment.

This course prepares students for the AP exam in English given by the College Board each spring. The purpose of the course is to challenge superior students with **college level work** in order to demonstrate their competence in English. Students successful on the AP exam may receive college credit in English. It is the student’s responsibility to check with prospective colleges and universities regarding methods of awarding credit. **This course requires the completion of a summer assignments/reading.**

The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

Students registered for this AP course will be required to take the appropriate AP Exam in May. AP courses are weighted for purposes of class rank. The exam fee will be collected as a school fee at the beginning of the school year. Students will sign an AP contract prior to enrollment in the class. The \$90 AP exam fee will be in addition to any other fees for this class. Students dropping this course will not be refunded fees due to the cost of purchasing materials for the student prior to the start of the school year. [This course is eligible for CC+ credit as ENG 202-Basics of Literature \(3hours\)](#)

AP English Language and Composition 12 1 Credit/Full year
1650

Admission to this program requires the recommendation of an English teacher, and if necessary, a usage test and writing assessment. This course requires the completion of summer assignments/reading.

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

Students registered for this AP course will be required to take the appropriate AP Exam in May. AP courses are weighted for purposes of class rank. The exam fee will be collected as a school fee at the beginning of the school year. Students will sign an AP contract prior to enrollment in the class. The \$90 AP exam fee will be in addition to any other fees for this class. Students dropping this course will not be refunded fees due to the cost of purchasing materials for the student prior to the start of the school year. [This course is eligible for CC+ credit as ENG 102-Basics of Composition \(3hours\) and ENG 106-Intermediate Composition \(3hours\)](#)

Literature and the Law I 11,12 1 Credit/Full year
1800

This hands-on, project-based English Language Arts class will give you an opportunity to put your reading, writing, and public speaking skills into action. In addition to reading law-related literature, this course will put you into the shoes of a courtroom attorney or witness, where you will prepare an actual court case for trial, ending in an opportunity to participate in the Ohio Mock Trial competition at the Hamilton County Court of Common Pleas. Successful completion of this full year *college-prep* English course can replace your English 11 CP and/or English 12 CP English graduation requirement(s), or serve as an English elective.

Literature and the Law II 12 1 Credit/Full year
1801

Prerequisites- Literature and the Law I

Literature and Law II continues to develop the reading, writing, and public speaking skills presented in Literature and Law I. In addition to reading law-related literature, this course will *require* students to develop an actual court case for the Ohio Mock Trial competition at the Hamilton County Court of Common Pleas. Successful completion of this full year *college-prep* English course can replace your English 12 CP English graduation requirement or serve as an English elective. Literature and Law I is a prerequisite for this class.

English Elective Classes:

English electives: These courses do **not** count toward graduation requirements in English.

| | | |
|---------------------------------------|----------|-------------------|
| <u>Public Speaking</u> <u>1190</u> | 10,11,12 | ½ Credit/Semester |
|---------------------------------------|----------|-------------------|

Students will acquire self-confidence and poise while developing speech communication skills. Each student will be provided the opportunity to improve speaking skills through a variety of speaking assignments, including formal speeches and media speaking. This is a one-semester course. **This course is eligible for CC+ credit as SPE 201-Public Speaking (3hours)**

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|--|----------|-------------------|
| <u>Creative Writing</u> <u>1160</u> | 10,11,12 | ½ Credit/Semester |
|--|----------|-------------------|

This course is designed as an introduction to creative writing. This course is broken in half, devoting one-half to poetry and one-half to short stories. Students will be expected to submit various pieces of writing weekly, followed by revision and the completion of a writing portfolio.

| | | |
|--|----------|-------------------|
| <u>Creative Writing ADV</u> <u>1161</u> | 10,11,12 | ½ Credit/Semester |
|--|----------|-------------------|

*Prerequisite – Creative Writing

This course is designed for students who wish to publish their own pieces of writing or to further their skills for college. Students will create manuscripts for contests and publication in literary magazines. The class will also publish a school literary magazine that will celebrate the writing of all staff and students at Harrison High School.

| | | |
|--|----------|-------------------|
| <u>Contemporary Fiction</u> <u>1702</u> | 10,11,12 | ½ Credit/Semester |
|--|----------|-------------------|

John Green, Chris Crutcher, Laurie Halse Anderson. Authors of young adult literature can spark and sustain the love of reading by capturing what it's like to be a teenager in a variety of settings. This course focuses on popular, thought-provoking novels written for young adults. Students explore relevant issues faced by teens by reading, writing, and discussing high-quality literature (seven to ten novels per semester). Anyone who loves to read, enjoys being challenged, and values the sharing of opinions and ideas should certainly make room for this in his/her schedule.

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|------------------------------------|----------|-------------------|
| <u>ACT/SAT Prep</u> <u>1707</u> | 10,11,12 | ½ Credit/Semester |
|------------------------------------|----------|-------------------|

This course is designed for students who would like to sharpen their test preparation skills. It is a required course for juniors or seniors **not** attending the career center or **not** enrolled in an administrative approved career track program. This requirement is designed to meet Ohio's College or Career Standards and prepare students for the required Ohio ACT test requirement.

Students will be guided through a program designed to help them become familiar with the concepts and types of questions given on both the ACT and the SAT tests. Students will work individually and with the class to develop testing skills and strategies. The Language Arts part of the course consists of vocabulary, reading strategies, and essay writing. The mathematics part of the course includes topics from Algebra I, Geometry and Algebra II.

Recommended Prerequisites: Algebra I, Geometry, and Algebra II

In this course, students will study about the religion of the ancient Greek and Roman people and the stories associated with it. Since this will look at the myths as cultural phenomenon and part of religion, we will also examine some other preceding and succeeding cultures and religions (Babylonian, Sumerian, Egyptian, Zoroastrian, Judaic, Celtic, Norse, Knights of Charlemagne) to see similarities between them and Greco-Roman myth. This will also allow students to see changes over time in thoughts about myth, belief, and their effects on culture. While this will deal with religion, this course will not promote any one belief or deny the validity of any practiced belief; it is simply meant to show the underpinnings of the form and content of the myths with which many students are already familiar.

Along with looking at myth as religion, we will also examine myth as literature and its literary and linguistic influence. Many of the stories of Greco-Roman mythology lend to us characters and words used throughout Western literature and still used today in English. Therefore, this course will be a good way for students to build vocabulary knowledge and become aware of literary allusions. The ideas put forth in these stories also influence many stories told today in books, film, and other media, and we will discuss some of these analogies as the course progresses.

MATHEMATICS DEPARTMENT FLOW CHART

| | | | | | | |
|--|---|--|---|---|---|---|
| Advanced College Preparatory Sequence | | | | | | |
| Geometry ADV (one credit full year) | ⇒ | Algebra 2 ADV AP Statistics (one credit full year) | ⇒ | PreCalculus ADV (one credit full year) | ⇒ | AP Calculus (one credit full year) |
| College Preparatory Sequence | | | | | | |
| Algebra 1 CP (one credit full year) | ⇒ | Geometry CP (one credit full year) | ⇒ | Algebra 2 CP (one credit full year) | ⇒ | Statistics PreCalculus (one credit full year) |
| Ohio Core Minimum Sequence | | | | | | |
| Algebra 1 (one credit full year) | ⇒ | Geometry (one credit full year) | ⇒ | Algebra 2 (one credit full year) | ⇒ | Statistics Math Applications (one credit full year) |

NOTE: Students must complete the math course sequence through Algebra 2 to meet graduation requirements.

Algebra 2 11,12 1 Credit/Full year
3040

*Prerequisite – Algebra 1 and Geometry

Essentially the same content as Algebra CP but at a more deliberate pace. Purchase of a graphing calculator is strongly recommended.

Algebra 2 CP 10,11,12 1 Credit/Full year
3050

*Prerequisite – Algebra 1/CP and Geometry (Algebra 2 CP may be taken concurrently with Geometry)

This course includes an expansion of topics introduced in Algebra 1 plus new topics such as rational exponents and right triangle trigonometry, systems of equations, and complex numbers. Purchase of a graphing calculator is strongly recommended.

Algebra 2 ADV 10 1 Credit/Full year
3045

*Prerequisite –Geometry ADV and Teacher recommendation.

This course will cover all of the material normally presented in Algebra 2 CP at a pace geared toward preparing the student to take AP Calculus AB as a senior. TI 83/84/+ graphing calculator required.

Pre-Calculus 11,12 1 Credit/Full year
3060

*Prerequisite – C average or better in Algebra 2 and Geometry

This is the fourth year course for students who possess high ability in math and/or plan to pursue math or science in college. Includes work with various types of functions, trigonometry, analytic geometry (conic sections), probability, and an introduction to calculus. TI 83/84 graphing calculator required.

Pre-Calculus ADV 11 1 Credit/Full year
3065

*Prerequisite –Algebra 2 ADV and Teacher recommendation.

This course will cover all of the material normally presented in Pre-Calculus at a pace geared toward preparing the student to take AP Calculus AB as a senior. TI 83/84/+ graphing calculator required. This course is approved for the Dual Credit program through the University of Cincinnati. **This course is eligible for CC+ credit as MATH 220-PreCalculus (4hours)**

Calculus 12 1 Credit/Full year
3070

*Prerequisite – Pre Calculus

Calculus includes further work on various functions, differential, and integral calculus, and analytic geometry. Students may take the Calculus AP exam at their own expense and obtain college credit for this course if they score high enough. TI 83/84 graphing calculator required. **This course is eligible for CC+ credit as MATH 241-Calculus 1 (4hours)**

AP Calculus AB 12 1 Credit/Full year
3071

*Prerequisite: B average in Pre Calculus ADV, A average in Pre-Calculus and AP Calculus Teacher recommendation

This is an AP course. Students may take the Calculus AB AP exam. TI 83/84 graphing calculator required.

Students registered for this AP course will be required to take the appropriate AP Exam in May. AP courses are weighted for purposes of class rank. The exam fee will be collected as a school fee at the beginning of the school year. Students will sign an AP contract prior to enrollment in the class. The \$90 AP exam fee will be in addition to any other fees for this class. Students dropping this course will not be refunded fees due to the cost of purchasing materials for the student prior to the start of the school year. [This course is eligible for CC+ credit as MATH 241-Calculus 1 \(4hours\)](#)

Math Applications 12 1 Credit/Full year
3080

*Prerequisite – Algebra 1, Geometry, Algebra 2

This course is designed for those seniors who are college bound but need to improve their mathematics skills and understanding. The course covers many algebra topics with a more concrete and numerical approach. This course is NOT designed for the student who took Pre Calculus. Scientific calculators are required for this course.

Statistics 11,12 1 Credit/Full year
3600

*Prerequisite – Algebra 1, Geometry, Algebra 2

This course is designed for juniors and seniors interested in math and/or business. Students will be introduced to the basic concepts of probability and statistics. It will also explore the real world applications of statistics. TI-83/86 Graphing Calculator furnished for student use.

AP Statistics 10,11,12 1 Credit/Full year
3601

*Prerequisite – B average in Algebra 1 and teacher recommendation. Statistics is NOT a prerequisite.

Students will be taught major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics include four major themes: 1) exploring data (histograms, stem plots, boxplots, mean standard deviation, etc.); 2) sampling and experimentation; 3) anticipating patterns; and 4) statistical inferences (using data from a sample to make decisions about a population). Students will take the AP exam given in early May. Highly capable, hardworking math students can take this class in addition to Calculus. TI 83/84 graphing calculator required. [This course is eligible for CC+ credit as MATH 226-Elementary Math Statistics \(3hours\)](#)

SCIENCE DEPARTMENT FLOW CHART

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|---|---|--|---|--|---|--|
| Advanced College Preparatory Sequence | | | | | | |
| Biology ADV (one credit full year) | ➡ | Chemistry (one credit full year) | ➡ | Physics (one credit full year) | ➡ | AP Electives See Below |
| College Preparatory Sequence | | | | | | |
| Biology CP (one credit full year) | ➡ | Chemistry (one credit full year) | ➡ | Physics (one credit full year) | ➡ | AP Electives (one credit full year) Electives See Below |
| Ohio Core Minimum Sequence | | | | | | |
| Biology (one credit full year) | ➡ | Physical Science (one credit full year) | ➡ | Physical Geology (one credit full year) | ➡ | Electives See Below |
| Full Year Course Science Electives (1 credit/full year) | | | | Semester Course Science Electives (1/2 credit/semester) | | |
| AP Biology AP Chemistry AP Physics 1 AP Physics 2 AP Physics C:Mechanics Human Body Systems Medical Interventions Biomedical Innovations | | | | Astronomy Anatomy & Physiology Forensic Science | | |

SCIENCE

There is a minimum of twenty-five (25) students that must be registered for a specific course in order for that course to be offered for the 2016/2017 school year.

The goal of the Science Department at William Henry Harrison High School is to ensure that every graduate will have taken a core curriculum that will meet criteria as described by the Ohio CORE and provide a basis for future life educational experiences. All students must meet a **3-CREDIT OR MORE REQUIREMENT**.

ORC §3313.603(C)(5) requires students to earn three units with inquiry-based laboratory experience that engages students in asking valid scientific questions and gathering and analyzing information. This includes the following or its equivalent:

- One unit of life science (biology)
- One unit of physical science (physical science **or** chemistry & physics)
- One unit of advance study in science chosen from various electives

| | | |
|-------------------------------------|------|--------------------|
| <u>Biology</u> <u>4021</u> | 9,10 | 1 Credit/Full year |
| <u>Fulfills Biology requirement</u> | | |

This course is an Ohio CORE course that is considered college prep. All Ohio Academic Content Standards in Biology will be covered.

| | | |
|-------------------------------------|---|--------------------|
| <u>Biology CP</u> <u>4020</u> | 9 | 1 Credit/Full year |
| <u>Fulfills Biology requirement</u> | | |

This course is an Ohio CORE course that is considered college prep. All Ohio Academic Content Standards in Biology will be covered.

| | | |
|-------------------------------------|---|--------------------|
| <u>Biology ADV</u> <u>4022</u> | 9 | 1 Credit/Full year |
| <u>Fulfills Biology requirement</u> | | |

This college-prep biology course will cover all Ohio CORE Standards in biology. Emphasis will be placed on diversity of life and various interactions in the biosphere. 9th graders will need to demonstrate readiness based on a placement data and Jr. School Teacher recommendation.

| | | |
|--|----|--------------------|
| <u>Physical Science</u> <u>4082</u> | 10 | 1 Credit/Full year |
| <u>Fulfills Physical Science requirement</u> | | |

This year long course is designed to fulfill the physical science requirement of the core curriculum. Students in the course will study forces and motion (physics), in addition to matter and its changes (chemistry). This class is not meant for college-prep students.

| | | |
|--|----|--------------------|
| <u>Physical Science CP</u> <u>4082</u> | 10 | 1 Credit/Full year |
| <u>Fulfills Physical Science requirement</u> | | |

This year long course is designed to fulfill the physical science requirement of the core curriculum. Students in the course will study forces and motion (physics), in addition to matter and its changes (chemistry). This class is meant for college-prep students looking to pursue a college major not in the science field.

| | | |
|---------------------------------|----------|--------------------|
| <u>Chemistry</u> <u>4031</u> | 10,11,12 | 1 Credit/Full year |
|---------------------------------|----------|--------------------|

This course is designed to examine the basic concepts of chemistry at a college prep pace and enhanced depth. It is an intense course requiring a strong math background. Chemistry also provides an opportunity to develop thinking skills valuable in the study of science. Most nursing programs require a year of high school chemistry. Calculators are required. This course is weighted.

| | | |
|-------------------------------|----------|--------------------|
| <u>Physics</u> <u>4100</u> | 10,11,12 | 1 Credit/Full year |
|-------------------------------|----------|--------------------|

This course is designed to examine the basic concepts of physics at a college prep pace and enhanced depth. This course should enhance a student's problem solving skills and provide a solid understanding of the laws of motion, thermodynamics, waves, electricity, and magnetism. Calculators are required. This course is weighted.

Science Elective Year Long Classes:

| | | |
|----------------------------------|-------|--------------------|
| <u>AP Biology</u> <u>4200</u> | 11,12 | 1 Credit/Full year |
|----------------------------------|-------|--------------------|

*Prerequisite – B average in Biology ADV or A average in Biology CP, Chemistry and Teacher recommendation

This course is designed for the advanced student with a strong interest in biology. Topics typically covered in first-year college biology classes will be covered including genetics, botany, comparative anatomy, physiology, and current issues in science. This course is weighted.

Students registered for this AP course will be required to take the appropriate AP exam in May. AP courses are weighted for purposes of class rank. The exam fee will be collected as a school fee at the beginning of the school year. Students will sign an AP contract prior to enrollment in the class. The \$90 AP exam fee will be in addition to any other fees for this class. Students dropping this course will not be refunded fees due to the cost of purchasing materials for the student prior to the start of the school year.

| | | |
|------------------------------------|-------|--------------------|
| <u>AP Chemistry</u> <u>4032</u> | 11,12 | 1 Credit/Full year |
|------------------------------------|-------|--------------------|

*Prerequisite – Student must have earned a grade of “B” or higher in Chemistry, and Teacher recommendation

This course is designed for the advanced student. Topics typically included in first-year college courses will be covered. There will be a strong lab content including qualitative analysis. Students entering medicine or chemical engineering should be well prepared for their first semester of college chemistry. Current issues in science and technology will also be discussed. Students will take the AP Chemistry Exam in May. This course is weighted.

Students registered for this AP course will be required to take the appropriate AP exam in May. AP courses are weighted for purposes of class rank. The exam fee will be collected as a school fee at the beginning of the school year. Students will sign an AP contract prior to enrollment in the class. The \$90 AP exam fee will be in addition to any other fees for this class. Students dropping this course will not be refunded fees due to the cost of purchasing

materials for the student prior to the start of the school year. [This course is eligible for CC+ credit as CHM 216-General Chemistry 1 \(4hours\) and CHM 217-General Chemistry 2 \(4hours\)](#)

AP Physics C: Mechanics
4150

11, 12

1 Credit/Full year

*Prerequisite – B in Physics, Calculus or Pre-Calculus Advanced enrollment and Teacher recommendation

This course is designed for the advanced student with a strong interest in physics. Physics 2 will be a continuation of Physics 1 with topics explored in greater depth. Students entering engineering should be well prepared for their first year of college physics. Students will take the AP Physics Exam in May. This course is weighted.

Students registered for this AP course will be required to take the appropriate AP Exam in May. AP courses are weighted for purposes of class rank. The exam fee will be collected as a school fee at the beginning of the school year. Students will sign an AP contract prior to enrollment in the class. The \$90 AP exam fee will be in addition to any other fees for this class. Students dropping this course will not be refunded fees due to the cost of purchasing materials for the student prior to the start of the school year. [This course is eligible for CC+ credit as PHY 201-General Physics \(4 hours\).](#)

AP Physics 1
4151

11,12

1 Credit/Full year

*Prerequisite – B in Physics, Calculus or Pre-Calculus Advanced enrollment and Teacher recommendation

AP Physics 1 is a national college-level course in physics. The curriculum for this course is designed by College Board. This course is the equivalent to a first-semester college course in physics which requires the application of algebra, geometry, and trigonometry. In addition, the course places a heavy emphasis on deep understanding of physics concepts and science practices. Students will learn to effectively communicate their understanding of essential physics concepts. The course addresses Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. This course includes a laboratory component to a semester-long, college-level physics laboratory. Students will spend approximately 25 percent of instructional time engaged in laboratory work. These investigations now foster student engagement in the practice of science through experimenting, analyzing, making conjectures and arguments, and solving problems in a collaborative setting, where they direct and monitor their progress toward an academic goal. Students will take the AP Physics Exam in May. This course is weighted.

Students registered for this AP course will be required to take the appropriate AP Exam in May. AP courses are weighted for purposes of class rank. The exam fee will be collected as a school fee at the beginning of the school year. Students will sign an AP contract prior to enrollment in the class. The \$90 AP exam fee will be in addition to any other fees for this class. Students dropping this course will not be refunded fees due to the cost of purchasing materials for the student prior to the start of the school year. [This course is eligible for CC+ credit as PHY 201-General Physics \(4 hours\).](#)

AP Physics 2
4152

11,12

1 Credit/Full year

*Prerequisite –AP Physics 1

AP Physics 2 is a national college-level course in physics. The curriculum for this course is designed by College Board. This course is the equivalent to a second-semester college course in physics which requires the application of algebra, geometry, and trigonometry. In addition, the course places a heavy emphasis on deep understanding of physics concepts and science practices. Students will learn to effectively communicate their understanding of essential physics concepts. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. This course includes a laboratory component to a semester-long, college-level physics laboratory. Students will spend approximately 25 percent of instructional time engaged in laboratory work. These investigations now foster student engagement in the practice of science through

experimenting, analyzing, making conjectures and arguments, and solving problems in a collaborative setting, where they direct and monitor their progress toward an academic goal.

Students registered for this AP course will be required to take the appropriate AP Exam in May. AP courses are weighted for purposes of class rank. The exam fee will be collected as a school fee at the beginning of the school year. Students will sign an AP contract prior to enrollment in the class. The \$90 AP exam fee will be in addition to any other fees for this class. Students dropping this course will not be refunded fees due to the cost of purchasing materials for the student prior to the start of the school year.

| | | |
|---------------------------------|-------|--------------------|
| <u>Physical Geology</u> 4960 | 11,12 | 1 Credit/Full year |
|---------------------------------|-------|--------------------|

This course explores the interactions and concepts of our geologic environment. If you like fossils, earthquakes, or volcanoes then this course might be a great choice for you. The earth is a dynamic planet that is under constant change. Students will also study minerals, rock types, energy resources and water resources as it relates to the geology of our planet. A pop culture component will also be included.

Science Elective Semester Classes:

| | | |
|--------------------------|------------|-------------------|
| <u>Astronomy</u> 4901 | 9,10,11,12 | ½ Credit/Semester |
|--------------------------|------------|-------------------|

Have you always wanted to look at the stars? This course examines the universe centering on the planets, stars, and galaxies. Harrison High School has its very own telescope so students will have the opportunity to attend star gazing events related to this class. This course will also briefly examine the role of astronomy in pop culture.

| | | |
|---------------------------------------|----------|-------------------|
| <u>Anatomy and Physiology</u> 4250 | 10,11,12 | ½ Credit/Semester |
|---------------------------------------|----------|-------------------|

*Prerequisite – C or better in any Biology course

This course is for students who wish to learn about the structure and function of the human body. Units on the Nervous, Skeletal, Muscular, Digestive, Cardiovascular, Endocrine, and Reproductive systems will be presented. The course cumulates with fetal pig dissection. Certainly this course will be of greatest interest to students considering careers in medical related fields.

| | | |
|---------------------------------|----------|-------------------|
| <u>Forensic Science</u> 4601 | 10,11,12 | ½ Credit/Semester |
|---------------------------------|----------|-------------------|

*Prerequisite - C or better in Biology

Do you enjoy watching CSI, Bones, or NCIS? This course might be for you! The course will explore the history of forensics, methods of investigation, and types of evidence and analysis of crime scene evidence. Analysis of fingerprints, hair, fibers, drugs, soil, blood, and DNA will be an important part of the course. In addition we will study agencies that offer forensic services, labs and explore forensic careers.

Satellite Programs offered by Great Oaks

Project Lead the Way- Project Lead the Way and its rigorous curriculum makes science, technology, math and engineering relevant for students. By engaging in hands-on, real-world projects, students begin to understand how the skills they are learning in the classroom can be applied in everyday life.

Sequence of Project Lead the Way (PLTW) courses:

- Introduction to Engineering Design 2013-2014
- Principles of Engineering (POE) 2014-2015
- Digital Electronics (DE) 2015-2016
- Specialized Engineering Elective 2016-2017
 - Aerospace Engineering
 - Biotechnical Engineering
 - Civil & Architecture Engineering
 - Computer Integrated Manufacturing
 - Engineering Design & Development

Introduction to Engineering Design 9,10,11,12 1 Credit/Full year
4805

Introduction to Engineering Design (IED) is the first course in a sequence of four courses which follows the national Project Lead the Way curriculum. Students use a problem-solving model to improve existing products and invent new ones. They learn how to apply this model to solve problems in and out of the classroom. Using sophisticated three-dimensional modeling software, students communicate the details of the products. Emphasis is placed on analyzing potential solutions and communicating ideas to others.

Principles of Engineering 10,11,12 1 Credit/Full year
4806

*Prerequisite – Introduction to Engineering Design

This introductory course explores the wide variety of careers in engineering and technology and covers various technical systems and manufacturing processes. Using activities, robotics, programming, projects, and problems, students learn first-hand how engineers and technicians use math, science, and technology in an engineering problem-solving environment. The course also addresses concerns about social and political consequences of technological change.

Digital Electronics (DE) 11, 12 1 Credit/Full year
4807

*Prerequisite- Principles of Engineering

This course is the study of electronic circuits that are used to process and control digital signals. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras, and high-definition televisions. The major focus of the DE course is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation.

Aerospace Engineering (AE) 12 1 Credit/Full year
4808

*Prerequisite- IED and POE

Aerospace Engineering provides students with the fundamental knowledge and experience to apply mathematical, scientific, and engineering principles to the design, development, and evolution of aircraft, space vehicles and their operating systems. In the classroom students will engage in creative thinking and problem-solving activities using software that allows students to design, test, and evaluate a variety of air and space vehicles, their systems, and launching, guidance and control procedures. Students will build and test model rockets, gliders, airfoils, robots, wind

turbines, and fiberglass composite samples. Students will also fly a plane in a flight simulator program, complete challenges with robots, and use high-altitude ballooning to understand atmospheric conditions and characteristics

Engineering Design and Development (EDD) 12 1 Credit/Full Year
4810

*Pre-requisites: IED, POE, and DE

This is the Capstone Course for Project Lead the Way Engineering. The knowledge and skills students acquire throughout PLTW Engineering come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing EDD ready to take on any post-secondary program or career. Students are strongly encouraged to register for the Advanced Placement Capstone courses: AP Seminar and AP Research concurrently with EDD.

Biomedical Science Program – The sequence of courses in the Project Lead The Way Biomedical Sciences is a proven program modeled after the PLTW engineering program. This is a rigorous course sequence designed for students who wish to study in one of the medical fields or in advanced science at college. The Biomedical Science program will be a sequence of four courses, all aligned with the appropriate national learning standards:

Principles of Biomedical Science 9**,10,11,12 1 Credit/Full year
4950

* Prerequisite – C or better in Biology ** Freshmen must be enrolled in Biology CP or Advanced

Students explore the concepts of human medicine and are introduced to research processes and bioinformatics. Hands on projects enable students to investigate human body systems and various health conditions, including heart disease, diabetes, sickle-cell disease, hypercholesterolemia and infectious diseases.

Human Body Systems 10,11,12 1 Credit/Full year
4951

*Prerequisite – must have a C or better in Principles of Biomedical Science class as well as a score of 3 or higher on the Principles of Biomedical Science end-of-course exam.

Students examine the processes, structures, and interactions of the human body systems to learn how they work together to maintain homeostasis (internal balance) and good health

Medical Interventions 11,12 1 Credit/Full year
4952

*Prerequisite – must have a C or better in Human Body Systems class as well as a score of 4 or higher on the Human Body Systems end-of-course exam.

Students investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. The course is a “How to” manual for maintaining overall health and homeostasis in the body as students explore: how to prevent and fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose, and treat cancer; and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Lifestyle choices and preventative measures are emphasized throughout the course, as well as the important roles scientific thinking and engineering design play in the development of interventions of the future.

Biomedical Innovations
4953

11,12

1 Credit/Full year

*Prerequisite – must have a C or better in Human Body Systems class as well as a score of 4 or higher on the Human Body Systems end-of-course exam.

In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for health challenges of the 21st century as they work through progressively challenging open-minded problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community

SOCIAL STUDIES DEPARTMENT FLOW CHART

| Advanced College Preparatory Sequence | | | | | | |
|---|---|---|---|---|---|---|
| American History ADV (one credit full year) | ⇒ | AP American Government* (one credit full year) | ⇒ | AP World History (one credit full year) | ⇒ | AP Electives See Below (one credit full year) |
| College Preparatory Sequence | | | | | | |
| American History CP or American History ADV (one credit full year) | ⇒ | American Government CP (one credit full year) | ⇒ | Modern World History CP (one credit full credit) | ⇒ | Electives See Below |
| Ohio Core Minimum Sequence | | | | | | |
| American History CP (one credit full year) | ⇒ | American Government (one credit full year) | ⇒ | Modern World History (one credit full year) | ⇒ | Electives See Below |
| Semester Course Social Studies Electives 10-11-12 (½ credit each) | | | | AP Full Year Course Social Studies Electives 11-12 (1 credit each) | | |
| Ancient World Religions Contemporary World Issues Sociology World War II/Holocaust Cincinnati History | | | | AP United States History AP Psychology AP American Government AP Human Geography | | |

*AP American Government does NOT provide the Financial Literacy requirement that is required by the state. The student must either take American Government CP or an online Financial Literacy course, in addition to the AP Government, to meet the state requirement. The online course has an additional fee.

SOCIAL STUDIES

Students planning on attending a 4 year college are strongly encouraged to take 4 credits of College Prep Social Studies courses.

NOTE: All Social Studies courses will require additional readings, research, and participation in class projects. All CP(College Prep) courses will include more in depth reading, research, and participation as well as quarterly papers.

There is a minimum of twenty-five (25) students that must be registered for a specific course in order for that course to be offered for the 2016/2017 school year.

Ninth Grade

| | | |
|---|---|--------------------|
| <u>American History CP</u> <u>2007</u> | 9 | 1 Credit/Full year |
|---|---|--------------------|

One of these courses is required for graduation. The emphasis in this course will be on historical perspectives from 1877 to the present (economic, social, cultural, political), and the United States' relationships in world affairs. This CP course will require additional research and writing assignments that may include quarterly research papers.

| | | |
|--|---|--------------------|
| <u>American History ADV</u> <u>2006</u> | 9 | 1 Credit/Full year |
|--|---|--------------------|

*Prerequisite - Teacher recommendation

One of these courses is required for graduation. The emphasis in this course will be on historical perspectives from 1877 to the present (economic, social, cultural, political), and the United States' relationships in world affairs. This advanced course will require additional research and writing assignments that may include quarterly research papers.

Tenth Grade

| | | |
|---|----|--------------------|
| <u>American Government</u> <u>2603</u> | 10 | 1 Credit/Full year |
|---|----|--------------------|

The purpose of this course is to introduce students to the theory and practice of American government. We will begin by outlining the broad logic underlying the formation of governments as a solution to collective action problems and then move to a specific focus on the formation and development of American democracy. During the second half of the course, attention will shift to the avenues for public influence on policy. We will conclude with a study of the continuing struggle over both the definition and the extension of civil liberties and rights. Overall, students will be provided real-world applications and given the opportunity to be participants in their local governing bodies (i.e., classrooms, schools, city and county units) to enhance participation and political knowledge.

| | | |
|--|----|--------------------|
| <u>American Government CP</u> <u>2600</u> | 10 | 1 Credit/Full year |
|--|----|--------------------|

*Prerequisite- Teacher recommendation

The purpose of this course is to introduce students to the theory and practice of American government. We will begin by outlining the broad logic underlying the formation of governments as a solution to collective action problems and then move to a specific focus on the formation and development of American democracy. During the second half of the course, attention will shift to the avenues for public influence on policy. We will conclude with a study of the continuing struggle over both the definition and the extension of civil liberties and rights. Overall, students will be provided real-world applications and given the opportunity to be participants in their local governing bodies (i.e., classrooms, schools, city and county units) to enhance participation and political knowledge. CP course will require additional research and writing assignments that may include quarterly research papers

Eleventh and Twelfth Grade

Modern World History CP 11 1 Credit/Full year
2003

Students will concentrate on the social, economic, and political interdependence of World History and its relation to our world's current state of affairs. This CP course will require additional research and writing assignments that may include quarterly research papers.

AP World History 11,12 1 Credit/Full Year
2002

AP World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions. **This course is eligible for CC+ credit as HST 221- World Civilization 1 (3hours) and HST 222- World Civilization 2 (3hours)**

Social Studies Elective Classes:

NOTE: Elective courses may also be taken during the freshman, sophomore, junior or senior years as noted.

AP United States History 10,11,12 1 Credit/Full year
2301

*Prerequisite – B average in American History and Teacher recommendation

Do you want to earn college credit while in High School? Do you like American History? If so, then this class could be a good fit for you. This challenging class requires an interest in American History as well as strong academic abilities, in particular, reading and writing skills. Students spend an entire year learning the social, political, military, diplomatic and economic history of the United States from Christopher Columbus through Barrack Obama. Students will be expected to take the **AP exam** in May. Those students who earn qualifying scores on the AP exam can receive college credit. The class will follow a syllabus, and take examinations that closely mirror those offered in college and on the **AP exam**. Prospective students should be willing to do a small amount of summer homework prior to the actual start of this class.

Students registered for this AP course will be required to take the appropriate AP Exam in May. AP courses are weighted for purposes of class rank. The exam fee will be collected as a school fee at the beginning of the school year. Students will sign an AP contract prior to enrollment in the class. The \$90 AP exam fee will be in addition to any other fees for this class. Students dropping this course will not be refunded fees due to the cost of purchasing materials for the student prior to the start of the school year. **This course is eligible for CC+ credit as HST 201-US History 1 (3hours) and HST 202-US History 2 (3hours)**

AP Psychology 11,12 1 Credit/Full year
2305

* Prerequisite – B average in American History, Biology completed, and Teacher recommendation

More than two million students take the AP exams for college credit or advanced standing. Why not you? A major cause of boredom at school is due to a lack of variety. Human beings have a need for changes of stimulation. AP Psychology could be that change of stimulation for you, and your course load. The AP program offers a course and exam in Psychology to qualified students who wish to complete studies in high school similar to an introductory level college Psychology course. The course will be geared towards the behavior and mental processes of humans

(and animals) as well as the psychological facts, principles, and phenomena associated with each of its major subfields. AP students will take the AP exam in May. Students registered for this AP course will be required to take the appropriate AP Exam in May. AP courses are weighted for purposes of class rank. The exam fee will be collected as a school fee at the beginning of the school year. Students will sign an AP contract prior to enrollment in the class. The \$90 AP exam fee will be in addition to any other fees for this class. Students dropping this course will not be refunded fees due to the cost of purchasing materials for the student prior to the start of the school year. **This course is eligible for CC+ credit as PSY 200-General Psychology (3hours)**

AP American Government 11,12 1 Credit/Full Year
2601

*Prerequisite – B average in American History and Teacher recommendation

Do you want to earn college credit while in High School? Do you have interest in discussing political issues of the day? In this course, the emphasis will be on the American political system, economics, and behavioral sciences. AP students will take the AP exam in May.

Students registered for this AP course will be required to take the appropriate AP Exam in May. AP courses are weighted for purposes of class rank. The exam fee will be collected as a school fee at the beginning of the school year. Students will sign an AP contract prior to enrollment in the class. The \$90 AP exam fee will be in addition to any other fees for this class. Students dropping this course will not be refunded fees due to the cost of purchasing materials for the student prior to the start of the school year. **This course is eligible for CC+ credit as POS 204-Political Science (3hours)**

*****AP American Government does NOT provide the Financial Literacy requirement that is required by the state. The student must either take American Government CP or an online Financial Literacy course to meet the state requirement. The online course has an additional fee.

AP Human Geography 9,10,11,12 1 Credit/Full Year
2300

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

Cincinnati History 9,10,11,12 ½ Credit/Semester
2910

Have you ever stood behind home plate at Great American Ballpark? Do you want to? Is Music Hall really haunted? Did you know that there is a secret subway system under the streets of Cincinnati? Did you know that there are secret tunnels under the streets of Harrison? What do flying pigs have to do with Cincinnati? Come explore the history of the Queen City and find the answers to these questions and many more. This half year course is open to all students and focuses on the history of the city of Cincinnati and its surrounding areas. This course will include guest speakers and field trips to places such as Great American Ball Park and the Cincinnati Museum Center. Check out the class wiki at www.bairdspot.wikispaces.com

Sociology
2915

9,10,11,12

½ Credit/Semester

This is a half year course open to all students that will introduce the basic concepts of the study of society and society's impact on the individual. Throughout the semester, students will examine how things like race, gender, and class affect their lives and the lives of those around them. Societal problems like poverty, discrimination, crime, populations, and problems with the family and at work will also be covered as all of these problems could affect the students within the school.

World War II/Holocaust
2930

9,10,11,12

½ Credit/Semester

This is a half year course open to all students that covers in more detail the war that made what many historians have called the "Greatest Generation." World War II is covered during the 10th grade history, but this course focuses solely on the war that was the most devastating, cataclysmic and world changing in all of history. But the Greatest Generation will not last forever since the youngest WWII veteran is approximately 88 years old. The hope is that this class will teach you enough history to be able to appreciate the extreme sacrifices that these men, women and their families made to keep the world free and stop the spread of the evil intentions of Nazi Germany and Imperial Japan. Students will examine the reasons why the war started, the war effort and how each country contributed to the end of this devastating war. A primary focus will be on the Holocaust and the importance that this event had during the war and the impact that it had on the years after the war had ended. The course will involve written assignments, video clips, readings, technology usage and veteran interview projects. There are possible field trips to various WWII historical museums in the area.

Ancient World Religions
2800

9,10,11,12

½ Credit/Semester

The course examines the historical evolution, the fundamental doctrines and beliefs, the practices, institutions and cultural expressions of religious traditions. The course also deals with some of the essential differences and similarities which exist among each religious tradition, and points to the uniqueness of each of them. Goals for students enrolled in this course are 1) to develop the ability to think both empathetically and critically about conflicting religious claims, and 2) to gain knowledge of the history and culture of several major religious traditions.

Contemporary World Issues
2005

10,11,12

½ Credit/Semester

If you have an interest in what is happening in the world around you, this is the class for you. This semester class is unique as many of its topics actually develop as the days and weeks pass! Current events from around the world and the United States are discussed and studied on a daily basis. Rather than learning from a textbook, students will have access to a weekly news magazine subscription in addition to other news articles to use as their guide to class discussions. This class requires you to be willing to read about and talk about topics both in small groups and in front of class. Prospective students also should be willing to write small essays or topic papers that are developed in class.

ART

Portfolio Prep-Advanced Art is the only full-year course, designed for those with interest in furthering their education in art following high school. The additional courses consist of eight semester offerings for those who have interest in taking a half-year course in a more specific area of art.

Students enrolled in all levels of art will be encouraged to participate in art contests and exhibits. Courses taken in this area will count toward the Fine/Practical Arts requirement for graduation as well as the Fine Arts requirement for Ohio colleges and universities.

There is a minimum of twenty-five (25) students that must be registered for a specific course in order for that course to be offered for the 2016/2017 school year.

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| <u>Art 1-Beginning Art</u> <u>8000</u> | 9,10,11,12 | ½ Credit/Semester |
|---|------------|-------------------|

This is an introductory course for students to be introduced to and refine art skills in drawing, painting, design, printmaking and sculpture. Students will be taught artistic techniques using various art media, including but not limited to water colors, tempera paint, printing ink, and drawing pencils. This is a studio based experience, a production based class, where drawing and design skills will be the major focus. In addition to creating art work, students will have the opportunity to expand their understanding of art concepts, vocabulary, techniques, art history, and art criticism. Historical and Contemporary art will be explored as inspiration for student work. Students will be introduced to art professional and art careers. **Passing this course is a requirement in order to take additional classes in the art department.**

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|--------------------------------|------------|-------------------|
| <u>Art 2- Intermediate Art</u> | 9,10,11,12 | ½ Credit/Semester |
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*Prerequisite –Beginning Art

This semester long course is designed for students to gain a deeper knowledge and understanding of art media and techniques. It expands upon the base knowledge and art making of Art 1-Beginning Art. The student will be encouraged to create a personal voice and style in their art work. In addition to drawing and painting students will gain experience in depth study in art history, art criticism, with an emphasis on writing and reflecting on their own art as well as contemporary artists.

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| <u>Portfolio Prep- Advanced Art</u> <u>8400</u> | 11,12 | 1 Credit/Full year |
|--|-------|--------------------|

*Prerequisite – Art 1, Art 2, and 2 elective art courses

This exciting and rigorous course is designed for the serious art student that has aspirations to continue in an art related field or art school/college after high school. This course will focus on students achieving and demonstrating a mastery of the Elements and Principles of Design through a wide variety of media and approaches to art. The course emphasis will be placed upon the creating of a cohesive body of work that is based upon individually focused assignments that are intended to increase their artistic development while providing them the opportunity to address issues through personal interpretation to develop a stronger conceptual base. Students will be required to complete a significant amount of work outside of class time. Students will also be required to purchase some materials for the generation of their artworks. In addition to drawing and painting, students will gain experience in depth study in art history, art criticism, with an emphasis on writing and reflecting on their own art as well as contemporary artists. Students will also be required to reflect and write numerous artist statements concerning their work and referencing art history and artistic influences. **This course is eligible for CC+ credit as ART 102-Drawing (3hours) and ART 105- Basic Design (3hours)**

Drawing and Painting 9,10,11,12 ½ Credit/Semester
8401

*Prerequisite – Beginning Art

This course is designed for those who enjoyed drawing and painting in Art 1 or Foundations of Art and wish to expand their knowledge and skills in these areas. There will be a more in-depth study of different kinds of drawing and painting using different media. Students will also be exposed to reproductions of past and present works of art, giving direction towards drawing and painting ideas. Students will also explore the areas of animation, illustration and comic book art.

Ceramics I 9,10,11,12 ½ Credit/Semester
8402

*Prerequisite- Beginning Art

If you enjoyed working with your hands in Art 1, this class is for you. You will explore basic hand building techniques with clay as well as throwing pots on the potter's wheel. Primitive firing techniques as well as traditional electric kilns will be used. Students will also study the history of ceramics and explore trends in the contemporary art world. This is a one-semester course.

Ceramics II 10,11,12 ½ Credit
8412

*Prerequisite- Ceramics I

Note: Students may take Beginning Ceramics first semester and Ceramics ADV second semester

This course takes ceramics to the next level where hand building and wheel throwing techniques will be refined and expanded. Personal interpretation and voice will be discovered in this hands-on studio class.

Digital Photography Design I 9,10,11,12 ½ Credit/Semester
8405

*Prerequisite- Beginning Art

This semester course covers basic camera operation and the principles of composition. A variety of subject matter and artistic expression will be encouraged. Students must provide their own digital camera and a flash drive. Students who do NOT have a digital camera after the first week of the semester will be dropped from this course.

Digital Photography Design II 10,11,12 ½ Credit/Semester
8415

*Prerequisite – Digital Photography I

Find new inspirations and challenge yourself to develop your own photographic style. Learn to enhance your photographs through digital image manipulation and alternative processes. Students must provide their own digital camera and a flash drive. Students who do NOT have a digital camera after the first week of the semester will be dropped from this course.

Three Dimensional Art 9,10,11,12 ½ Credit/Semester
8430

*Prerequisite – Beginning Art

This is an advanced art course for students interested in three dimensional arts or wanting to explore art as a major. Students will explore three-dimensional forms in a variety of media. Sculptural styles from master artists may include mobiles, stabiles, and assemblages. Students will create work based on design principles as they are applied to sculpture and gain an understanding of unity in form, color, and repetition of movement.

AP Art History
8200

11, 12

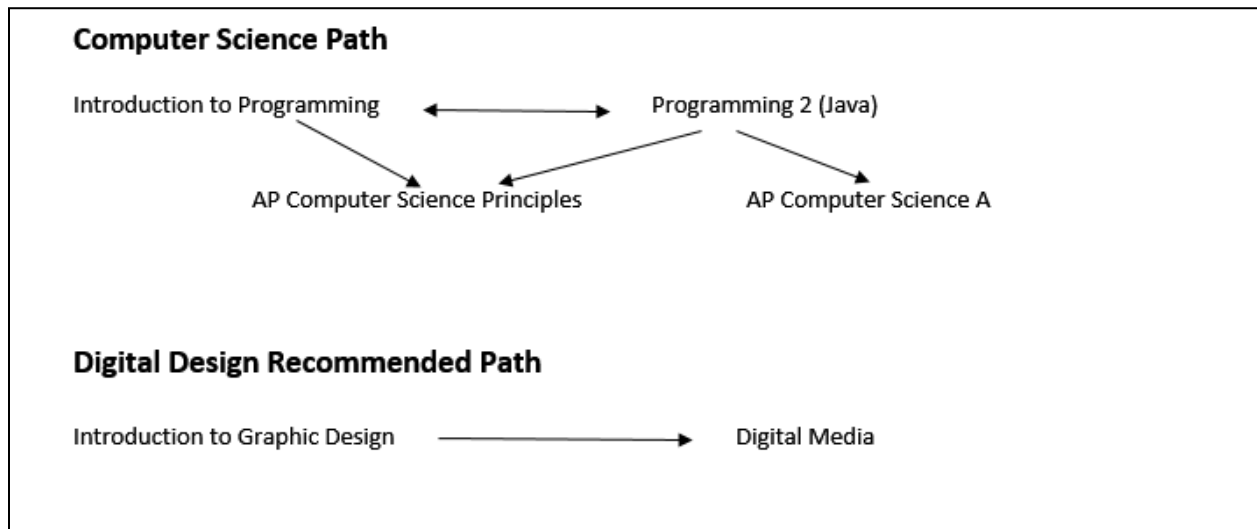
1 Credit/Full year

*Prerequisite- B average in English CP or ADV and English Teacher Recommendation

AP Art History is an introduction to interpreting the visual arts. The chief goal is to assist the student in understanding and appreciating key examples of architecture, sculpture, and painting. This history course does not assume artistic talent on the student's part, and anyone with a curiosity about the subject, an interest in history, and a willingness to do rigorous academic work is encouraged to enroll. AP Art History is an excellent complement to required and elective courses in all fields. The specific objectives of the course are to acquaint the student with the historical settings within which great works have been produced and develop viewing and writing skills necessary for recognizing and critically evaluating and comparing major works. The course covers prehistoric art through Greece and Rome, the Middle Ages, and the Renaissance, to Impressionism and Contemporary Art. Extensive use is made of visual materials, local museum collections, and local architecture. A major focus is on helping students to use and to improve their essay writing skills. Attention is given to developing writing approaches that effectively synthesize knowledge about history and art into concise and articulate essays. The AP exam is required.

COMPUTER TECHNOLOGY/BUSINESS

The Computer Technology/Business Department is structured so that students will receive a well-rounded introduction to technology education for further study in college or simply to get ahead in a society increasingly more focused on technology. When pursuing college or trade school, many programs require the student to take a broad range of classes in technology before getting into the focus of the student's respective major. If going into the working world directly from high school, workers of all disciplines should have an understanding of computers, software and technology as a whole. With this in mind, students should take a broad range of technology classes before leaving Harrison High School.



There is a minimum of twenty-five (25) students that must be registered for a specific course in order for that course to be offered for the 2016/2017 school year.

Introduction to Computer Programming 9, 10, 11, 12 ½ Credit/Semester
6170

*Prerequisite- Successful completion of Algebra 1

This course is an introduction to computer programming. Students will learn to design and create applications using visual IDEs, such as, Scratch, AppInventor, and Visual Basic. Emphasis is placed on problem-solving and use of logic, communication and appropriate documentation, and understanding of general programming concepts which can be applied to other languages.

Computer Programming 2 9, 10, 11, 12 ½ Credit/Semester
6171

*Prerequisite- Successful completion of Algebra 1

This course is an introduction to computer programming using the Java programming language. The basic concepts of data types, variables, computation, loops, decision constructs, etc. are taught. In addition, classes, objects, and primitive data structures are introduced. Students who wish to take the AP Computer Science A course must first complete Programming 2.

AP Computer Science Principles
6183

10, 11, 12

1 Credit/Full Year

*Prerequisite- C or better in Intro to Computer Programming and/or Computer Programming 2

This Advanced Placement course focuses on the use of computational thinking and creativity to produce applications that solve real-world problems. In addition to the end-of-course exam, students must complete two performance tasks--Explore and Create. These emphasize communication and collaboration as applied to research, documentation, social responsibility, and business practices. No specific programming language is used and students are allowed and encouraged to produce an artifact of personal interest.

AP Computer Science A
6184

11, 12

1 Credit/ Full Year

*Prerequisite: C or better in Computer Programming 2

This course is intended to be the equivalent of a first-year college level programming course using Java. The emphasis is on preparing students for the AP Computer Science exam and is recommended for students who plan to attend a university and major in computer science. As a continuation of the Programming 2 course, topics include classes, methods, data structures, algorithms, and other more advanced concepts. **This course is eligible for CC+ credit as COS 101-Intro to Computers (3hours) and COS 201-Programming I (3hours)**

Introduction to Graphic Design
6180

9, 10, 11, 12

½ Credit/Semester

This course is an introduction to the basics of graphic design with a focus on elements used for both print and digital media. Students taking this class will practice applying the principles related to good design and will use their technical skills to find creative visual applications to real-world communications needs and practices. The concepts learned should provide for an understanding of how to improve the appearance of work presented to others.

Digital Media
6181

9, 10, 11, 12

½ Credit/Semester

This course highlights the use of multimedia technology in producing digital elements such as video, audio, images, text, and web pages. Students will learn to construct original media objects using a variety of software programs to create movies, record podcasts, draft epublications, format web pages, and edit images. Students will also explore the ethical use of existing media and learn how to apply these practices to their own creations.

HIGH SCHOOL OF BUSINESS

High School of Business™ is designed much like a college business administration program. Students take approximately one course per semester, beginning with an introduction to business. The program continues with courses in various business functions, concluding with the capstone course, Business Strategies, which requires implementation of the principles addressed throughout the High School of Business™ program.

There are four required courses in the program:

Business Applications and Economics
Business Administration Marketing
Business Administration Finance
Strategic Management

DECA CAREER TECHNICAL STUDENT ORGANIZATION

Students participating in the Harrison High School of Business will be strongly encouraged to participate in DECA, a co-curricular program. DECA is an association of marketing students that provides students the opportunity to participate in business competitions at the local, state and/or international level. Students will also have the opportunity to attend various leadership conferences, participate in online challenges and become eligible for many scholarships.

The Harrison High School of Business Curriculum naturally feeds into the DECA Competitive Events. In addition, the skills that students use to work on Harrison High School of Business projects (including teamwork, leadership and delivering oral presentations) strengthen the use of these skills in DECA Events.

There is a minimum of twenty-five (25) students that must be registered for a specific course in order for that course to be offered for the 2016/2017 school year.

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| Business Applications and Economics (HSB 1) | 9 | 1 Credit/Full year |
| <u>HSB 1</u> | *Pre-requisite: Application required | |

Business Applications, a project-based business course, develops student understanding and skills in such areas as business law, economics, financial analysis, human resources management, information management, marketing, operations, and strategic management. Through the use of three projects, students acquire an understanding and appreciation of the business world. They develop a business analysis report, conduct an environmental scan of the local business community, and investigate business activities. Current technology will be used to acquire information and to complete the projects. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Formal reflection is an on-going component of the course. In *Business Economics*, a project-based business course, students expand their understanding that businesses are influenced by external factors that are often beyond their control. Consumer spending, government policies, economic conditions, legal issues, and global competition are addressed through practical, current applications to everyday societal and business life. Students develop their knowledge and skills in such areas as economics, entrepreneurship, and professional development.

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| Business Administration Marketing (HSB 2) | 10 | 1 Credit/Full year |
| <u>HSB 2</u> | | |

BA Marketing is a project-based business course that develops student understanding and skills in the functional areas of channel management, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students acquire an understanding and appreciation of each of the marketing activities

Business Administration Finance (HSB 3)
HSB 3

11

1 Credit/Full year

BA Finance furthers student understanding of two specific business activities—accounting and finance—that were introduced in an earlier *High School of Business* course, *Principles of Business*. Through team activities and a semester-long corporate investment project, students make connections between accounting and finance. Students acquire an understanding of financial statements, calculate financial ratios, and make corporate financial management decisions based on their analysis of that financial data. In addition, students apply the concepts of operating and overhead costs, internal accounting controls, and budgets to their class business. Lastly, cost/benefit analysis is introduced as an element of financial planning and decision-making.

***SUCCESSFUL COMPLETION OF THIS COURSE WILL FULFILL THE FINANCIAL LITERACY COURSE REQUIRED FOR GRADUATION**

Strategic Management (HSB 4)
HSB 4

12

1 Credit/Full year

Management furthers student understanding of management that was introduced in an earlier *High School of Business*TM course, *Business Applications and Economics*. Through individual and team activities and a semester-long project, students make connections between management and business success. Students acquire an understanding of legal and ethical issues associated with management; initiate, plan, implement and control, and close a project; motivate team members; delegate work; develop a chain of command; coordinate work efforts; and interpret statistical findings. *Business Strategies*, which is the capstone course for the *High School of Business*TM program, develops student understanding and skills in such areas as business law, entrepreneurship, financial analysis, human resources management, and strategic management. By planning, organizing, staffing, directing, leading, and controlling business activities, students acquire a realistic understanding of what is required to open and successfully run a business. They conduct situational, market, and competitive analyses; select a target market; develop a business plan; recruit, interview, select, and hire staff; supervise staff; control use of resources; and evaluate the results of the business effort. Throughout the course, students make decisions and use problem-solving skills. Formal reflection is an on-going component of the course

FAMILY AND CONSUMER SCIENCE

Looking toward the future and the change in society, Family and Consumer Science classes will teach students basic skills their family, personal development, career, and health require now and in the future. All courses include core concepts which enable students to balance work and family life, improve interpersonal skills, solve problems, make sound decisions, and learn citizenship and leadership skills. These courses will help prepare students for the challenges and changes they will face over their entire life span.

There is a minimum of twenty-five (25) students that must be registered for a specific course in order for that course to be offered for the 2014/2015 school year.

Chef Basics 7805

10,11

½ Credit/Semester

The beginner chef will learn the basics of food preparation, equipment, and use of utensils, and how to read and follow a recipe. In this semester course we use more convenience foods combined with other ingredients, contributing to overall healthy eating habits. Practices of kitchen safety and sanitation are emphasized in every lab experience. Food choice guidance systems will also be covered enabling students to plan meals, make wise food choices, and analyze current eating habits with the goal of reducing the risk of Diet related diseases in future health.

Creative Cuisine 7845

11,12

½ Credit/Semester

Students gain knowledge and skills in acquiring and practicing a healthy lifestyle using the dietary guidelines that will reduce the risks of chronic disease and unsafe habits. Students will understand the cultural, family, community, and economic implications of current health issues facing Americans. A lab experience is built into most units of the curriculum. Units are organized around different courses of a meal and advanced cooking skills are taught. It would be to the student's benefit to take Chef Basics prior to this class, but it is not required.

FOREIGN LANGUAGE

There is a minimum of twenty-five (25) students that must be registered for a specific course in order for that course to be offered for the 2016/2017 school year.

One credit of a foreign language generally does not meet the minimum standards for those colleges and universities which require a foreign language for admission. A student must have at least two years in the same language.

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| <u>French 1</u> 5000 | 9,10,11,12 | 1 Credit/Full year |
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In French 1, students will begin to learn to communicate in French. Daily lessons consist of current French music, basic vocabulary and grammar, engaging activities, projects, and relevant culture. Students will use their knowledge to communicate with classmates and teacher. Students will have the opportunity to join French Club and explore Francophone cuisine, holidays, and cinema. Trips to Canada are offered (at student's expense) to students enrolled in French classes.

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| <u>French 2</u> 5010 | 9,10,11,12 | 1 Credit/Full year |
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*Prerequisite – An average grade of C or better in French 1 AND teacher recommendation
Exceptions to this must be approved by the teacher

In French 2, students will extend their knowledge of French language and culture. Concepts learned in French 1 will be reviewed. Students will build upon that knowledge by learning more sophisticated vocabulary and grammar. Students will use their knowledge to communicate with classmates and teacher. Students will have the opportunity to join French Club and explore Francophone cuisine, holidays, and cinema. Trips to Canada are offered (at student's expense) to students enrolled in French classes.

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| <u>French 3</u> 5020 | 10,11,12 | 1 Credit/Full year |
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*Prerequisite – An average grade of B or better in French 2 AND teacher recommendation
Exceptions to this must be approved by the teacher.

French 3 develops the proficiency of the student's speaking, listening, reading, and writing. New and advanced grammar structures will be presented to improve reading comprehension and writing skills. A variety of reading materials will include short stories and articles. Students will have the opportunity to join French Club and explore Francophone cuisine, holidays, and cinema. Trips to Canada and France are offered (at student's expense) to students enrolled in French three, four and five.

* Students at this level may qualify for National French Honor Society.

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| <u>French 4</u> 5030 | 11,12 | 1 Credit/Full year |
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*Prerequisite – An average grade of B or better in French 3 AND teacher recommendation
Exceptions to this must be approved by the teacher.

French 4 emphasizes the development of the students' speaking, listening, writing, and reading skills. Basic and specialized grammar will be reviewed, and some new grammar structures will be introduced. Short stories, articles, song lyrics, and famous French literature will be read and discussed. French history, music, movies, and art will be explored. Students will have the opportunity to join French Club and explore Francophone cuisine, holidays, and cinema. Trips to Canada and France are offered (at student's expense) to students enrolled in French three, four and five. **This course is eligible for CC+ credit as FLA 101-French (3hours)**

* Students at this level may qualify for National French Honor Society.

French 5 12 1 Credit/Full year
5040

*Prerequisite – An average grade of B or better in French 4 AND teacher recommendation
Exceptions to this must be approved by the teacher.

French 5 strengthens the development of the students' speaking, listening, writing, and reading skills. Basic and specialized grammar will be reviewed, and some new grammar structures will be introduced. Short stories, articles, song lyrics, and famous French literature will be read and discussed. French history, music, movies, and art will be explored. Students will have the opportunity to join French Club and explore Francophone cuisine, holidays, and cinema. Trips to Canada and France are offered (at student's expense) to students enrolled in French three, four, and five. **This course is eligible for CC+ credit as FLA 102-French (3hours)**

* Students at this level may qualify for National French Honor Society.

Spanish 1 8,9,10,11,12 1 Credit/Full year
5200

Spanish 1 introduces students to the Spanish language and Spanish-speaking people. Students learn basic vocabulary and grammar to start building communicative skills. English and Spanish are compared to improve the students' vocabulary in both languages. Students will study various aspects of the cultures in Spanish-speaking countries as well as Spanish influences in the United States. Students may participate in Spanish Club.

Spanish 2 9,10,11,12 1 Credit/Full year
5210

*Prerequisite – An average grade of C or better in Spanish 1.
Exceptions to this must be approved by the teacher

Spanish 2, as a continuation of Spanish 1, is a more advanced study of the Spanish language. Since students learn a much wider range of vocabulary during the second year, they can begin to create original sentences in Spanish using familiar vocabulary. Students also begin to read and discuss cultural material in Spanish, while another emphasis of the class continues to be building communication skills.

Spanish 3 10,11,12 1 Credit/Full year
5220

*Prerequisite – An average grade of B or better in Spanish 2.
Exceptions to this must be approved by the teacher.

Spanish 3 develops the proficiency of the student in speaking, listening, reading and writing. The class begins with a thorough review of basic grammar. Also, several more advanced grammar concepts are introduced at this level. Students read a variety of materials in Spanish and explore Spanish-speaking cultures.

Spanish 4 11,12 1 Credit/Full year
5230

*Prerequisite – An average grade of B or better in Spanish 3.
Exceptions to this must be approved by the teacher.

Spanish 4 emphasizes the development of the students' speaking, writing and reading skills. Basic and specialized grammar will be reviewed, some new vocabulary will be introduced, and some new grammatical structures introduced. Short stories, articles, and famous Spanish literature will be read and discussed. Spanish and Latin American art will also be explored. Students use Spanish to communicate as much as possible, in both formal and informal activities. **This course is eligible for CC+ credit as FLA 101-Spanish (3hours)**

Spanish 5
5240

12

1 Credit/full year

*Prerequisite – An average grade of B or better in Spanish 4.
Exceptions to this must be approved by the teacher.

Spanish 5 strengthens the development through immersion of the students' speaking, listening, writing and reading skills and cultural awareness. Basic and specialized grammar will be reviewed and some new advanced grammatical structures will be introduced. Short stories, articles, and famous Latin and Spanish literature will be read and discussed. Modern Spanish history and contemporary culture will also be explored. **This course is eligible for CC+ credit as FLA 102-Spanish (3hours).**

MUSIC

The following courses taken in music count towards the Fine/Practical Arts requirements for graduation as well as the Fine Arts requirement for Ohio colleges and universities.

There is a minimum of twenty-five (25) students that must be registered for a specific course in order for that course to be offered for the 2016/2017 school year.

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| <u>Band</u> <u>8500</u> | 9,10,11,12 | 1 Credit/Full year |
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Band is open to all students who have acquired a level of proficiency that meets the standards set by the band director(s). Traditionally we have had Marching Band and Concert band during the first ten weeks of school and then after the football season the members are placed into Symphonic Band or Wind Ensemble based on ability and musical instrumentation needs of each group. Those groups are described below, but based on possible staffing limitations we may only have the option of one band. Sign-ups will be as always 8500 is the choice for registration for instrumental music at William Henry Harrison High School.

Marching Band is open to all students who have acquired a level of proficiency that meets the standards set by the band director(s) and who are interested in performing music from the pop/rock/jazz/contemporary idioms. Rehearsals begin three weeks prior to the start of school. Marching fundamentals, motor skills, musicianship, and esprit de corps are stressed and evaluated through performances at football games, trips, and various community parades and events.

Symphonic/Concert Band is open to all band students who have acquired a level of proficiency that meets the standards set by the band director(s). The course is designed to enhance and improve the technical and musical abilities of the student performer by stressing fundamental performing skills and exposing the students to the appropriate level of music. During the school year various styles and types of music are studied in detail. Self-confidence, poise, self-discipline, and musicianship are taught through concerts, contests, and public performances. Some after-school rehearsals are required at different times throughout the year. Other activities, including participation in the various Ohio Music Education Association Adjudicated Events, are required.

Wind Ensemble is open to all band students who have acquired a level of proficiency that meets the standards set by the band director(s). The course is designed to allow the more advanced instrumental students the opportunity to study and perform more advanced music literature. During the school year various styles and types of music are studied in detail. Self-confidence, poise, self-discipline, and musicianship are taught through concerts, adjudicated events, and other public performances. Some after-school rehearsals are required at different times throughout the year. Other activities, including participation in the various Ohio Music Education Association Adjudicated Events, are required.

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| <u>Wildcat Concert Choir</u> <u>8520</u> | 9,10,11,12 | 1 Credit/Full year |
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This large mixed ensemble, with male and female singers, performs at concerts, competitions, and community functions. A wide selection of choral literature will be rehearsed and performed. Students will develop the skills necessary to read, understand, and perform music with and without instrumental aid. Performances, rehearsals, and competitions are all mandatory in meeting class requirements.

Treble Cats 9, 10, 11, 12 1 Credit/Full year
8530 *Prerequisite: Audition with music director

The all women ensemble is a group of singers who perform for community, church, contest, and social events. A wide selection of multi-part treble choral literature will be rehearsed and performed with varying levels of choreography. Attendance at all performances, competitions, after-school rehearsals and/or choreography sessions is required for members of this class.

Music Elective Classes

Rock and Roll Lab Band 9,10,11,12 1 Credit/Full year
8555

*Prerequisite: Audition with music director.

This course is for experienced guitarists, bassists, drummers, keyboarders and vocalists. It is a performing ensemble; out of school attendance is required. Instrumentation includes 4 to 6 guitarists, 2 bass players, 2 to 4 keyboardists, 2 to 4 drummers and 4 to 8 vocalists.

Learn an Instrument 101 9, 10, 11, 12 1 Credit/Full year
8600

*Prerequisite: must meet with music director to discuss instrument first

Instrument 101 is a class for any student wanting to learn the art of playing a musical instrument; this is not just for band instruments. Students wishing to study piano, guitar, bass, drum set, and any other instrument this is the class for you. Students will be instructed on their choice of instrument and given time to work to a high level on their chosen instrument. The course will consist of private lessons on performing their instrument as well as full class lessons on instrument care, music reading, and the benefits of knowing how to play a musical instrument.

Percussion Ensemble 9,10,11,12 1 Credit/Full year
8501

This class is for any student interested in learning to play and perform on percussion instruments. All concert and marching band percussionist must be in this class. This course is open to any student that would like to play Drums, Keyboards, and any other percussion equipment. Performances, rehearsals, and competitions are mandatory for meeting all requirements for the course.

A Capella 9,10,11,12 1 Credit/Full year
8540

*Prerequisite: Audition with music director

A Capella is an advanced study and performance of vocal music as well as dance movement. This small mixed ensemble is for the competitive singer/dancer. Music performed is multi-part a cappella and accompanied music from traditional show choir/swing/pop/rock/jazz/contemporary and Broadway styles. Singers/dancers must attend all rehearsals, performances, and competitions. Instrumentalists must attend required rehearsals, performances, and competitions. Students may take this course with or without enrollment in other music courses. However, it is recommended that the student participate in another school ensemble.

Fundamentals of Music Theory 9,10,11,12 1 Credit/Full year
8561

Fundamentals of Music theory is a class for any musician to further their understanding of written music. The class will focus on elements of music theory to help prepare students for reading and writing music at a higher level. Music theory will focus on scales, chords, musical structure, chord progressions, basic ear training, and basic composition.

Students are expected to have a basic understanding of reading music before they sign up for this class. If you are new to music you still can take the course to learn to read music but will need to meet with Mr. Egan before the class starts to get a quick understanding of reading notated music.

AP Music Theory 11,12 1 Credit/Full year
8560

*Prerequisite- Fundamentals of Music Theory and Teacher Recommendation

AP Music Theory is a weighted course designed for the serious music student who wants to study the fundamentals of music composition. Music theory deals with the basic structure of music including scales, key signatures, rhythms, form, and harmonization. Some out-of-class observations will be required. A basic understanding of rhythm and music fundamentals is highly recommended for this class. A final project involving music composition is required as well as the AP Music Theory Test which is administered in May.

Rock and Roll History 9,10,11,12 ½ Credit/Semester
8550

This course is designed to develop an appreciation of pop/rock music through the study of the various components that make up this style of music. Through listening and historical study, various significant solo artists and groups will be studied and associated with other historical American and world events from the 20th century. No prerequisite is required for this semester class.

Exploring the Creative Process through Songwriting 9,10,11,12 ½ Credit/Semester
8551

This is a semester long class focused on teaching the creative process. Students will discover and explore introductory concepts used in music sequencing (Audiotool), notation (Noteflight) and recording (Soundtrap) software to combine original content and computer generated materials in the creation of music. Melody, lyrics, harmony, form, “hooks,” points of view and song logic will be covered. Participants will work individually and collaboratively to create tangible products. Music is the medium for group problem solving and implementing creativity within a critical thinking process. Aesthetic issues are considered in the pragmatic context of producing a desired musical result, whether these instructions are notated in prose, as graphic images, or in symbolic notation. No prior musical experience is needed, however, having training on an instrument or voice can be helpful. Weekly listening and composition assignments draw on a broad range of musical styles and intellectual traditions.

PHYSICAL EDUCATION AND HEALTH

One-half credit of Health and one-half credit of Physical Education are required and will count toward the 21 required credits to graduate.

To be eligible to attend the vocational school, a student must have one-half credit of Health and one-half credit (two semesters) of Physical Education by the end of the sophomore year. All Physical Education courses are one semester in length, and students receive one-fourth credit for each course.

There is a minimum of twenty-five (25) students that must be registered for a specific course in order for that course to be offered for the 2014/2015 school year.

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| <u>Health</u> <u>9000</u> | 9,10 | ½ Credit/Semester |
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This one semester course is required for all students in order to graduate. The focus will be providing information to assist students on making healthy choices in regards to their physical, emotional/mental, and social well-being. **This class will be an online course and will have a pass/fail status.**

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| <u>Physical Education 1</u> <u>9010</u> | 9,10,11,12 | ¼ Credit/Semester |
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This semester course is the introductory course for incoming freshmen. Students will participate in personal fitness activities at least twice per week that will include weight lifting techniques, strength training principles, plyometrics, circuit training, kick boxing, yoga, Pilates, and other related fitness exercises. The sports covered in P.E. 1 will include basketball, softball, soccer, archery, golf, bowling, volleyball, handball, floor tennis, table tennis, and team handball.

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| <u>Physical Education 2</u> <u>9030</u> | 10,11,12 | ¼ Credit/Semester |
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This second level course which is required will include how to design an eight week plan to achieve their personal fitness goal. At least twice a week students will engage in a type of strength training program (weight lifting, circuit training, plyometric, etc...). Three days a week students will be participating in flag football, tennis, hockey, lacrosse, bowling, dance, racquetball, table tennis, badminton, and softball.

Physical Education and Health Elective Classes:

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| <u>Strength Training</u> <u>9060</u> | 9,10,11,12 | ¼ Credit/Semester |
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This semester class will focus on the proper techniques of weightlifting in conjunction with various types of training methods. Students will design their own weightlifting plan along with personal goals that can be attained by the end of the semester. This class is also offered as a "0" bell option for students.

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| <u>Team Sports</u> <u>9070</u> | 9,10,11,12 | ¼ Credit/Semester |
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This one semester course will focus on team sports such as flag football, basketball, floor hockey, softball, bowling, volleyball, Ultimate Frisbee, and lacrosse. Offensive and defensive strategies will be emphasized as well as officiating techniques.

Student Athletic Trainer
9091

11,12

1 Credit/Full year

*Optional ¼ Credit for Volunteer Student Trainer Internship

The purpose of this class is to broaden the knowledge of students in the areas of allied health fields related to sports medicine. The topics will explore human anatomy and physiology, basic First-Aid and CPR, use of the Defibrillator, injury prevention, injury and illness recognition, health education topics, and care of athletic injuries.

This course will require the student to apply knowledge for practical use. Assignments are designed to promote awareness of current events, problem solving skills, use of the Internet, and other resource materials. A research project will be a required part of the class assignments. Oral presentations and written reports will part of the class grades.

Physical Education Exemption:

The Ohio Core allows school districts to adopt a policy that would exempt students who participate in interscholastic athletics, band or cheerleading for two full seasons or two full years of JROTC from the physical education requirement. Students will be exempt from taking the ½ credit of physical education classes, however they will not receive credit for the exempted courses.

NON-DEPARTMENTAL COURSES

There is a minimum of twenty-five (25) students that must be registered for a specific course in order for that course to be offered for the 2014/2015 school year.

As a Junior Reserve Officer Training Corps (JROTC) cadet, students participate in a class that teaches citizenship, health, and wellness, and service to the community. The curriculum includes cultural awareness as well as global history and such subjects as financial management. Students gain a sense of accomplishment and self-esteem, while learning personal responsibility, teamwork, and self-discipline. Students also better understand the personal rights, responsibilities, and privileges of American citizens. Cadets are involved in a wide range of school activities including drill teams, air rifle teams, orienteering, athletics, parades, and community events.

Military Science AJROTC LET 1 9,10,11,12 1 Credit/Full year
2901

This course includes Introduction to AJROTC, Leadership Theory and Application, Foundations of Success, Lifetime Wellness, Fitness, and First Aid, Geography and Earth Science, Citizenship and American History, Personal Finance, Service Learning, and U.S. Government. Safety and Physical Fitness.

Military Science AJROTC LET 2 10,11,12 1 Credit/Full year
2902

*Prerequisite- Military Science AJROTC LET 1

This course includes intermediate level of instruction in the subjects of The Nation's Defense Forces, Knowing How to Lead, Communication Skills. Conflict Resolution, Teaching Skills, Maps, Map Reading and Land Navigation, You the People – Citizenship Action Group Process, Founding and Growth of a Nation (history 1776 to present).

Military Science AJROTC LET 3 11,12 1 Credit/Full year
2903

*Prerequisite- Military Science AJROTC LET 2

This course provides advanced-level instruction in the subjects taught in first and second year AJROTC. Emphasis is placed on how the various factors (communications, problem solving, decision making, planning and supervision) affect a cadets' effectiveness as a leader. Cadets are given increased opportunities to demonstrate leadership skills in the Cadet Battalion organization. In addition, cadets are exposed to opportunities available to them to enter the military as an officer, the steps that should be taken to apply/enroll in a college and how to obtain information about the various types of schools and colleges.

Military Science AJROTC LET 4 12 1 Credit/Full year
2904

*Prerequisite- Military Science AJROTC LET 3

This advanced level of AJROTC caps three years of progression in every phase of AJROTC. Students selected for this course have demonstrated proficiency in Leadership Education and Training (LET) 3 and are presented with the challenge to study self-paced and to complete the exercises, case studies and vignettes in the programmed text. In addition, the students are taught techniques of command and staff procedures through text and practical exercises. Students demonstrate their ability to perform briefings and to prepare staff reports.

Yearbook 9,10,11,12 1 Credit/Full year
6900

*Prerequisite – Application and Teacher recommendations

Students in this course will be on the staff of the school yearbook. You will learn techniques of gathering information, writing articles, editing, picture selection, layout, and photography. The class will be responsible for all aspects of publishing the yearbook. Students will be expected to meet in August (prior to the start of the school year) for the start of the ad sales campaign and may need to work into June (after the end of the school year) to complete layouts. Students must complete an application to be considered for this class. Credit toward graduation is counted only for the first year a student is enrolled in this class. One credit in Yearbook may be counted towards fulfilling the fine/practical arts graduation requirement.

Yearbook 2 10,11,12 1 Credit/Full year
6901

*Prerequisite – Advisor approval

Students may be on the yearbook staff for a second, third, or fourth year, with advisor's approval. Students will improve and perfect techniques of gathering information, writing articles, editing, picture selection, layout, and photography. Students will be expected to work as section leaders, designing layouts and critiquing double-page spreads completed by members of their staff. This class is responsible for all aspects of publishing the yearbook. Students will be asked to meet in August for the start of the ad sales campaign and may need to work into June to complete layouts. Yearbook II may be counted only as an elective credit towards fulfilling graduation requirements.

Television Production/Broadcast Journalism 10,11,12 ½ Credit/Semester
1710

This is an introductory course which involves the study of television production techniques. Original programs will be written, produced, and edited, including the "Friday Morning News" and the live broadcast of the daily morning announcements. The class focuses on using digital computer technology, proper camera shot composition, storyboard construction, and non-linear editing techniques, including the incorporation of graphics into final productions. Students will receive hands-on instruction using digital video camcorders and computer applications used for editing television media. Students taking this course will learn various script-writing practices associated with news reports, sports events, and various features characteristic to video journalism. Different approaches and reporting styles will be studied, including those of the BBC, ITN, PBS, and the major American networks so that students become aware of "spin" techniques and impartial reporting. Internet news reporting will also be explored as it relates to the broadcast journalism environment. The writing done in this course is designed to prepare students for college-level broadcast journalism study, as well as core compositional work. Students will demonstrate proficiency in public speaking and the proper documentation of sources. Some out of school time and good attendance is required.

Educational Field Experience 11,12 ½ Credit/Semester
EDU 111 & EDU 112

Educational Field Experience Class is a Dual Enrollment Course for high school and college credit. It is a practicum course based on 36 weeks of assigned field experience tutoring or instructional assistance with elementary, middle or high school students. The course meets one night a week for classroom instruction built around the Ohio Teacher Evaluation System model. The Ohio Teacher Evaluation System (OTES) model is crafted to guide districts in the design and implementation of a high quality teacher evaluation system based on state and federal criteria. It defines effective teaching and supports teachers' professional growth and development. **This course is eligible for CC+ credit as EDU 110 (3hours)**

Internship Work-Study
0071 & 0072

10,11,12

½, 1, 1½, or 2 Credit

Students at Harrison High School can participate in an Internship or Work-Study program for part or all of the school year. The Internship Work-Study program allows our high school students to earn high school credit as an Internship volunteer or as a paid employee through the Work-Study program.

The program is primarily aimed at juniors and seniors, however there can be some exceptions based on a student's educational needs. Students must register and complete the necessary paperwork which includes: parent approval, employer or agency approval, student acknowledgement and commitment to complete the program requirements, guidance counselor approval, and administrative approval. Student credit varies based upon the number of documented hours worked/volunteered and a grade is awarded based upon the employer's or agency's evaluation of the student's work place performance. All students are also required to give a semester exam presentation at the end of each semester. The presentation is graded based upon a rubric of requirements that must be incorporated in the presentation, showcasing their position/job.

ATHLETIC INFORMATION

ATHLETIC ELIGIBILITY

Athletes are required to pass a minimum of 5 credits from the previous grading period to maintain their eligibility. A single Physical Education course will not count as one of the five credits because it has a credit value of only .25 for the semester. Eligibility is determined, preceding each quarter, subject to Ohio High School Athletic Association (OHSAA) rules, which are published at the beginning of each school year. Consult the Athletic Director for changes or questions regarding eligibility.

NCAA COLLEGE FRESHMAN ELIGIBILITY FOR DIVISION I OR DIVISION II SCHOOLS

Students who want to practice and play their freshman year at a NCAA Division I or Division II college must satisfy the requirements of NCAA Bylaw 14.3, commonly known as Proposition 48. See the NCAA Eligibility website for further information.

NAIA COLLEGE FRESHMAN ELIGIBILITY ALL SCHOOLS

Every student interested in playing sports at NAIA colleges need to register and receive an eligibility determination. This is a new requirement for NAIA colleges and universities. See the NAIA eligibility center website for more information.

EARLY BIRD SCHEDULE PICK-UP OPTION

Early Bird Schedule Pick Up Option Available

Dates and Times to be announced.

Any student who pre-pays for their schedule on-line via EZpay will have the opportunity to not only receive their schedule in early August, but also obtain their parking permit for the school year. Student Fee Invoices with the amount due were mailed to parents in July. Also, when you log in to EZpay, the amount due will display.

EZpay will be available to prepay schedules from TBA until TBA. **ONLY** schedules for students who have *paid via EZpay before TBA* will be available for pick up in the High School Commons on Monday and Tuesday, August 4 and 5 from noon to 6:00 pm. Any of these students interested in obtaining a parking permit, will need to take their schedule to the front office in order to receive a parking permit application.

Using EZpay is simple and secure. You may use either credit or debit cards.

- Go to the district website www.southwestschools.org and click on the EZpay icon.
- If you have not already done so, you will need to complete the registration page. You will need your child's student ID number which can be found on the enclosed Student Fee Invoice.



During this early bird window you will not be charged the normal \$1.00 convenience charge for using EZpay.