

# West Branch High School

## Scheduling Guide

### Administration

Superintendent - Mrs. Micki Egli  
Principal - Mr. Brian Coffee  
Assistant Principal – Mrs. Penny DeShields  
Curriculum Director- Mrs. Angeline Theis  
Special Services- Mrs. Lindsey Szymanski

### School Counselors

Grades 10-12 Last Name A-L.....Mr. Ken Harris  
Grades 10-12 Last Name M-Z.....Mrs. Jana Stitle  
8th & 9th grade.....Mr. Chris Yannon

### REGISTRATION – A SERIOUS RESPONSIBILITY

Although certain academic courses are required for graduation, many other subjects are available as electives. This elective part of a student's program is a critical factor in the maximum utilization of the school experience.

Choosing courses must always be done with the purpose of selecting those experiences that will best serve you, i.e. courses that will enable you to make maximum growth in keeping with your abilities, interests, and goals. A high degree of mature thinking is expected as you approach the matter of registration. A course of study ideal for one might be totally wrong for another. You will need help from people who can assist you in understanding the variables of abilities, interests, past experiences, and future plans. First of all, involve your parents and keep them continually involved throughout your conferences with your classroom teachers and counselors. Your teachers will be frank with you about your strengths and weaknesses. Your counselors will have a more cumulative understanding of you. They will endeavor to see you registered in accord with your individual needs.

### STEPS TO CONSIDER IN THE REGISTRATION PROCESS

Study the booklet, noting basic requirements, prerequisites and courses required for each grade. Note the elective offerings available. Plan a sequence of required and elective courses to meet graduation requirements and to achieve post high school plans. Consult with your parents, teachers, and counselor. Make final decisions with your parents' approval. Return the registration form to your counselor during a final conference.

### POLICIES AND GUIDELINES TO HELP YOU WITH YOUR PLANNING

**HOW MANY CREDITS?** All students must register for a minimum of 5 classes per semester or 12 college credits. Students who play a sport or participate in extracurricular activities should take 6 classes per semester due to eligibility requirements.

Each student is encouraged to register for the proper number of credits and type of subjects to give maximum preparation by graduation. Students should consult counselors regarding their individual needs. Students enrolled in College Credit Plus classes must take a minimum of 4 classes or 12 semester hours to be considered full time.

### CLASS STANDINGS

Grade 9 - Freshman - No credits are on high school record

Grade 10 - Sophomore - A minimum of 5 credits on high school record

Grade 11 -Junior- A minimum of 10 credits on high school record

Grade 12 - Senior -A minimum of 15 credits on high school record

### GRADUATION REQUIREMENTS

#### OHIO CORE CURRICULUM

Students must meet both testing requirements and curriculum requirements in order to earn a diploma.

West Branch requires 21 total credits for graduation.

<b>Curriculum Requirements</b>	<b>State Minimum</b>
<b>English Language Arts</b>	4 units
<b>Mathematics</b> <i>1 unit MUST be at least algebra II or its equivalent</i>	4 units
<b>Science</b> <i>1 unit MUST be physical science</i> <i>1 unit MUST be biology (Or life science)</i> <i>1 unit MUST be an advanced science</i>	3 units
<b>Social Studies</b> <i>½ unit MUST be US History</i> <i>½ unit MUST be American government</i>	3 units
<b>Physical Education</b> <i>(or 2 years of the PE Waiver)</i>	½ unit <i>(each PE is .25 units, so need 2)</i>
<b>Health</b>	½ unit
<b>Financial Literacy (beginning with class of 2026)</b>	½ unit
<b>Electives</b> <i>This excludes PE and Health</i>	5.5 units

Click [HERE](#) for state graduation guidelines through the Ohio Department of Education. See a counselor if you have questions.

[Summary Sheet](#)

## ADVANCED PLACEMENT OPPORTUNITIES

College Board's Advanced Placement Program® enables students to pursue college-level studies — with the opportunity to earn college credit, advanced placement, or both — while still in high school. Advanced Placement courses are rigorous courses in which the students are exposed to college level material and work. The teachers of AP courses have been trained through the College Board (the institution responsible for overseeing the Advanced Placement program). A student enrolled in an AP course will be required to take the AP Exam for that course. There will be no cost for the student to take the exam(s).

**West Branch will be offering 6 Advanced Placement classes. The courses are:**

AP American Government	AP Calculus
AP United States History	AP Computer Science
AP Psychology	AP Biology

## GRADING SCALE FOR ADVANCED PLACEMENT CLASSES

Because of the rigor and demands of taking AP courses, an adjusted grading scale will be utilized. The following grading scale will be used in all Advanced Placement classes. These courses will not be weighted.

A = 88-100  
B = 75-87  
C = 67-74  
D = 60-66  
F = 0-59

## CCP Tracks offered through WBHS and Kent (all 3 credit courses)

### 15 Hr. Track

College Writing I – 3 credits  
Introduction to Shakespeare – 3 credits  
Intro to Anatomy & Physiology – 3 credits  
Human Biology - 4 credits  
Statistics – 4 credits

### 30 Hr. Track (15 hr. track + following courses)

Medical Terminology (Stark) - 3 credits	American Politics (Kent) - 3 credits
Psychology (Kent) - 3 credits	Art as a World Phenomenon (Kent) - 3 credits
Sociology (Kent) - 3 credits	

## GRADUATION HONORS AND BONUS POINT SYSTEM (Beginning with class of 2020)

Along with the GPA, students will earn Bonus Units for choosing classes of greater difficulty. The combination of GPA and Bonus Units will determine qualification for Cum Laude distinctions. These are the courses that earn Bonus Units:

Each 9th and 10th grade honors course completed will be given 1 Bonus Unit per year

Each 11th and 12th grade honors course completed will be given 2 Bonus Units per year

Each College Credit Plus course completed will be given 2 Bonus Units per semester

Each Advanced Placement course completed will be given 4 Bonus Units per year

8th & 9th & 10th Grade Honors (1 point)	11th & 12th Grade Honors (2 points)	CCP @ WBHS (2 points) CCP on campus (2 points)	AP @ WBHS (4 points)
8th Grade Algebra	Honors English 11	College Writing 1	Calculus AB
Honors Geometry	Honors Adv Math/Trig	Introduction to Shakespeare	Biology
Honors English 9		Intro to Anat and Phys	American Politics
Honors Algebra II		Human Biology	US History
Honors English 10		Introduction to Statistics	Computer Science
Honors Biology			Psychology

Cum Laude <i>"with honor"</i>	Magna Cum Laude <i>"with great honor"</i>	Summa Cum Laude <i>"with highest honor"</i>
3.75 GPA with 1-10 bonus units	3.75 GPA with 11-24 bonus units	4.0 GPA with 30 or more bonus units will receive designation of <b>Summa Cum Laude with Distinction</b>
3.50 GPA with 11-20 bonus units	3.50 GPA with 21+ bonus units	3.75 GPA with 25+ bonus units
3.25 GPA with 21+ bonus units		

**The commencement speaker will be the student in the "Summa Cum Laude with Distinction" category who has the most bonus units.**

### Honors Diploma Criteria

Students need to fulfill **all but one** of the applicable criteria to earn a Diploma with Honors.

SUBJECT	MINIMUM REQUIREMENT
English	4 units
Math	4 units - including algebra 1, geometry, algebra II and another higher level course
Science	4 units - including any 2 advanced sciences
Social Studies	4 units
Foreign Language	3 units of 1 language or 2 units each of 2 different languages
Fine Art	1 unit
ACT	27 ACT/1210 SAT (excluding scores from the writing sections)
GPA	3.5 on a 4.0 scale

Diploma with Honors requirements pre-suppose completion of all high school diploma requirements in Ohio Revised Code including:

½ unit physical education

½ unit in American history

½ unit health

½ in government

½ unit financial literacy (Class of 2026)

### PRESIDENTIAL AWARD

To graduate with the Presidential Award, **ALL** of the above criteria must be met, but the ACT requirement is a 25, not a 27. See a counselor if you have questions.

### CALCULATION OF THE G.P.A. / HONOR ROLL

All courses will be counted in a student's grade point average. The exception to this is a class taken with the S/U option. The Honor Roll will be determined by a nine-week grade point average. The following divisions will be listed:

Students with a 4.00 grade point average for the nine weeks – All A's

Students with at least a 3.75 grade point average for the nine weeks – Honor Roll

Students with at least a 3.50 grade point average for the nine weeks – Merit Roll

### S / U OPTION

Students will be able to take course(s) for “satisfactory/unsatisfactory” grades rather than traditional grades. Application for this option must be completed by the end of the third full week of school. The following restrictions apply:

1. This option cannot be used by freshmen.
2. Required classes cannot be taken S/U.
3. No student will be able to earn more than three credits of S/U work. The following limits also apply:
  - Sophomores may attempt a maximum of one credit of S/U work.
  - Juniors may attempt a maximum of one credit of S/U work.
  - Seniors may attempt a maximum of two credits of S/U work.
4. Teachers will keep letter grades for all students. If you would receive an A, B, or C you will receive a “satisfactory” grade using this option. If you earn a D or F, you will receive an “unsatisfactory” grade. No credit will be issued for an unsatisfactory grade.
5. Credits earned in courses taken S/U will appear S/U on the transcript. The grade will have **no effect** on the G.P.A. of the student.
6. Note that classes taken S/U do not qualify toward the NCAA Clearinghouse requirements.
7. The student has the option at the end of the 1st nine weeks for the first semester and at the end of the 3rd nine weeks for the second semester to return to a letter grade. As mentioned above, teachers will keep letter grade records for all students. Appropriate notification procedures will be required.
8. AP or CCP classes cannot use the S/U option.

### EDUCATIONAL OPTIONS

Credit can be earned by use of educational options in several ways. These include: correspondence courses, mentorship, concurrent enrollment and independent study. If you are interested in earning credit using one of these options, you must see your counselor for more details and follow a specific application procedure. The deadline to notify the school if you plan to participate in any of these options is April 1st.

#### INDEPENDENT STUDY

Independent Study is an educational option involving advanced or in-depth work by an individual student under the direction of a certificated staff member. Independent Study provides an opportunity for students to explore areas in more depth, or areas not offered in the curriculum. To be eligible a student must demonstrate documented need and permission by the principal must be granted. An application can be submitted to the principal after consultation with the guidance counselor. The student must submit an instructional plan developed in conjunction with the certificated staff member. Upon completion of the instruction plan, a determination of the number of credits to be awarded will be made.

#### COLLEGE CREDIT PLUS

College Credit Plus allows students to earn both high school and college credit at the same time. Students will be taking college classes for credit either at the college, in the high school, or online. If you take the course for college credit, it will also be on your high school transcript with the same grade you earned for the college course. To participate in CCP, students must meet all the entry requirements and timelines of the college or university they would like to attend. Students in grades 7-12 may participate if they qualify. Anyone participating must inform the high school counselor prior to April 1st by filling out the Intent to Participate form, which can be found in the counseling office or on the counseling webpage.

### CREDIT FLEXIBILITY

Credit Flexibility is an option to demonstrate mastery of content. Students can show mastery of content by completing one of the following: Testing out, Senior Project, Distance Learning, Postsecondary coursework, Internship, Service learning, or a Research-based project.

### SCHEDULE CHANGES

Spring – Once scheduling decisions have been made and the scheduling form has been returned, a student may request class changes for the next school year by completing the form, which can be found online or in the office. **Schedule change requests must be completed by the last day of the current school year. No schedule changes will be made in the summer unless it is a result of summer school or a scheduling error.**

After school starts, schedule changes will only be made for one of the following reasons:

1. Teacher recommendation in writing, after consultation with student, parent and counselor
2. Counselor recommendation in writing, after consultation with student, parent and teacher

If a student drops a class without teacher or counselor recommendation, he/she will receive an “F” for the course.

Please note: Any class dropped after the start of school will be subject to counselor review to make sure all requirements are met.

The student will be responsible for the proper completion of the schedule change form, returning all materials and notifying the teacher of the change.

### ACTIVITIES

All students are encouraged to participate in school-related activities as much as their schedule will permit. Please note that letting grades suffer for the sake of activities and those related responsibilities defeats the purpose, as well as, the pleasure of the activity. Limit your total school program to what you are able to do well, rather than let one area suffer for the sake of another. Classroom work should take precedence over all extracurricular activities. A complete listing of activities can be found at the end of this book.

### ELIGIBILITY FOR ATHLETICS

Passing grades must have been received in a minimum of five one-credit courses, or the equivalent, in the immediately preceding grading period for athletic eligibility. In addition, a 1.0 G.P.A. must be obtained each grading period. This eligibility lasts for a nine-week period and is reviewed at the end of each grading period.

### Which Direction Should You Choose?

- College prep pathway
- STEM pathway
- Vocational pathway

Often students will select a combination of these choices to be well-rounded and keep future options open.

### COLLEGE PREP PATH

Choosing this path will prepare a student to enter college upon graduation. College admission requirements vary from one university to the next. It is important for students to research various career pathways through college and focus on appropriate class selections throughout one's high school career. Also important is for college bound students to become involved in a variety of high school activities. Colleges look for students who will contribute to campus life in many ways. All colleges want applicants to be well prepared in the academic subjects. It is recommended by universities to have a minimum of 3 credits of a world language and 1 credit of a fine art. College admissions requirements and recommendations vary based upon where you decided to apply. Plan your high school career to take as many classes as possible.

**\*\* NOTE FOR ATHLETES:** If you are expecting to participate in athletics in a Division I or Division II College starting your freshman year, specific NCAA requirements must be met. Counselors and coaches have additional information on this subject.

### STEM PATH

Choosing this path will enable a student to receive preparation in the many fields of technology. With the ever-changing workplace, the need for well-prepared future employees in this area is vital. These areas stress mathematics, science, and communications. West Branch High School strives to provide our students with these "tools for the future." Many classes in this area overlap for both college prep students and vocational students.

These options would include a combination of our Project Lead the Way elective courses, as outlined in the course description section of this scheduling guide. You will find these course details in computer science, engineering and science. If you know your specific career goal, please see your school counselor to determine which course offerings are best suited to your individual needs.

### VOCATIONAL PATH

Vocational programs prepare the student to enter directly into the workforce or to continue education in a specific area. Vocational programs are offered both here at West Branch High School and at the Mahoning County Career and Technical Center in Canfield. Enrollment in a vocational program does not prevent a student from attending college or technical school upon graduation. Many of our vocational graduates continue on to further education.

Students whose future plans include a traditional college major should be careful; however, to make sure all high school prerequisites for college are met before selecting a vocational program. Students considering vocational training may refer to course descriptions for direction in choosing the appropriate prerequisites at the ninth and tenth grade levels. Your counselor has a great deal of information in this area – take advantage of it! **YOU MUST HAVE BOTH PHYSICAL EDUCATION CLASSES DONE TO GO TO MCCTC!**

Visit the Mahoning County Career & Technical Center website for available programs and program descriptions. Click [HERE](#) to access the MCCTC website.



## 8th Grade Electives

Class Name	Course Description	Length
<b>Computer Science Discoveries (CSD8)</b>	<p><i>Computer Science Discoveries is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. Computer science prepares all students to be active and informed contributors to our increasingly technological society whether they pursue careers in technology or not. Computer science can be life-changing, not just skill training. Many of the projects, assignments, and activities in our curriculum ask students to be creative, to express themselves, and then to share their creations with others.</i></p> <p><i>I have included some links below of some projects students made.</i></p> <p><a href="#"><u>Teach me sign language</u></a> (type a word and press "Go", use arrows to show the word spelled in sign language)</p> <p><a href="#"><u>Facts about Countries</u></a> (choose a country, press go, choose a statistic)</p> <p><a href="#"><u>Hangman</u></a> (enter a letter and click "guess")</p>	<b>½ Year</b>
<b>Fundamentals of Business and Administrative Services (BUCA8)</b>	<p><i>This is the first course specific to the Business and Administrative Services career field. It introduces students to the specializations offered in Business and Administrative Services. Students will obtain fundamental knowledge and skills in general management, human resources management, operations management, business informatics and office management.</i></p>	<b>½ Year</b>
<b>World Language (FL8)</b>	<p><i>The study of culture and foreign languages is an integral part of education. This one-semester course briefly explores the crucial need for foreign language, understanding the differences in culture, and basic level proficiency. It is clear that foreign language will be a necessity to face the diversity of our world as nations face uncertain times, interdependence, as well as international business, travel, and trade purposes. "Every class is different depending on the group of students. I try to choose different countries to study their geography, culture, and language. We do projects such as family crests and travel flyers and presentations about different subject areas, hoping to entice their interest in learning about cultures and languages. We sometimes indulge in some of their foods if possible. For example, in learning Italian the main interest was that we had pizza. For France/French we ate croissants, cheese, and chocolate. For Germany we collaborated with Mrs. Sisson and the students made porridge, and had a snack of sourdough with Keiffer cheese, and pickles. For Hungarian we hope to make chocolate chip cookies from a Hungarian Chefs recipe."</i></p>	<b>½ Year</b>
<b>Pre-Engineering Technologies IAPET8</b>	<p><i>Students explore robotics and automation as they take on the role of interns and work in teams to create prototypes to meet the needs of clients. They build and analyze mechanical</i></p>	<b>½ Year</b>

	systems and automate them with programmed input and output devices.	
<b>Physical Education (PEG8)</b>	<i>Emphasis on participation in activities that enhance physical activity. Activities we provide for the students, not only focus on participation, but encourage sportsmanship, teamwork, and lifelong physical fitness.</i>	<b>½ Year</b>
<b>Art (ART8)</b>	<i>An exploration of a variety of media, techniques, and artistic movements. We'll meet you where you are in your artistic journey, then work on fine tuning your individual skills. Roll up your sleeves, sunshine with a 100% chance of painting is in the forecast!</i>	<b>½ Year</b>
<b>Choir (MUCH8)</b>	<i>Vocal development. This class has outside performance requirements.</i>	<b>Full Year</b>
<b>Band (MUBA8)</b>	<i>Eighth Grade Band is for wind and percussion instrumentalists in 8th grade. This year-long course builds on an even greater understanding of "comprehensive musicianship" through music performance of challenging and varied literature. Skills and concepts from the previous year are developed and expanded upon. In addition to continued refinement of individual performance skills, greater emphasis is placed on ensemble performance skills. Students will continue to develop their knowledge of music theory, continue to analyze and evaluate music, and use critical thinking skills to make refinements in their performance. Individual and ensemble performance skills will be expanded through musical expression and technical accuracy. Students in Eighth Grade Band have the option to be in marching band and pep band. This ensemble will perform at least three concerts a year. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble contests, honor bands, sectionals, and private lessons.</i>	<b>Full Year</b>
<b>Intro to Family and Consumer Science (FCSIF8)</b>	<i>Students will be introduced to child development, family relationship concepts. They will identify financial literacy and economic principles and develop communication, leadership &amp; career investigation skills.</i>	<b>½ Year</b>
<b>CBI (CBI8)</b>	<i>Work-based program. Extremely informative site</i>	<b>Full Year</b>

	<p>created by Mr. Davis:</p> <p><a href="http://www.mrdaviscbi.com/8th-grade-cbi.html">http://www.mrdaviscbi.com/8th-grade-cbi.html</a></p>	
<b>Intro to Vocational Agriculture (AG8)</b>	<p><i>This course is an introductory course designed to expose students to different aspects of the agricultural industry. Students will gain knowledge in animal science, plant science, soil science, natural resources, and leadership skills. Students will gain an understanding of state and county agriculture products and how their food gets from farm to plate. Students will be introduced to the National FFA Organization and learn the basics of FFA opportunities. Students do not have to be involved in agriculture to take this course.</i></p>	<b>Full Year</b>
<b>Medical Detectives SCMD8</b>	<p>Students play the role of real-life medical detectives as they collect and analyze medical data to diagnose disease. They solve medical mysteries through hands-on projects and labs, measure and interpret vital signs, examine nervous system structure and function, and investigate disease outbreaks.</p>	<b>½ year</b>

## HIGH SCHOOL GENERAL ELECTIVES

Course Code	Course	9	10	11	12	Prerequisite	Length of Course	Credit	CCP
CODING2	AP Computer Science Principles		X	X	X		All year	1.0	
ELEMV	Media & Videography	X	X	X	X		Semester	0.5	

### AP COMPUTER SCIENCE PRINCIPLES

1.0 Credit

ELECTIVE: 10-12

All Year

PREREQUISITES: Computer Science Essentials or “Teacher Recommendation” for 10-12 grade

This course covers many topics including the Internet, Big Data and Privacy, and Programming and Algorithms. Computer science is all about being innovative—finding ways to solve problems. In this class, you will discover lots of connections between people and computing, explore how technology impacts absolutely everything in your life, and work with others in fun and creative ways. Check out this short video about how coding is used in our lives and what jobs are involved/invented: <https://youtu.be/QvyTE1wyOY>

### MEDIA & VIDEOGRAPHY (ELEMV)

.50 Credit

ELECTIVE: 9-12

Semester Course

This hands-on course will develop students’ communication, problem-solving techniques, cooperative learning, and interpersonal skills. Students will work individually and collaboratively to create and edit videos, complete presentations, do virtual announcements, and promote the school. Every other week, the class will research and promote mental health topics to our districts’ students by creating videos, presentations, posters, public service announcements, etc. This class is a semester long with the opportunity to continue it for the year.

EMIS Code: 300040

## ART DEPARTMENT

Course Code	Course	9	10	11	12	Prerequisite	Length of Course	Credit
ARTFOU	Foundation of Art	X	X	X	X		Semester	.5
ARTDRA	Drawing		X	X	X	X	All Year	1.0
ARTPAI	Painting		X	X	X	X	All Year	1.0
ARTADV	Advanced Art			X	X	X	All Year	1.0
ARTCO1	Computer Graphics 1	X	X	X	X		Semester	.5
ARTCO2	Computer Graphics 2	X	X	X	X	X	Semester	.5

### Art Department Course Descriptions

#### **FOUNDATIONS OF ART (ARTFOU)**

.50 Credit

ELECTIVE GRADES 10-12

Semester

This course is concerned with developing basic motor and perceptual skills through a variety of media. The students will recognize and apply the 7 elements of art and the 7 principles of design. Projects will be based on various styles and movements of artists throughout art history. \*\*Students must bring their own paintbrushes, which can be purchased for \$10 or less.

#### **DRAWING (ARTDRA)**

1.00 Credit

ELECTIVE GRADES 10-12

All Year

PREREQUISITE: C OR ABOVE IN FOUNDATIONS OF ART

The course syllabus will dovetail the creative, imaginative and inventive properties of drawing with the Ohio State Department of Education's Visual Art Content Standards. Drawing is the first language humans learn and is the most ancient of art-making activities. The course will challenge drawing artists to explore wonderful and diverse art drawing media and surfaces while expanding their vision and creativity. Drawing students will be immersed in the following:

- Drawing's Historical, Cultural and Social Contexts
- Drawing's Creative Expression and Communication Properties
- Drawing as it Relates to Analyzing and Responding
- Valuing Arts/Aesthetic Reflection as it Relates to Drawing
- Drawing Connections, Relationships and Applications

#### **PAINTING (ARTPAI)**

1.00 Credit

ELECTIVE GRADES 10-12

All Year

PREREQUISITE: C OR ABOVE IN FOUNDATIONS OF ART

The course syllabus will challenge the painter with, "a palette of possibilities," encompassing traditional, contemporary, and experimental painting approaches. Student painters will explore aesthetic possibilities in abstract and representational areas, the use of traditional and non-traditional materials and the possibilities of painting in both two and three dimensional directions. The syllabus will involve student painters in a curriculum rich in the Ohio State Department of Education's Visual Art Content Standards. Painting students will be immersed in the following:

- Painting's Historical, Cultural and Social Contexts
- Painting's Creative Expression and Communication Properties

Painting as it Relates to Analyzing and Responding  
Valuing Arts/Aesthetic Reflection as it Relates to Painting  
Painting Connections, Relationships and Applications

\*\*Students must bring their own paintbrushes, which can be purchased for \$10 or less.

### **ADVANCED ART (ARTADV)**

1.00 Credit

ELECTIVE GRADES 11-12

All Year

PREREQUISITE: DRAWING OR PAINTING, C OR ABOVE IN FOUNDATIONS OF ART

The course syllabus will challenge the advanced artist with a course special in the nature of its flexibility and its interdisciplinary emphasis. Advanced artists will be encouraged to be more independent in nature, enjoy incorporating diverse media in their work, and be highly motivated to become well-rounded artists. The year's program will be a mix of involvement in painting, sculpture, drawing, digital photography, printmaking, ceramics and jewelry. Emphasis will be placed on the organization of a portfolio as required for College/Art School admittance/scholarship. The syllabus will involve advanced artists in a curriculum rich in the Ohio State Department of Education's Visual Art Content Standards. Advanced artists will be immersed in the following:

Art's Historical, Cultural and Social Contexts  
Art's Creative Expression and Communication Properties  
Art as it Relates to Analyzing and Responding  
Art Connections, Relationships and Application

\*\*Students must bring their own paintbrushes, which can be purchased for \$10 or less.

### **COMPUTER GRAPHICS I (ARTCO1)**

.50 Credit

ELECTIVE GRADES 10-12

Semester

Explore computer/digital camera-based art and photography as well as historical and current issues in technology-based art. Students will investigate developmental relationships between electronic art, animation, video art, and computer art as related to commercial industries and the mainstream art market. Social, aesthetic and cultural implications of multimedia art will be considered. Students will be introduced to the creative process behind multimedia/graphics design with a focus on visual thinking, exploring the relationship between image and word and the problem-solving process. Focus will include:

- \* Multimedia graphic design projects will be explored through an emphasis in Adobe Photoshop
- \* Experimentation with interactive graphics elements as a means of visual communication
- \* Investigate multimedia graphics as revealed in global communication media, including the internet

\* Students will be introduced to Dell computers, digital cameras, and a Xerox scanner application. The primary software application used in class is Adobe Design Premium CS3, which includes Photoshop, Illustrator, and InDesign. Students will learn the basic function of the equipment and software applications. Seniors will be given first priority in registration. Class size will be limited. Students must achieve a 'C' or better in this course as a prerequisite to enter Multimedia/Advanced Computer Graphics II.

### **COMPUTER GRAPHICS II (ARTCO2)**

.50 Credit

ELECTIVE GRADES 10-12

Semester

PREREQUISITE: CO OR ABOVE IN COMPUTER GRAPHICS 1

A continuation of the development of skills introduced in Multimedia/Computer Graphics I. Emphasis will be on advanced digital and experimental imaging, computer-aided illustrations/designs, and photographic illustration.

Focus will include:

- \* Preparing digital imaging for print and electronic media
- \* Concept development, aesthetics, technology and personal style are emphasized
- \* Experimental digital photography will be explored
- \* The capability of flatbed scanners, printers and telecommunication technology will be presented
- \* The pursuit of an individual aesthetic and understanding the principles and process of visual communication design will be encouraged
- \* Further investigate and understand web design

Seniors will be given first priority in registration. Class size will be limited. The goal is to give the students the tools to take the ADOBE certified associate certification test.

## BUSINESS DEPARTMENT

Course Code	Course	9	10	11	12	Prerequisite	Length of Course	Credit
BUFOUN	Business Foundations	X	X	X	X		Year Long	1
BUOM	Office Management		X	X	X	X	Year Long	1
BUPTS	Professional and Technical Sales		X	X	X	X	Year Long	1
BUDAD	Database Applications Development		X	X	X	X	Year Long	1
BUWEBD	Basic Web Design	X	X	X	X		Semester	0.5

### Business & Administrative Services Career Field Pathway

Below is listed the courses recommended to complete throughout your years here at West Branch High School.

#### **BUSINESS FOUNDATIONS (BUFOUN)**

0.50 CREDIT (HS)

ELECTIVE GRADES 9-12

SEMESTER

Business Foundations introduces students to specializations within the career fields of Business Administration, Finance, and Marketing. Students will obtain knowledge and skills in fundamental business activities. They will acquire knowledge of business processes, economics, and business relationships. Students will use technology to synthesize and share business information. This course is a combination of hands-on projects, applicable media, and presentation of content skills.

#### **OFFICE MANAGEMENT (BUOM)**

1 CREDIT (HS)

ELECTIVE GRADES 9-12; Pre-req Business Foundations

All Year

Students will apply techniques used to manage people and information in a business environment. Students will learn to build relationships with clients, employees, peers and stakeholders and to assist new employees. They will manage business records, gather and disseminate information, and preserve critical artifacts. They will also examine contracts, internal controls and compliance requirements. Business office tools and applications will be emphasized.

#### **PROFESSIONAL AND TECHNICAL SALES (BUPTS)**

1 CREDIT (HS)

ELECTIVE GRADES 9-12; Pre-req Business Foundations

All Year

Students will demonstrate sales processes and techniques used in a business-to-business environment. They will develop, grow, and maintain positive business relationships. Students will monitor trends and the business environment to determine the impact on their sales, customers, and competitors. They will negotiate and adjust prices and sales terms. Students will manage sales activities and territories. Technology, employability skills, leadership and communications will be incorporated in classroom activities.



**DATABASE APPLICATIONS DEVELOPMENT (BUDAD)**

1 CREDIT (HS)

ELECTIVE GRADES 9-12; Pre-req Business Foundations

All Year

Students will use developer strategies to manipulate data, present database systems theory, and develop database applications. Students will learn to import and export data, manipulate table properties, make advanced queries, and run basic SQL forms and reports. Students will develop macros for automating database tasks and building menu-driven applications. Knowledge and skills of data modeling, diagramming, query writing, and design theory will be developed.

**BASIC WEB DESIGN (BUWEBD)**

0.5 CREDIT (HS)

ELECTIVE GRADES 9-12

SEMESTER

Students in Basic Web Design I are introduced to web design using the Adobe CS3 Dreamweaver. Students will progress at an individual pace, completing assignments and taking exams online. Each student will create and maintain their personal page to be linked to the high school website. The entire course outline and requirements are listed on the teacher pages at the above web site. You can not take this course if you have taken or are currently taking Digital Marketing.

## ENGLISH DEPARTMENT

Course Code	Course	9	10	11	12	Prerequisite	Length of course	Credit	College Credit
E09	English 9	X					All year	1.0	
E09H	English 9 Honors	X				X	All year	1.0	
E10	English 10		X				All year	1.0	
E10H	English 10 Honors		X			X	All year	1.0	
E11	English 11			X			All year	1.0	
E11H	English 11 Honors			X		X	All year	1.0	
E12	English 12				X		All year	1.0	
ECWICCP	College Writing 1			X	X	X	Semester	1.0	
EISCCP	Intro to Shakespeare			X	X	X	Semester	1.0	
ECRW	Creative Writing		X	X	X	X	Semester	.50	
EPSD	Speech & Debate	X	X	X	X		Semester	.50	

### English Department Course Descriptions

#### ENGLISH 9 (E09)

1.00 Credit

Required

All Year

This course satisfies the first year course requirement in the English Department, to fulfill the Ohio Learning Standards. All English Language Arts Content Standards for grade 9 will be addressed during the year. The literature component will include short stories, poems, editorials, essays, and novels. The writing component will include a research paper, personal narrative, argumentative, and expository writing. Students will develop skills in critical thinking to become effective communicators.

#### ENGLISH 9H (E09H)

1.00 Credit

Alternative to English 9

All Year

PREREQUISITES - RECOMMENDATION/MINIMUM TEST SCORE REQUIRED

This course satisfies the first year course requirement in the English Department, to fulfill the new Ohio Core Curriculum. All English Language Arts Content Standards for grade 9 will be addressed during the year. Honors English will encompass a greater range of literature and writing activities, as students develop critical thinking skills to become effective communicators. Students are required to complete summer reading assignments, prior to the start of school. In addition, students will participate in the Charity Project – a second semester activity centered on a charity of their choice.

**ENGLISH 10 (E10)**

1.00 Credit

Required

All Year

This course satisfies the second year course requirement in the English Department, to fulfill the new Common Core Standards. English 10 involves the study of classic and contemporary authors and their works. Writing is stressed and grammar is reviewed as part of the writing process.

**ENGLISH 10H (E10H)**

1.00 Credit

Alternative to English 10

All Year

PREREQUISITES: ENGLISH 9 HONORS OR EARN AN A IN ENGLISH 9 AND TEACHER RECOMMENDATION

This course satisfies the second year course requirement in the English Department, to fulfill the new Common Core Standards. English 10 involves the study of classic and contemporary authors and their works. Writing is stressed and grammar is reviewed as part of the writing process.

**ENGLISH 11 (E11)**

1.00 Credit

Required

All Year

PREREQUISITES: PASSING GRADE IN ENGLISH 10 OR 10H

This course satisfies the third year course requirement in the English Department, to fulfill the new Common Core Standards. English 11 concentrates on the review of basic writing skills, the development of skills in written composition, and the study of a variety of authors in American literature. In addition, students will write a research paper of 5-8 pages.

**ENGLISH 11H (E11H)**

1.00 Credit

Alternative to English 11

All Year

PREREQUISITES: ENGLISH 10 HONORS OR EARN AN A IN ENGLISH 10 AND SCORE A MINIMUM OF A 4 ON THE ENGLISH 9 EOC.

This course satisfies the third year course requirement in the English Department, to fulfill the new Common Core Standards. Honors English 11 will include the study of American literature and the opportunity to develop skills in written composition. The basic text will be the same as English 11 with additional readings, critical thinking projects and a career passport. A 5-8 page research paper will be written.

**ENGLISH 12 (E12)**

1.00 Credit

Required

All Year

PREREQUISITES: ENGLISH 11 OR 11H

This course satisfies the fourth year course requirement in the English Department to fulfill the new Common Core Standards. This course is designed to prepare students to be college and career ready through evaluating complex texts, communicating effectively, and using technology efficiently. Writing focuses on argumentative, informative, narrative, and research writing.

**COLLEGE WRITING 1 (ECW1CCP)**

1.00 Credit

ELECTIVE (Can replace a HS English)

Semester

PREREQUISITES: MEET THE KENT ADMISSION REQUIREMENTS TO RECEIVE COLLEGE CREDIT, STUDENTS MUST APPLY AND BE ACCEPTED TO KENT SALEM

The Dual Credit English course is divided into semesters. The fall semester offers College Writing I and the spring semester offers Introduction to Shakespeare. Students can receive up to 6 credit hours from Kent State University by enrolling in the CCP class. Each semester course is the equivalent of 1 high school English course.

College Writing I – The primary goal of College Writing I is to help you become an active and engaged reader and writer. This class includes the study and practice of academic writing, including an introduction to rhetorical principles, the writing process, critical reading research and technology. Specifically, we will concentrate on learning to think, read and write critically. (3 credit hours = 1 high school credit)

**INTRODUCTION TO SHAKESPEARE (EISCCP)**

1.0 Credit

ELECTIVE GRADES 11-12

Semester

PREREQUISITES: MEET THE KENT ADMISSION REQUIREMENTS TO RECEIVE COLLEGE CREDIT, STUDENTS MUST APPLY AND BE ACCEPTED TO KENT SALEM

Study of representative plays and poems in the context of Shakespeare's age, his language and his cultural influence. Students who take this class will read three of Shakespeare's plays and study the characters and themes they present. Often we will read aloud and then analyze, through discussion and writing, the true nature of the characters because good characters are worthy of close examination.

**CREATIVE WRITING (ECRW)**

.50 Credit

ELECTIVE GRADES 10-12

Semester

PREREQUISITE: "C" OR BETTER IN PREVIOUS OR CURRENT ENGLISH COURSE AND/OR TEACHER RECOMMENDATION.

The goal of this course is to encourage students to experiment with diverse types of creative writing including personal narratives, short stories, poetry, fantasy, pop-up books, freewriting, and journaling. Students will be given a creative writing prompt each day to loosen-up their creative thoughts. Each week, students will choose one of their writing ideas to develop into a polished piece and tighten-up their drafts working within a writing workshop. Students will also experiment with combining their words with art, music, and digital resources to create unique, personal pieces. The goal is for students to be excited about writing and proud of their work.

**SPEECH & DEBATE (EPSD)**

.50 Credit

ELECTIVE GRADES 9-12

Semester

This class is designed to help students get over their fear of public speaking. Students ease into public speaking by reading plays and poems aloud. Then, they will give introductory speeches, complete mock interviews, do a demonstration speech, and a motivational speech. The second half of the class focuses on debate and includes researching current events, collaborating with a partner, and responding to an opponent's arguments. The goal of the class is to build confidence in one's ability to communicate successfully.

## FAMILY and CONSUMER SCIENCES

Course Code	Course	9	10	11	12	Prerequisite	Length of course	Credit
FCSGF	Global Foods	X	X	X	X	NONE	Year Long	1
FCSFS	Food Science	X	X	X	X	NONE	Year Long	1
FCSNW	Principles of Nutrition & Wellness	X	X	X	X	NONE	Semester	0.5
FCSPW	Personal Wellness	X	X	X	X	NONE	Semester	0.5
FCSHGD	Human Growth and Development	X	X	X	X	NONE	Year Long	1

### GLOBAL FOODS (FCSGF 091210)

1 credit

ELECTIVE GRADES 9-12

All Year

In this course, students will compare cuisines, ingredients and preferred cooking methods of various cultures. The influence of traditions and regional and cultural perspectives on food choices and culinary practices will be emphasized. Students will examine the issues and conditions that affect the availability and quality of food in the global market, and apply advanced cooking techniques, including the use of specialty and advanced equipment in the preparation of food dishes.

### FOOD SCIENCE (Subject Code: 091215)

1 credit

ELECTIVE GRADES 9-12

All Year

In this course, students will apply basic culinary practices and understand how flavor, texture and appearance are affected during food preparation. Students will evaluate chemical reactions as they occur in cooking methods and assess how to control high-risk food safety situations. Food safety and sanitation techniques will align to industry-recognized certifications.

### PRINCIPLES OF WELLNESS & NUTRITION (FCSNW 091225)

.5 credits

ELECTIVE GRADES 9-12

Semester

In this course, students will use principles of nutrition to ensure a healthy body throughout the lifecycle. An emphasis will be placed on planning and preparing meals with an understanding of nutrients and their benefits, portion control and dietary needs. Additional information will include steroid and supplemental use, body weight and management and the implementation of physical activity to maintain a healthy lifestyle.

**PERSONAL WELLNESS (FCSPW 093010)**

.5 credits

ELECTIVE GRADES 9-12

Semester

In this course, students will analyze personal physical, emotional, social and intellectual growth for a healthy lifestyle. An emphasis will be placed on lifespan wellness by managing stress through relaxation, physical activity and sleep. Additional topics will include human growth **development, mental health management, personal hygiene and preparing for emergency medical situations.**

**HUMAN GROWTH & DEVELOPMENT (FCSHGD: 093015)**

1 credit

ELECTIVE GRADES 9-12

All Year

In this course, students will analyze human growth and development throughout the lifespan. An emphasis will be placed on physical, cognitive, social and emotional growth and development. Additional topics will include human characteristics and traits, genetic defects, parenting styles and responsibilities and cultural differences within a family unit and community.

## WORLD LANGUAGE DEPARTMENT

**\*If you do not pass the first semester, you will not be permitted to take the second semester of this course.**

Course Code	Course	9	10	11	12	Prerequisite	Length of course	Credit
FLS1	Spanish 1	X	X	X	X	X	Year Long	1.00
FLS2	Spanish 2		X	X	X	X	Year Long	1.00
FLS3	Spanish 3			X	X	X	Year Long	1.00
FLS4	Spanish 4				X	X	Year Long	1.00

## World Language Course Descriptions

### **SPANISH 1 (FLS1)**

1.00 Credit

ELECTIVE 9-12

All Year

PREREQUISITES: "C" AVERAGE REQUIRED IN PREVIOUS YEAR'S LANGUAGE ARTS AND/OR TEACHER RECOMMENDATION

Students will develop basic pronunciation and comprehension skills, will learn to speak and write a basic sentence and will read simple text-related materials. They will learn basic cultural differences and similarities. Students will be required to memorize vocabulary, to apply simple grammar concepts, to do homework, and to participate in general classroom work.

### **SPANISH 2 (FLS2)**

1.00 Credit

ELECTIVE 10-12

All Year

PREREQUISITES: "C" AVERAGE REQUIRED IN PREVIOUS LEVEL

Students will learn to distinguish sound and patterns of more complex sentences. They will compose accurate, grammatically correct basic paragraphs. They will take part in writing and performing short dialogues and will learn to use correct rhythm and intonation. The students' cultural knowledge will be expanded and geography and history will be introduced. Students will be required to memorize vocabulary, master more difficult grammar concepts, do homework, and participate in general classroom work.

### **SPANISH 3 (FLS3)**

1.00 Credit

ELECTIVE 11-12

All Year

PREREQUISITES: "C" AVERAGE REQUIRED IN PREVIOUS LEVEL

Advanced grammar is continued and vocabulary is expanded. Students will begin to read short excerpts from newspapers, magazines and other authentic reading material. The emphasis will be on reading comprehension, in addition to translation. Students will compose paragraphs of more difficulty than in previous levels. Various projects and activities will give students the opportunity to practice and apply a variety of language skills.

**SPANISH 4 (FLS4)**

1.00 Credit

ELECTIVE 12

All Year

PREREQUISITES: "C" AVERAGE REQUIRED IN PREVIOUS LEVEL

Students will continue to read a variety of authentic works. They will write short compositions which will incorporate advanced grammar and vocabulary. Students will work in a variety of settings: individual, one-to-one with the teacher, group, and traditional classroom. Skills of listening, reading, writing and speaking will be refined.



## HEALTH AND PHYSICAL EDUCATION DEPARTMENT

**In order to earn your PE required credits, you must take at least  
1 semester of regular physical education (PEG).**

Course Code	Course	9	10	11	12	Prerequisite	Length of course	Credit
H09	Health	X	X				Semester	.50
PEG	Physical Education	X	X	X	X		Semester	.25
PESC-1 PESC-2	Sports Conditioning	X	X	X	X		1st Semester 2nd Semester	.50
PESM	Sports Medicine	X	X	X	X		Semester	.50
PETS	Team Sports		X	X	X	X	Semester	.25
PEIS	Individual Sports		X	X	X	X	Semester	.25

### Health & Physical Education Course Descriptions

#### **HEALTH (H09)**

.50 Credit

##### **REQUIRED**

Semester Course

This course covers physical, mental, emotional, and social aspects of health, alcohol and drug abuse, exercise/nutrition, first aid, CPR, and sex education. During the CPR portion of the course, students will work with mannequins and become Heart Association certified.

#### **PHYSICAL EDUCATION (PEG)**

.25 Credit

##### **REQUIRED**

Semester Course

Physical education can include students from grades 9 through 12. Students need to supply appropriate gym clothes and gym shoes. The class will meet every day of the week for one semester. A typical class would consist of approximately 30 minutes of physical activity including warm up and flexibility exercises. Fitness, motor skill development, individual and team activities will be stressed.

#### **SPORTS CONDITIONING (PESC-1) First Sem., (PESC-2) Second Sem.**

.50 Credit

##### **ELECTIVE GRADES 9-12**

Semester Course

##### **PREREQUISITES: PARTICIPATION IN A SPORT or TEACHER RECOMMENDATION**

Sports Conditioning is a class designated to supplement the Physical Education curriculum with an emphasis on strength training and physical conditioning to enhance sports fitness, as well as lifelong fitness. Students will utilize weightlifting and conditioning programs to improve their overall strength and fitness level. Students will learn proper techniques, safety procedures, and training measures in this class and apply knowledge to their own personal fitness. Regular participation and personal growth in Sports Conditioning strength is an expectation.

**SPORTS MEDICINE (HESM)****.50 Credit****ELECTIVE GRADES 9-12****Semester Course**

Students will participate in a variety of educational activities while gaining knowledge of the effects sports and exercise have on health. Students will explore ways to prevent and treat athletic/exercise injuries. This class will be a hands-on, collaborative course.

**EMIS Code 260410****TEAM SPORTS (PETS)****.25 Credit****ELECTIVE GRADES 10-12****Semester Course****PREREQUISITE: GENERAL PHYSICAL EDUCATION**

This class is designed for students that enjoy playing team activities. Students will be participating in only team activities such as Volleyball, Basketball, Soccer, Dodgeball, Team Handball, Floor Hockey and more. The emphasis will be game play strategy, not development. Students will be required to wear appropriate clothing to class. The class will meet every day of the week for one semester.

**INDIVIDUAL SPORTS (PEIS)****.25 Credit****ELECTIVE GRADES 10-12****Semester Course****PREREQUISITE: GENERAL PHYSICAL EDUCATION**

Individual Sports will consist of students participating in activities such as Tennis, Badminton, Frisbee activities, archery, cornhole, Golf and more. Game play and skill development will be the emphasis. Students will be required to change and wear appropriate clothing for class. The class will meet every day of the week for one semester.

## Wood Technology

Course Code	Course	9	10	11	12	Prerequisite	Length of course	Credit
IAWT	Woodworking Technology	X	X	X	X		All Year	1.00
IACT	Construction Technology & Advanced Woodworking		X	X	X	X	All Year	1.00
IAED1	Introduction to Engineering Design 1	X	X	X	X		All Year STEM CLASS	1.00
IAED2	Introduction to Engineering Design 2	X	X	X	X	X	All Year STEM CLASS	1.00
IAPE1	Principles of Engineering 1	X	X	X	X	X	All Year STEM CLASS	1.00
IAPE2	Principles of Engineering 2	X	X	X	X	X	All Year STEM CLASS	1.00

## Wood Technology Course Descriptions

### **WOODWORKING TECHNOLOGY (IAWT)**

1.00 Credit

ELECTIVE GRADES 9-12

All Year

This course is designed to further student's skills in woodworking. Development of safe working conditions will be stressed. Students will learn to design and construct wood projects using hand and power tools. There will be an emphasis in plan reading and AutoCAD to further student's understanding of the design process.

### **CONSTRUCTION TECHNOLOGY & ADVANCED WOODWORKING (IACT)**

1.50 Credit

ELECTIVE GRADES 10-12

All Year

PREREQUISITE: WOODWORKING TECHNOLOGY

This course is designed for students to further their studies in Technology and receive more specialized training in the area of construction and advanced woodworking. Students will learn the basics of home maintenance, building codes, construction methods and processes, etc. Safety will be stressed as students use power tools to construct and complete various types of construction and furniture projects.

**INTRODUCTION TO ENGINEERING DESIGN 1 (IAED1)**

1.0 Credits

ELECTIVE GRADES 9-12

All Year

**Project Lead the Way**

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, and use an engineering notebook to document their work.

**INTRODUCTION TO ENGINEERING DESIGN 2 (IAED2)**

1.0 Credits

ELECTIVE GRADES 10-12

All Year

PREREQUISITE: IAED1

**Project Lead the Way**

Students engage in a continuation of IAED1. 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, and use an engineering notebook to document their work.

**PRINCIPLES OF ENGINEERING 1 (IAPE1)**

1.00 Credit

ELECTIVE 11-12

All Year

PREREQUISITE: IAED1, IAED2 and at least a "C" in Algebra 1

**Project Lead the Way**

Students explore a broad range of engineering topics including mechanisms, strength of structure and materials, and automation, and then they apply what they know to take on challenges like designing a self-powered car.

**PRINCIPLES OF ENGINEERING 2 (IAPE2)**

1.00 Credit

ELECTIVE 11-12

All Year

PREREQUISITE: IAED1, IAED2, IAPE1 AND at least a "C" in Algebra 1

**Project Lead the Way**

Students engage in a continuation of IAPE1. Students explore a broad range of engineering topics including mechanisms, strength of structure and materials, and automation, and then they apply what they know to take on challenges like designing a self-powered car.

## Math Department

Course Code	Course	9	10	11	12	Prerequisite	Length of course	Credit
MAA	Applied Algebra	X					All Year	1.00
MALG1	Algebra 1	X	X				All Year	1.00
MGEOM	Geometry		X	X		X	All Year	1.00
MGEOMH	Honors Geometry	X				X	All Year	1.00
MALG2H	Honors Algebra 2		X			X	All Year	1.00
MALG2	Algebra II			X	X	X	All Year	1.00
MADVH	Honors Advanced Math/Trig			X		X	All Year	1.00
MADV	Advanced Math/Trig			X	X	X	All Year	1.00
MMMR	Mathematical Modeling and Reasoning				X	X	All Year	1.00
MSTAT-1	Statistics				X	X	All Year	1.50
MSTATSCCP -2	CCP Statistics							
MCALCAP	AP Calculus				X	X	All Year	1.00

## Math Course Descriptions

### APPLIED ALGEBRA

1.00 Credit

GRADE 9 ONLY BY RECOMMENDATION

SCIENTIFIC CALCULATOR REQUIRED

All Year

This course offers students more time to better understand algebraic concepts and principles. It includes the concepts of real number properties, solving linear and quadratic equations, graphing, problem-solving strategies, deductive reasoning, patterns, relations, and functions, and an introduction to probability and statistics.

### ALGEBRA 1

1.00 Credit

SCIENTIFIC CALCULATOR REQUIRED

All Year

This course satisfies the first year course requirement in the Math Department, to fulfill the new

Common Core Standards. It includes the concepts of real number properties, solving linear and quadratic equations, graphing, problem-solving strategies, deductive reasoning, patterns, relations, and functions, and an introduction to probability and statistics. It is the first course in a sequence that would empower the student to succeed in advanced mathematical topics.

**GEOMETRY (MGEOM)**

1.00 Credit

SCIENTIFIC CALCULATOR REQUIRED

All Year

PREREQUISITE: ALGEBRA I

This course satisfies the second year course requirement in the Math Department, to fulfill the new Common Core Standards. It includes the study of 2 and 3 dimensional figures. Students will construct and interpret geometric models and apply properties to problem situations. An algebraic treatment of geometry will be included as will a brief treatment of trigonometry. It is the second course in a sequence that would empower the student to succeed in advanced mathematical topics. Students who complete Geometry should take Algebra II.

**HONORS GEOMETRY (MGEOMH)**

1.00 Credit

PREREQUISITES: ALGEBRA I

All Year

WITH A MINIMUM OF B AVERAGE AND TEACHER RECOMMENDATION

This course satisfies the first year course requirement in the Math Department, to fulfill the new Common Core Standards. It will include all of the topics listed for the Geometry course. These topics will be covered in greater depth and at a more advanced pace than the regular geometry course. This course is designed to challenge the exceptional math student to excel in advanced mathematical topics.

**ALGEBRA II (MALG)**

1.00 Credit

GRAPHING CALCULATOR HIGHLY RECOMMENDED - TI84

All Year

PREREQUISITES: ALGEBRA I AND GEOMETRY WITH A C AVERAGE

This course satisfies the third year course requirement for juniors or the fourth year course requirement for seniors in the Math Department, to fulfill the new Common Core Standards. The purpose is to extend concepts introduced in Algebra I and will include matrices, quadratic equations, and exploration of functions, including polynomial and exponential functions. It is the third course in a sequence that would empower the student to succeed in advanced mathematical topics.

**HONORS ALGEBRA II (MALG2H)**

1.00 Credit

GRAPHING CALCULATOR REQUIRED –

All Year

TI 83/TI 84 (TI 89 NOT PERMITTED),

PREREQUISITE: HONORS GEOMETRY WITH A B MINIMUM AVERAGE OR TEACHER RECOMMENDATION

This course satisfies the third year course requirement in the Math Department, to fulfill the new Common Core Standards. It will include all of the topics listed for the Algebra II course and topics specifically needed for preparation of Advanced Math and Calculus. These topics will be covered in greater depth and at a more advanced pace than the regular Algebra II course. Emphasis will be placed on topics designed to challenge the exceptional math student to excel in advanced mathematical topics.

**ADVANCED MATH/TRIG (MADV)**  
GRAPHING CALCULATOR REQUIRED  
PREREQUISITES: ALGEBRA II

1.00 Credit  
All Year

This course satisfies the fourth year course requirement in the Math Department, to fulfill the new Common Core Standards. Advanced Math / Trig will require a very solid math background. It will center on mathematical analysis where concepts that provide a substantial basis for college calculus are studied.

**HONORS ADVANCED MATH/TRIG (MADVH)**  
GRAPHING CALCULATOR REQUIRED – TI83/TI84

1.00 Credit  
All Year

PREREQUISITES: ALGEBRA II WITH A MINIMUM GRADE OF A AVERAGE AND TEACHER RECOMMENDATION OR HONORS ALGEBRA II WITH A MINIMUM GRADE OF B AVERAGE. This course satisfies the third year course requirement in the Math Department, to fulfill the new Common Core Standards. It will include all the topics listed for the Advanced Math course. These topics will be covered in greater depth and at a more advanced path than the regular advanced math course. This course is designed for those students who wish to pursue more advanced math topics such as calculus.

**MATHEMATICAL MODELING AND QUANTITATIVE REASONING (MMMQR)**  
PREREQUISITE: ALGEBRA II

1.00 Credit  
All Year

Critical thinking and reasoning are the primary objectives and outcomes of this advanced quantitative reasoning course. It includes the application of mathematical skills including algebraic methods to the analysis and interpretation of quantitative information (numbers in context) in real-world situations to make decisions that are relevant to daily life. Additionally, the course emphasizes interpretation, precision, representation, calculation, analysis/synthesis, use of assumptions and communication through student presentations and writing. Students combine problem solving with modeling to analyze real-life situations and devise solution strategies. These habits and skills cut across disciplines, promote perseverance, and provide a gateway into successful postsecondary education and a variety of careers. EMIS Code: 111350

**STATISTICS (MSTAT-1)**  
GRAPHING CALCULATOR REQUIRED –  
PREREQUISITE: ALGEBRA II WITH TEACHER RECOMMENDATION OR ADVANCED MATH

.50 Credit  
Semester

This course satisfies the fourth year course requirement in the Math Department, to fulfill the new Common Core Standards. Students will learn about and use statistical methods to interpret real-life data from newspapers, magazines, and other sources. An increased technology focus will guide students throughout the course. Students will have the opportunity to conduct their own statistical study by applying the material learned, at the conclusion of the course.

**INTRODUCTORY STATISTICS (MSTATCCP-2) College Credit Plus**  
GRAPHING CALCULATOR REQUIRED –

1.50 Credit  
All Year

PREREQUISITE: ALGEBRA II WITH TEACHER RECOMMENDATION OR ADVANCED MATH TO RECEIVE COLLEGE CREDIT – MUST MEET KENT STATE ADMISSION CRITERIA  
This course satisfies the fourth year course requirement in the Math Department, to fulfill the new

Common Core Standards. Students will learn about and use statistical methods to interpret real-life data from newspapers, magazines, and other sources. An increased technology focus will guide students throughout the course. Students will have the opportunity to conduct their own statistical study by applying the material learned, at the conclusion of the course.

**AP CALCULUS AB (MCALCAP)**

1.00 Credit

GRAPHING CALCULATOR REQUIRED – TI-84 or equivalent

All Year

PREREQUISITE: AN A IN ADVANCED MATH, OR IF A STUDENT HAS TAKEN THE ACT, A 23 ON THE MATHEMATICS SECTION IS REQUIRED

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. There will be mandatory participation in the AP test at the completion of this course. (THE ADJUSTED GRADING SCALE APPLIES TO THIS COURSE.)



## Music Department

Course Code	Course	9	10	11	12	Prerequisite	Length of course	Credit
MUBAND	Band	X	X	X	X		All year	1.00
MUJZ	Jazz Band	X	X	X	X	X	All year	1.00
MUCON	Concert Choir	X	X	X	X		All year	1.00
MUCH	Choir	X	X				All year	1.00

## Music Course Descriptions

### **BAND (MUBAND)**

1.00 Credit

ELECTIVE

All Year

#### **OUTSIDE PERFORMANCES REQUIRED**

High School Band is for wind and percussion instrumentalists in grades 9-12. This year-long course builds on an even greater understanding of “comprehensive musicianship” through music performance of challenging and varied literature. Skills and concepts from the previous year are developed and expanded upon. In addition to continued refinement of individual performance skills, greater emphasis is placed on ensemble performance skills. Students will continue to develop their knowledge of music theory, continue to analyze and evaluate music, and use critical thinking skills to make refinements in their performance. Individual and ensemble performance skills will be expanded through musical expression and technical accuracy. Students enrolled in High School Band will also be a part of the marching band and have the option to be a part of the pep band. This ensemble will perform at least three concerts a year. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble contests, honor bands, sectionals, and private lessons.

### **JAZZ BAND (MUJZ)**

1.0 Credit

ELECTIVE: Grades 9-12

All Year

#### **OUTSIDE PERFORMANCES REQUIRED - TEACHER RECOMMENDATION for UNDERCLASSMEN.**

Lab Band (Jazz Ensemble) is the High School’s most advanced performing ensemble for wind and percussion instrumentalists in grades 9-12. This year-long course builds on an even greater understanding of “comprehensive musicianship” through music performance of challenging and varied “Big Band” style literature. Skills and concepts from previous years are developed and expanded upon while great emphasis is placed on ensemble performance skills. Students will continue to develop their knowledge of music theory, analyze and evaluate music, and use critical thinking skills to make refinements in their performance. Students in High School Jazz Ensemble will perform at least three formal concerts per year with the possibility of other performance opportunities. Individual growth and achievement are encouraged through participation in the ensemble which includes solo opportunities through improvisation. Membership in the ensemble coincides with standard “Big Band” instrumentation.

**CONCERT CHOIR (MUCON)**

1.00 Credit

ELECTIVE

All Year

OUTSIDE PERFORMANCES REQUIRED &amp; TEACHER RECOMMENDATION for UNDERCLASSMEN

This class, open to sophomore boys and juniors & senior female singers, allows the students to expand their skills by performing larger choral works. Performances scheduled throughout the year are a required part of the curriculum.

**CHOIR (MUCH)**

1.00 Credit

ELECTIVE – Grades 9-10

All Year

OUTSIDE PERFORMANCES REQUIRED

This class, open to freshmen and sophomore singers, allows the students to expand their skills by performing larger choral works. Performances scheduled throughout the year are a required part of the curriculum.

## Science Department

Course Code	Course	9	10	11	12	Prerequisite	Length of course	Credit	CCP
SCPS	Physical Science	X					All Year	1.00	
SCBIO	Biology		X				All year	1.00	
SCBIOH	Honors Biology	X				X	All Year	1.00	
SCCHEM	Chemistry		X	X	X	X	All year	1.00	
SCAPCCP	Introduction to Anatomy & Physiology 101 (Stark)			X	X	X	Semester	1.00	X
SCHBCCP	Human Biology 127 (Stark)			X	X	X	Semester	1.00	X
SCMAR	Marine Science			X	X	X	All year	1.00	
SCBIOAP	AP Biology				X	X	All year	1.00	
SCPBS	Principles of Biomedical Science (Biomed 1)	X	X				All year	1.00	
SCHBS	Human Body Systems (Biomed 2)			X	X	X	All year	1.00	
SCMI	Medical Interventions (Biomed 3)			X	X	X	All year	1.00	
SCBI	Biomedical Innovations (Biomed 4)				X	X	All year	1.00	

## Science Course Descriptions

### PHYSICAL SCIENCE (SCPS)

1.0 Credit

#### REQUIRED

All Year

Physical Science is a required course taken during the freshmen year, which satisfies the new Common Core Standards requirement in the basic physical science discipline. The course provides a general background in the areas of Chemistry, Earth/Space, and Physics, and emphasizes an inquiry based approach with experimentation. The student will be expected to complete lab reports, projects, and other assignments that require time spent in and outside of the classroom.

**BIOLOGY (SCBIO)**

1.0 Credit

**REQUIRED**

All Year

Biology is a required course taken during the sophomore year, which satisfies the new Common Core Standards requirement in the life science discipline. Biology is a basic introduction to the many areas of "living things." Simple to complex plants and animals are studied in a laboratory/lecture format. The emphasis of the class is on increasing the student's awareness of the need for homeostasis and the overall ecological balance necessary for the survival of every organism.

**HONORS BIOLOGY (SCBIOH)**

1.0 Credit

PREREQUISITES: HONORS ALGEBRA 1 AND

All Year

**TEACHER RECOMMENDATION**

Honors Biology is a course that would replace biology, and is taken during the freshman year, which satisfies the new Common Core Standards requirement in the life science discipline. Biology is an introduction to the many areas of "living things." Simple to complex plants and animals are studied in a laboratory/lecture format. Honors Biology expands on the standards by requiring students to use critical thinking skills to solve biological problems and explore more advanced laboratory exercises. The emphasis of the class is on increasing the student's awareness of the need for homeostasis and the overall ecological balance necessary for the survival of every organism. Students who take this course MUST take chemistry as a sophomore in order to meet the physical science requirement.

**CHEMISTRY (SCCHEM)**

1.0 Credit

**ELECTIVE**

All Year

PREREQUISITES: ALGEBRA 2 OR TAKEN CONCURRENTLY

Chemistry is an elective which satisfies the Common Core Standards requirement in the advanced science discipline. Chemistry is the study and investigation of the structure and properties of matter. It is a laboratory science and lab safety will be stressed. You will have an opportunity to experiment in the chemistry laboratory and learn to reason deductively. The student will identify chemical substances, learn to use laboratory equipment and learn various techniques in handling chemicals. You will develop an awareness of how chemistry affects and improves the quality of daily life.

**BIO 101 - INTRO TO ANATOMY AND PHYSIOLOGY (SCAPCCP)**

1.0 HS Credit

3 credits Stark State

semester

Provides understanding of human structure and function of all body systems. Focus will be given to beginning chemistry principles, cells and tissues. This course is for the student who has little or no background in human anatomy and physiology. TMNS Approved effective Autumn 2008.

**BIO 127 - HUMAN BIOLOGY (SCHBCCP)**1.0 HS Credit  
semester

4 credits Stark State

Human Biology presents the human as an organism as it relates to itself, to other humans, and to the environment. Lecture will present the scientific study of the human body including the aging process. Observations about the human at the chemical, cellular and systemic levels will be made in the laboratory incorporating a variety of laboratory experiences and may include the observation of human cadavers and other preserved specimens as learning tools. Practical work and group learning strategies will be used to facilitate evaluative learning in both the lecture and lab. The course will guide the student in a multidisciplinary study of the biology of human life. TMNS Approved effective Autumn 2008. Levels: Undergraduate Course Attributes: Transfer Module Approval

**MARINE SCIENCE (SCMAR)**1.0 Credit  
All Year

ELECTIVE

*PREREQUISITES: PHYSICAL SCIENCE & BIOLOGY*

Marine Science is an advanced science course that counts towards graduation. The specific topics that will be covered are: ocean exploration, marine geology, aquariums, marine chemistry, estuaries, marine physics, populations, producers, invertebrates, vertebrates, and human impact. This course satisfies the advanced science requirement to graduate.

**AP BIOLOGY (SCBIOAP)**1.0 Credit  
All Year

ELECTIVE

*PREREQUISITES: BIOLOGY/HONORS BIOLOGY and Teacher Recommendation*

Advanced Placement Biology is designed to offer students a solid foundation in college level introductory biology through complex/rigorous tests, labs, and readings. They will learn about core scientific principles, theories, and processes governing living organisms, biological systems and natural phenomena. Students will learn to understand key science practices that they can use to develop explanations and predictions of natural phenomena, which will be tested and refined through laboratory investigations. They will develop advanced reasoning and inquiry skills as they design experiments, collect and analyze data using mathematics and other methods, and interpret that data to draw conclusions. **(THE ADJUSTED GRADING SCALE APPLIES TO THIS COURSE)**

**PRINCIPLES OF BIOMEDICAL SCIENCE**1.0 Credit  
All Year

ELECTIVE (Can count as Life Science)

PREREQUISITES: C or Higher in Math and Science

**Project Lead the Way- Principles of BioMedical Science**

In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

\*This course has a limited capacity. Freshmen will have priority.

**HUMAN BODY SYSTEMS**

1.0 Credit

ELECTIVE

All Year

PREREQUISITES: Principles of Biomedical Science

**Project Lead the Way-** Human Body Systems

This is the second course in the Biomedical Science Pathway. 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.

**\*\*This course has a limited capacity.**

**MEDICAL INTERVENTIONS**

1.0 Credit

ELECTIVE

All Year

PREREQUISITES: Principles of BioMed Science + Human Body Systems

This class focuses on Medical Interventions and allows students to investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. A “How-To” manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios students will be exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

**MEDICAL INNOVATIONS**

1.0 Credit

ELECTIVE

All Year

PREREQUISITES: Principles of BioMed Science + Human Body Systems + Med. Interv.

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

## SOCIAL STUDIES DEPARTMENT

Course Code	Course	9	10	11	12	Prerequisite	Length of course	Credit
SSWH	Modern World History	X					All Year	1.00
SSAH	American History		X			X	All Year	1.00
SSAG	American Government			X		X	All Year	1.00
SSAGAP	AP American Government & Politics			X	X	X	All Year	1.00
SSGEOG	Geography			X	X		Semester	.50
SSWI	Contemporary World Issues			X	X		Semester	.50
SSPSYC	Psychology			X	X		Semester	.50
SSPSYCAP	AP Psychology			X	X	X	All Year	1.00
SSAHAP	AP US History		X	X	X		All year	1.00
SSWC	Western Civilization			X	X		Semester	.50

### Course Descriptions

#### **MODERN WORLD HISTORY (9th Grade) - Required**

1.0 Credit

All Year

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 (10th Grade)-- Required; OST Assessed**

1.0 Credit  
All Year

This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. 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 GOVERNMENT (11th Grade)-- Required; AIR Assessed**

1.0 Credit  
All Year

The American Government course examines the Founding Documents, which form the basis for how the American people govern themselves at national, state and local levels of government. Students learn about becoming active and involved citizens. Students can impact issues addressed by local governments through service learning. This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in US government and politics and to take the end of course AIR Test.

**AP AMERICAN GOVERNMENT & POLITICS (SSAGAP)  
ELECTIVE**

1.0 Credit  
All Year

PREREQUISITES: US HISTORY AN A OR B IN ENGLISH 9 AND 10 AND APPROVAL FROM YOUR AMERICAN HISTORY TEACHER IS REQUIRED

The course in AP American Government and Politics is offered in preparation for the AP Exam is administered in May and has two objectives. First, the course is a study of the institutions and policies of the United States government both from a historical perspective as well as on-going contemporary influences. Students will examine the Constitution, political beliefs and behavior, political parties, interest groups, mass media, the three branches of government, public policy, and civil rights and civil liberties. Students will be able to analyze data such as tables and figures related to American Government and politics. Secondly, citizenship training will be attained through daily discussions, attendance at local government meetings, and participation in community service. Students are encouraged to stay abreast of current events that relate to the United States government and politics. Students must be self-motivated enough to complete assignments on their own through preparation manuals and by visiting the AP Central website. There is a summer assignment. Please see the instructor before summer break begins.

**(THE ADJUSTED GRADING SCALE APPLIES TO THIS COURSE)**

**PSYCHOLOGY (SSPSYC)  
ELECTIVE – 11, 12 Grade**

.5 Credits  
Semester

This course is an introduction to the study of psychology (the study of the individual and how he/she interacts with the environment). This will also include the introduction of the terms and concepts of psychologists and the significance of psychological findings. This course is designed to provide the basics in human insight so that one will better understand oneself as well as others.



**AP PSYCHOLOGY (SSPSYCAP)**

Elective – 11, 12 Grade

1.0 Credit

All Year

PREREQUISITES: 11 TH OR 12 TH GRADE. AN A OR B IN ENGLISH 9 AND 10.

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. Students will explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Although there are no course prerequisites it is suggested that students be able to read at a college level and be able to write grammatically correct, complete sentences. (THE ADJUSTED GRADING SCALE APPLIES TO THIS COURSE)

**Advanced Placement United States History (APUSH)**

THIS CAN BE TAKEN IN PLACE OF REGULAR AMERICAN HISTORY

1.0 Credit

All Year

This course is designed to teach students to think critically about the issues that have confronted and influenced the United States through a process that integrates the examination of factual knowledge, the development and application of analytic skills, and the assessment of primary and secondary sources. This class is the equivalent of an introductory college survey course in U.S. history, and its content spans the discovery and settlement of the New World to the present. "The AP U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places."

<https://apstudents.collegeboard.org/courses/ap-united-states-history>

**WESTERN CIVILIZATION (SSWC)**

ELECTIVE - 11, 12 GRADE

.5 Credit

Semester

This survey course traces Western political, cultural and economic development from ancient times to post World War II. The Western Civilization class will concentrate on the variety of religions which have impacted the development of societies throughout the world through better understanding of their nature and background. Understanding this pertinent information will help in recognizing why the crusades and other revolutions, especially in Europe, Asia and Africa, occurred. The present day relations between worldly countries will also be brought into the discussions and lectures within the classroom.

**GEOGRAPHY**

.5 Credit

ELECTIVE - 11th &amp; 12th

Semester

A comparative study of representative regions of the world. Attention is focused on an examination of the physical, cultural, social and political attributes of selected regions.

**CONTEMPORARY WORLD ISSUES**

.5 Credit

ELECTIVE - 11th &amp; 12th

Semester

This course covers the time span of post-9/11 to current issues. The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include: competing beliefs and goals; methods of engagement; and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives.

## Vocational Agriculture Department

Course Code	Course	9	10	11	12	Prerequisite	Length of course	Credit
AGFNR	Agriculture, Food & Natural Resources	X	X	X	X	Not offered 23-24	All Year	1.00
AGAPS	Animal & Plant Science	X	X				All Year	1.00
AGAM	Agriculture & Mechanics			X	X		All Year	1.00
AG11	Vocational Agriculture Science III			X	X	X	All Year	1.75
AG12	Vocational Agriculture Science IV				X	X	All Year	1.75
AGBUS11	Junior Agricultural Business I			X	X	X	All Year	2.00
AGBUS12	Senior Agricultural Business II				X	X	All Year	4.50
AGFD	Floral Design	X	X	X	X		All Year	1.0
AGGM	Greenhouse Management	X	X	X	X	Not offered 23-24	All Year	1.0

## Agriculture Course Descriptions

### **Agriculture, Food & Natural Resources (AGFNR) - Offered 23-24 School Year**

Elective — 1.00 Credit — All Year Course — Every other year

You do not need to be an Agricultural student to take this course:

In this introductory course students will study food science, natural resource management, animal science & management, plant science, woodworking, and soil science. Students will examine the FFA organization and Supervised Agricultural Experience programs. This course will be divided into four basic sections. Students will be introduced to the scope of the Agricultural and environmental Systems career field. The first section will deal with soil science. Soil composition and stratification will be covered. Plant nutrition and sound environmental soil practices will be taught in the second phase. The third section will deal with livestock identification and basic animal nutrition. The fourth phase deals with tractor safety and woodworking skills. Students will also be introduced to farm record keeping techniques in a variety of computer programs. This course will also allow students to examine FFA

~~organizations and Supervised Agricultural Experience programs. Students will also work in the shop after class work is completed.~~

### **ANIMAL & PLANT SCIENCE (AGAPS)**

1.0 Credit

ELECTIVE GRADES 9-12

All Year

You do not need to be an Agricultural student to take this course.

Students will learn about animal health, animal body systems, animal welfare, and how to select animals for production. Students will learn about plant growth and reproduction, plant nutrition, and will study how different growing environments can affect plant production.

### **AGRICULTURE & MECHANICS (AGAM)**

1.00 Credit

#### **WELDING (pre-apprenticeship)**

All Year

ELECTIVE GRADES 11-12

Students will learn about and perform labs in electricity, plumbing, hydraulics, welding & metals, small engines, and concrete/masonry. Throughout the course, students will learn the importance of work site and personal safety as well as communication and leadership skills. Students will apply knowledge of animal and plant science to the agriculture industry. Students will engage in animal classification and selection, body systems, along with animal welfare and behavior in relation to the production of animals. This course is divided into four sections. The first section covers animal nutrition including their digestive systems and nutritional needs. Basic genetics including Mendel's laws, the use of Punnett squares as well as plant and animal reproduction will be covered in the second unit. The third unit will cover welding and the scientific principles behind why welding works. The fourth unit covers small engines. Students will look into the physics and mechanics of why a small engine works. They will then have lab time to dismantle and assemble small gas engines. Farm record keeping and farm management will be explored.

### **JUNIOR VOCATIONAL AGRICULTURAL SCIENCE III (AG11)**

1.75 Total Credits

ELECTIVE GRADES 11-12

All Year

1.25 CREDIT - AG SCIENCE III

.50 CREDIT (SCIENCE) - AG SCIENCE NATURAL RESOURCES/BOTANY

*PREREQUISITES: TEACHER RECOMMENDATION*

Students will engage in the mechanical principles utilized in animal and plant production systems. This course will be taught in a two year series. Half of the content will be taught each year. In addition to taking this class, students will be enrolled in Ag Science Natural Resources/Botany. Students will learn machinery repair and fabrication. Also, MIG welding and shop safety will be included. Crop production and basic weed identification will be discussed, allowing students to have the chance to become certified as a private applicator. Throughout this course, students will learn critical components of site and personal safety as well as communication and leadership skills.

**SENIOR VOCATIONAL AGRICULTURAL SCIENCE IV (AG12)**

1.75 Total Credits

ELECTIVE GRADES

All Year

1.25 CREDIT - AG SCIENCE IV

.50 CREDIT (SCIENCE) - AG SCIENCE ANIMAL HUSBANDRY/ENVIRONMENTAL ISSUES

*PREREQUISITES: TEACHER RECOMMENDATION*

Students will apply principles of botany, dendrology and silviculture to the management of forests and forest ecosystems. Learners will also understand the related regulations, laws, and policy issues. This course will be taught in a two year series. Half of the content will be taught each year. In addition to taking this class, students will be enrolled in Ag Science Animal Husbandry/Environmental Issues. Students will be taught basic animal husbandry techniques and will also be trained in artificial insemination for both cattle and swine. Students will become L.E.A.P. (Livestock Environmental Assurance Program) certified.

**JUNIOR AGRICULTURAL BUSINESS 1 (AGBUS11)**

2.0 Total Credits

Elective

All Year

1.5 CREDIT - AG BUSINESS I LAB

.50 CREDIT (SCIENCE) - AG BUSINESS NATURAL RESOURCES/BOTANY

*PREREQUISITES: TEACHER RECOMMENDATION*

Students will apply Agricultural and Environmental Systems program knowledge in a more comprehensive and authentic way. This course will be taught in a two year series. In addition to signing up for Ag Business and Ag Business Lab, students will be enrolled in Ag Business Natural Resources/Botany. Students must also take 0.5 credit of an upper level science course either their junior or senior year. Topics covered in class will include advanced record keeping, small business models, and marketing techniques. Machinery repair and shop safety will also be covered. Crop production and basic weed identification will be discussed, allowing students to have the chance to become certified as a private applicator. Students will be granted release time from school to help meet their lab requirements of onsite work at farm related jobs. Students must work a minimum of 5 hours a week in Ag Business I. The release time is available to the student, but it is not a requirement. Students may stay at school and take additional classes.

**SENIOR AGRICULTURAL BUSINESS II (AGBUS12)**

4.50 Total Credits

Elective

All Year

2 CREDITS - AG BUSINESS II

2 CREDITS - AG BUSINESS II LAB

.50 CREDIT (SCIENCE) - AG SCIENCE ANIMAL HUSBANDRY/ENVIRONMENTAL ISSUES

*PREREQUISITES: TEACHER RECOMMENDATION*

Students will apply principles of botany, dendrology and silviculture to the management of forests and forest ecosystems. Learners will also understand the related regulations, laws, and policy issues. This course will be taught in a two year series. In addition to signing up for Ag Business and AG Business Lab, students will be enrolled in Ag Business Husbandry/Environmental Issues. Students must also take 0.5 credit of an upper level science course either their junior or senior year. Topics covered in class will include advanced record keeping, small business models, and marketing techniques. Machinery repair and shop safety will also be covered. Students will be taught basic animal husbandry techniques. Students will also be trained in artificial insemination for both cattle and swine. Students will become

L.E.A.P. (Livestock Environmental Assurance Program) certified. Students will be granted release time from school to help meet their lab requirements of onsite work at farm related jobs. Students must work a minimum of 15 hours in Ag Business II. The release time is available to the student, but it is not a requirement. Students may stay at school and take additional classes.

**FLORAL DESIGN AND MARKETING (Subject Code: 0106250)**

1.0 Credit

Elective

All Year

Students will use principles and elements of design to create various types and styles of floral arrangements with natural and artificial plants and plant products. Topics will include identification of ornamental plants and cut flowers, use of design materials, and storage and handling applications. Students will develop successful business, communication, marketing, and sales strategies for use in the floral industry.

## Work Study Programs

Course Code	Course	9	10	11	12	Prerequisite	Length of course	Credit
CBIA	Career Based Intervention A	X	X			X	All Year	1.00
CBIAWK	Career Based Intervention A -WORK						All Year	1.00
CBIE	Career Based Intervention E			X	X	X	All Year	1.00
CBIEWK	Career Based Intervention E -WORK			X	X		All Year	3.00

## Course Descriptions

### **CAREER BASED INTERVENTION (CBIA)**

2.0 credits

ELECTIVE - BY APPLICATION ONLY – LIMITED To 9 & 10 Grade

All Year

Course = 1 credit

If you have a job = 1 credit

This program is designed to provide a career oriented educational program for 14 and 15 year old students who may not have had much success in the regular curriculum. Assistance will be given in academic areas. An emphasis will be placed on a combination of on-the-job and classroom experiences to develop the skills necessary for success in the world of work. Students will be required to work a minimum of 5 hours a week at an approved job station.

*\*If a student is enrolled in CBIA and is working, they should be enrolled in CBIAWK too.*

### **CAREER BASED INTERVENTION (CBIE)**

4.0 credits

ELECTIVE - BY APPLICATION ONLY - LIMITED TO 11 & 12 Grade

All Year

Course = 1 credit

Job = 3 credits

**YOU MUST BE EMPLOYED TO TAKE THIS COURSE.**

This program is a general study of job related skills, consumer survival skills, specific job safety skills, and remedial academic skills. Students must be at least 16. The course also consists of working at an approved job station a minimum of 15 hours per week.

*\*If a student is enrolled in CBIE and is working, they should be enrolled in CBIEWK too.*

## Industrial Maintenance

Course Code	Course	9	10	11	12	Prerequisite	Length of course	Credit
IMMO	Manufacturing Operations			X			Semester	1.50
IMWT	Welding Technologies			X		X	Semester	1.50
IMHP	Hydraulics and Pneumatics				X	X	Semester	1.50
IMIM	Industrial Maintenance				X	X	Semester	1.50

## Course Descriptions

**Manufacturing Operations** 1st Semester | Junior

1.5 credits

All Year

*\*\*Note this course is scheduled in a three period block. This course must be scheduled with Welding Technologies. (IM1)*

This is the first course in the industrial maintenance program. Students will learn the production processes applied across different manufacturing operations including electrical and electronic theory, circuits, power supplies, welding, sketching/drawing, CAD, precision machining, maintenance, and safety. Students will also develop success skills in order to be workforce ready (interpersonal relationships, leadership, work ethic, problem solving, conflict resolution).

**Welding Technologies** 2nd Semester | Junior

1.5 credits

All Year

*\*\*Note this course is scheduled in a three period block. This course must be scheduled with Manufacturing Operations. (IM1)*

Students will use fundamental welding principles involving shielded metal arc, oxyacetylene, gas tungsten and gas metal arc welding in the flat, horizontal and vertical positions. An emphasis is given to electrode selection, equipment setup, operating procedures, welding inspection and testing. Students will learn joint designs and layout and will be introduced to welding codes and standards. Additional topics include employability skills and an emphasis will be given to personal safety.



**Hydraulics and Pneumatics 1st Semester | Senior**

1.5 credits

All Year

*\*\*Note this course is scheduled in a three period block. This course must be scheduled with Industrial Maintenance. (IM2)*

Students will learn to diagnose, repair and rebuild hydraulic systems and their components. Students will learn the physical and mechanical principles of both hydraulic and hydrostatic operating units. Topics include testing system components and properly maintaining hydraulic and hydrostatic circuits. Students will demonstrate contamination control and system cleanliness in both hydraulic and hydrostatic operating systems. Throughout the course, site and personal safety procedures and business practices are reinforced.

**Industrial Maintenance 2nd Semester | Senior**

1.5 credits

All Year

*\*\*Note this course is scheduled in a three period block. This course must be scheduled with Hydraulics and Pneumatics. (IM2)*

Students will apply the knowledge and skills necessary for installing, maintaining and safely troubleshooting modern industrial machinery. Students will learn about pneumatic, hydraulic, mechanical and electrical systems. They will learn to solve practical maintenance problems, read and interpret drawings and maintenance manuals and understand manufacturing process quality practices. Students will troubleshoot electrical controls, sensors and actuators for automated machinery and manufacturing processes.

# EXTRA-CURRICULAR/CO-CURRICULAR ACTIVITIES

## ACADEMIC CHALLENGE

Academic Challenge is Trivial Pursuit without the dice or Jeopardy without Alex Trebek. It is a chance to show that you know more facts than anyone. No requirements or fees are necessary, just answer questions and have fun. You compete against other area schools on either the junior varsity or varsity team. You might even end up on the television show! All levels of students are welcome. Teams are made up of 4 varsity and 4 JV players. The season runs January through mid-march. Practice begins the second Wednesday in October.

## AIDES

Students are selected to work in the library or high school office as aides in running errands and doing routine office work. There may also be additional opportunities to serve as an aide. This is strictly on an as needed basis. Students must be willing to give up a study period, be in good academic standing, be trustworthy, able to follow instructions and have good attendance. Students must apply through the main office.

## ATHLETICS

West Branch High School offers Varsity Sports in the following areas: Boys; Football, Soccer, Cross Country, Tennis, Wrestling, Basketball, Track and Baseball. Girls; Soccer, Volleyball, Cross Country, Basketball, Tennis, Softball and Track. Junior varsity and freshman terms are also offered in these sports. Middle School Athletics include: Football, Basketball, Cross Country, Golf, Wrestling and Track. All boys and girls may try out for any team each season, provided they are academically eligible and turn in the proper forms. Our fall sports begin the second week of August with winter sports starting mid-November. Spring sports start the first week in March. Coaches of these sports may have camps and fitness sessions during summer months. Any questions should be directed to the Athletic Department at West Branch High School. (330-938-4408)

## BAND

The West Branch High School Band is well respected as one of the premier musical ensembles of Ohio. The Band Program is open to all students that have experience playing a musical instrument. Students must demonstrate an ability to play and sight read music of a high school caliber, have a working knowledge of scales in all major keys and have a command of the rhythms, articulations, dynamics, nuances, tone quality and intonation typical of instrumentalists at this level.

During the Fall, all band members perform with the Warrior Marching Band. Throughout the season, this ensemble performs at a variety of events, including band shows, parades, fairs and football games. In addition, this group is well recognized for its ability to rally school spirit at football games through the use of music, chants and cheers.

Throughout the remainder of the school year, all band members are included in the Symphonic Band. This ensemble performs at concerts, festivals and competitions. Bi-annually, this group tours outside Ohio, participating in competitions in such locales as Niagara Falls, Williamsburg, VA, and Washington, D.C.

In addition to the aforementioned requirements of the course, students may elect to perform in solo and ensemble competitions, chamber ensembles and the Pep Band, which is heard at all home varsity basketball games.

## AULTMAN AMBASSADORS

Aultman Ambassadors Program (AAP) is a program that promotes healthy lifestyle changes, through education to high school students. Our core principles are nutrition, hydration, physical activity, sleep, and stress management. We do different activities throughout the school year to promote these principles. The program is through Aultman Hospital. We meet during the monthly activity period.

## JAZZ BAND

The Jazz Ensemble is an accredited course, meeting each day during regular school hours. Participants must be members of the Symphonic Band and are selected by means of an audition. At the audition, which takes place in May of the previous year, the candidate must demonstrate a command of basic rhythms, articulations, dynamics, and nuances typical of jazz literature.

Jazz Ensemble members learn about the history of jazz, develop increased fluency on their instruments in the jazz idiom, and are given the opportunity to improvise and solo with the ensemble.

In addition to concerts at school, this ensemble frequently performs at festivals and competitions throughout Ohio.

## CHEERLEADING

Student's tryout in May for positions on the freshman, junior varsity and varsity squads. Eligibility follows the OHSAA requirements for sports. This is a year-long activity in which participants cheer for football and basketball seasons and also is involved in other fundraising activities and special events.

## CROSS-COUNTRY

The boys and girls cross country teams provide high school students the opportunity to compete in a varsity sport within both the Eastern Buckeye Conference and the Suburban Leagues.

The athletes begin voluntary running in the summer months and begin official practice the first day of all fall sports programs. There are several meets that the teams participate in out of state.

The sport consists of a 3.1 mile race over variable terrain and is a test of endurance. The athletes enjoy the social and athletic opportunities the sport provides and lasting friendships develop.

## FOOTBALL

West Branch High School is the proud home of one of the area's finest football programs. The varsity squad has only experienced a few losing seasons since 1982, and has qualified for the state playoffs 8 times. The 1994 and 1998 teams captured Regional Championships, and the '94 team went on to win the STATE CHAMPIONSHIP. The high school football program is composed of two teams, the freshman team and the varsity team.

## FRESHMAN FOOTBALL

The Athletic Department tries to fill a 9 game schedule. Games are usually played on Thursdays at 4:30 p.m., beginning in late August. Required practices begin in early August and include daily two-a-day workouts prior to the start of the season. Once school begins, practices are held immediately after school on a daily basis.

## **VARSITY FOOTBALL**

The varsity football team competes in the Northeastern Buckeye Conference, playing a 10 game regular season schedule. Varsity games are usually contested on Friday nights beginning two weeks prior to the start of the school year. Players who do not get consistent playing time in the varsity games will play a 9 game junior varsity schedule on Saturday mornings. Required practices begin in early August with daily two-a-day workouts. Once school begins, practices are held immediately after school on a daily basis.

Because of the intense physical nature of the sport of football, students must be well conditioned and physically prepared. This is not only necessary for competitive reasons, but also to insure the physical well being of the participant. To this end, the football coaches run a structured, professionally supervised strength and conditioning program in the off-season. This program begins 30 days after the completion of the previous season, and includes weight training, running, stretching, plyometrics, agility drills, and speed development. Participation in the off-season program is strongly encouraged.

## **MUSICAL**

The spring musical is an activity run by the choral department but any high school student is welcome to become a part of the musical. Acting, singing, dancing, set design, make-up, lighting, sound, and advertising are all part of what makes a musical “happen”. Many hours of practice and hard work are integral to the musical. After school rehearsals are required.

## **NATIONAL HONOR SOCIETY**

National Honor Society is a national Service Honorary. Students are recognized and inducted into this honorary because they display the traits of a scholar in the areas of scholarship, leadership, character, and service.

Requirements: Juniors and seniors who have a desire to be considered for membership in NHS must have an accumulative grade point average of at least 3.2. Those students must then submit a membership application reflecting leadership and contributions made to school and community from 9th grade to the present. Students must also submit an essay addressing the four characteristics of scholarship, leadership, character, and service. The applications will then be evaluated by the faculty and National Honor Society’s faculty council in the areas of leadership, character, and service. Application is no guarantee of selection. Those inductees will be obligated to participate actively in at least four service projects during the year.

## **PA CREW**

The PA crew is a daily activity during the homeroom period. Its members provide the school with a variety of messages via both audio and video media. Positions are available for high school students.

### PEER TUTOR

Students who wish to help other students who are experiencing academic or physical problems “catch up” with their school work. Willingness to help and good academic standing are the requirements.

### PEP CLUB

Members attend meetings and make signs to encourage school spirit. They encourage school spirit and enthusiasm in athletics, academics, and extra-curricular activities as a group during pep club or individually as a fellow student. They help officers in carrying out club plans and activities, such as the Winter Sports Dance. They exhibit good sportsman-like conduct during sporting events.

### RISING EDUCATORS

Rising Educators is an organization that promotes the field of education. Students who are interested in a career in teaching are encouraged to join. The purpose of this organization is to give students the opportunity to learn more about the teaching profession through field trips, guest speakers, shadowing, tutoring, and visitations to the elementary and middle schools. Students also act as guides for various school activities including parent conference nights. The students raise money to provide refreshments for these activities. They also are an integral part of National Education week. Requirements: an interest in education and the teaching profession.

### SADD

The group tries to promote the best prevention and intervention tools possible to deal with the issues of underage drinking, other drug use, impaired driving and other destructive decisions.

As an organization, SADD seeks to demonstrate positive and attractive alternatives to alcohol and other drug infused destructive decisions for teenagers.

Organizations such as this have greatly curtailed the numbers of highway deaths in Ohio due to alcohol and drug use.

### SOCCER

Boys and Girls soccer works hard to represent the tradition of athletic excellence at West Branch High School. With an NBC title and several playoff wins, the program has demonstrated recent success. Featuring the best facilities in the area, record participation each year, and a no-cut policy, soccer at West Branch High School is growing in its popularity. The program attempts to build on fundamentals and introduce higher level play involving advanced strategies of the game. Soccer has truly become an exciting addition to West Branch Athletics.

## SOFTBALL

Softball has a 27 game schedule. The season lasts 12-14 weeks, depending on tournaments. Open gyms are held for anyone who wants to attend. Open gyms are held 2 days a week in November, December, January, and February. Pitchers and catchers conditioning starts 2 weeks prior to the regular starting date. Games start the last week of March. There is a J.V. and a Varsity team, with a total of 22 to 30 players. Varsity games are played at the high school. The field is behind the football field. J.V. games are played behind the Middle School.

## STUDENT COUNCIL

Student Council is the Student Government of West Branch High School. Eight (8) representatives from each class are elected to serve for one year. Class presidents are members by virtue of their office. Activities include sponsoring the fall homecoming dance, student exchanges, school improvements and the spring barbecue.

## TENNIS

Tennis is a team sport as well as an individual sport. Seven players are needed for a varsity match; three play singles and four play doubles. Other players may compete in exhibition matches if opponents are available and time permits. The varsity plays 20 matches, and a few junior varsity matches may also be scheduled. The varsity plays 3-4 matches per week.

Private lessons are a great help, but they are not required. The basic strokes, the rules, and strategy are taught. Players are required to attend practices and matches. Each player should have his/her own racquet and a good pair of tennis shoes.

Girls Tennis is a fall sport: The girls' season begins in August and ends about the second week in October. Practices in August are held Monday through Friday in the mornings or late afternoons. Once school begins, varsity practices are held right after school. The junior varsity practices after the varsity.

Boys Tennis is a spring sport: The boys begin in March and play until the middle of May. Practices are held after school each day.

## TRACK (BOYS' TRACK)

The boys varsity track team provides high school students the opportunity to compete in both track and field events. The team is a member of the Eastern Buckeye Conference (EBC).

The season consists of league dual meets, county meet, NBC meet, and several larger meets consisting of Division I and II schools. The sport allows students the opportunity to earn a varsity letter, and is a part of the spring sports program.

## **TRACK (GIRLS' TRACK)**

Girls' Track is an individual sport in which girls compete in any of 16 different events. These events are tests of either speed, strength, skill or endurance. Running events range from 100 meters to 3,200 meters. Other events include hurdling, long jumping, high jumping, throwing the shot put and throwing the discus.

During the track season (March, April and May), female track athletes are required to attend practice on days that track meets are not contested.

## **VOLLEYBALL**

The program at the High School consists of three levels of participation. The freshman team is made up of approximately 12 members, while the junior varsity and varsity teams combine for approximately 21 players. Tryouts for the team take place in early August with the season ending in November at the State Championships. Camps, open gyms, and conditioning take place during the spring and summer.

## **WARRIOR CHIEF AND PRINCESS**

The school's mascots are elected by the student body. Seniors are eligible to run for these positions. They are nominated from the student body. Students who are nominated must have a minimum 2.0 cumulative grade point average, and meet the Ohio High School Athletic Association academic standards. Candidates are required to submit a petition signed by 40 students (10 from each class) and two teachers. If there are more than 5 candidates for either position, the number will be reduced to 5 in a primary election. An induction ceremony is held in the spring.

## **WRESTLING**

Wrestling season begins in mid-November and culminates in mid-March with the State Tournament. The 14 weight classes range from 106 pounds to 285 pounds with varying increments. Practices usually last from two to two and one half hours six days a week. We wrestle both a junior varsity and varsity schedule allowing most participants between 15 and 25 matches at some level of competition. The varsity spots are held by the best wrestler at each particular weight class that week; usually determined by wrestle-offs, regardless of grade.

We are presently members of both the EBC League and the EOWL (Eastern Ohio Wrestling League), which increases the chances for awards and recognition to the athletes. The sport develops commitment, strength, balance, agility, body awareness, mental and physical toughness. We are always looking for student athletes who are willing to accept the challenges this one-on-one competition generates.



## YEARBOOK STAFF

The Yearbook Staff is about “Putting it all together” for an entire school year. We take pictures, design layouts, use computer techniques in producing a final copy, sell advertisements, and learn about teamwork and dedication. We produce a finished copy of over 200 pages of West Branch’s exciting students, faculty, and activities -- ranging from academics to sports – from the first day of school to the senior slide show on the last day of school. The staff is composed of sophomores, juniors, and seniors who maintain a good academic grade average.

## YOUNG AND ALIVE

Young and Alive is a group where students dance and sing for shows. It is recommended that students schedule Choir class in order to participate in this group. Students may be asked to audition to get into the activity.