



Reynoldsburg City Schools
2025-26 Program of Studies
Grades 6-12



REYNOLDSBURG CITY SCHOOLS

Empowering leaders who impact the NOW and innovate the FUTURE

The Reynoldsburg Board of Education



You may contact the members of the Reynoldsburg Board of Education by calling the Administrative Office of Reynoldsburg City Schools at (614) 501-1020. The district's current members are listed below. Written correspondence to the Board of Education members may be mailed to the Administrative Offices at 7244 East Main Street, Reynoldsburg, Ohio 43068.

The regular meetings of the Reynoldsburg Board of Education are generally held on the third Tuesday of every month.

Meetings are held at school buildings during the academic year and Reynoldsburg City Hall during the summer at 6:30 p.m. Sometimes a meeting will need to be moved to an alternate location. You can find the schedule online at reyn.org

Board of Education

Angela Abram, President • Jeni Quesenberry, Vice President
Kendra McKay • Neal Whitman • Mandy Young
Dr. Tracy R. Reed, Superintendent • Angéle Latham, Treasurer

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REYNOLDSBURG COMPACT ON RESPECT

As a member of the Reynoldsburg Community, I will show my strength by...

- greeting others, I meet with acts of friendliness and kindness,
- taking responsibility for my own actions and how they affect the people and environment around me,
- being truthful and honest to myself and others in all that I say and do as a sign of respect for myself and others,
- treating all persons in ways that I would like them to treat me
- recognizing that each person is different and has an individual contribution to make to the community.

PORTRAIT OF A GRADUATE

INNOVATIVE PROBLEM SOLVER

Able to use a deliberate process to creatively develop multiple solutions to authentic problems.

SOCIALLY & EMOTIONALLY COMPETENT

Able to identify and regulate one's own emotions in order to solve problems, communicate, and build positive relationships.

EFFECTIVE COMMUNICATOR

Able to responsibly and effectively give and receive information across mediums while considering the needs of different audiences.

COLLABORATOR

Able to accept personal accountability within a group dynamic and synthesize multiple perspectives to determine the best approach to complete a task.

CULTURALLY AWARE & A GLOBAL CITIZEN

Culturally empathetic, compassionate, able to live, learn, work, collaborate, and positively impact the local community and the world.

MISSION AND VISION

Reynoldsburg City Schools places a high degree of importance on ensuring that all children have the opportunity to reach their full potential inside and outside of the classroom. We view each student individually and work to ensure they enter the world well-rounded and experienced.

Mission

Empowering leaders who impact the NOW and innovate the FUTURE

Vision

Student Learning: Enable students to take ownership of their learning and achieve full potential through challenging, engaging and relevant learning experiences.

Student Experience: Build an inclusive community where students feel safe, supported and engaged.

STUDENT ACADEMICS & PROCEDURES

Communication: Promote a school community culture that allows all involved to have a voice and remain informed.

Finances: Equitably distribute resources to promote instructional programs that will support the district mission.

To support our mission and vision, we have designed the high school experience to prepare students for future employment, further study at the college and university level, and to be effective citizens.

INNOVATION & PARTNERSHIP

The Reynoldsburg City School District delivers an innovative, high-quality and cost-effective education to all students. Schools provide deeper learning experiences in highly personalized environments. Academic programs focus on growing sectors like science, technology, engineering and math while providing a well-rounded curriculum including educational basics along with arts and citizenship. Strong partnerships with universities, healthcare institutions, local and state government agencies and businesses enhance student learning. We are proud to have long-standing partnerships with companies such as Battelle, BalletMet, Columbus State Community College, the Ohio STEM Learning network and many more.

CARING EDUCATORS

Reynoldsburg teachers and staff go above and beyond for students and their families. Staff members stay on top of educational innovations, attracting educators from across Ohio to Reynoldsburg to see what's happening in our classrooms. Reynoldsburg employees are passionate about education and focus on every student's success.

PREPARED STUDENTS

Reynoldsburg students are prepared for their future jobs, higher education, and roles in society. Our diverse student body competes regionally and nationally in academics, the arts and athletics. Our students engage in service learning and volunteerism to help make Reynoldsburg better every day. They are learners today, leaders tomorrow.

ACADEMIC REPORTS TO PARENTS

Students receive a report card four times each school year. Due to recent technology enhancements, schools reserve the right to issue grade cards electronically. Parents will be notified when this will occur and will also be given the opportunity to request support for access at the building level.

ACADEMIC INTEGRITY

Academic Integrity/Cheating: Presenting someone else's work as one's own in order to obtain a grade or credit is considered to be cheating. This includes, but is not limited to, copying others assignments, quiz or test answers, screen shots, airdrop, social media and/or other forms of technology, and plagiarism/internet plagiarism. Students who violate this policy may be subject to further disciplinary consequences by an administrator or teacher.

ACADEMIC AWARDS AND RECOGNITION

DISTINGUISHED RAIDER SCHOLAR

RHS recognizes all graduating seniors with a weighted cumulative 3.8 GPA at the end of the 7th semester of high school as a Distinguished Raider Scholar. Graduates are recognized with medallions worn at Commencement.

HONORS CORDS

Green Honors Cords are worn at Commencement by students who earned a Cumulative Weighted Grade Point Average of 3.00-3.49 at the end of the 7th semester.

Blue Honors Cords are worn at Commencement by students who earned a Cumulative Weighted Grade Point Average of 3.50-3.99 at the end of the 7th semester.

White Honors Cords are worn at Commencement by any student with an overall Weighted Grade Point Average of 4.00 or above after completing the final semester of their graduating year. These students will be designated as valedictorians, and will receive a special certificate/award.

Red, White and Blue Honors Cords will be given to those seniors who have enlisted in the military prior to Commencement and provided official verification of enlistment to the school prior to the announced deadline.

Silver Honors Cords will be awarded to students who have earned a College Associate Degree during their high school career.

Gold Honors Cords are worn at Commencement by students who are members of National Honor Society who have completed their final year as members in good standing of National Honor Society.

OTHER HONORS RECOGNITION

Honors Diploma, CCP credits earned and Capstone/Internship students will be awarded a gold seal specific to the honor on the diploma.

PRESIDENTIAL AWARD FOR EDUCATIONAL EXCELLENCE

The Presidential certificate is a seniors-only award. Senior Eligibility is based upon the seventh semester overall Grade Point Average. The criteria for earning this award include meeting the two requirements. Graduates are recognized with certificates given prior to Commencement.

1. Students are to earn a GPA of 90 on a 100-pt. scale (an A- on a letter scale or a 3.50 on a

STUDENT ACADEMICS & PROCEDURES

- 4.00 scale) AND
2. Standardized Achievement tests score of ACT/SAT score at the 85th percentile or higher in math or reading.

PRESIDENT'S AWARD FOR EDUCATIONAL ACHIEVEMENT

The Presidential certificate is a senior only award. The purpose of this award is to recognize students that show outstanding educational growth, improvement, commitment or intellectual development in their academic subjects but do not meet the criteria for the President's Award for Educational Excellence. This award should not be compared to the President's Award for Educational Excellence or be seen as a second-tier award, for it recognizes a very different type of academic achievement. It is meant to encourage and reward students who work hard and give their best effort in school, often in the face of special obstacles to their learning.

This award is given at the principal's discretion based on the criteria developed at the school. The criteria should reflect the purpose of the award and must be applied fairly to all students.

The following are examples of criteria for which the President's Award for Educational Achievement may be presented:

- Show tremendous growth but did not meet all the criteria for the President's Award for Educational Excellence.
- Demonstrate unusual commitment to learning academics despite various obstacles.
- Maintain a school record that would have met the school's selection criteria for the President's Award for Educational Excellence but illness, personal crisis, or special needs prevented the student from maintaining such high standards despite hard work.
- Achieve high scores or show outstanding growth, improvement, commitment or intellectual development in a particular subject, such as English, math, science, etc.
- Demonstrate achievement in the arts such as music or theater.

ACADEMIC LETTERS & PINS

The Reynoldsburg School District will award academic letters to deserving students. The purpose of awarding academic letters is to emphasize the main purpose of school with focus of attention on academic achievement of students without attendance or truancy issues. The district will celebrate each subsequent year of achievement separately with a distinctive pin. The recognition of awards will occur during the September Board Meeting. Each Pathway will distribute the academic letters.

The guidelines for awarding the academic letters are:

- 3.5 cumulative GPA (unweighted)
- Maintain for 4 consecutive terms of the school year

Awards:

- 1st year – letter
- 2nd year – bar pin
- 3rd year – bar pin
- 4th year – lamp of knowledge pin

STUDENT ACADEMICS & PROCEDURES

ACCELERATED PATHWAYS

Math Acceleration for Grades 6-8

Math 6 Enriched	<p>Identified Gifted in Superior Cognition, Creative Thinking, or Math</p> <hr/> <p>Advanced or Accomplished on Grade 4 or 5 Math OST AND MAP Math Growth RIT score in the 80th percentile or higher on at least 2 of 3 tests given in 5th grade.</p>
Math 7 Enriched <small>(student may not enroll in this course without taking Math 6 Enriched)</small>	<p>Identified Gifted in Superior Cognition, Creative Thinking, or Math AND successful completion of Math 6 Enriched</p> <hr/> <p>Proficient, Advanced or Accomplished on Grade 6 Math OST AND MAP Math Growth RIT score in the 80th percentile or higher on at least 2 of 3 tests given in 6th grade AND Successful completion of Math 6 Enriched</p>
Honors Integrated Math 1 <small>(students may not enroll in this course without taking Math 6 and 7 Enriched)</small>	<p>Identified Gifted in Superior Cognition, Creative Thinking, or Math AND successful completion of Math 7 Enriched</p> <hr/> <p>Proficient, Advanced or Accomplished on Grade 7 Math OST AND MAP Math Growth RIT score in the 80th percentile or higher on at least 2 of 3 tests given in 7th grade AND Successful completion of Math 7 Enriched</p>

English Language Arts (ELA) Acceleration for Grades 6-8

ELA 6 Enriched	<p>Identified Gifted in Superior Cognition, Creative Thinking, or Reading</p> <hr/> <p>Advanced or Accomplished on Grade 4 or 5 ELA OST AND MAP ELA Growth RIT score in the 80th percentile or higher on at least 2 of 3 tests given in 5th grade.</p>
ELA 7 Enriched <small>(student may not enroll in this course without taking ELA 6 Enriched)</small>	<p>Identified Gifted in Superior Cognition, Creative Thinking, or Reading AND successful completion of ELA 6 Enriched</p> <hr/> <p>Proficient, Advanced or Accomplished on Grade 6 ELA OST AND MAP ELA Growth RIT score in the 80th percentile or higher on at least 2 of 3 tests given in 6th grade AND Successful completion of ELA 6 Enriched</p>
Honors ELA 9 <small>(students may not enroll in this course without taking ELA 6 and 7 Enriched)</small>	<p>Identified Gifted in Superior Cognition, Creative Thinking, or Reading AND successful completion of ELA 7 Enriched</p> <hr/>

STUDENT ACADEMICS & PROCEDURES

	<p>Proficient, Advanced or Accomplished on Grade 7 ELA OST</p> <p>AND</p> <p>MAP ELA Growth RIT score in the 80th percentile or higher on at least 2 of 3 tests given in 7th grade</p> <p>AND</p> <p>Successful completion of ELA 7 Enriched</p>
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CAREER CENTER PROGRAMS

Students may choose to attend either Eastland or Fairfield Career Centers to work toward a vocational certificate. A student attending a career center will earn both a vocational certificate and high school diploma. Opportunities are available to complete college preparatory courses and participate in post-secondary options while attending a career center. Students meeting eligibility requirements may take advantage of the delayed entry program first semester, which allows them to begin their program at a career center after the school year has started. Students interested in learning more about the wide variety of vocational career opportunities available at the career centers should contact their school counselor. Any students attending the Career Center will follow the grading scale of the Career Center. Grades will NOT be converted to the Reynoldsburg High School grading scale.

EASTLAND FAIRFIELD CAREER AND TECHNICAL SCHOOLS

Reynoldsburg High School students who have the desire may obtain career training during their final two years of high school by attending the Eastland or Fairfield Career Centers. Those students who elect to attend the career center enjoy several advantages including:

- The opportunity to participate in extracurricular activities at both Reynoldsburg High School and the Career Center they attend
- Graduation from RHS including participation in commencement as well as earning a certificate in a chosen field of training
- Assistance in finding employment. Eastland and Fairfield have a history of 95% job placement for graduating seniors
- An opportunity to expand career choices while at the same time maintaining relationships with Reynoldsburg High School

Eastland and Fairfield Career Centers and Satellites are an educational extension of Reynoldsburg High School. The Career Centers offer college preparatory and dual college credit academics in addition to nearly 40 career and technical programs designed to prepare students for college and a career. The Eastland-Fairfield Career and Technical School District provides programs at Eastland Career Center (ECC), Fairfield Career Center (FCC), and 5 satellite schools. Satellite programs are offered at Gahanna-Lincoln (GLHS), Groveport Madison (GMHS), New Albany (NAHS), Pickerington North (PNHS), and Reynoldsburg (RHS) High Schools.

Eastland-Fairfield programs prepare students for the future – whether planning to go to college or right into a career. In a career center program, students will learn skills hands-on, using industry standard procedures and tools. Opportunities to earn college credits and industry certifications are available.

Many Eastland-Fairfield students participate in internships and apprenticeships as well. All students who successfully complete a career center program receive a career passport, which contains many valuable documents that will benefit them in their future career path in addition to the RHS diploma.

Career Center programs are explored during presentations at school and opportunities to attend exploration field trips during the fall of the tenth-grade year. Eastland-Fairfield Career and Technical

STUDENT ACADEMICS & PROCEDURES

School programs are open to all Reynoldsburg eleventh and twelfth grade students who demonstrate the ability and interest to attend and are accepted into a program.

Students remain enrolled in and graduate from Reynoldsburg High School. Students are encouraged to continue participation in extracurricular activities at Reynoldsburg.

It is the policy of the Eastland-Fairfield Career and Technical Schools that activities, programs, and services are offered and conducted without regard to race, color, national origin, sex, religion, disability, age, or financial situation. Financial assistance may be awarded to students who are economically disadvantaged and qualify under federal and state guidelines.

If a student is taking courses with an Institution or Partner other than Reynoldsburg High School, they will adhere to that institution or partner's grading scale.

Eastland-Fairfield Career & Technical School District programs are open to all eleventh and twelfth grade students within our district who demonstrate the ability and interest to attend.

Students remain enrolled in and still graduate from this school and are encouraged to continue participation in our high school extracurricular activities.

With programs on two campuses and five satellite locations, Eastland-Fairfield is closer than you think. Satellite programs are offered at Canal Winchester, Gahanna, Groveport Madison, New Albany, Pickerington North, and Reynoldsburg High Schools.

CONNECTING PATHWAYS TO REAL-WORLD SUCCESS

Eastland-Fairfield Career & Technical Schools allows students to immerse themselves in a career field or profession, spending a half-day with hands-on learning and gaining real-world experience.

Classrooms and labs are equipped with the latest technology. Students learn from teachers who are seasoned professionals in their career field. Combine that with top-notch academics, and you have what employers call added value.

FAST TRACK TO A SATISFYING CAREER

The Eastland-Fairfield learning environment extends far beyond the classroom. Internships, job shadowing, community service, field trips, guest speakers, and cooperative education all provide valuable experiences, connections, and practice in using technical and people skills.

JUMP START ON COLLEGE AND SAVING MONEY

Not only do Eastland-Fairfield programs prepare students for further study, but many also allow students to earn college credit or enter college with advanced standing. Students can earn college credits in selected programs, graduating with a college transcript that can be taken nearly anywhere!

CHANGING PATHWAY POLICY

For the 2025-26 school year, students will not be allowed to change pathways.

CLASS RANK COMPUTATION

Reynoldsburg City Schools do not rank students by grade point average.

COLLEGE CREDIT PLUS

College Credit Plus is a program that gives students in grades 7-12 an opportunity to be enrolled in both high school and college course work at the same time. Students must qualify academically. The Reynoldsburg City School District has College Credit Plus agreements with several colleges and universities. These agreements allow students to earn both high school and college credit in several different departments and courses.

Students who wish to participate in College Credit Plus courses must be strongly motivated and should have demonstrated success in the subject areas they wish to pursue. Since these are college classes, the content is demanding and readiness and willingness to work hard are essential for success.

Admission criteria into College Credit Plus courses vary depending on the college/university offering the credit. Students must meet eligibility requirements and may have to pay designated fees to participate at any private institution.

The College Credit Plus program requires that students submit written notice of their intent to participate to the principal by April 1st. Failure to do so will make them ineligible to participate without the permission of the district superintendent. Intent forms are available through the guidance office, the district college counselor, or at the College Credit Plus Information meeting conducted in February. See Appendix C for additional information about College Credit Plus.

CREDIT FLEXIBILITY

This education option gives students a way to be in charge of their learning. Some students see more value in school (“Why do I have to learn this?”) when they can connect learning with real world situations and future jobs. Credit flexibility is one way to increase a student’s interest in school and motivation to learn.

The key to credit flex is that the student drives the request to learn differently as well as the plan to earn the credit. A specific interest of the student is the basis for the request. The family starts by listening to their child. Every school district has a policy on credit flexibility. The student and family should find and review the policy.

1. The student and family talk with the principal, counselor and teachers about the way to fulfill the student’s request and to meet requirements for earning a high school credit or credits.
2. The school approves the plan which includes how the student will know he or she has succeeded. In some cases, the “how” could be a test, a project or a combination of several measures.

The teacher assigned with the plan ensures the student is doing the work, meeting the goals, and making progress in learning. If the student does not complete all elements in the plan or is not successful in demonstrating the knowledge and skills needed, then the student will not earn the credit. If this occurs, the student can go into a traditional classroom to earn the credit. It is the responsibility of the student to do the work to succeed in the plan. The teacher guides the student with feedback.

There is not one way to develop a credit flexibility plan, and the Ohio Department of Education does not provide a model plan. The student, school and family create the plan together. This includes discussion about any costs associated with the plan. The school may cover some costs, while families may need to handle some costs. The plan should include the costs and responsibility for payment.

HOW TO EARN FLEX CREDIT

Students work on an Individualized Credit Flex Plan in conjunction with the Guidance Counselor and a highly qualified teacher to develop a plan for earning credit outside of the school day. The teacher of record is responsible for monitoring work completion and giving a final grade, and the guidance counselor is responsible for proper reporting of the course in PowerSchool. The forms are in Appendix A.

CUMULATIVE RECORDS

Parents may request to view their child's school records. This request should be done in writing and given to the building principal. Arrangements will be made for the view of the records. Parents must present identification before being allowed to review student records. Classes with a pass/fail grade do not calculate into the grade point average.

DROP COURSE

Students may opt to drop a course at no penalty to their grade under the following conditions: The course is dropped within 11 days of the class, and there is another course for a student to enter.

Students who drop a course after the first 11 days of the class must withdraw fail (WF). A grade of WF will be listed on the official transcript with 0.0 GPA points attached. Please note, WF negatively impacts GPA.

"In the event of the district deciding to go hybrid/virtual for a period of time, the Board has adopted a High School Handbook that addresses the deadline for students to drop courses without consequence, the Board desires to authorize the Superintendent to waive the 10- day deadline to drop a course without penalty in those instances where, under the remote and/or hybrid learning model, it is reasonable to do so. The Board hereby authorizes the Superintendent to assess any student's written request to be permitted to drop a course beyond the 10-day deadline set forth in the High School Handbook without penalty and to waive such deadline/penalty on a case-by-case basis when, in his judgment under the circumstances presented, reason and fairness warrants. The authorization to waive the deadline for dropping courses shall terminate when the District returns to fully in-person classes for students."

EARLY GRADUATION

Students who desire to graduate from Reynoldsburg High School in less than four years must submit a letter of intent to the campus principal. Students who are referred for possible early high school graduation are evaluated based on past academic performance, measures of achievement based on state academic content standards and successful completion of state-mandated graduation requirements. The committee considers the student's own thoughts on possible accelerated placement in its deliberations. For students the acceleration evaluation committee recommends for early high school graduation, the committee develops a written acceleration plan designed to allow the student to complete graduation requirements on an accelerated basis. This may include the provision of educational options in accordance with Ohio Administrative Code 3301-35-06(G), waiving District prerequisite requirements for enrolling in advanced courses, waiving District graduation requirements that exceed those required by the state and early promotion to sophomore (or higher) status to allow the student to take the End-of-Course Ohio's State Tests.

WEIGHTED CLASS GRADING PROCEDURES (AP/COLLEGE CREDIT PLUS/HONORS)

1. Honors courses will be weighted on a 4.5 GPA scale.
2. Advanced Placement (AP) courses will be weighted on a 5.0 GPA scale.
3. At the end of the first quarter or the equivalent in a double block, students have the option of dropping or transferring from a weighted class, without penalty, if they earn a "D" or below.
4. College Credit Plus courses will be weighted on a 5.0 grading scale. If a student is taking courses with an institution or partner other than Reynoldsburg High School, they will adhere to that institution or partner's grading scale.

Review [College Credit Plus | Resources for Administrators | Ohio Higher Ed](#) for guidance on rules and regulations.



Guidelines for Assessment and Grading 2025-26 for Grades 6-12

General Research	Notes and Rationale	
Our vision for assessment and grading for deeper learning	We will consistently measure student growth and mastery of 21st century Portrait of a Graduate competencies and rigorous academic content through implementing culturally responsive grading practices and providing meaningful feedback.	
Core Values	<ul style="list-style-type: none"> • We will promote student ownership of learning • We will incorporate culturally responsive assessment practices 	<ul style="list-style-type: none"> • We will facilitate academic growth, learning, and mastery of content • We will consistently communicate meaningful feedback to stakeholders • We will foster growth within the Portrait of a Graduate competencies
	<ul style="list-style-type: none"> • We will promote student ownership of learning • We will incorporate culturally responsive assessment practices 	<ul style="list-style-type: none"> • We will facilitate academic growth, learning, and mastery of content • We will consistently communicate meaningful feedback to stakeholders • We will foster growth within the Portrait of a Graduate competencies
	<ul style="list-style-type: none"> • We will promote student ownership of learning • We will incorporate culturally responsive assessment practices 	<ul style="list-style-type: none"> • We will facilitate academic growth, learning, and mastery of content • We will consistently communicate meaningful feedback to stakeholders • We will foster growth within the Portrait of a Graduate competencies
Competencies Defined	<p>The Portrait of a Graduate competencies are essential skills which are measurable and essential to student future success</p> <ul style="list-style-type: none"> • All POG Competencies need to be captured in some way on the report card • Reported as separate from GPA on grade card <ul style="list-style-type: none"> ○ Teachers have autonomy to include POG strands into Ohio State Standards using POG rubrics/strands 	<p>Notes</p> <p>Classwork</p> <p>Drafts</p>
	<ul style="list-style-type: none"> ○ E/D/P/A determined by data from the LMS (breakdown of percentages to correlate to each performance level) • Teachers must assess a minimum of at least one strand from each POG rubric in the first semester and one strand from each POG rubric per quarter in the second semester, but are strongly encouraged to assess more frequently • Elective teachers are expected to assess POG competencies as appropriate for their classes. Feedback should be provided to students, but POG grades will not be reported in PowerSchool for report card purposes. 	

General Research	Notes and Rationale
The Math and Science behind Grading for ALL Content Areas	
Weighting	
Performance and Practice	All high school credit courses will weigh assignments as at least 75% Performance and up to 25% Practice. All courses in grades 6-8, with the exception of classes earning high school credit, will weigh assignments as at least 60% Performance and up to 40% Practice.
Differentiating Practice and Performance	<p>*The list above should be used as a list of examples, and is not an exhaustive list of options.</p> <p>*Teachers may use discretion to determine what works best for their class/content/students in terms of what falls into which category.</p> <p>*Teachers are required to communicate to students whether an assignment will be recorded in the grade book as Performance or Practice.</p> <p>*Practice grades should be aligned to an academic standard or POG competency.</p>

General Research	Notes and Rationale
Course Grade Weighting	<p>Semester courses:</p> <ul style="list-style-type: none"> • Q1- 50% • Q2- 50% <p>Midterms, finals, and quarter benchmarks will factor into these quarter weights. If a midterm/final is given, teachers should be strategic with point values within the quarter grade.</p>
Course Content	<p>Every student has the opportunity to access rigorous content in terms of Honors, AP, and CCP courses. Teachers, students, counselors and administrators will document student performance and progress, this data will be used as evidence in formal and informal conversations designed to accurately transition students to and from Honors courses.</p> <p>Students will be recommended for Honors courses based on a variety of factors. These could include MAP scores, Ohio State Testing results, and/or prior course grades.</p>

General Research	Notes and Rationale
Honors/AP/CCP	Honors courses - 4.5 GPA Scale AP Courses - 5.0 GPA Scale CCP Courses - 5.0 GPA Scale
PoG Competencies and Rigorous Academic Content	<u>Assessing the PoG Competencies</u> - PoG Competencies will be assessed in each class. Teachers must assess at least one strand from each PoG rubric in the first semester and one strand from each PoG rubric per quarter in the second semester. The competencies are not a percentage of the students' grade but will be represented in the gradebook. The strand score may be a part of the students' academic grade when the strand aligns with content standards.

General Research	Notes and Rationale
Zeroes	<ul style="list-style-type: none"> ● If a student does not turn in an assignment, the teacher will indicate the assignment is missing in the gradebook (LMS) ● Teachers should enter a 0 for a missing assignment and click allow retry if needed. ● Teachers are not required to accept missing practice assignments from students after the date and time the assignment is due. If teachers choose to accept practice work after the deadline, they must post the late practice work policies* in their classroom and/or on their LMS. Exceptions may be made for special circumstances. <p>*Buildings can set more specific policies on late work.</p>
Homework	<ul style="list-style-type: none"> ● Homework is defined as work that is to be completed entirely outside of class time. ● Homework should be appropriate for the grade level and subject area and should not be counted as part of the course grade for any class except as listed below. ● CCP courses abide by parameters set by the institution which is awarding the college credit ● Honors, AP, and 3rd and 4th year foreign language courses may assign work outside of the school day that will count as part of the course grade.
Extra Credit	<ul style="list-style-type: none"> ● No extra credit may be given by teachers.
Floor	<ul style="list-style-type: none"> ● Students who earn a percent lower than a 40% for the quarter may have their grade for the quarter overridden to a 40%. The actual earned percentage will be documented in the comment section of the gradebook. <ul style="list-style-type: none"> ○ If a student has an extenuating circumstance, a 40% floor may also be considered. This will be decided by a team (MTSS and/or Truancy) that includes the student, parent, administrator, and teacher. ○ In order for students to be granted a 40% floor instead of a lower grade, students must be making an attempt to complete performance assessments and/or must not be habitually truant.

General Research	Notes and Rationale
Intervention and Re-Assessing	<p><u>Reassessment Time</u> - Students will be able to access a minimum of one reassessment (per performance grade). Reassessment must be done within the current quarter and should take place during instructional time.</p> <p><u>Accessing Reassessments</u> - Teachers must have a documented and posted process* of how students may access reassessments. The guidelines for intervention and reassessment will be created by TBTs, and approved by administrators. PD for Reassessment guidelines will be leveled and available for classroom teachers, TBT's and administrators.</p> <p><u>Replacing Practice Grades</u> - If a student demonstrates mastery on a performance assignment, teachers may choose to replace one or more practice assignments on the same content standards with the same percentage grade demonstrated on the performance assignment. <i>i.e.: A student scores a 70% on a performance task over two academic content standards. The teacher may choose to go back and replace all three practice grades over the same two content standards that were 30%, 55%, and 0% with a score of 70%.</i></p> <p>It is best practice for teachers to replace prior assessments over the same academic content standards with most recent evidence of mastery on the content standard. Teachers may use discretion if a student scores lower on the most recent assessment as to whether to replace the grade.</p>

General Research	Notes and Rationale
Importance of Feedback	<p>Feedback is essential to the assessment process, and feedback can and often should be given in place of a grade as scaffolding for an assessment. Feedback should be accessible to students and other stakeholders and will guide students toward mastery of academic content and growth in Portrait of a Graduate competencies.</p> <p>Meaningful feedback methods include but are not limited to:</p> <ul style="list-style-type: none"> ● Student Conferences ● Comments ● Written ● Verbal ● Group ● Peer Review ● Portfolio
Benchmark Course Exams	Teachers may choose to give quarter benchmarks, a midterm, or a final exam that factor into the quarter grades but teachers are not required to do so.

GRADE REPORTING INFORMATION

All Reynoldsburg Schools, including all high school pathways, will adhere to a Mastery Grading System. The following is a list of grades that may appear on a student's report card.

Letter	Mastery/Non - Mastery	Explanation
A	Mastery	90% - 100% College and Career Ready
B	Mastery	80% - 89% College and Career Ready
C	Mastery	70% - 79% Additional coursework in the content may be required to be career and/or college ready
D	Non-Mastery	60% - 69% It is recommended that the student retake the course
F	Non-Mastery	0% - 59% Student will need to retake the course
I	Non-Mastery	The student has work that has yet to be completed because of reasons such as illness. Does not count against the student in GPA calculations. Grade will be changed to an F if not completed by end of the semester unless there are extenuating circumstances approved by a building administrator.
Pass/Fail Courses		
P Pass	N/A	If a student earns a P, it will not count in their GPA, but it will count as earned credit.
F Fail	N/A	If a student earns an F, it will not count in their GPA, and it will not count as earned credit.

GRADUATION REQUIREMENTS

In order to acknowledge each student's successful completion of the instructional program, appropriate to the achievement of District goals and objectives as well as personal proficiency, the Board of Education awards a diploma to eligible students at a graduation ceremony.

The Board of Education shall award a regular high school diploma to every student enrolled in this District who meets the requirements of graduation established by State law and this Board or who properly completes the goals and objectives specified in his/her individualized education program (IEP) including either the exemption from or the requirement to complete the tests required by the State. Students must meet requirements in three areas to graduate: (1) Course Requirements, (2) Competency and (3) Readiness.

1. Course Requirements

Subject	Minimum Credit Requirement	
English Language Arts	4	
Health	0.5	
Mathematics	4	1 credit in Algebra II or an equivalent
Physical Education	0.5	Students may waive the physical education requirement with participation in in 2 full seasons of athletics, marching band, and/or cheerleading.
Science	3	1 credit Biology, 1 credit Physical Science, 1 credit Advanced Science
Social Studies	3	1 credit World History, 1 credit American History, 1 credit Government
Financial Literacy	0.5	
Electives	4.5	<p>1 credit must be earned in fine arts unless 2 semesters of fine arts coursework were successfully completed in middle school (grades 7/8). Fine arts are not a requirement for students following a career technical pathway.</p> <p>Elective credits must include one or any combination of world language, fine arts, business, career-technical education, family and consumer sciences, pre-engineering or English, Mathematics, Science, or Social Studies not otherwise required.</p> <p>*You also must receive instruction in economics and financial literacy and complete at least two semesters of fine arts (ODEW).</p>
Total Credits: 20		

Counselors will work closely with students and their parents to develop a program in compliance with the standards of graduation set forth by the State of Ohio and Reynoldsburg Board of Education and the student's best interests. Final approval rests with the principal.

2. Demonstration of Competency

Students can demonstrate competency on Ohio's State Tests by earning a score of 684 or above in Integrated Math I and English Language Arts II or via the competency alternatives below.

Foundational Demonstration	Supporting Demonstration
Alternative 1: Career Readiness	
Proficient scores on 3 or more WebXams	250-hour Workplace Experience
Earning an approved 12-point industry-recognized credential(s)	Earn the required score on WorkKeys
A pre-apprenticeship or acceptance into an approved apprenticeship program	Earn the OhioMeansJobs Readiness Seal
Alternative 2: Military Enlistment	
Military Enlistment	Signed contract to enter a branch of the U.S. armed services upon graduation
Alternative 3: College Credit Plus	
College Credit Plus	Earn credit for one non-remedial college-level math and/or college-level English course through Ohio's free College Credit Plus program for the subject area(s) not passed
Alternative 4: Remediation Free Test Score	
ACT or SAT Remediation Free (for subject area not passed)	ACT English subscore 18 (or higher) ACT Reading subscore 22 (or higher) ACT Mathematics subscore 22 (or higher) SAT Reading and Writing score of 480 (or higher) SAT Mathematics score of 530 (or higher)

3. Demonstration of Readiness

Earn two of the following diploma seals, choosing those that line up with your goals and interests. One of these seals must be state defined. These seals give you the chance to demonstrate academic, technical and professional skills and knowledge that align to your passions, interests and planned next steps after high school.

State Seal	Requirements
OhioMeansJobs Readiness Seal	Demonstration of professional skills and competencies. Students must have 3 mentors to validate the 15 professional skills needed to earn the seal.
Industry-Recognized Credential Seal	Earn an industry-recognized credential that is aligned to a job that is determined to be “in demand” in this state and its regions.
College-Ready Seal	Earn remediation-free scores on the ACT or SAT.
Military Enlistment Seal	Providing evidence of enlistment in an armed services branch of the military; or Complete an approved Junior Reserve Officer Training (JROTC) program.
Citizenship Seal	Earn a final course grade that is equivalent to a “B” or higher in an American History and American Government course; or Earn a score of 3 or higher on Ohio’s State Test in American History and American Government; or Earn a score equivalent to proficient on an appropriate AP or IB test; or Earn a “B” or higher in appropriate American History and American Government College Credit Plus Course
Science Seal	Earn a final course grade that is equivalent to a “B” or higher in an Advanced Science course; or Earn a score of proficient on Ohio’s State Test in Biology; or Earn a score equivalent to proficient on an appropriate AP or IB science test; or earn a “B” or higher in a College Credit Plus science course.
Honors Diploma Seal	Meeting the criteria for one of six honors diplomas: 1) Honors Diploma, 2) Career-Tech Honors Diploma, 3) IB Honors Diploma, 4) STEM Honors Diploma, 5) Civics and Social Sciences OR 6) Fine Arts Honors Diploma.
Seal of Biliteracy	The student must demonstrate proficiency in English and high levels of proficiency in at least one other world language through a series of test-based options.
Technology Seal	Earning a “B” or higher in an approved College Credit Plus Course; or Completing a course offered through the student’s district or school that meets guidelines set by the Ohio Department of Education.


Locally Defined Seal	Requirements
Community Service Seal	<p>Students must document at least 60 hours through community service experiences or work in employment positions, which can include activities such as paid or unpaid internships, work studies, co-ops, and apprenticeships. Students' experiences can take place as soon as they are enrolled in their first high school credit-bearing class (this differs for each student). Community service hours can be prorated based on entry into Reynoldsburg City Schools. Students must have their planned work or community service experiences approved for graduation before completing those experiences. Hours must be tracked in the school provided system and approved by the organization in which the hours are earned.</p>
Fine and Performing Arts Seal	<p>Complete the requirements of a Fine Arts pathway; or Complete the requirements of the Performing Arts Pathway; or Complete a sequence of Fine Arts courses (at least 3 courses) that lead to a portfolio, exhibit, or demonstration of learning as a final project. (This could include performances, art exhibits, band, orchestra, and choir courses including concerts, and other activities with teacher/principal approval.); or Complete private lessons within the visual arts, performing arts, or design that result in a final exhibition of work or learning. Pre-approval is required for this option, and the outside provider must be willing to sign off on the hours and performances and the student will submit a log of hours and work; or Receive an individual rating of Superior or Excellent at a state sponsored adjudicated music event, or be selected for a state sponsored art exhibition. Other judged or jurored performances or exhibitions will be considered; or Pass a CCP or AP course in Fine Arts.</p>
Student Engagement Seal	<p>The Club, Activity or Organization must be an official school sponsored club or organization with a Club and Activity Application on file at District Office; and Students must be included on the official roster for the group. Rosters will be submitted to designated building Secretaries and then submitted to District Office to the EMIS Coordinator; and Participation must span two school years total or the student must participate in at least two clubs over the span of one school year.</p>

GLOBAL SCHOLARS DIPLOMA ENDORSEMENT

The Global Scholars Diploma is an endorsement designed by the Columbus Council on World Affairs that students can earn on top of their regular diploma. The Columbus Council on World Affairs has worked closely with industry partners and local Universities to develop a program that creates globally affluent graduates that are well prepared to work for international companies. This endorsement will be beneficial on career resumes as well as college and scholarship applications.

The Global Scholars Diploma program is a three-year program in which students begin their sophomore year of high school.

GLOBAL SCHOLARS DIPLOMA ENDORSEMENT REQUIREMENTS

Sophomore Year 1	Junior Year 2	Senior Year 3
Attend two cultural events. Complete any Google classroom assignments. Attend four Global Scholars Diploma summits.  Columbus Council on World Affairs	Attend four cultural events. Complete Google classroom assignments. Attend four Global Scholars Diploma summits.	Complete Columbus Council on World Affairs activities that focus on five key global issues: global migration, human rights, food security, global security, and the environment. Complete a global issues capstone project and present at GSD capstone fair. Complete the Global Scholars Diploma student portfolio.
All Global Scholars		
Must be in solid academic standing. Must have a passion for learning about global issues and participating in related events.		

Students successfully meeting these criteria by the time of graduation will earn the Global Scholars Diploma endorsement through the Columbus Council on World Affairs.

DIPLOMA WITH HONORS

High school students can gain state recognition for exceeding Ohio's graduation requirements through an honors diploma. Students challenge themselves by taking and succeeding at high-level coursework and in real world experiences.

Students must meet all but one of the following criteria, unless it is a minimum graduation requirement.	Ohio Diploma MINIMUM GRADUATION REQUIREMENTS	Ohio Honors Diploma	Career Tech Honors Diploma
Math	4 units, must include one unit of Algebra II or equivalent	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher-level course or 4-course sequence that contains equivalent or higher content	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher-level course or 4-course sequence that contains equivalent or higher content
Science	3 units	4 units, including 2 units of advanced science	4 units, including 2 units of advanced science
Social Studies	3 units	4 units	4 units
World Languages	N/A	3 units of one world language, or no less than 2 units of each of two world languages studied	2 units
Fine Arts	1 unit	1 unit	N/A
Electives	3.5 units	N/A	4 units of Career Technical minimum
Financial Literacy	0.5 units	0.5 units	0.5 units
GPA	N/A	3.5 on a 4.0 scale	3.5 on a 4.0 scale
ACT/SAT	N/A	ACT: 27 or higher/SAT: 1280 or higher	ACT: 27 or higher/SAT: 1280 or higher or WorkKeys: 12 or higher
Experiential Learning	N/A	Field Experience and Portfolio, OR Ohio Means Jobs Seal, OR Work-Based Learning	Complete a field experience and document the experience in a portfolio specific to the student's area of focus
Portfolio	N/A	N/A	Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the area of focus that is reviewed and validated by external experts

STUDENT ACADEMICS & PROCEDURES

Students must meet all but one of the following criteria, unless it is a minimum graduation requirement.	STEM Honors Diploma	Arts Honors Diploma	Social Science & Civic Engagement Honors Diploma
Math	5 units, Integrated Math 1, Integrated Math 2, I (or equivalent), and one other higher-level course or 4-course sequence that contains equivalent or higher content	4 units, Integrated Math 1, Integrated Math 2, I (or equivalent), and one other higher-level course or 4-course sequence that contains equivalent or higher content	4 units, Integrated Math 1, Integrated Math 2, I (or equivalent), and one other higher-level course or 4-course sequence that contains equivalent or higher content
Science	5 units, including 2 units of advanced science	3 units, including 2 units of advanced science	3 units, including 2 units of advanced science
Social Studies	3 units	3 units	5 units
World Languages	3 units of one world language, or no less than 2 units of each of two world languages studied	3 units of one world language, or no less than 2 units of each of two world languages studied	5 units of one world language, or no less than 2 units of each of two world languages studied
Fine Arts	1 unit	4 units	1 unit
Electives	2 units with a focus in STEM	2 units with a focus in Fine Arts	3 units with a focus in social sciences and/or civics
GPA	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale
ACT/SAT	ACT: 27 or higher/SAT: 1280 or higher	ACT: 27 or higher/SAT: 1280 or higher	ACT: 27 or higher/SAT: 1280 or higher
Field Experience	Complete a field experience and document the experience in a portfolio specific to the student's area of focus	Complete a field experience and document the experience in a portfolio specific to the student's area of focus	Complete a field experience and document the experience in a portfolio specific to the student's area of focus
Portfolio	Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the area of focus that is reviewed and validated by external experts	Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the area of focus that is reviewed and validated by external experts	Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the area of focus that is reviewed and validated by external experts

INSTRUCTIONAL FEES AND COURSE FEES

The Reynoldsburg Board of Education adopts fee schedules as recommended by the Superintendent. Failure to pay course fees, fines, and other financial obligations (including but not limited to broken and/or lost equipment) may result in the withholding of grades and credits.

Course Fee Schedule 2024-2025 School Year

Grade Level	Course	Fee
Grades K-12	General School Fee	TBD
Grades K-12	Technology Fee	TBD
Grades 9-12	Art Fee	TBD
Grades 9-12	Lab Science Fee	TBD

- Students who are on a free lunch plan will not be charged any school fees of those listed above. (This does not apply to Pay-to-Participate fees.)
- Students who are on a reduced lunch plan will pay a reduced General School and Technology fee of \$10 total. Art and Lab Science fees will be \$5 each.
- General School Fees will be collected and put into the general fund and will be allocated to building budgets for general supplies and resources as approved by the building principal.
- Technology Fees will be collected and put into the general fund and used by the IT department for repairs and for the replacement of Chromebooks and parts. Paying this technology fee does not prevent the district from seeking reimbursement for damaged technology that is the fault of the student.
- Art and Lab Science Fees will be put into a 009 account and used to purchase supplies associated with the course.

END-OF-COURSE EXAMS

If a student passes a State end of course exam but does not have a passing score in the class, the failing grade will remain on the transcript and a “P” will be added to the transcript for the course.

PROMOTION GUIDELINES

Students in grades 9-12 are assigned to a grade level based on the total credits earned by the first day of the new school year and the English course the student previously completed.

Total Credits	Promotion to grade
Promotion from grade 8	9
5 credits	10
10 credits	11
15 credits	12

PHYSICAL EDUCATION WAIVER

Students who have participated in interscholastic athletics, marching band, show choir, or cheerleading for at least two (2) full seasons as defined in the RHS handbook, while enrolled in grades 9 through 12, and as documented by the athletic director or guidance counselor, may be excused from the high school physical education requirement. Students electing such an excuse shall complete one-half (1/2) unit of instruction in another course of study which is designated by the Board as meeting the high school curriculum requirements. A student who has participated in the junior reserve officer training corps for at least two (2) full school years while enrolled in grades 9 through 12 may be excused from the high school physical education requirement and may use credit for such participation to satisfy the requirement to complete one-half (1/2) unit in another course of study.

Credit may be earned at an accredited postsecondary institution through College Credit Plus (CCP). Every high school may permit students below the ninth grade to take advanced work for credit. This work shall count toward the graduation requirements if it was both:

- A. taught by a person who possesses a license/certificate issued under State law that is valid for teaching high school;
- B. designated by the Board as meeting the high school curriculum requirements

RETAKING COURSES

Students who retake entire courses at RHS during the school year that they failed (F) or earned the grade of “D” previously may replace the course and receive a new grade for GPA calculation. All records appear on the student’s transcript if the previous grade was a “D” or “F”. For Summer Pathway coursework, students completing credit recovery will earn Pass/Fail with appropriate credit.

For College Credit Plus coursework, students receiving a grade below “C” who wish to retake the course must pay for the course and course fees in order to retake. Payment for the retake must be made prior to entering the class for the second time. If a student fails a CCP course, the student will be charged the cost of the course. The district may also place a hold on a student’s grades/credits until reimbursed.

REQUIRED COURSEWORK

Student work completed prior to the ninth grade is applied towards graduation credit if the course is taught by an appropriately certified/licensed teacher and is designated by the board as meeting the curriculum requirements. All credit will be counted toward the student’s accumulated GPA.

Programs such as special education or career education at Eastland-Fairfield Career Technical School shall meet the requirements for graduation in accordance with the program standard as established by the Ohio Department of Education and the Reynoldsburg Board of Education.

SCHEDULE CHANGES

Purpose of Schedule Change Procedures

- Because of the complex nature of our scheduling process, after the fact changes of any kind are to be treated seriously.
- During the course selection process, students have the opportunity to confer with parents, teachers and school counselors to assure that they selected the appropriate courses.

- Reynoldsburg High School's master schedule is organized around the requests of students.
- Your scheduling requests are met to the best of our ability as we build our schedule. Once the schedule is constructed, changes in requested courses may not be able to be accommodated due to constraints with available resources.

Procedures for Schedule Changes

- All students must follow their given schedule for the first 6 days of school. This gives students the chance to experience what the class will be like and determine if they want to change it or not. After those 6 days, students then have 5 additional days to request to change their schedule; this does not include College Credit Plus Courses.
- Schedules are not changed for the following reasons:
 - Core courses will not be moved to accommodate elective courses, late arrivals or early dismissals
 - Switching courses from one block to another/changing teachers
 - Want a different lunch period/class with a friend
 - To have an "open block"/free period
 - Eliminating all pathway classes from schedules
 - Changes that would result in fewer than 5 credits for the year
- The student must work with their school counselor to determine if a schedule change can take place. This includes filling out the proper form to request a change. The principal has the final authority on all schedule changes.
- Students who drop a course after the first 11 days of the course do so with a "Withdraw Failure" and will receive an "F" for the course. Students enrolled in College Credit Plus coursework may be responsible for any fees or book costs incurred.
- Students must meet the GPA requirement or test into all College Credit Plus courses.

The student must continue to go to the course that he/she wants to drop until the school counselor gives him/her a new schedule with his/her new course listed. This will be communicated to the student through their Reynoldsburg email address. Not attending the course until it is officially dropped constitutes recorded absences.

SENIOR FEES

Seniors are required to pay a \$60 Senior Fee. This fee covers senior specific items and events such as graduation. This fee is not reduced or waived for those students who are eligible for free/reduced price lunch. The fee may be reduced to the cost of \$15 for students that will only receive a diploma and diploma cover and who will not be participating in the graduation ceremony. Students paying this reduced fee will not receive any of the academic honor awards such as, but not limited to, Raider Scholar Medallion, Honor Cords and pathway pennants even if the student has rightly earned such awards. Students desiring such awards regardless of participation in the graduation ceremony will pay the full \$60 fee.

ATHLETICS (PARTICIPATION, ELIGIBILITY AND GUIDELINES)

The purpose of interscholastic athletics is to teach discipline, skills, teamwork, self-sacrifice, and to build character. Student-athletes and parents sign an informed consent agreement, to uphold the requirements of the Athletic Code of Conduct and expectations for athlete participation. With this purpose in mind, Reynoldsburg High School offers a wide variety of athletic competition for young men and women. Reynoldsburg High School offers the following interscholastic athletics:

Baseball	Cross Country	Softball	Volleyball
Basketball	Football	Swimming	Wrestling
Bowling	Golf	Tennis	E-Sports
Cheerleading	Soccer	Track & Field	

OHSAA GUIDELINES FOR STUDENT ATHLETIC ELIGIBILITY

Grades 7-12:

- All beginning seventh graders are eligible insofar as the scholarship bylaw.
- All high school students **MUST** be enrolled in and earn passing grades in a minimum of five one-credit courses (or the equivalent) each and every grading period to have continuing eligibility.
- All beginning ninth graders must have passed a minimum of five of all subjects in which enrolled the immediately preceding grading period.
- Eligibility for each grading period is determined by grades received in the preceding grading period. Per Bylaw 4-4-1, a grading period is defined as the school's Board- adopted calendar (e.g. six-week, nine-week, 12-week or semester). Semester and yearly grades have no effect on OHSAA eligibility.



Grades 9-12:

- To be eligible, a student-athlete must have received passing grades in a minimum of five one- credit courses, or the equivalent, in the immediately preceding grading period (Note: Students taking post-secondary options must comply with these standards along with those participating via state law that permits home educated, non- public, community and STEM school students to participate at public schools in the district of residence of the parents).

Grades 7-8:

- To be eligible, a student-athlete must have received passing grades in a minimum of five of all subjects in which enrolled the immediately preceding grading period. Students who are participating via state law that permits home educated, non- public, community and STEM school students to participate at public schools in the district of residence of the parents must also comply.

- For eligibility purposes, summer school and other educational options, including College Credit Plus, may not be used to substitute for failing grades received in the final grading period of the regular school year OR for lack of enough courses taken in the preceding grading period. (See athletic Code of Conduct for greater detailed information).

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

EXAMPLES OF DETERMINING STUDENT ELIGIBILITY – GRADES 9-12

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

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

QUICK REFERENCE FOR PROTECTING STUDENT ELIGIBILITY

Parents and students share the responsibility to comply with scholarship standards. Therefore, a student should not to drop a class without first consulting with the athletic administrator to determine whether it will affect athletic eligibility

Any student- athlete who transfers may affect his or her eligibility. Should a student- athlete plan to transfer, contact your school principal or athletic administrator to review what affect the transfer will have on athletic eligibility. Be knowledgeable of the OHSAA eligibility requirements. Review class schedules each semester to ensure that the student-athlete is taking enough courses to meet the eligibility requirements so that he or she may participate in the next grading period. Work closely with the coaches and athletic director. Contact the athletic director or principal on questions pertaining to eligibility and ask them to discuss any unresolved issues with the administrators in the OHSAA office who handle eligibility issues.

NOTE: The OHSAA has no minimum grade point (GPA) requirement, thus issues regarding eligibility when only the GPA is of concern is strictly a local school district matter and not an OHSAA matter. Reynoldsburg City Schools has a 2.0 GPA requirement. The NCAA has a 2.3 GPA requirement. If you would like further information about NCAA eligibility, please visit their website.

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

NCAA DIVISION I ACADEMIC GUIDELINES

College-bound student-athletes will need to meet the following academic requirements to practice, receive athletic scholarships, and/or compete during their first year.

CORE-COURSE REQUIREMENT

Complete 16 core courses in the following areas:



College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division I school.

- Complete 16 core courses.
- Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
- Seven of the 10 core courses must be in English, math or natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale.
- Graduate high school.

ACADEMIC REDSHIRT

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.0.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale.
- Graduate high school.

NONQUALIFIER

College-bound student-athletes cannot practice, receive athletics scholarships or compete during their first year of enrollment at an NCAA Division I school.

NCAA DIVISION II ACADEMIC REQUIREMENTS

College-bound student-athletes first enrolling at an NCAA Division II school on or after Aug. 1, 2018, need to meet new academic rules to practice, compete and receive athletics scholarships.

CORE-COURSE REQUIREMENT

Complete 16 core courses in the following areas:

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math, or natural/physical science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

College-bound student-athletes may practice, compete and receive athletic scholarships during their first year of enrollment at an NCAA Division II school.

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.200.
- Earn the ACT/SAT score matching your core-course GPA on the Division II full qualifier sliding scale.
- Graduate high school.

PARTIAL QUALIFIER

College-bound student-athletes may receive athletic scholarships during their first year of enrollment and may practice during their first regular academic term, but may not compete during their first year of enrollment.

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division II partial qualifier sliding scale.
- Graduate high school.

NONQUALIFIER

College-bound student-athletes may not practice, compete or receive athletic scholarships during their first year of enrollment at an NCAA Division II school.

OTHER STUDENT ACTIVITIES

Reynoldsburg City Schools offers a variety of extracurricular activities. Activities outside the classroom support the academic program by providing opportunities for students to get to know one another and by allowing students to do things they might not otherwise have the chance to do. Students are invited and encouraged to participate in these activities. Student initiatives are important to the climate at RHS. Students are welcome to share new ideas for programs and activities with the administration and staff. Building administrators reserve the right to remove students from activities based on grades, attendance, or behavior.

APPENDIX A:**Independent Study and Credit Flexibility Information and Guidelines**

What is Credit Flexibility?

- Credit Flexibility is an educational option that gives students the opportunity to earn high school credits by testing out of courses or by completing pre-approved independent study projects
 - Test-out Option: Students take online courses with unit pretests. Proficient scores allow students to move past the units without having to complete all of the work. Scores less than proficient will provide students with immediate feedback as to where they went wrong and allow the student to retest. To earn the final credit, students must pass the course final. This final will be proctored by a school representative.
 - Project-based Options:
 - Students may earn high school credits by documenting how they are showing content mastery in their workplace
 - Ohio Means Jobs + Work-based Learning project
 - Students may earn high school credits by planning and completing independent projects that show the student's level of content mastery in non-traditional ways.
 - Creating a historically accurate and research based graphic novel telling the story tracing the timeline of civil rights for women from the founding of Jamestown until the present
 - Can satisfy English Standards to be covered that year
 - Can also satisfy Social Studies Standards to be covered that year
- Approved credit awarded through this policy will be posted on the student's transcript and counted toward student grade point average (GPA), class rank and as graduation credit in the related subject area or as an elective.

How do students exercise their right to use Credit Flexibility to earn High School Credit?

- Any student may apply for credit to be awarded through Independent Study or Credit Flexibility this form.
 - Test-Out Proficiency Options on school district provided online classes are pre-approved for Flex-Credits (This option is not NCAA approved)
 - Independent Study credit plans must include at least 120 hours of content engagement

How do students know if their application is approved?

- The guidance counselor(s) and the Head of School review the application for approval.
- The guidance counselor(s) and the Head of School will send written notice of the approval or denial of the application.
 - Denials will come with a list of specific reasons for the denial.
 - Denials will come with a list of specific steps that must be completed for the next submission to be approved.

How are the grades assessed?

- Students who choose to use the pre-approved test out option will receive credit as soon as they complete their online course.

- The same percentage from their final grade will be entered as their overall grade for the course.
- Students who design their own Flex Credit plan or Independent Study plan, the Principal or designee may award credit for custom learning activity(ies) after the completion of the project (120 hours or more)
- Students completing Independent Study Flex Credit options must write a 5-paragraph reflective essay to earn an A. Students who opt not to complete the essay may earn up to 85% for successful completion of their project. A specific writing guide is included below.

The principal or designee may award credit or partial credit for pre-approved assessments, performances or work products that demonstrate mastery of content of any course offered at Reynoldsburg High School. Elective credit for courses not offered at Reynoldsburg High School may also be earned in this manner as pre-approved.

- Students who transfer to Reynoldsburg from another district with an existing credit flex plan, will be required to submit this plan to the Reynoldsburg committee for approval or modification.
- Credits completed in another district before transfer to the Reynoldsburg City Schools will count as credits toward fulfilling graduation requirements as awarded by the sending district.

What are some things that may cause students to lose their opportunity to earn credit from their Credit Flex or Independent Study plan?

- If the student plagiarizes existing work, commits any kind of copyright violation, or if the student does not show adequate progress to name a few, then she or he will lose the opportunity to earn credit through the Credit Flex or Independent Study option.
 - Adequate progress on school provided online work = complete 1-3 lessons per day for each course.
 - Students may appeal the decision to withdraw the student from the course to the Principal.
 - The student must draft a letter or an email outlining the reason(s) for the appeal within 10 calendar days following notification of withdrawal.

Illness that keeps a student from working will not automatically cancel the option.

- A sick student must provide medical documentation or other evidence of inability to complete work.
 - The Principal or designee may permit an extension and/or give additional requirements that must be completed when the student's situation changes.
 - If the student does not intend to complete the credit and there has been an illness or other valid reason, the application may be withdrawn.

The district shall forward a copy of the approved application to the new district for their consideration if the parent/guardian notifies the school in writing (email or letter).

Can athletes use Flex Credits and Independent Study to earn required credit?

- No. Student athletes cannot participate in a credit flex option.
 - Credit Flex experience will NOT count towards the 5-credit minimum for athletic eligibility.

Credit Flexibility / Independent Study Proposal

Submit this plan to your school counselor for approval before accumulating hours.

Directions: Complete this document and turn it into the guidance counselor. The counselor will work with the teachers and the principal or a designee to gain final approval and to establish the teacher of record.

- Students who do not demonstrate adequate progress toward their project goal may be removed from the Credit Flex option and placed in a traditional classroom course.

Student and Family Information	
First Name:	Last Name:
ID #:	Graduating Class:
Student Email:	Student Phone:
Parent/Guardian Name:	Parent Guardian Phone:
Parent/Guardian Email:	Is the student an athlete? ____no ____yes • If “yes” you must have 5 additional credits of traditional courses scheduled

Credit Flex / Independent Study Course Information		
What RCS Program of Studies course do you want to flex?	Check the content area(s) covered	
1.	<ul style="list-style-type: none"> • English • Social Studies • Elective 	<ul style="list-style-type: none"> • Math • Science • Fine Art • PE / Health
2.		
3.		

OFFICE USE ONLY:		
Course and Section Number:	Approved: ____yes ____no	Date:
Admin / Designee Approval	Guidance Counselor Approval	Teacher of Record Approval
Initial:_____Date:_____	Initial:_____Date:_____	Initial:_____Date:_____

Independent Study and Credit Flexibility Proposal Progress

Approved Course:
Ohio Standards Mastered:
Summarize your project:
<p>List 2 Goals you want to achieve through Credit Flex / Independent Study</p> <ul style="list-style-type: none"> ● 1st Goal: ● 2nd Goal:

Record of hours spent to complete the Independent Study

- Complete 60 hours of activity or learning to earn .25 credits
 - 1 hour / per day for a semester
 - 1 lesson / day for every online course
- Complete 120 hours of activity or learning to .50 credits
 - 1.5 hours / day per semester
 - 2 lessons / day for every online course
- Complete 240 hours of activity or learning to earn 1 credit
 - 3 hours /day for a semester
 - 3 lessons / day for every online course

90 Day Time Chart									
This chart has 90 slots. Each slot is a day of a semester. Use this chart to record your activity. Write the number of hours you spent learning or working on your class. Record your bi-weekly total.									TOTAL HOURS
TOTAL HOURS SPENT (add up all of your hours and enter them in the box to the right)									

Introduction

REFLECTIVE ESSAY WRITING GUIDE

Submit a 5 paragraph Essay: double spaced, 1" margins, 12 pt. font

- Discuss at least 3 reasons you had for wanting to use Credit Flex / Independent Study for credits.
- Describe how you felt as you went through the approval process
 - Before beginning
 - As you worked with the counselor and principal
 - When you began to work
- Tell what class or classes you chose
- Tell what two (2) goals you set for yourself
 - Explain the thinking behind choosing these goals

Body Paragraph 1

- Analyze how well your process helped you reach your 1st Goal
 - Describe your daily schedule
 - Describe how you gathered information
 - Explain how you used the gathered information to help you reach your goal
 - Discuss any challenges or problems that came up as you worked towards your goal
 - Determine a rank for how well you feel you met your goal
- 100%, 90%, 80%
- excellent, good, fair
- expert, pro, rookie
 - Give at least 1 reason or state 1 fact that supports your rank

Body Paragraph 2

- Analyze how well your process helped you reach your 2nd Goal
 - Describe your daily schedule
 - Describe how you gathered information
 - Explain how you used the gathered information to help you reach your goal
 - Discuss any challenges or problems that came up as you worked towards your goal
 - Determine a rank for how well you feel you met your goal
- 100%, 90%, 80%
- excellent, good, fair
- expert, pro, rookie
 - Give at least 1 reason or state 1 fact that supports your rank

Body Paragraph 3

- Determine the impact this experience may have on your future.
 - Discuss 3 professional skills you used in the process that may help you as an adult
- work ethic
- discipline
- creativity / innovation
- Describe how you used each skill to reach your goals
- Describe how you plan to use each of these skills in the future

Concluding Paragraph

- Think about the process you just completed
 - Tell what the process taught you about earning high school credits
 - Explain how the process influenced your concept of what being a high school student is all about
 - Determine the most positive thing that this experience taught you about yourself
- Describe the most positive thing you learned about yourself from this experience

APPENDIX B:

COLLEGE CREDIT PLUS

Ohio's College Credit Plus program can help students earn college and high school credits at the same time by taking college courses from community colleges or universities. The purpose of this program is to promote rigorous academic pursuits and to provide a wide variety of options to college-ready students. Taking a college course from a public college or university through College Credit Plus is **free**. That means no cost of tuition, books or fees. If a student chooses to attend a private college or university, he/she may have limited costs. In accordance with Bylaw 4-4-1, all College Credit Plus courses must count towards high school graduation.

Students have several choices, and may use a combination of them, to complete 120 college credits before they graduate high school. Reynoldsburg High School has agreements with the colleges for specific courses, however, students can choose to take College Credit Plus courses from any college that offers a course that would benefit his/her future. This could include online courses. These courses have the possibility of being canceled due to our college partners not having a professor to teach a course, or if there are not enough students who sign up for the course.

College Entrance Requirements

Some schools require one of the following readiness assessments for placement into College Credit Plus. It is highly recommended that you review the program requirements and obtain a copy of the regulations governing College Credit Plus. This information can be found at the [Ohio Department of Higher Education website](#). In addition, eligible students selecting to participate in CCP must be certain that the faculty members at the post-secondary institution understand that they will need to provide grades or a progress report at the time when the high school's grading period is over. Any student athlete needs to be sure that they are taking enough post-secondary course work exclusively or between the post-secondary institution and the high school combined to be equivalent to five one-credit courses.

CCP Entrance Test	Suggested timeline for taking test
PSAT	Give to sophomores and any junior who placed in the 70% percentile the previous year.
ACT, SAT	Second semester of sophomore year is recommended. All students will be given the ACT or SAT during their junior year of high school in accordance with state guidelines.
Accuplacer	Accuplacer is a placement test used to determine readiness for Columbus State Community College coursework. Any student interested in College Credit Plus opportunities will take the test in the spring of the year before they wish to register for College Credit Plus coursework.

College Credit Plus FAQ	
College Credit Plus (CCP) Course Credit Equivalency	<ul style="list-style-type: none"> ● Calculating equivalency of college credits is conducted in the same manner as in high school. ● College courses for which three or more semester hours of credit are earned are awarded one high school credit. ● Fractional Carnegie units will be awarded proportionately.
How does taking a CCP course impact my transcripts?	<ul style="list-style-type: none"> ● CCP grades will appear on a student's high school transcript and will be averaged into his/her GPA. ● Each CCP course is on a weighted (5.0) scale.
All CCP courses taken for college credit will start/become your college transcript and CCP grades will be computed into your college GPA	<ul style="list-style-type: none"> ● Classes failed or withdrawn with an "F" will receive an "F" on <u>both</u> the high school and college transcript. This may affect future eligibility for college financial aid. ● If a student fails a CCP course, the district may request reimbursement for all money paid to the university on the student's behalf. The district may also place a hold on student's grades/credits until reimbursed.
How do CCP courses impact my graduation eligibility?	<ul style="list-style-type: none"> ● Students enrolled in CCP courses are still required to meet all Ohio graduation requirements for a high school diploma; however, some CCP courses may satisfy some subject and test requirements. ● Students enrolled in CCP courses are still required to pass 1-credit courses (or the equivalent, per grading, with the CCP and HS courses combined).
How do CCP courses impact my athletic eligibility?	<ul style="list-style-type: none"> ● In accordance with OHSA Bylaws, all courses taken in College Credit Plus must count toward high school graduation. ● A class should not be dropped without first consulting the counselor to determine whether it will affect athletic eligibility.
CCP Retake Guidelines	<ul style="list-style-type: none"> ● A student that receives a letter grade of "D" or better earns credit for that course and is not eligible to have the district pay for a retake of that course. ● If a student chooses to retake a course in which a passing grade has been earned, the student is responsible for paying for this course and materials associated with it. ● If a student earns a letter grade of an "F" and that student is considered economically disadvantaged, the school district will pay for the retake. ● If a student earns a letter grade of an "F" and does not fall into the category of economically disadvantaged, the district may pay for the retake if he/she meets the criteria outlined in the CCP website.

How can I get started taking CCP courses?	<ul style="list-style-type: none"> ● Attend one of the scheduled College Credit Plus parent meetings and/or meet with your counselor for further direction. These meetings are held each February. ● Make arrangements with your counselor to take the Accuplacer and/or ACT test if you haven't already done so.
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Advanced Placement (AP)	College Credit Plus (CCP)
<u>Why?</u> Completion of AP courses with qualifying exam scores are accepted for credit, accelerated placement, or both by most colleges and universities.	<u>Why?</u> Completion of CCP courses allows students to earn transcript college credit towards a degree or career certification during high school.
<u>What?</u> A challenging academic program designed to provide high school students with college-level academic courses. Year-long courses are offered at both high school campuses.	<u>What?</u> An opportunity to take college courses and earn both high school and college credit. Semester-long courses are offered at both high school campuses and at the Columbus State Regional Learning Center and other area colleges or universities.
<u>When?</u> AP courses are typically available to students at the sophomore, junior and senior levels.	<u>When?</u> CCP courses are available to any student in grades 7-12 who meets the admission requirements of participating colleges or universities.
<u>Where?</u> Most courses are offered at both high school campuses, but some may only be offered at specific buildings.	<u>Where?</u> Courses are offered in at least one high school campus; other courses can be taken on college campuses or online.
<u>Assessments</u> At the end of each year-long course.	<u>Assessments</u> At the end of each college or university semester.

Reynoldsburg City Schools

3 Year Pathway Plan



Overview of Pathway Plans

RCS has 13 Pathway Plans that students may choose from to begin their sophomore year:

1. Agriculture & Food Science Pathway Plan
2. Allied Health Pathway Plan
3. Business, Finance & Marketing Pathway Plan
4. Criminology Pathway Plan
5. Engineering & Design Pathway Plan
6. Digital Pathway Plan
7. Digital Media Design (DMD) Pathway Plan
8. Early Childhood Education Pathway Plan
9. Energy Pathway Plan
10. Fine Arts Pathway Plan
11. Performance & Production Pathway Plan
12. Exploration Pathway Plan
13. CCP Pathway*

These Pathways are designed to give students coursework and experiences in specific career fields that are growing in Central Ohio and across the nation. Students will all take core coursework that is aligned to graduation requirements, as well as courses that are aligned to the honors diploma requirements. Students will also have room in their schedules to select electives, which can include art, music, world language, or courses from another pathway.

* *CCP Pathway plan scheduled with a counselor in conjunction with a college counselor.*

Key Pathway Components

Career and Technical Education

If a Pathway has a Career and Technical Education component that course will include a curriculum designated by the Ohio Department of Education.

Courses that are Career and Technical Education are designated by: **(CTE)**

Project Lead The Way

If a Pathway has a Project Lead The Way component that course will include a curriculum designated by Project Lead The Way.

Courses that are Project Lead The Way are designated by: **(PLTW)**

Advanced Placement

If a Pathway has an Advanced Placement course component that course will include a curriculum designated by the College Board.

Courses that are an Advanced Placement course are designated by: **(AP)**

Columbus State Community College

If a Pathway has a Columbus State Community College component that course will include a college-level curriculum.

Courses that are Columbus State Community College are designated by: **(CSCC)**

Central Ohio Technical College

If a Pathway has a Central Ohio Technical College component that course will include a college-level Curriculum.

Courses that are Central Ohio Technical College are designated by: **(COTC)**

Reynoldsburg City Schools

3 Year Pathway Plan



Agriculture/Food Science Pathway Plan

The Agriculture/Food Science Pathway includes multiple CTE courses that will help prepare students for careers in agriculture and food management. Students interested in careers in farming, food chemistry, nutrition, quality control, food technologist, food developer, or food science will find coursework and experiences that are designed to give them a head start in careers in these fields. **Students in this pathway must complete 250 hours in a work-based learning experience and must participate in FFA.**

Sophomore Year Courses	Junior Year Courses	Senior Year Courses
American History Choice	Government Choice	Physics
Biology/BIO1111 (CSCC)	English Choice	English Choice
English Choice	Math Choice	Math Choice
Math Choice	Chemistry	Internship (WBL)
Agriculture, Food, & Natural Resources	Science & Technology of Food	Agricultural Systems Capstone
Elective	Food Marketing & Research	Application of Food Science & Safety
Elective	Elective	Elective

Reynoldsburg City Schools

3 Year Pathway Plan



Allied Health Pathway Plan

The Allied Health Pathway includes multiple Project Lead the Way courses that are designed to give students hands-on experiences in medical sciences. Students interested in careers in medicine will find coursework and experiences that will give them insight into careers in these fields. Students taking advantage of the COTC courses of the pathway have the potential to earn certificates* in the following courses: EKG certification (HLT120), Phlebotomy certification (HLT150), and STNA certification (NURS002). Courses will be offered at COTC.

Sophomore Year Courses	Junior Year Courses	Senior Year Courses
American History Choice	Government Choice	English Choice
Biology/BIO1111 (CSCC)	English Choice	Math Choice
English Choice	Math Choice	Medical Interventions (PLTW) or HLT140 Phlebotomy/HLT145 Phlebotomy Lab (COTC)
Math Choice	Chemistry	Biomedical Innovations (Capstone) (PLTW) or HLT150 Phlebotomy Clinical Practicum*/NURS002 Basic Health Care Skills* (COTC)
Principles of Biomedical Science (PLTW) or HLT110 Medical Terminology/HLT112 Intro to Health Sciences (COTC)	Human Body Systems (PLTW) or HLT120 Electrophysiology*/HLT115 Human Nutrition (COTC)	Internship
Elective 1	Elective 1	Physics or Anatomy & Physiology
Elective 2	Elective 2	Elective 1

Reynoldsburg City Schools

3 Year Pathway Plan



Business, Finance & Marketing Pathway Plan

The Business, Finance & Marketing Pathway consists of multiple Career Technical Education (CTE) courses that are aligned to careers in business and marketing. **Students in this pathway must complete 250 hours in a work-based learning experience and must participate in DECA.**

Sophomore Year Courses	Junior Year Courses	Senior Year Courses
American History Choice	Government Choice	Physics
Biology/BIO1111 (CSCC)	English Choice	English Choice
English Choice	Math Choice	Math Choice
Math Choice	Chemistry	Elective
Elective	Elective	Internship (WBL)
Business Foundations (CTE)	Marketing Principles (CTE)	Marketing Applications (CTE)
Business Applications	Operations Management (CTE)	Marketing Capstone (CTE)

Reynoldsburg City Schools

3 Year Pathway Plan



Criminology Pathway Plan

The Criminology Pathway gives students coursework that introduces them to careers in law enforcement and legal professions. Students will have courses and experiences that help them to decide if a career in these legal fields is a good fit for them.

Sophomore Year Courses	Junior Year Courses	Senior Year Courses
English	English	English
Math	Math	Statistics (math)
American History	American Government	Science
Biology/Bio1111 (CSCC)	Forensic Science	Internship
Psychology/Sociology	Elective	Constitutional Law
Restorative Practices and Personal bias	Criminology and Social Deviance	Elective
Elective	Elective	Capstone (law firm, courthouse, social work)

Reynoldsburg City Schools

3 Year Pathway Plan



Digital Pathway Plan (IT)

The Digital Pathway is designed for students interested in computer science and careers in the IT field. There are 10 COTC courses associated with this pathway that all lead to college credit. Students enrolled in this pathway will be well on their way to their Associate's degree when they complete the pathway. Courses will be offered at COTC.

Sophomore Year Courses	Junior Year Courses	Senior Year Courses
American History Choice	Government Choice	Physics
Biology/BIO1111 (CSCC)	English Choice	English Choice
English Choice	Math Choice	Math Choice
Math Choice	Chemistry	Internship
CIT100 Principles of Computer Programming /Bus125 PC Applications in Business (COTC)	CIT111 Operating Systems & Security/CIT150 Internet Programming I (COTC)	Capstone
Elective	CIT160 Database/CIT200 .NET Programming (COTC)	CIT250 Internet Programming II/CIT215 Project Management (COTC)
Elective	Elective	CIT130 Visual Basic I/CIT142 JAVA Programming (COTC)

Reynoldsburg City Schools

3 Year Pathway Plan



Digital Media Design (DMD) Pathway Plan

The Digital Media Design (DMD) Pathway is designed for students interested in careers in digital marketing. Students will use technology to design media and learn how to use this media in business-related fields. The pathway is highlighted by 8 different COTC courses that all bear college credit. Courses will be offered at COTC.

Sophomore Year Courses	Junior Year Courses	Senior Year Courses
American History Choice	Government Choice	Physics
Biology/BIO1111 (CSCC)	English Choice	English Choice
English Choice	Math Choice	Math Choice
Math Choice	Chemistry	DMD105 Photographic Composition (COTC) /DMD120 Multimedia Web Production (COTC)
Intro to Digital Media Design	DMD101 Digital Software Fundamentals (COTC)/DMD103 TyPoGraphy (COTC) and DMD104 Design Fundamentals (COTC) /Yearbook Internship	DMD113 Intro to e-Life: Foundations of Digital Literacy (COTC)/DMD208 Multimedia Production 2 (COTC)
DMD100 Fundamentals of Drawing (COTC)	Elective	Elective
Elective	Elective	Elective

Reynoldsburg City Schools

3 Year Pathway Plan



Early Childhood Education

The Early Childhood Education Pathway consists of high school graduation requirement courses and early college options. The pathway-specific courses are designed to get students started on the path to early childhood education and will result in students earning their Child Development Associate credential*. This credential allows students to work in most early childhood educational settings. Students will get hands-on experience in Reynoldsburg City Schools Preschool.

Sophomore Year Courses	Junior Year Courses	Senior Year Courses
American History Choice	Government Choice	Physics
Biology/BIO1111 (CSCC)	English Choice	English Choice
English Choice	Math Choice	Math Choice
Math Choice	Chemistry	ECDE1100 Intro to CDA (CSCC) *results in CDA credential
ECDE1101 Early Childhood Curriculum (CSCC)	ECDE1105 SEL Curriculum (CSCC)	Internship
Elective	Elective	Capstone
Elective	Elective	Elective

Reynoldsburg City Schools

3 Year Pathway Plan



Energy Pathway Plan

The Energy Pathway is focused on careers in environmental science and energy production. This pathway gives students a head start in exploring how energy production and consumption have an impact on our natural environment. Students can earn a credential in the BASF Plant Science Certification (6 points toward an industry credential) upon completion of the Plant Science and Horticulture course. Upon completion of Ecology and Wildlife Management, students can earn the Ducks Unlimited Ecology Conservation and Management Certification (6 points toward an industry credential).

Sophomore Year Courses	Junior Year Courses	Senior Year Courses
American History Choice	Government Choice	Physics
Biology/BIO1111 (CSCC)*	English Choice	English Choice
English Choice	Math Choice	Math Choice
Math Choice	AP Chemistry	Internship
Chemistry	AP Biology	Capstone
Elective	Elective	AP Human Geography or Environmental Anthropology
Elective	Elective	AP Environmental Science or Environmental Science

Reynoldsburg City Schools

3 Year Pathway Plan



Engineering and Design Pathway Plan

The Engineering & Design Pathway is focused on careers in the engineering field and is highlighted by multiple Project Lead the Way courses. Students can also earn articulated college credit for these courses if they enroll with Columbus State. Coursework and experiences are designed for students interested in careers in the field of engineering. Students can earn the Lean 6 Sigma Yellow Belt certification* (3 points toward an industry credential) after taking Computer Integrated Manufacturing. **Students in this pathway must complete 250 hours in a work-based learning experience and must participate in Robotics.**

Sophomore Year Courses	Junior Year Courses	Senior Year Courses
American History Choice	Government Choice	Physics
Biology/BIO1111 (CSCC)	English Choice	English Choice
English Choice	Math Choice	Math Choice
Math Choice	Chemistry	Internship (WBL)
Computer Assisted Design I	Principles of Engineering (CTE/PLTW & Articulated CSCC credit)	Engineering Capstone (CTE/PLTW & Articulated CSCC credit)
Elective	Elective	Computer Integrated Manufacturing* (CTE/PLTW & Articulated CSCC credit)
Elective	Elective	Digital Electronics (CTE/PLTW & Articulated CSCC credit)

Reynoldsburg City Schools

3 Year Pathway Plan



Fine Arts Pathway Plan

The Fine Arts Pathway gives students an opportunity to explore their artistic side with drawing, painting, and sculpting. Students interested in developing their artistic portfolio for career and/or college applications will be guided in the development of their talents.

Sophomore Year Courses	Junior Year Courses	Senior Year Courses
American History Choice	Government Choice	Physics
Biology/BIO1111 (CSCC)	English Choice	English Choice
English Choice	Math Choice	Math Choice
Math Choice	Chemistry	Internship
Art II	Art III	Capstone
Elective	Elective	Art IV
Elective	Elective	Elective

Reynoldsburg City Schools

3 Year Pathway Plan



Performance/Production Pathway Plan

The Performance/Production Pathway is highlighted by multiple CTE courses that are focused on careers on stage and screen. Students will participate in courses and experiences that prepare them for behind-the-scenes, as well as performance careers. **Students in this pathway must complete 250 hours in a work-based learning experience and must participate in theatrical productions.**

Sophomore Year Courses	Junior Year Courses	Senior Year Courses
Math	Math	Math
English	English	English
Biology/Bio1111 (CSCC)	Advanced Science	Advanced Science
American History	Government	Internship (WBL)
Performing Arts Primer (SM) (CTE)	Stage Design & Construction (CTE)	Arts & Communication Capstone (YR) (CTE)
Elective 1	Musical Theater (CTE)	Musical Engineering (CTE)
Elective 2	Elective 1	Elective 1

Reynoldsburg City Schools

3 Year Pathway Plan



Exploration Pathway Plan

The Exploration Pathway gives students an opportunity to sample pathway courses from multiple different pathways. Students that select this pathway will be placed on a campus according to space and will then have the opportunity to take courses from any of the pathways that are offered on that campus.

Sophomore Year Courses	Junior Year Courses	Senior Year Courses
Biology/Bio1111 (CSCC)	Chemistry	ELA 12
American History	Government	Math
ELA 10	ELA 11	Physics
Math	Math	Pathway Elective
Pathway Elective	Pathway Elective	Pathway Elective
Pathway Elective	Pathway Elective	General Elective
General Elective	General Elective	General Elective

Reynoldsburg City Schools 3 Year Pathway Plan



College Credit Plus Pathway

The College Credit Plus Pathway gives students an opportunity to take all of their courses off-campus at Columbus State Community College (CSCC) or Central Ohio Technical College (COTC). Students must provide their own transportation to these classes. Courses taken must also align to high school graduation requirements.

Sophomore Year Courses	Junior Year Courses	Senior Year Courses
Classes to be scheduled with a counselor to ensure students meet the Ohio Department of Education Graduation Requirements.		

Reynoldsburg City Schools

3 Year Pathway Plan



Pre-Apprenticeships

A pre-apprenticeship is an agreement between the school district and
Students who are in 11th or 12th grade are eligible to complete the pre-apprenticeship program.

Culinary	Information Technology (IT)
Discuss pre-apprenticeship options with the guidance counselor to determine the best fit	Discuss pre-apprenticeship options with the guidance counselor to determine the best fit
Enroll in Applications of Food Science and Safety and pass with a C or better	Enroll in BUS125 - Applications in Business and pass with a C or better (to gain admittance you must have a 3.0 or an Accuplacer score of 5)
Students will complete an application	Students will complete an application
Successful completion of work-based learning experience through Mid-Ohio Food Bank	Successful completion of work-based learning experience through Reynoldsburg City Schools IT Department
Students who successfully complete the Reynoldsburg City Schools' Pre-Apprenticeship program will have the option to matriculate into an approved Registered Apprenticeship program with Columbus State Community College through the Ohio State Apprenticeship Council in the area of culinary occupations.	Students who successfully complete the Reynoldsburg City Schools' Pre-Apprenticeship program will have the option to matriculate into an approved Registered Apprenticeship program with Apprentice Ohio through the Ohio State Apprenticeship Council in the area of IT occupations.

COURSE DESCRIPTIONS

COMPUTER SCIENCE

AP Computer Science Principles

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Integrated Math I

There is a fee associated with this course

AP Computer Science Principles introduces students to foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, it is designed to appeal to diverse student populations. Topics include the internet, digital information, big data and privacy, introduction to programming, building applications with event-driven programming, and data tools. Students will develop computational thinking skills through problem-solving, collaboration, and writing, as well as through programming.

COURSE DESCRIPTIONS

ENGLISH LANGUAGE ARTS

English 9

Honors English 9

English 9 Foundations Grade Level: 9

Length/Credit: 1 year – 1.0 credit

Approved as an NCAA Core Course for eligibility

This course will use a variety of literature and reading strategies that bring to life ideas about common patterns of human experience throughout time. Students in this course will collaborate, discuss, research, write and present orally. Additionally, dramatic inquiry strategies will be used throughout reading and analysis processes of various texts.

English 10

Honors English 10

English 10 Foundations

Grade Level: 10

Length/Credit: 1 year – 1.0 credit

Prerequisite: English 9

Approved as an NCAA Core Course for eligibility

English 10 requires reading and writing on a daily basis. Students develop reading, writing, speaking and listening skills while studying fiction, non-fiction, poetry and drama. Writing assignments will include informal journaling, letter writing, and developing narrative, persuasive, informational and research-based papers. Students will work to improve their vocabulary, grammar, sentence structure and style in writing throughout the year.

English 11

Honors English 11

English 11 Foundations

Grade Level: 11

Length/Credit: 1 year – 1.0 credit

Prerequisite: English 10

Approved as an NCAA Core Course for eligibility

English 11 focuses on non-fiction and fiction depicting the cultural values, beliefs and behavior of 20th century global citizens. Students focus on the writing, research, speaking, and discussion necessary for success in life. Reading skills focus on increased understanding as reading moves from simple to complex. Nonfiction will also be incorporated into the class often, especially as related to primary sources and a choice book.

English 12

Honors English 12

English 12 Foundations Grade Level: 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: English 11

Approved as an NCAA Core Course for eligibility

English 12 focuses on increased understanding as reading moves from simple to complex. An emphasis is placed on argumentative writing and supporting an opinion with strong examples for different purposes of writing and speaking. Students will also practice writing resumes, cover letters, and college essays. Research skills practiced in the third year will continue to be important, culminating in a 3-5-page research paper and presentation in the 4th quarter.

COURSE DESCRIPTIONS

English 9 ESL

English 10 ESL

English 11 ESL

English 12 ESL

Grade Level: 9, 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Approved as an NCAA Core Course for eligibility

This course is designed for individuals whose primary language is not English. The study of the English Language and culture leading to the ability to function in everyday situations as well as in an academic setting, which adheres to Ohio's English Language Arts Academic Content Standards and English Language Proficiency Standards.

Creative Writing Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: English 10

Approved as an NCAA Core Course for eligibility

Students learn new strategies for creative writing and perfect their writing conventions and processes to better express feelings through poetry, prose, and narrative writing. Students write personal narratives based on their own experience and short fiction drawn from their imaginations. Opportunities may also be provided for writing poetry.

African American Literature

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: English 10

Approved as an NCAA Core Course for eligibility

In this course, we will examine both fiction and non-fiction works from the time of creation to present. Through literature we will: Read and analyze pieces that give us insight on traditional African culture, investigate the Transatlantic Slave Trade, rediscover the Black experience in America during slavery, the Jim Crow south, and the Civil Rights Movement and evaluate current events and examine the future of America as it relates to people of African descent.

Cinematic Literacy

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: English 10

Approved as an NCAA Core Course for eligibility

In this dynamic 11th or 12th-grade literacy course, students embark on an immersive journey into the world of storytelling through the lens of film. From classic masterpieces to contemporary gems, participants analyze cinematic language, visual rhetoric, and narrative structures. Through critical viewing, thoughtful discussions, and creative projects, students enhance their comprehension, interpretation, and expression skills. The course delves into the art of cinematic storytelling, fostering a deep understanding of symbolism, character development, and thematic elements. Engaging with diverse genres and cultural perspectives, students emerge not only as literate film consumers but as adept storytellers capable of decoding the rich narratives woven into the tapestry of cinema.

COURSE DESCRIPTIONS

AP Literature and Composition

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: English 10

Approved as an NCAA Core Course for eligibility

There is a fee associated with this course

AP Literature & Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the way's writers use language to provide both meaning and pleasure for their readers. Writing assignments aim to increase students' ability to explain clearly and elegantly what they understand about literary works and why they interpret them as they do.

AP Language and Composition

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: English 10

Approved as an NCAA Core Course for eligibility

There is a fee associated with this course

AP Language & Composition engages students in becoming skilled readers in a variety of periods, disciplines and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Through the close reading of selected texts, students examine the interaction among speaker, audience, and message and analyze how and why an author crafts a text in a certain way. A focus on argumentative writing improves students' essay organization and use of strong supporting ideas. Vocabulary and class discussion are also vital parts of this course.

EXTENSION COURSES

ELA Lab

Length/Credit: 1 semester – ½ credit

Grade: Pass/Fail

This course is designed for students that are not demonstrating mastery in their English course and need an additional curriculum to help them close the achievement gap between them and their peers.

ELL Lab

Length/Credit: 1 year – 1.0 credit

Grade: Pass/Fail

In this course, students will focus on reading and writing across disciplines. With a focus on English Language Proficiency Standards, students will have equal access to quality education that enables them to progress academically while learning English.

COURSE DESCRIPTIONS

FINE ARTS

Music Theory

Grade Level: 11, 12

Length/Credit: 1 semester – ½ credit

Music Theory is a course designed for the student who is planning a career in music or the student who just wishes to dig a little deeper into the fundamentals of music. This semester course will build on basic music knowledge, and will also include music composition. This course is open to juniors and seniors who are in the school band, choir, or orchestra programs, or other upperclassmen with permission of the instructor.

Fundamentals of Dramatic Inquiry

Grade Level: 9, 10, 11, 12

Length/Credit: 1 semester – ½ credit

Students will explore Shakespeare's works through dramatic inquiry. Students will be asked to participate in performances and activities that allow them to act out scenes from famous plays.

Treble Chorus

Grade Level: 9, 10, 11, 12

Length/Credit: 1 year – 1.0 credit

There is a fee associated with this course

This group is for students who sing soprano or alto. No experience or audition is necessary, unless needed for vocal placement. The Treble Chorus performs a variety of choral literature, and presents three concerts a year, as well as other school and community performances upon request. Participation in all performances is mandatory, and some after school rehearsals are required. Concert dress is required.

Raider Chorus

Grade Level: 9, 10, 11, 12

Length/Credit: 1 year – 1.0 credit

There is a fee associated with this course

This group is for students who sing tenor, baritone, or bass. No experience or audition is necessary, unless needed for vocal placement. The Raider Chorus performs a variety of choral literature, and presents three concerts a year, as well as other school and community performances upon request. Participation in all performances is mandatory, and some after school rehearsals are required. Concert dress is required.

Chamber Singers

Grade Level: 9, 10, 11, 12

Length/Credit: 1 year – 1.0 credit

There is a fee associated with this course

This is a select group of vocal music students who are interested in singing more challenging repertoire, and giving extra performances at school and in the community. The Chamber Singers also perform simple choreography at some performances. The group may also participate in the OMEA Solo and Ensemble Contest, as well as other performance opportunities that arise. Participation in all performances is mandatory, and members must also be a member of Treble Chorus or Raider Chorus. Some after school rehearsals are required. Apparel expenses are involved and concert dress is required.

COURSE DESCRIPTIONS

Hand Bell Choir

Grade Level: 9, 10, 11, 12

Length/Credit: 1 year – 1.0 credit

There is a fee associated with this course

Hand Bell Choir is open to any students who are interested in learning the technique and joy of hand bell ringing. Students do not need to have any previous experience, but music reading is helpful. The Hand Bell Choir presents three concerts a year, as well as other school and community performances upon request. Participation in all performances is mandatory, and some after school rehearsals are required. Concert dress is required.

Freshman Band

Grade Level: 9

Length/Credit: 1 year – 1.0 credit

Prerequisite: Junior High band or equivalent and permission of director

There is a fee associated with this course

Freshman Band is open to all 9th grade students by audition. Freshman Band performs three concerts each year and participates in OMEA Large Group Adjudicated Events. Participation in Solo and Ensemble Contest and private lessons are strongly recommended.

Symphonic Band

Grade Level: 9, 10, 11, 12

Length/Credit: 1 year – 1.0 credit

There is a fee associated with this course

Symphonic Band is open to students by audition. This band studies and performs a repertoire of intermediate high school wind band literature. Symphonic Band performs three concerts each year and participates in OMEA Large Group Adjudicated Events. Participation in Solo and Ensemble Contest is an important part of the Symphonic Band curriculum. Private lessons are strongly recommended for all students in this performing group.

Wind Ensemble

Grade Level: 9,10, 11, 12

Length/Credit: 1 year – 1.0 credit

There is a fee associated with this course

Wind Ensemble is the premier concert band at Reynoldsburg High School. This band studies and performs a repertoire of advanced wind band literature, which includes a variety of compositions composed or arranged for the advanced high school or college wind band. Wind Ensemble performs three concerts each year and participates in OMEA Large Group Adjudicated Events. Participation in Solo and Ensemble Contest is an important part of the Wind Ensemble curriculum. Private lessons are strongly recommended for all students in this performing group.

Marching Band

Grade Level: 9, 10, 11, 12

Length/Credit: 1 semester – ½ credit

Prerequisite: Junior High band or equivalent

There is a fee associated with this course

The Reynoldsburg Raider Marching Pride is one of the premier marching ensembles in the state of Ohio. The Raider Marching Pride performs at football games, parades, community events, and several other performances throughout the fall. Members of this ensemble are expected to be proficient on their instrument and demonstrate a constant drive to improve and build upon the traditions and legacy of the Raider Marching Pride. Summer rehearsals and band camp are required for membership.

COURSE DESCRIPTIONS

Berlin Orchestra

Grade Level: 9

Length/Credit: 1 year – 1.0 credit

There is a fee associated with this course

Berlin Orchestra is open to freshmen in their 4th year of playing the violin, viola, cello, or bass. Fewer than 3 years of experience must be pre-approved by the Reynoldsburg High School orchestra teacher. Students learn and perform music from the Renaissance to Modern periods of music. This group will play literature in the OMEA Class B or C categories. Required after-school rehearsals are part of the curriculum. Participation in all performances (including OMEA State Orchestra Adjudicated Event and tour to the elementary schools) is mandatory. Solo and Ensemble Adjudicated Events are available to members of this group. Private instruction is strongly recommended.

London Orchestra

Grade Level: 10, 11, 12

Length/Credit: 1 year — 1.0 credit

There is a fee associated with this course

London Orchestra consists of students with 4 or more years of playing the violin, viola, cello, or bass. Fewer than 4 years of experience must be pre-approved by the Reynoldsburg High School Orchestra teacher. Students learn and perform music from the Renaissance to Modern periods of music. This group will play literature in the OMEA Class B or C categories. Required after-school rehearsals are part of the curriculum. Participation in all performances (including OMEA State Orchestra Adjudicated Event and tour to the elementary schools) is mandatory. Solo and Ensemble Adjudicated Events are available to members of this group. Private instruction is strongly recommended.

Vienna Orchestra

Grade Level: 9, 10, 11, 12

Length/Credit: 1 year – 1.0 credit

There is a fee associated with this course

Vienna Orchestra is a select performance group of students who play the violin, viola, cello, or bass. Students must audition, be accepted, and have Vienna Orchestra on their schedule every day. Students learn and perform music from the Renaissance to Modern periods of music. This group will play literature in the OMEA Class A or B categories. Required after-school rehearsals are part of the curriculum. Participation in all performances (including OMEA State Orchestra Adjudicated Event and tour to the elementary schools) is mandatory. Solo and Ensemble Adjudicated Events are available to members of this group. Private instruction is strongly recommended.

Intro to Music Theory

Grade Level: 9, 10, 11, 12

Length/Credit: 1 semester – ½ credit

Students will learn how to read, write, analyze, and perform music in preparation for music theory courses after high school. Music theory is a class designed for the advanced musician to more thoroughly understand the components of music and music composition. Students will also be able to compose music and understand the guidelines used in music composed by others. It is preferred that students can already read music and have been a member of one of our music ensembles before taking this course, but it is not required.

Fab Lab I

Grade Level: 10, 11, 12

Length/Credit: 1 semester – ½ credit

This course will explore the different machines used in the Fabrication Lab. Students will master how to use each machine and assist classes using the Fab Lab.

COURSE DESCRIPTIONS

Yearbook

Grade Level: 9, 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Students are required to apply for this course.

Students will learn various aspects of the publication process such as page layout design, copywriting, editing, while producing a creative, innovative yearbook. Quality pictures are a skill that will be learned throughout this course. Real world skills such as time management and teamwork will be enhanced throughout this course. Students are expected to work on the yearbook staff for both semesters. Special Note: Yearbook requires in and out of class work. Students must attend assigned school activities and spend extended periods of time finalizing deadlines. It is the student's duty as yearbook staff to cover all events of the school year.

Art I

Grade Level: 9, 10, 11, 12

Length/Credit: 1 year – 1.0 credit

There is a fee associated with this course

Students will develop the 8 Studio Habits of Mind while integrating the characteristics of the tools of a selected media in original artworks to support artistic purposes. Students will explore drawing, media, and techniques associated with drawing, explore color theory, and the elements of art to create artwork. Students will analyze how art principles are combined to communicate meaning in the creation, presentation or response to visual art.

Art II

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: C or higher in Art I or related visual art course

There is a fee associated with this course

Students will develop the 8 Studio Habits of Mind while integrating the characteristics of the tools of a selected media in original artworks to support artistic purposes. Major focus will be placed on color theory and compositional strategies through painting media. Students will create from observation and imagination, emphasizing the subject of their artwork and making it aesthetically pleasing to the viewer by use and investigation of various art making techniques.

Art III

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: C or higher in Art II

There is a fee associated with this course

Students will continue to develop the 8 Studio Habits of Mind while integrating the characteristics of the tools of a selected media in original artwork and utilize creative problem solving to support artistic purposes. Students will explore and utilize various painting, drawing, sculptural, jewelry making, photography, and ceramic techniques to suggest value, depth, texture and emotion in their work. Students will successfully utilize the principles of design to organize and showcase elements of art.

COURSE DESCRIPTIONS

Art IV

Grade Level: 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: C or higher in Art III

There is a fee associated with this course

Students will continue to develop the 8 Studio Habits of Mind. This course is a rigorous and focused study in art that develops a quality portfolio that demonstrates a mastery of concept, composition, execution and theme by the student. The portfolio will be submitted as potential college entrance and scholarship opportunities as well as for high school course credit. The course will include historical, social and cultural contexts, creative expression and communication, analyzing and responding, valuing arts/aesthetic reflection.

A History of Film

Grade Level: 10, 11, 12

Length/Credit: 1 semester – ½ credit

This course is designed as a complement to theater courses and will focus on the history of film, important terminology, and how different groups have been portrayed through time. Students will learn to critically analyze iconic and Academy Award- winning films and how they have impacted American culture.

COURSE DESCRIPTIONS

HEALTH AND PHYSICAL EDUCATION

Physical Education I

Grade Level: 7, 8, 9, 10, 11, 12

Length/Credit: 1 semester – ¼ credit

Students will participate in a variety of individual, dual, and team sports and activities that expand on and reinforce concepts and skills. Students work towards mastering course standards, both academic and physical.

Physical Education II

Grade Level: 7, 8, 9, 10, 11, 12

Length/Credit: 1 semester – ¼ credit

Students will participate in a variety of individual, dual, and team sports and activities that expand on and reinforce concepts and skills. Students work towards mastering course standards, both academic and physical.

Health I

Grade Level: 10, 11, 12

Length/Credit: 1 semester – ½ credit

Students develop knowledge, attitudes, and practices necessary for the development of optimal personal fitness for full, fruitful, creative living. The major objective of the program is to enable the student to think critically about life and health problems, and to make reasonable judgments concerning individual, family and community health.

Sports Medicine

Grade Levels: 7, 8

Length/Credit: 1 semester – 0.25 credit

This course is designed for students who are interested in fields such as athletic training, physical therapy, medicine, nursing, fitness, physiology of exercise, kinesiology, nutrition, EMT and other sports medicine related fields. The course will provide students with an avenue through which to explore these fields of study. The course focuses on the basic information and skills important in the recognition of, care, prevention and preliminary rehabilitation of athletic injuries.

HUMANITIES

World History

Honors World History

World History Foundations

Grade Level: 9

Length/Credit: 1 year – 1.0 credit

Approved as an NCAA Core Course for eligibility

This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

American History

Honors American History

American History Foundations

Grade Level: 10

Length/Credit: 1 year – 1.0 credit

Approved as an NCAA Core Course for eligibility

Students will study significant events in the history of the world and United States from 1919 to the present day emphasizing changing political, economic, and cultural practices and beliefs of the 20th and 21st century, building on the foundation of US and Global History 9. Students will examine the role of individuals and communities in US and worldwide affairs as well as demonstrate involvement in their own community. This emphasizes the relative nature of history through the study of point of view and perspective in US and world affairs.

American Government

Honors American Government

American Government Foundations

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Approved as an NCAA Core Course for eligibility

The third-year social studies curriculum will concentrate on the origin, growth, organization, and functional characteristics of our national, state, and local governments. The course will focus on the founding documents of this nation, the Constitution and the Bill of Rights, as well as the political party and election process. The formal institutions of American government are explored in- depth as well as economic policy, foreign policy and state and local government. Emphasis will be placed on education towards better citizenship.

Sociology

Grade Level: 10, 11, 12

Length/Credit: 1 semester – ½ credit

Approved as an NCAA Core Course for eligibility

Sociology is the study of social life, social change, and the social causes and consequences of human behavior. Students study patterns of interaction that become embedded in the structure of society over time. Students investigate the structure of groups, organizations, and societies to learn how people interact within these contexts. Topics range from the intimate family to the internet, organized crime to religious traditions, and from the divisions of race, gender and social class to the shared beliefs of a common culture. This course also introduces students to the use of scientific data to study the social world.

COURSE DESCRIPTIONS

Psychology

Grade Level: 10, 11, 12

Length/Credit: 1 semester – ½ credit

Approved as an NCAA Core Course for eligibility

This course presents basic concepts in the scientific study of human behavior through the approaches of the various and sometimes conflicting schools of psychological thought. The course focuses on discovering, understanding, and explaining human nature, and the behavior and mental processes that make us who we are. Students examine the biological as well as the psychological processes of the human mind through topics such as sensation, perception, states of consciousness, memory, personality theory, learning, mental disorders, and social psychology.

Financial Literacy

Grade Level: 9, 10, 11, 12

Length/Credit: 1 semester – ½ credit

Financial Literacy is designed to develop a basic understanding of the importance of personal financial matters and how to make sound financial decisions. Students will be introduced to topics that will improve their economic citizenship. Topics include financial responsibility, planning/budgeting and money management, consumer choices and purchasing decisions, investing, credit, and insurance (i.e., life, vehicle, health). Students will be equipped to manage their personal business and financial affairs more efficiently.

Globalization

Grade Level: 11, 12

Length/Credit: 1 semester – ½ credit

Approved as an NCAA Core Course for eligibility

This course examines contemporary social, political, economic, and environmental issues in the 21st century world, with particular emphasis on the impact of globalization. Specific issues to be covered include: collective security, terrorism, human rights, immigration, international trade, health crises and sustainability. Students will examine problems and solutions from multiple perspectives, and learn how individuals and groups have the capacity to impact global issues. This course includes opportunities for students to participate in service learning and prepare research for senior capstone.

AP US History

Grade Level: 10, 11, 12 (in lieu of American History)

Length/Credit: 1 year – 1.0 credit

Prerequisite: B or higher in Honors World History

Approved as an NCAA Core Course for eligibility

There is a fee associated with this course

The AP U.S. History course provides students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. Students learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. Students develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

AP US Government and Politics

Grade Level: 11, 12 (in lieu of American Government)

Length/Credit: 1 year – 1.0 credit

Prerequisite: B or higher in Honors American History or AP US History

Approved as an NCAA Core Course for eligibility

There is a fee associated with this course

Advanced Placement U.S. Government gives students an analytical perspective on government and politics in the United States. Students analyze how US public policy affects the society as a whole and become active participants at all levels of the US political system.

COURSE DESCRIPTIONS

AP Human Geography

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Approved as an NCAA Core Course for eligibility

There is a fee associated with this course

AP Human Geography is an introductory college-level human geography course. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes.

AP African American History

Grade Level: 11,12

Length/Credit: 1 year – 1.0 credit

Prerequisite: B or higher in American History or AP US History

Approved as an NCAA Core Course for eligibility

There is a fee associated with this course

The interdisciplinary course reaches into a variety of fields—literature, the arts and humanities, political science, geography, and science—to explore the vital contributions and experiences of African Americans. Drawing from the expertise and experience of college faculty and teachers across the country, the course is designed to offer high school students an evidence-based introduction to African American studies.

AP Psychology

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: B or higher in previous Social Studies course

Approved as an NCAA Core Course for eligibility

AP Psychology is designed to introduce students to the scientific study of the behavior and mental processes of human beings. To accomplish this, the course provides instruction in each of the following 14 content areas: History and Approaches, Research Methods, Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning, Cognition, Motivation and Emotion, Developmental Psychology, Personality, Testing and Individual Differences, Abnormal Psychology, Treatment of Psychological Disorders, and Social Psychology. The course is taught on a college level and it requires a substantial amount of reading and preparation for every class.

COURSE DESCRIPTIONS

MATHEMATICS

Integrated Math I

Honors Integrated Math I

Integrated Math I Foundations

Grade Level: 9

Length/Credit: 1 year – 1.0 credit

Approved as an NCAA Core Course for eligibility

In Integrated Math I, students will deal with the understanding of algebra, recognizing the techniques of algebra in dealing with these basic structures, developing the abilities to apply the learned concepts and skills and developing deductive reasoning skills in students. Topics to be covered include: the relationships between quantities, linear and exponential relationships, reasoning with equations (linear and exponential), descriptive statistics, connecting algebra and geometry with coordinates, rigid motions, and geometric properties.

Integrated Math II

Honors Integrated Math II

Integrated Math II Foundations

Grade Level: 9, 10

Length/Credit: 1 year – 1.0 credit

Prerequisite: Integrated Math I

Approved as an NCAA Core Course for eligibility

Integrated Math II is the second course in the Integrated High School Core Mathematics Program. This course will pick up where Integrated Math I left off. Students will study more coordinate geometry, the quadratic behavior of functions, geometric similarity, conic sections, circles and geometric probability. Students will continue to develop their deductive reasoning skills as they study specific topics throughout the course. Upon successful completion of this course, students should consider enrolling in Integrated Math III.

Integrated Math III

Honors Integrated Math III

Integrated Math III Foundations

Grade Level: 10, 11

Length/Credit: 1 year – 1.0 credit

Prerequisite: Integrated Math II

Approved as an NCAA Core Course for eligibility

This is the third course in the Integrated High School Core Mathematics Program. Students will be studying geometric measurement and dimension, an in depth look at exponential functions, trigonometric ratios and functions, functions (in general), rational and polynomial expressions/functions, and statistics (random processes).

Advanced Algebra with Financial Applications

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Approved as an NCAA Core Course for eligibility

This course analyzes and extends previously studied topics in Algebra 2 and introduces financial applications for those topics. Topics included are relations, equations, functions, systems of equations, graph theory, statistics, basic set theory, probability, and number theory. Each topic is extended to its relationship with financial algebra.

COURSE DESCRIPTIONS

Honors Pre-Calculus

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Integrated Mathematics III

Approved as an NCAA Core Course for eligibility

This course covers topics in Algebra ranging from polynomial, rational, and exponential functions to conic sections. Strong emphasis is placed on problem solving using both algebraic and geometric representations, and Trigonometry concepts such as Law of Sines and Cosines are introduced. Students begin analytic geometry and calculus concepts such as limits, derivatives, and integrals.

AP Pre-Calculus

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Integrated Math III

Approved as an NCAA Core Course for eligibility

There is a fee associated with this course

AP Precalculus centers on the development of a deep conceptual understanding of functions, covering topics in polynomial and rational functions, exponential and logarithmic functions, trigonometric and polar functions, and functions involving parameters, vectors, and matrices. Students learn to think critically, construct solid arguments, and see many sides of an issue - skills that prepare them for college and beyond. Students will acquire and apply mathematical tools in real-world modeling situations that are widely applicable in a variety of future courses that involve quantitative reasoning.

AP Calculus AB

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Pre-Calculus or AP Pre-Calculus

Approved as an NCAA Core Course for eligibility

There is a fee associated with this course

In AP Calculus AB, students explore new properties of linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric and piecewise-defined functions. Unifying themes will be used to deepen the student's understanding of these functions through analysis, limits, derivatives, integrals, approximation and modeling. Students apply these concepts to real-world problems involving rates of change, optimization.

AP Calculus BC

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: AP Calculus AB

Approved as an NCAA Core Course for eligibility

There is a fee associated with this course

AP Calculus BC provides a deeper understanding of the fundamental concepts and methods of single-variable calculus developed in AP Calculus AB. There is a continued emphasis on calculus applications and techniques, with the use of multiple representations including graphic, numeric, analytic, algebraic, verbal and written responses. Technology is an integral part of this course and includes the use of graphing calculators, computers and data analysis software.

COURSE DESCRIPTIONS

AP Statistics

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Integrated Math III

Graphing calculator (TI-84) required

Approved as an NCAA Core Course for eligibility

There is a fee associated with this course

AP Stats is a rigorous course in probability and statistics. Students are exposed to four broad conceptual themes: exploring data by observing patterns and departure from patterns, planning a study by deciding what variables to measure and how to measure them, anticipating patterns by producing models, and statistical inference. Students will use these conceptual themes to collect, analyze and draw conclusions from data. The use of technology is expected and students must be able to use a wide variety of technological formats.

COURSE DESCRIPTIONS

SCIENCE

Physical Science

Honors Physical Science

Physical Science Foundations

Grade Level: 9, 10

Length/Credit: 1 year – 1.0 credit

Approved as an NCAA Core Course for eligibility

Physical science is the systematic study of the physical world as it relates to matter, energy, and motion. This course will give students a unified understanding of our physical world through inquiry-based laboratory experiences, historical perspectives, and mathematical reasoning. Students then explore all possible outcomes, benefits and drawbacks to technology and other scientific advances and make decisions as to the ethics of the issues considering all sides and available research.

Biology

Honors Biology

Biology Foundations

Grade Level: 10

Length/Credit: 1 year – 1.0 credit

Approved as an NCAA Core Course for eligibility

This course investigates the composition, diversity, complexity, and interconnectedness of life on Earth. Fundamental concepts of cell biology, heredity, and evolution provide a framework through inquiry-based instruction to explore the living world. Students will engage in investigations to understand and explain the behavior of living things in a variety of scenarios that incorporate scientific reasoning and real-world application.

Chemistry

Prerequisite: C or better in Integrated Math I

Honors Chemistry

Prerequisite: C or better in Integrated Math I, B or better in Physical Science

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Approved as an NCAA Core Course for eligibility

This course explores the principles of chemistry with emphasis on matter and measurement, states of matter, atomic structure, chemical periodicity, chemical bonding, chemical reactions, stoichiometry, energy of reactions, aqueous solutions, and properties of gasses. Student laboratory investigations are used to understand and explain the behavior of matter in a variety of inquiry and design scenarios.

Anatomy and Physiology

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Biology

Anatomy and Physiology is a laboratory-based study of the human body. This study includes molecules, cells, body systems, and processes. Students also explore the delicate web of interaction among body systems, the importance of maintaining homeostatic balance within this web, and the medical implications of disturbing this balance.

COURSE DESCRIPTIONS

Forensic Science

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Approved as an NCAA Core Course for eligibility

This course explores the areas of science that are relevant to the law. It involves gathering scientific evidence proving that a crime has occurred and by whom. Students gather this evidence by performing laboratory activities and learning about various forensic examinations like pathology, entomology and anthropology.

Environmental Science

Environmental Science Foundations

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Approved as an NCAA Core Course for eligibility

This course investigates the composition, diversity, complexity and interconnectedness of life on Earth. Fundamental concepts of cell biology, heredity and evolution provide a framework through inquiry-based instruction to explore the living world. Students will engage in investigations to understand and explain the behavior of living things in a variety of scenarios that incorporate scientific reasoning and real- world application.

Physics

Prerequisite: C or better Integrated Mathematics II

Honors Physics

Prerequisite: C or better in Integrated Mathematics III, B or better in Physical Science

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Approved as an NCAA Core Course for eligibility

This course is geared toward the more technical and mathematical aspects of physics and is intended for college- bound students planning on a major in any medical, engineering, computer, or math related career. This laboratory course focuses on concepts and principles of motion, forces and energy as they relate to increasingly complex systems of technology. Students engage in investigations to understand and explain motion, forces and energy in a variety of inquiry and design scenarios that incorporate real- world application.

AP Biology

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: C or higher in Biology and Chemistry

Approved as an NCAA Core Course for eligibility

There is a fee associated with this course

Advanced Placement Biology is a first-year college-level course in biology with topics such as biochemistry, classical and molecular genetics, plant/animal anatomy and physiology, behavior, bioenergetics, cellular structure and function, and completion of all twelve required AP Lab Studies.

AP Chemistry

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Integrated Math II and Chemistry

Approved as an NCAA Core Course for eligibility

There is a fee associated with this course

Advanced Placement Chemistry is a first-year college-level course in chemistry covering topics such as molecular chemistry, thermodynamics, kinetics, equilibrium, electrochemistry and descriptive chemistry. There is an emphasis on chemical calculations and the mathematical formulation of principles.

COURSE DESCRIPTIONS

AP Physics Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Integrated Math III

Approved as an NCAA Core Course for eligibility

There is a fee associated with this course

AP Physics is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound.

AP Environmental Science

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit Prerequisite: Biology

Approved as an NCAA Core Course for eligibility

There is a fee associated with this course

This course teaches students the theory and application of environmental sampling and analysis techniques. The course introduces the instrumentation and techniques used to assess air, water, and soil quality. Lecture focuses on sampling,

EXTENSION COURSE

Science Intervention

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit

This intervention course will provide a concise review of high school level science to help prepare students for state-mandated testing. The course begins with a diagnostic test, followed by study skills. Students will then focus on major concepts, understandings, and skills in the areas of physical science, earth and space science, genetics and heredity, and life science that are included in Ohio's science curriculum. The course will end with two practice tests.

COURSE DESCRIPTIONS

WORLD LANGUAGES

American Sign Language II

Grade Level: 9, 10, 11, 12

Length/Credit: 1 Year – 1.0 credit

Prerequisite: American Sign Language I

Approved as an NCAA Core Course for eligibility

In American Sign Language II, students will expand on their receptive and expressive signing skills by gaining a deeper understanding of the grammatical structure of ASL and acquiring more advanced vocabulary. ASL 2 students will learn additional number concepts, such as time, money, and fractions. Students will learn how to make requests, describe clothing, give and receive directions around town, discuss plans, describe restaurants/ buildings, and produce narratives commonly told in Deaf culture. A continuation of Deaf culture and history will be taught. Due to the visual nature of the language students will be required to provide and upload recorded video of sign language assignments as part of the assessment process.

American Sign Language III

Grade Level: 9, 10, 11, 12

Length/Credit: 1 Year – 1.0 credit

Prerequisite: American Sign Language II

Approved as an NCAA Core Course for eligibility

American Sign Language III is an intermediate level of ASL with continued development of receptive and expressive skills in ASL. ASL vocabulary, structure, syntax and grammar is taught using a bilingual bi-cultural approach, meaning most classes will be taught as an immersive experience. ASL III students will learn how to describe surroundings, make suggestions, complaints, and requests, as well as exchange detailed personal information such as addresses and emails. Deaf poetry and art will be taught and narrative skills will be expounded upon.

French I

Grade Level: 9, 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Approved as an NCAA Core Course for eligibility

French I is designed for the novice learner and focuses on intercultural, interpretive (listening and reading), interpersonal (speaking and writing), and presentational (speaking and writing) communication in the target language. By the end of French I, students should be able to interact using words, phrases, and practiced expressions, request and answer simple questions on familiar topics, and provide basic information on familiar and everyday topics, as well as express basic needs related to familiar and everyday activities, and express simple preferences or feelings and react to those of others, and present information about themselves, their interests and activities.

French II

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: French I

Approved as an NCAA Core Course for eligibility

French II is designed for the novice (mid to high) learner and focuses on intercultural, interpretive (listening and reading), interpersonal (speaking and writing), and presentational (speaking and writing) communication in the target language. By the end of French II, students should be able to understand some ideas on familiar topics, and the main point in short conversations when listening, understand some ideas in simple texts that contain familiar vocabulary, and request and provide information over a variety of topics using simple and compound sentences, in addition to skills acquired in French I.

COURSE DESCRIPTIONS

French III

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit Prerequisite: French II

Approved as an NCAA Core Course for eligibility

French III is designed for the novice (high) to intermediate (low) learner and focuses on intercultural, interpretive (listening and reading), interpersonal (speaking and writing), and presentational (speaking and writing) communication in the target language with an emphasis on interpersonal and presentational communication in the target language. Students will refine their skills to create meaningful communication. Students should be able to: when listening, understand some ideas in a variety of familiar topics, and the main point and related details in short conversations. When reading, understand the main idea and related information from connected sentences and short paragraphs in authentic informational and fictional texts, and when speaking and writing, exchange information about familiar tasks, topics and activities using connected sentences and a variety of questions; handle short social interactions and create follow up questions.

French IV

Grade Level: 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: French III

Approved as an NCAA Core Course for eligibility

French IV is designed for the intermediate (low to mid) learner and focuses on intercultural, interpretive (listening and reading), interpersonal (speaking and writing), and presentational (speaking and writing) communication in the target language and is designed to give advanced students the opportunity to refine and increase their abilities in the target language. Literary selections and cultural readings are included to expose the student to a wide range of topics dealing with social, historical, and cultural points of interest. Select French-language videos and authentic resources will enhance cultural understanding. By the end of the course students should be able to do things like exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions, as well state viewpoints and give presentations on a variety of familiar topics and some concrete topics they have researched, using sentences and series of connected sentences in multiple tenses.

Spanish I

Grade Level: 9, 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Approved as an NCAA Core Course for eligibility

Spanish I is designed for the novice learner and focuses on intercultural, interpretive (listening and reading), interpersonal (speaking and writing), and presentational (speaking and writing) communication in the target language. By the end of Spanish I, students should be able to interact using words, phrases, and practiced expressions, request and answer simple questions on familiar topics, and provide basic information on familiar and everyday topics, as well as express basic needs related to familiar and everyday activities, and express simple preferences or feelings and react to those of others, and present information about themselves, their interests and activities.

Spanish II

Grade Level: 9, 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Spanish I

Approved as an NCAA Core Course for eligibility

Spanish II is designed for the novice (mid to high) learner and focuses on intercultural, interpretive (listening and reading), interpersonal (speaking and writing), and presentational (speaking and writing) communication in the target language. By the end of Spanish II, students should be able to understand some ideas on familiar topics, and the main point in short conversations when listening, understand some ideas in simple texts that contain familiar vocabulary, and request and provide information over a variety of topics in addition to skills acquired in Spanish I.

COURSE DESCRIPTIONS

Spanish III

Grade Level: 10, 11,12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Spanish II

Approved as an NCAA Core Course for eligibility

Spanish III is designed for the novice (high) to intermediate (low) learner and focuses on intercultural, interpretive (listening and reading), interpersonal (speaking and writing), and presentational (speaking and writing) communication in the target language with an emphasis on interpersonal and presentational communication in the target language. Students will refine their skills to create meaningful communication. Students should be able to: when listening, understand some ideas in a variety of familiar topics, and the main point and related details in short conversations. When reading, understand the main idea and related information from connected sentences and short paragraphs in authentic informational and fictional texts, and when speaking and writing, exchange information about familiar tasks, topics and activities using connected sentences and a variety of questions; handle short social interactions and create follow up questions.

Spanish IV

Grade Level: 11,12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Spanish III

Approved as an NCAA Core Course for eligibility

Spanish IV is designed for the intermediate (low to mid) learner and focuses on intercultural, interpretive (listening and reading), interpersonal (speaking and writing), and presentational (speaking and writing) communication in the target language and is designed to give advanced students the opportunity to refine and increase their abilities in the target language. Literary selections and cultural readings are included to expose the student to a wide range of texts. Select Spanish-language films will enhance cultural understanding. By the end of the course students should be able to do things like exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions, as well state viewpoints and give presentations on a variety of familiar topics and some concrete topics they have researched, using sentences and series of connected sentences in multiple tenses.

Chinese II

Grade Level: 9, 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Chinese I

Approved as an NCAA Core Course for eligibility

In Chinese II vocabulary and dialogues about people and daily activities are introduced in context through authentic dialogue settings and speaking scenarios. Speaking and listening skills continue to improve through daily use. Students are expected to create meaningful conversations, improve their cultural awareness, discuss social and cultural implications of Chinese language and other cultural issues that arise. Writing practice and the reading of written Chinese will be incorporated in Chinese II, which includes stroke, radicals and phonetic components as well as basic sentence structure.

COURSE DESCRIPTIONS

Chinese III

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Chinese II

Approved as an NCAA Core Course for eligibility

In Chinese III students increase their Chinese language and cultural understanding skills based on the foundation acquired in Chinese I and Chinese II. Students continue to increase vocabulary and grammar structures. Instruction and interaction are primarily in Chinese with a focus on listening, speaking, reading, writing, cultural awareness and appreciation. Vocabulary and dialogues about events, schedules and consequences are introduced in context through authentic materials and speaking scenarios. Reading and writing are focused on communicating effectively in the target language.

AP Spanish

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Spanish III

Approved as an NCAA Core Course for eligibility

There is a fee associated with this course

The AP Spanish Language and Culture course is designed to be comparable to fourth semester (or the equivalent) college/university courses in Spanish. Students demonstrate their level of Spanish proficiency across the three communicative modes (Interpersonal, Interpretive and Presentational) and the five goal areas (Communication, Cultures, Connections, Comparisons and Communities).

AP Chinese

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Chinese III

Approved as an NCAA Core Course for eligibility

There is a fee associated with this course

The AP Chinese Language and Culture course is designed to be comparable to fourth semester (or the equivalent) college/university courses in Mandarin Chinese. Students demonstrate their level of Chinese proficiency across the three communicative modes (Interpersonal, Interpretive and Presentational) and the five goal areas (Communication, Cultures, Connections, Comparisons and Communities).

COURSE DESCRIPTIONS

INTRODUCTORY PATHWAY COURSES

Intro to Engineering Design

Grade Level: 9, 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Approved as an NCAA Core Course for eligibility

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community.

Medical Mysteries

Grade Level: 9, 10, 11, 12

Length/Credit: 1 semester – ½ credit

The purpose of this course is to serve as an introduction to the medical profession and all that it entails. Students will dive into ethics of medical professions by examining case studies, learn about careers in the medical field with the opportunity to network with community professionals, have fun with gross science, and an introduction to medical terminology.

Business Start-Up

Grade Level: 9, 10, 11, 12

Length/Credit: 1 semester – ½ credit

Have you ever wanted to start your own business? Be your own boss? This course builds on students' knowledge of business ownership and establishing the creative mind of an entrepreneur. Students will dive into the mindset of an entrepreneur and what it takes to operate a successful business.

Politics & Debate

Grade Level: 9, 10, 11, 12

Length/Credit: 1 semester – ½ credit

Students are presented with different ideologies and are asked to analyze these ideas. Speakers present their organizations/ideas. Students break down arguments and learn to argue with evidence, process that evidence, and provide a counter response. Students will explore different ideas and willingness to have political discourse.

Education and Human Development

Grade Level: 9, 10, 11, 12

Length/Credit: 1 semester – ½ credit

An exploration of education and the whole child to prepare students for a career in education. The course will cover a brief history of education, child psychology and development, and instructional strategies. A partnership with the RCS preschool will provide students an opportunity to implement learning in a real-world setting.

Solving Climate Change

Grade Level: 9, 10, 11, 12

Length/Credit: 1 semester – ½ credit

In this project-based course students will explore energy consumption and development, the environment, and energy related career fields. The end product of this course is a project in which students will design, implement and reflect on an actionable solution to climate change.

The Art of Storytelling

Grade Level: 9, 10

Length/Credit: 1 semester – ½ credit

An introduction to how stories are told and delivered in dramatic arts, including movies and stage-based themes.

COURSE DESCRIPTIONS

Topics in Computer Science

Grade Level: 9, 10, 11, 12

Length/Credit: 1 year — 1.0 credit

Prerequisite: Integrated Math I

Computer Science Principles focuses on foundational computer science concepts and computational practices. The course focuses on the conceptual ideas of computing and helps students understand why certain tools or languages might be utilized to solve particular problems. Students are introduced to topics such as interface design, limits of computers, societal and ethical issues, web design, programming, computing and robotics.

Career Connections

Grade Level: 7, 8

Length/Credit: 1 semester – ½ credit

This course can be used as a High School credit. This course offered in partnership with Eastland-Fairfield Career & Technical Schools is designed for students to explore their interests and aptitudes in 16 different career fields. Students will be involved in hands-on projects representing a variety of career and college pathways, while developing the framework in which to explore their own skills. Students will explore the work world, assess their interests and abilities and learn to make realistic decisions about their continuing education and career goals. This course focuses on several career fields and provides 21st Century workforce skills.

COURSE DESCRIPTIONS

AGRICULTURE PATHWAY

Students in the Agriculture Pathway will collaborate with counselors to select a capstone course, CCP courses or other courses of interest.

ALLIED HEALTH PATHWAY

Principles of Biomedical Science

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Approved as an NCAA Core Course for eligibility

From design and data analysis to outbreaks, clinical empathy, health promotion, and more, students explore the vast range of careers in biomedical sciences. They develop not just technical skills, but also in-demand, transportable skills that they need to thrive in life and career.

Human Body Systems

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Approved as an NCAA Core Course for eligibility

Through projects such as determining the identity of a skeleton using both forensic anthropology and DNA analysis, students examine the interactions of human body systems and apply what they know to solve real-world medical cases.

Medical Interventions

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Students delve into activities like designing a prosthetic arm as they follow the life of a fictitious family and investigate how to prevent, diagnose, and treat disease.

Human Nutrition

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit

Recommend completion of high school chemistry and completion of or concurrent enrollment in a pre-college or college-level composition course. This course is an introduction to the principles of nutrition with emphasis on food composition and the functions of nutrients. This course includes digestion, absorption, and metabolism of nutrients, food safety and nutritional needs during the life cycle. HLT-115 replaces BIO-115. HLT-115 meets the Ohio Transfer Assurance Guide standards for course OHL016.

Electrophysiology

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit

This course will introduce electrocardiography (ECG). The student will learn concepts related to cardiac monitoring and assessment. Topics will include anatomy and physiology of the heart, mechanics of cardiac monitoring equipment, the cardiac conduction system, and an overview of cardiac rhythm interpretation as well as the recognition of common abnormalities. The student will have the opportunity to practice techniques in a classroom setting under direct supervision.

COURSE DESCRIPTIONS

Phlebotomy

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit

Prerequisite: Concurrent enrollment in HLT145 and HLT150

This course introduces the student to the profession of phlebotomy in laboratory medicine. This includes: organization structure of hospitals and laboratories, medical ethics, related medical terminology, quality assurance, laboratory safety, and knowledge of the basic routine laboratory tests. This course serves as partial fulfillment for the certification requirement of the American Society for Clinical Pathology (ASCP).

Phlebotomy Lab

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit

Prerequisite: Concurrent enrollment in HLT140 and HLT150

Course is graded S/U. This course provides the phlebotomy student the opportunity to practice and apply phlebotomy skills in the laboratory environment. This course serves as partial fulfillment for the certification requirement of the American society for Clinical Pathology (ASCP). This course is graded on a Satisfactory/ Unsatisfactory basis.

Phlebotomy Clinical Practicum

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit

Prerequisite: Concurrent enrollment in HLT140 and HLT145

Course is graded S/U. This course provides the phlebotomy student the opportunity to practice and apply phlebotomy skills in the clinical environment. This course serves as partial fulfillment for the certification requirement of the American society for Clinical Pathology (ASCP). This course is graded on a Satisfactory/ Unsatisfactory basis.

Basic Health Care Skills

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit

Prerequisite: The student must be 16 years of age or older to enroll. A two-step Mantoux test for tuberculosis must be completed by the first day of class. A criminal background check (BCI) is required within six months prior to starting this course. Results must be available by the first day of the class. Students are required to wear a specified uniform.

This course prepares a basic health care worker with skills required by the Training and Competency Evaluation Program (TCEP) prior to gaining eligibility to become a State Tested Nurse Aide (STNA) and/or to obtain employment as a home health aide. Content includes communication, infection control, safety and emergency procedures, promoting resident/patient independence, respecting resident/patient rights, basic nursing skills, personal care skills, providing care in a home setting, mental health and social service needs and basic restorative services. College lab permits development of various basic nursing skills. These skills are then implemented during a 20-hour clinical experience in a local health care facility. NURS002 replaces NURS001 Basic Health Care Skills.

BUSINESS AND MARKETING PATHWAY

Business Foundations

Grade Level: 9, 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Introduction to business course. Students will obtain knowledge and skills in business activities. They will acquire skills of marketing research, management, business ethics, financial literacy including taxes, technology and employability skills. Classroom activities include technology, case studies, current events, speakers, leadership and communication skills.

Digital Marketing and Management

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Marketing Principals I

The focus of this class is to integrate business skills o apply tools, strategies and processes to communicate digitally. Students will create, implement, and critique online advertising, email marketing, websites, social media, video or images and podcasts/webcasts. Students will apply project management techniques to guide and control digital communications efforts. Roles and responsibilities could include assisting with the shirt press, operating a successful morning show, and development of a school/class website.

Management Principles

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Business Foundations

Students will obtain fundamental knowledge of marketing activities, including sales channels, marketing-information management, marketing research, market planning, marketing communications, pricing, product and service management, branding and selling. They will conduct marketing research, identify target markets, conduct market and competitive analyses, forecast sales, set marketing goals, establish a marketing budget and develop a marketing plan. Legal and ethical issues in marketing will be addressed. Employability skills, technology, leadership and communications will be incorporated in classroom activities.

Fundamentals of Business & Admin Services

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Business Foundations

Students will develop fundamental knowledge and skills in business administration. They will examine business activities, business processes and forms of business ownership. Students will acquire an understanding of economic principles such as supply and demand, division of labor and competition. They will identify current trends, issues and conditions impacting business and determine the impact of the global environment on business operations. Innovation, technology, leadership and communications will also be addressed.

COURSE DESCRIPTIONS

Marketing Principles I

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Business Foundations

This is the first course in the Marketing career field. It introduces students to the specializations offered in Marketing. Students will obtain fundamental knowledge and skills in marketing communications, marketing management, marketing research, merchandising and professional selling. They will acquire knowledge of marketing strategies, market identification techniques, employability skills, business ethics and law, economic principles and international business. Technology, leadership and communications will be incorporated in classroom activities.

Business Applications

Grade Level: 9, 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Business Applications prepares students to succeed in the workplace. Students establish an awareness of the roles essential to an organization's success, and then work to develop an understanding of professional communications and leadership skills. Students gain proficiency with technology and will create, analyze and critique reports, letters and other professional communications. Certification in Google and Lean Six will be included in this course along with obtaining industry-recognized credentials as a result of this course.

CRIMINOLOGY PATHWAY

Restorative Practices and Personal Bias

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit

This course will focus on rehabilitation practices as opposed to punitive practices as seen in the criminal justice field. It will also focus on systemic bias and the effect it has on the law field.

Criminology and Social Deviance

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit

This course will focus on behaviors and groups that deviate from social norms and rules of society. Topics covered include: crime, juvenile delinquency, alcohol and drug abuse and addiction, and deviant subcultures. Students will explore and analyze social norms throughout history and discuss how deviance is defined differently by each generation.

Constitutional Law

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Criminology and Social Deviance

This course will focus on civil and criminal court cases focusing on state and federal Constitutional precedent.

DIGITAL PATHWAY

Principles of Computer Programming

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit

This course introduces the student to the logic of computer programming. Through the use of flowcharts, pseudocode, and a programming language, the student develops algorithms for solutions to real-world programming problems. Object Oriented programming topics will be discussed. Hands-on lab exercises allow the student to apply the algorithms to real computer programs.

Operating Systems & Security

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit

This course offers a broad survey of common Operating Systems including the history, types, and functions of operating systems. The student will be introduced to command line statements used for configuring operating systems. System security issues will be covered, including the skills needed for planning, implementing and auditing a system's security.

Internet Programming I

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit

Prerequisite: C grade or better in CIT100 OR CIT105

This course is an introduction to web page design and development for static and dynamic contents. The student will be introduced to HTML/XHTML, CSS, and a scripting language such as JavaScript. The emphasis is on client-side web page programming.

Database

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit

This course emphasizes the principles and procedures of how records are created, stored, retrieved, retained, and disposed of using standard database software programs. The student will gain an understanding of the basics of database design and the very specific relationships among objects which comprise a database. In addition, students will retrieve database records using SQL and T-SQL queries.

.NET Programming

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit

Prerequisite: C or better in CIT100

This course introduces the student to .NET Programming through the overview of, and hands-on experience with, the suite of programming tools provided by Microsoft Visual Studio. Object oriented programming is emphasized with a focus on Visual C#. Students will also be introduced to software version control techniques.

COURSE DESCRIPTIONS

Internet Programming II

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit

Prerequisite: C or better in CIT150

This course is a continuation of CIT-150 Internet Programming I with an emphasis on Server-Side programming and e-commerce. The course focuses on using Active Server Pages (ASP.Net) to create dynamic, interactive web content. Course content includes the introduction of the extensible Markup Language (XML) and database communication mechanisms.

Project Management

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit

The student will learn about the design, development and management aspects of various IT related projects. This course introduces the student to IT project management including business concepts, interpersonal skills and project management techniques required to successfully manage IT projects. Topics and projects incorporate project management principles, conflict resolution, negotiation, communication, team building/leadership and expectation setting and management.

Visual Basic I

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit

Prerequisite: C or better in CIT100

The student will design and write programs using Visual Basic programming features which include the ability to create and integrate text and graphics in an interactive environment. File handling will include the creation and maintenance of sequential and indexed files as well as the integration of databases. Object oriented programming concepts are introduced and structured programming techniques are emphasized with the student writing and executing a variety of programs for business and scientific applications.

JAVA Programming

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit

Prerequisite: C or better in CIT100

This course introduces the student to the Java programming language. Java data types, control structures and classes will be covered. The student will write console and window application programs to solve problems as well as create mobile apps for mobile devices.

DIGITAL MEDIA PATHWAY

Students in the Digital Media Pathway will work with their counselor and the instructor to select courses for the 2025-26 school year.

Fundamentals of Drawing

Grade Level: 11, 12

Length/Credit: 1 semester – 1.0 credit

3 Credit hours, 7 contact hours (1-hour lecture and 6-hour lab). Course is graded A-F. This course explores the basic techniques of drawing, focusing on composition, proportion, perspective and the basic fundamentals of line, shape, contrast, texture, balance, and unity. Projects include studies of figures, nature and interiors, with the purpose of developing an understanding of how to communicate rapidly with basic analog tools before using digital media. DMD100 replaces DMD3831 Fundamentals of Drawing in the Quarter system. DMD 100 meets the Ohio Transfer Assurance Guide standards for course OAH001.

EDUCATION PATHWAY

Students in the Education Pathway will collaborate with counselors to select a capstone course, CCP courses, or other courses of interest.

COURSE DESCRIPTIONS

ENGINEERING & DESIGN PATHWAY

Computer Assisted Design I

Grade Level: 9, 10, 11, 12

Length/Credit: 1 year – 1.0 credit

CAD focuses on exposing students to the world of architecture and architecture design through the use of DATACAD. This course gives students the opportunity to develop skills in CAD development and design, analyzing engineering diagrams and blueprints, and problem solving through activity, project, and problem-based learning. This class has a particular emphasis on the use of CAD in the medical field.

Engineering Principles (Principles of Engineering – PLTW)

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: C or higher in Integrated Math II

Principles of Engineering (POE) is a foundation course of the high school engineering pathway. This survey course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science and technology.

Digital Electronics

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: C or higher in Engineering Principles

From smartphones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic, and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

Computer Integrated Manufacturing

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: C or higher in Engineering Principles

This course is a continuation of PLTW Principles of Engineering that deepens student skills and knowledge within the context of efficiency and application to manufacturing. Students build upon their Computer Aided Design (CAD) experience through the use of Computer Aided Manufacturing (CAM) in Autodesk Inventor and apply it to Computer Numerical Controlled (CNC) machine coding and execution. Students further learn and apply concepts of automation related to integrating robotics into manufacturing systems. Engineering materials are studied extensively, and students are introduced to business process management concepts, including Lean 6 Sigma.

COURSE DESCRIPTIONS

FINE ARTS PATHWAY

Course descriptions for Art II, Art III and Art IV are in the Fine Arts course section.

COURSE DESCRIPTIONS

PERFORMANCE AND PRODUCTION PATHWAY

Performing Arts Primer

Grade Level: 9, 10, 11, 12

Length/Credit: 1 semester – ½ credit

In this first course for the Performing Arts pathway, students examine how music, dance and theater disciplines connect to create a production. They compare/contrast different games, social contexts and cultural aspects of dance, music and theater from early Greek to present day. They learn the role of stagecraft, including new & emerging technology.

Musical Theater

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Performing Arts Primer

The troupe member with abilities in music, dance and acting has “triple threat” value in musical theater. In this course, students assume the roles of singer, instrumentalist, actor and dancer as well as director, stage manager, set designer and/or costume technician. Students learn to take and give orders to accomplish tasks. They analyze historical and current-day exemplary models of musical theater for story line, musical arrangement and audience appeal.

Stage Design & Construction

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit

This course focuses on design and construction of what the audience sees around actors. Students analyze scripts and budgets to determine appropriate sets. They create renderings and drawings by hand and through computer drafting programs to present the designer’s vision. They develop models, mock-ups and final construction of scenery. In addition to construction techniques, they acquire workplace skills such as leadership, collaboration and safety.

Musical Engineering

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Students put music theory and basic music skill into practice as they engineer sound for live and recorded production. They create, capture, edit, mix and synchronize music into audio and video tracks of various formats. Topics include acoustics, reflection, absorption of sound and reverberation. Students create products based on research of audience sensitivity and need and do so in compliance with laws related to intellectual property and competition.

Action & Script Analysis

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Performing Arts Primer

This course combines understanding of the relationship between actor and script. Students research major theater genres and influences, breaking down a script to discover objectives, obstacles, tactics and character development. They create a script with scenes, plot points and characters. They learn acting techniques, including imagery, personal associations and inner monologue. They perform a role within an original or established piece of work.

COURSE DESCRIPTIONS

Stagecraft

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Stage Design and Construction

Creating the set, balancing the lights, projecting video and engineering the sound all help to accentuate the script and characters in a show. Students learn the skills of stagecraft through research, critique and hands-on experience. They use technology, background design, makeup and costuming to enhance overall production with a focus on the script and director vision.

Music Ensemble and Composition

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit

In this course, students compose music and perform in groups. They sight read music, blend and balance ensemble instrumental and/or vocal performance and respond to cues with an understanding of stage presence and choreography. They score an original musical piece using notation and sequencing software. Talent and self-confidence are strengthened through practice, social interaction, self/peer critique, and performance.

COURSE DESCRIPTIONS

CAPSTONE AND INTERNSHIP

Capstone

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

The capstone course is designed to imitate real-world processes and to give students the opportunity to demonstrate the research, writing, and communication skills that they have honed during their high school years. Students must submit a formal proposal, a research paper, and a technology-based presentation to successfully complete the capstone project.

Internship

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Internship placements align to ODE requirements and may include a pre-apprenticeship experience. Students learn from their job site mentor about the rules and responsibilities of the occupation. Students may be required to complete internship hours outside of their normal school day hours, as transportation permits.

Agricultural Systems Capstone

Grade Level: 12

Length/Credit: 1 semester – 1.0 credit

Students apply Agricultural and Environmental Systems program knowledge and skills in a more comprehensive and authentic way. Capstones are project/problem-based learning opportunities that occur both in and away from school. Under supervision of the school and through partnerships, students combine classroom learning with work experience to benefit themselves and others. These can take the form of mentorship employment, cooperative education, apprenticeships and internships.

Marketing Capstone

Grade Level: 12

Length/Credit: 1 year – 1.0 credit

Students will apply knowledge, attitudes and skills that were learned in a Business and Administrative Services program in a more comprehensive and authentic way in this capstone course. Capstones often include project-based /problem-based learning opportunities that occur both in and away from school. Under supervision of the school and through community partnerships, students may combine classroom learning with work experience. This course can be delivered through a variety of delivery methods including cooperative education or apprenticeship.

Arts and Communication Capstone

Grade Level: 12

Length/Credit: 1 year – 1.0 credit

Students apply Arts and Communication program knowledge and skills in a more comprehensive and authentic way. Capstones are project/problem-based learning opportunities that occur both in and away from school. Under supervision of the school and through partnerships, students combine classroom learning with work experience to benefit themselves and others. These can take the form of mentorship employment, cooperative education, apprenticeships and internships.

Engineering Capstone

Grade Level: 12

Length/Credit: 1 year – 1.0 credit

The Design Pathway is focused on careers in the engineering field and is highlighted by multiple Project Lead the Way courses. Students can also earn articulated college credit for these courses if they enroll with Columbus State. Coursework and experiences are designed for students interested in careers in the field of engineering.

COURSE DESCRIPTIONS

Some courses that are required for graduation will be offered each year, while some courses will be offered based on available staff.

1. All courses are subject to staff availability and a minimum student enrollment.
2. All courses are subject to staff availability and a minimum student enrollment.

HIGH SCHOOL COURSES OFFERED AT THE MIDDLE LEVEL

Integrated Math I
Integrated Math II
English 9
Physical Education I
Physical Education II
Health
Sports Medicine
Career Connections