Course of Studies
2017-2018

CHS
What Is Your Educational Pathway?

There are many ways to win in today’s world. Pathways lead to successful and enjoyable careers. Personalize your 2017-2018 pathway program based on your academic strengths, personal interests and career dreams and goals.

This 2017-2018 Centerville High School Course of Studies Planner incorporates the tools necessary for you to make an excellent pathway choice. CHS advisors, counselors and principals are ready and willing to assist each student and family with honest and professional student assessments. This four year trip moves very quickly and with proper organization, planning and effort the high school years will be formative years for creating a successful future and positive outlook on a life of intellectual challenge, service, and personal daily enjoyment. Good luck finding your personal pathway.

John Carroll
Principal
2017

Cover by Michelle Knight
# TABLE OF CONTENTS

## The Beginning
- Graduation Requirements & Ohio CORE................................................................. 4-8
- Mission Statement ...................................................................................................... 3
- Philosophy .................................................................................................................. 3
- Program Planning ....................................................................................................... 10-12
- Program Course Types (IEP, Essentials, Standard, Honors, Advanced Placement) ................................................................. 39
- Career Pathways .................................................................................................... 9
- Ninth and Tenth Grade Programs ............................................................................ 10
- Eleventh and Twelfth Grade Program ..................................................................... 11
- Pathways ................................................................................................................... 14-38
- Course of Studies Listings by Department ............................................................. 39-49

## Course Descriptions
- Applied Arts............................................................................................................ 109
- Business Technology.............................................................................................. 118
- College Career – Tech Prep .................................................................................... 120
- English ..................................................................................................................... 51
- Faculty/Student Helper Opportunities .................................................................. 137
- Fine Arts .................................................................................................................. 94
- Mathematics .......................................................................................................... 73
- Science ..................................................................................................................... 83
- Social Studies ......................................................................................................... 64
- Special Education Services .................................................................................... 135
- Special Programs ................................................................................................... 134
- World Language ..................................................................................................... 88

## Policies and Procedures
- Class Rank .............................................................................................................. 152
- Equal Education Opportunities ............................................................................. 154
- Foreign/International Student Policies .................................................................. 144
- Grading Policy ....................................................................................................... 150
- Guidance and Counseling Services ..................................................................... 144
- Conversion and Interpretation of Transcripts ....................................................... 143
- Course Repetition ................................................................................................. 143
- Credit Flexibility .................................................................................................. 132
- College Credit Plus .............................................................................................. 128-130
- Middle School Credit/GPA Transfer ..................................................................... 142
- PE Waiver .............................................................................................................. 112
- Pupil Load .............................................................................................................. 148
- Schedule Change Procedure ............................................................................... 145
- Transcripts .............................................................................................................. 145
- Transfer Students – Weighted Courses ............................................................... 152
- Valedictorian/Salutatorian Eligibility ................................................................. 152
- Web Courses ......................................................................................................... 131

## Athletic Policies
- Centerville Board of Education Policy on Academic Eligibility for Interscholastic Activities ................................................................. 139
- NCAA Eligibility ................................................................................................. 142
- Ohio High School Athletic Association Interscholastic Eligibility ...................... 141
- Physical Education Policy ..................................................................................... 143
- Study Table ........................................................................................................... 141
- Technology ............................................................................................................ 149
- CHS On-Line Resources .................................................................................... 149
- Zero Period ............................................................................................................ 148
- The Decision ......................................................................................................... 155
CENTERVILLE HIGH SCHOOL

MISSION STATEMENT

Centerville High School is a comprehensive public high school offering a multitude of curricular as well as co-curricular programs. With combined efforts of home and community, the mission of the high school is to graduate responsible and motivated citizens prepared for post-high school education and careers. Our emphases on academic excellence and a caring environment foster graduates who possess:

- Competencies in basic skills
- Effective communication skills
- Analytical thinking skills
- Problem solving skills
- Positive attitudes toward self and others

These attributes will enable students to become life-long learners capable of meeting the challenges of a changing world.

PHILOSOPHY

We believe that:

1. Learning is a life-long process that contributes directly to quality of life.
2. Every child is unique and capable of learning.
3. The learning process is strengthened by a cooperative effort among staff, student, parents, and community.
4. Stable home and school environments are important to a child’s overall growth and development.
5. The school should be willing to adapt to a changing world.
6. Every child should have the opportunity to develop positive attitudes toward self and others.
7. A challenging learning environment encourages academic excellence.
STATE OF OHIO AND CENTERVILLE HIGH SCHOOL

GRADUATION REQUIREMENTS

English 9, 10, 11, and 1 additional credit of English
4 credits of Mathematics including one unit of algebra II or the equivalent of algebra II.
1 credit of a Physical Science
1 credit of Biology
1 additional credit of Science
1 credit of U. S. History
1/2 credit of U. S. Government
1 1/2 credits of Social Studies elective (9th World Concepts & Themes and Social Studies Elective)
1 credit of Fine Arts
1/2 credit of Health
2 units of Physical Education (Refer to PE Waiver in the Course of Studies Book)
21 total credits

HONORS DIPLOMA

Regular Curriculum - must meet at least 7 of the 8 following criteria:

4 credits of English
4 credits of Mathematics including Algebra I, Geometry, Algebra 2, and another higher level course
4 credits of Science including Biology, Physics, and Chemistry
4 credits of Social Studies
3 credits of one World Language or 2 credits each of 2 World Languages
1 credit of fine arts
3.5 GPA or better at the end of 7 semesters
Composite score of 27 on the ACT or combined score of 1210 on the SAT (Critical Reading & Math)

Career/Technical Curriculum - must meet at least 7 of 8 of the following criteria:

4 credits of English
4 credits of Mathematics including Algebra I, Algebra II, Geometry and another higher level course
4 credits of Science including Biology, Physics, and Chemistry
4 credits of Social Studies
4 credits in the student's career-technical education curriculum
Pass the Ohio Career Technical Competency Assessment or its equivalent
3.5 GPA or better at the end of 7 semesters
Composite score of 27 on the ACT or combined score of 1210 on the SAT (Critical Reading & Math)

Please refer to the following pages for complete graduation requirements including State Assessments.
The graduation requirements for the classes of 2018 and beyond include curriculum and three options to show readiness for next steps in college and careers.

### Credit Requirements

<table>
<thead>
<tr>
<th>Course Requirements – 21 Credits Needed to Graduate</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language arts</td>
<td>4 units</td>
</tr>
<tr>
<td>Health (1 semester)</td>
<td>½ unit</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 units¹</td>
</tr>
<tr>
<td>Physical education (2 semesters)</td>
<td>½ unit²</td>
</tr>
<tr>
<td>Science</td>
<td>3 units³</td>
</tr>
<tr>
<td>Social studies</td>
<td>3 units⁴</td>
</tr>
<tr>
<td>Electives</td>
<td>5 units⁵</td>
</tr>
<tr>
<td>Fine arts (2 semesters)</td>
<td>1 unit</td>
</tr>
</tbody>
</table>

**Other Requirements**

Economics and financial literacy⁶  
(Embedded in U.S. Government curriculum)

****AND****

**MEET ONE OF THE FOLLOWING THREE:**
MEET ONE OF THE FOLLOWING THREE:

1. **Ohio’s State Tests**
   Students earn a cumulative passing score of 18 points, using seven end-of-course state tests. To ensure students are well rounded, they must earn a minimum of four points in math, four points in English and six points across science and social studies.

   Students can earn from 1-5 points for each exam, based on their performance.
   - 5 – Advanced
   - 4 - Accelerated
   - 3 – Proficient
   - 2 – Basic
   - 1 - Limited

   **End-of-course exams are:**
   - Algebra I and geometry
   - Biology
   - American history and American government
   - English I and English II

   Students studying Advanced Placement (AP) or International Baccalaureate (IB) courses in biology, American history or American government may take and substitute test scores for end-of-course state exams to avoid double testing. Students also may substitute grades from College Credit Plus courses in these subjects for end-of-course state exams.

**OR**

2. **Industry credential and workforce readiness**
   Students earn 12 points through a State Board of Education-approved, industry-recognized credential or group of credentials in a single career field and achieve a workforce readiness score on the WorkKeys assessment. The state of Ohio will pay one time for those who take the WorkKeys assessment.

**OR**

3. **College admission test**
   Students earn “remediation-free” scores in English language arts and mathematics on a nationally recognized college admission exam. The state of Ohio will pay one time for all 11th grade students in the classes of 2018 and beyond to take the exam free of charge.
More information

1 Mathematics units must include one unit of algebra II or the equivalent of algebra II. Exceptions: a) Algebra II is not a requirement for students following a career-technical pathway. However, students still must have four units in mathematics, and b) A family may decide that their child is not prepared to meet the graduation requirement for a higher level math course. Or, their child may be planning a career that does not require higher level math. Algebra II may not be a requirement for this student.

2 Physical education - School districts may adopt a policy that would exempt students who participate in interscholastic athletics, marching band or cheerleading for two full seasons or an approved Junior Reserve Officer Training Corps (JROTC) program for two years from the physical education requirement. Students must take another course, which cannot be a physical education course, of at least 60 contact hours.

3 Science units must include one unit of physical sciences, one unit of life sciences and one unit of advanced study in one or more of the following sciences: chemistry, physics or other physical science; advanced biology or other life science; astronomy, physical geology or other earth or space science. Exception: A family may decide that their student is not prepared to meet the graduation requirement for a higher level science course. Or, their student may be planning a career that does not require higher level science. Higher level science may not be a requirement for this student.

4 Social studies units must include ½ unit of American history and ½ unit of American government in three units required for the classes of 2018 and 2019. The class of 2021 will need ½ unit in world history and civilizations in their required three units as well as American history and American government.

5 Elective credits must include one or any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education or English language arts, mathematics, science or social studies courses not otherwise required.

6 Other state requirements - All students must receive instruction in economics and financial literacy during grades 9-12 and must complete at least two semesters of fine arts taken any time in grades 7-12. Fine arts is not a requirement for students following a career-technical pathway.

7 The State Board of Education may decide to include an algebra II end-of-course examination in place of the algebra I end-of-course exam beginning for students entering ninth grade on or after July 1.
Required Courses
The new requirements did not change the current courses or number of course credits that students must complete to be eligible for graduation. See above course requirements.

Assessments

In addition to course credits, students will earn points toward graduation on seven end-of-course exams. These exams will replace the Ohio Graduation Tests. The courses in which students take an end-of-course exam will be: English I and II, algebra I or integrated math I, geometry or integrated math II, physical science or biology, American history and American government. Beginning in 2015-16 districts may have the option to use the state end-of-course exams to replace their current course final exams and use the state’s test as part of the class grade. This will help avoid double testing in future years.

Students can earn from 1-5 points for each exam, based on their performance.

- 5 – Advanced
- 4 – Accelerated
- 3 – Proficient
- 2 – Basic
- 1 – Limited

Students who take physical science, American history or American government as part of Advanced Placement, International Baccalaureate, and college dual credit or Credit Flexibility programs can use their scores from the programs’ end-of-course exams in place of the state end-of-course exam scores to accumulate graduation points. A student who earned high school credit in any of the above courses before July 1, 2015 and a required end-of-course exam was not available automatically will receive a score of three points per course exam toward the total points needed for graduation. Middle school students this year who take one of these courses for high school credit must take the corresponding state end-of-course exam in this school year.

Exam Retakes

Students that score below proficient on an exam may retake it after they receive some extra help on the material. Students that score proficient or higher on an end of course exam can retake exams only if, once they take all the exams, they have not met the minimum graduation points to graduate. In this case, a student can retake any exam after receiving some extra help on the material. The same rules apply to substitute exams, which may be used interchangeably with approved tests.

Graduation Points

With few exceptions, students must accumulate a minimum of 18 points from scores on their end of course exams to become eligible for a diploma.

More Flexibility for Students and Families

Students who do not earn the required number of graduation points can still meet the requirements for a diploma if they earn a remediation-free score on a national college admission test. This assessment will be given to students free of charge in the fall of their junior year starting with the graduating class of 2018.

Students also can qualify for graduation by earning an approved industry-recognized credential and achieving a workforce-readiness score on a related job skills assessment. The selection of those assessments is in progress.
COMPREHENSIVE COURSE of STUDY WITH IDENTIFIED PATHWAYS

2017-2018

Centerville High School programs are delivered to students by integrating academic and occupational competencies in the cluster of their choice through model curriculums called Pathways.

Career Pathways are guided by the following delivery criteria:

- All pathways must meet the current State of Ohio and Centerville graduation requirements.
- All students must master the basic skills necessary to pass Ohio’s State tests in English/Language Arts, Math, Science and Social Studies.
- Academic and elective courses will contain a focus on career education content.
- Prepares students for post high school coursework.
- Courses of study include a scope and sequence outlining major units of instruction and competencies.
Ninth and Tenth Grade Centerville Program

It is difficult for ninth and tenth grade students to choose a specific career pathway. Whether one realizes it or not, the level of course choice and the success at the ninth and tenth grade level begins to form the career pathway choice for the eleventh grade. For this reason the high school curriculum becomes a ninth and tenth grade formative/evaluative program and the eleventh and twelfth grade becomes a career focused preparatory program.

All ninth and tenth grade students will schedule English, mathematics, social studies, science and a combination of health and physical education. Electives chosen during these foundation years should parallel the career cluster and program level desired at graduation. At the end of the tenth grade, students should have 11-12 credits and a foundation of formative courses to pursue the career pathway of their choice.

All students, regardless of their Career Pathway choice, will need technical and communicative skills in order to obtain success in any future job area. Elective courses in technology and communication should supplement all Career Pathway selections.
Eleventh and Twelfth Grade Centerville Program

The decision for the proper program concentration requires team planning for the 11th & 12th grade years, which should involve student, parent, and high school personnel. Post high school educational experiences in today's and tomorrow's technical world will be mandatory for all students regardless of program selection. Individual preparation, ability, interest, and motivation will determine success during one's entire lifetime. Each student's success will have a direct affect on immediate acceptance for the next level of training and learning. It must be the goal of the student's educational team (student-parent-school) to correctly place each student in the courses, and sequence level of their chosen Program Pathway. Each Program Pathway has a degree of flexibility built into it for supporting electives and core course academic leveling. The Pathway is composed of classes which offer a sequential preparation of knowledge and skills in the core content area and when successfully completed, should present opportunities at graduation to advance to the next level of continuing education and or employment. It is imperative that sequential course leveling be properly adhered to for predicted success.

As you choose the Pathway of interest, remember to take into account past demonstrated ability in core-proficiency content classes (Math, English, Science, and Social Studies.) Choice of a specific Pathway and supporting electives must be attainable based on demonstrated past academic success and an attitude of sincere interest.
Each 10th and 11th grade student, during the month of February, shall select or reconfirm a Program Pathway for the upcoming year. Each student, with the aid of the advisor, counselor, teachers, and parents, should select courses in the core area that match their present level of academic attainment. Individual and group guidance, utilizing the advisory system, offers preparatory opportunities for successful decision making. Such alternatives as zero period, summer school, educational options, and college work for high school credit may need to be factored in to assure graduation at the end of the four-year high school experience.

Successful attainment of these three attributes will guarantee positive career preparation and result in a knowledge bank to successfully enter and complete college academic work, technical academic work or an entry-level career opportunity.

On the following pages course selections are RECOMMENDED as a means of preparing a proper and strong foundation for sequential classes in the chosen Pathway at the high school and post high school level.

Each of the Centerville High School Program Pathways is described in detail on the following page.

The High School Pathway

Three Important Rules

1. Determine your path.

2. Stay on the path.

9th Grade (Class of 2021) - Begin my GPA and class rank while constructing my basic skills. Familiarize myself with graduation requirements including coursework/state testing requirements*.

10th Grade (Class of 2020) - Complete my basic courses, focus my career interests, and choose my academic Pathway for the next two years. Keep graduation requirements, including state testing requirements*, in mind when scheduling.

11th Grade (Class of 2019) - Begin my Pathway study. Check accumulation of state testing requirement points for graduation*. Begin to make plans for post high school education which includes college placement exams.

12th Grade (Class of 2018) - Complete my high school Pathway study, and make final plans for my post high school education. Make decisions for the day following commencement. It was four short years.
Centerville High School

Pathways

2017-2018

A Pathway Awaits your Choice!

A journey of a lifetime begins with a single step.
4-Year College Preparatory

With a concentrated interest in Science, Math, Engineering, and Technology, which would lead to a 4-year college degree and related career occupations.

12th Grade
English
AP Statistics, AP Calculus, Calculus
AP Physics II, AP Chemistry II, AP Biology II, Organic Chemistry
U.S. Government and/or Social Studies Elective - Semester

11th Grade
English
AP Calculus, Honors AP Pre-Calculus or Enriched Pre-Calculus
Physics I or Anatomy and Physiology I & II
U. S. Government and/or Social Studies Elective - Semester
Elective
Elective

10th Grade
English 10
Honors AP Pre-Calculus
Honors Algebra II, or Enriched Algebra II
Chemistry I
U. S. History
Fine Art - Semester
Physical Education - Semester and/or Health - Semester
Elective

9th Grade
English 9
Honors Algebra II or Enriched Geometry
Biology I
World Language
Physical Education - Semester and/or Health - Semester
Modern World History - Semester
Fine Art - Semester
Elective
4-Year College Preparatory

With a concentrated interest in Communication, Fine Arts, Liberal Arts, Business, Human Services, and Languages which leads to a 4-year college degree and related career occupations.

12th Grade

- **English**
- **Physics**
- Calculus, Enriched Pre-Calculus, Standard Pre-Calculus or Algebra II
- Semester Options: Trigonometry, Statistics
- U. S. Government and/or Social Studies Elective - Semester
- Social Studies Required Elective - Semester
- Elective
- Elective

11th Grade

- **English**
- Enriched Pre-Calculus or Algebra II
- Chemistry I, ChemCom, Physics I, Earth Science I & II, or Anatomy & Physiology I & II
- U. S. Government and/or Social Studies Elective
- World Language
- Elective

10th Grade

- **English** 10
- Algebra II or Geometry
- Biology I, Chemistry
- U. S. History
- World Language
- Physical Education - Semester and/or Health - Semester
- Elective - Semester

9th Grade

- **English** 9
- Algebra or Geometry
- Physical Science, Biology
- World Language
- Physical Education - Semester and/or Health - Semester
- Modern World History - Semester
- Fine Art - Semester
- Elective
ELECTIVES
Digital Photography
Interpretive Arts
Persuasive Arts
Debate
Science (See Pages 83-86)
Social Studies (See Pages 69-71)
Art I, II, III, Studio Art
Digital Art & Design/Advanced
Videography/Advanced
Ceramics I, II, Advanced
Design and Production Technology
Residential Maintenance Technology
Custom Woods Tech I, I, Advanced
Computer Drafting IED-A
Advanced Computer Drafting IED-B
Concert Band
Symphonic Band
Wind Symphony
Jazz-Rock Improvisation
Concert Orchestra
Symphonic Orchestra/Honors
Philharmonic Orchestra/Honors
Women’s Choir
Bella Voce
Men’s Choir
Forte
Forte Honors
Symphonic Choir
Symphonic Choir Honors
Music Theory & AP Music Theory
Dance Fitness
Dance I, II, III, Advanced
Intro. To Theatre/Theatre Arts I
Advanced Theatre/Theatre Arts II
Technical Theatre I, II, Spec.
Creative Foods
Healthy Living
On Your Own
Film Analysis
Financial Management
Life Skills
Fashion Design/Clothing Construction
Needle Arts
Creating Spaces
CAPE Peer Tutors
Computer Applications
Web Design
Introduction to Programming
Sports Economics
Personal Finance & Investing
Accounting
Spanish I, II, III, AP
French I, II, III, AP
German I, II, III, AP
Sports Medicine
Career Exploration
Civil Engineering/Arch. I, II
Introduction to Journalism
Yearbook
Advanced Weight Training
High School Web Courses
Educational Options Program
College Credit Plus

2 Year College Preparatory
With a concentrated interest in all Professional Areas with special emphasis in Technical Support roles requiring an associate’s degree and or specific technical skill development.

12th Grade
   English
   Standard Pre-Calculus, Consumer Math
   Semester Options: Trigonometry, Statistics
   U.S. Government and/or Social Studies Elective – Semester
   Earth Science
   Elective
   Elective

11th Grade
   English
   Algebra II or Algebra II Concepts & Applications
   ChemCom
   U.S. Government and/or Social Studies Elective – Semester
   Elective
   Elective

10th Grade
   English 10
   Geometry or Geometry Concepts & Applications
   Biology I
   U.S. History
   Physical Education – Semester and/or Health – Semester
   Fine Art – Semester
   Elective

9th Grade
   English 9
   Physical Science
   Algebra I or Algebra I – Concepts & Applications
   Physical Education – Semester and/or Health – Semester
   Modern World History – Semester
   Computer Applications – Semester
   Fine Art – Semester
   Elective
ALLIED HEALTH
Career/Continuing Education with a concentration in human services and human sciences specializing in support and service roles in the areas of dentistry, fitness, hygiene, nursing, nutrition, therapy, and rehabilitation.

12th Grade
Allied Health (Three Periods)
  - Nutrition and Wellness
  - Patient Centered Care
  - Health Science Capstone

  Human Biology
  - English
  - U.S. Government and/or Social Studies Elective – Semester
  - Psychology - Semester
  - Enriched Pre-Calculus, Standard Pre-Calculus, or Semester Options – Trigonometry or Statistics

11th Grade
Allied Health (Two Periods)
  - Principles of Allied Health
  - Medical Terminology
  - Algebra II
  - English
  - U.S. Government and/or Social Studies Elective – Semester

10th Grade
  - English 10
  - Geometry
  - Biology I
  - U.S. History
  - Physical Education – Semester and/or Health – Semester
  - World Language
  - Elective

9th Grade
  - English 9
  - Physical Science
  - Algebra I
  - Physical Education – Semester and/or Health – Semester
  - Modern World History – Semester
  - World Language
  - Fine Art – Semester
  - Elective
AUTOMOTIVE TECHNOLOGY

Career/Continuing Education with a concentration in the study of automotive systems with specialization in engine repairs leading to a mechanics certification.

12th Grade
Automotive Technology (Three Periods)
  Auto Braking, Suspension, and Steering Systems
  Auto Engine Performance
  Transportation Capstone

English
U.S. Civics and Law Essentials
Standard Pre-Calculus or Semester Options –
  Trigonometry or Statistics

11th Grade
Automotive Technology (Three Periods)
  Ground Transportation Maintenance
  Ground Transportation Elec/Elec Systems

English
Social Studies Elective
Algebra II or Consumer Math
ChemCom, Earth Science I & II or Integrated Science Essentials I & II

10th Grade
  English 10
  Biology Essentials
  Geometry or Geometry – Concepts & Applications
  U.S. History
  Physical Education – Semester and/or Health – Semester
  Computer Applications – Semester
  Fine Art
  Elective

9th Grade
  English 9
  Science Essentials
  Algebra I or Algebra I – Concepts & Applications
  Physical Education – Semester and/or Health – Semester
  Modern World History – Semester
  Design and Production Technology
  Fine Art – Semester
  Elective
Biotechnology

(This program meets one period junior year and two periods senior year)

Career/Continuing education with a concentration in the study of bioethics, basic chemistry, laboratory safety, lab techniques in microbiology, and protein and DNA manipulation.

12th Grade
Laboratory Safety and Research in Biotechnology
Human Anatomy & Physiology
Life Science
English
U.S. Government and/or Social Studies Elective – Semester
Enriched Pre-Calculus
Elective

11th Grade
Introduction to Biotechnology and Bioethics
English
U.S. Government and/or Social Studies Elective – Semester
Algebra II
Chemistry I or ChemCom

10th Grade
English 10
Biology I
Geometry
U.S. History
Physical Education – Semester and/or Health – Semester
World Language
Elective

9th Grade
English 9
Physical Science
Algebra I
Physical Education – Semester and/or Health – Semester
Modern World History – Semester
World Language
Fine Art – Semester
Elective
Centerville Business Academy

(This program meets two periods junior year and two periods senior year)

Career/Continuing Education with a concentration in Business Management specializing in management, communications, economics, business operation, international business and business software applications. Economics is built into the 12th grade curriculum.

12th Grade
Centerville Business Academy
International Business, Business Applications & Economics
Operations Management, Management Principals, Economics

English
U.S. Government and/or Social Studies Elective – Semester
Physics
Enriched Pre-Calculus or Semester Options – Trigonometry, Statistics

11th Grade
Centerville Business Academy
Business Foundations, Business & Administrative Services, Accounting

English
U.S. Government and/or Social Studies Elective – Semester
Algebra II
Chemistry I or ChemCom., or Earth Science I & II

10th Grade
English 10
Biology I
Geometry
U.S. History
Physical Education – Semester and/or Health – Semester
World Language

9th Grade
English 9
Physical Science
Algebra I
Physical Education – Semester and/or Health – Semester
Modern World History – Semester
World Language
Fine Art – Semester
Elective
Communication Arts/Broadcast Management

(This program meets two periods junior year and two periods senior year)

Career/Continuing Education with a concentration in the student operation and management of a federally licensed radio station (WCWT-FM). In addition to on-air production, students study advertising, sales and marketing, public speaking, scriptwriting, copyright laws and Federal Communications Commission rules and regulations.

12th Grade

Audio Broadcast
Business of Arts & Communication
English
U.S. Government and/or Social Studies Elective – Semester
Enriched Pre-Calculus, Standard Pre-Calculus or
Semester Options – Trigonometry, Statistics
Elective
Elective

11th Grade

Media Arts
Video Broadcast
Media Arts Writing
English
U.S. Government and/or Social Studies Elective – Semester
Algebra II
Interpretive Arts – Semester
Persuasive Arts - Semester
ChemCom, Chem I, Physics I, Earth Science I & II,
Integrated Science Essentials I & II

10th Grade

English 10
Biology I
Geometry
U.S. History
Physical Education – Semester and/or Health – Semester
Computer Applications – Semester
Videography - Semester

9th Grade

English 9
Physical Science
Algebra I
Physical Education – Semester and/or Health – Semester
Modern World History – Semester
Fine Art – Semester
Design and Production Technology
**Construction Trades**

Career/Continuing Education with a concentration in residential construction and skilled building maintenance with specialization in carpentry, masonry, heating and air conditioning, electrical and plumbing.

**12th Grade**

- Construction Trades (Three Periods)
  - Carpentry and Masonry Technical Skills
  - Structural Coverings and Finishes
  - Construction Capstone
- English 12 Essentials
- U.S. Government and/or Social Studies Elective – Semester or American Civics and Law Essentials - Year
- Science Elective
- Standard Pre-Calculus

**11th Grade**

- Construction Trades (Three Periods)
  - Construction Safety and Crew Leadership
  - Structural Systems
  - Algebra II, Algebra II Concepts & Applications, Consumer Math
- English 11 Essentials
- U.S. Government and/or Social Studies Elective – Semester
- Integrated Science Essentials I & II

**10th Grade**

- English 10 Essentials
- Biology Essentials
- Geometry or Geometry – Concepts & Applications
- U.S. History Essentials
- Physical Education – Semester and/or Health – Semester
- Computer Applications – Semester
- Elective

**9th Grade**

- English 9 Essentials
- Science Essentials
- Algebra I or Algebra I – Concepts & Applications
- Physical Education – Semester and/or Health – Semester
- Modern World History – Semester
- Fine Art – Semester
- Design and Production Technology
- Elective
Culinary Arts & Restaurant Management
(This program meets two periods junior year and two periods senior year.)

Restaurant Management works with the chef deciding on recipes and planning menus. They manage everything down to the last detail such as ordering flowers for the tables. They plan and balance the budget, making sure everything is in order and the accounts balance. In larger restaurants, they often plan the marketing campaigns and strategies necessary to meet sales, which are set by the head office. They work either directly or indirectly in the preparation and service of food items in the public or private sector. They work in a range of establishments including, but not limited to, hotels, full-service restaurants, and private clubs, corporate dining, institutional catering, caterers, and home meal replacement (carry-out).

12th Grade
- Contemporary Cuisine
- Restaurant Management
- Basic Food Preparation/Lab for Hospitality Management
- English
- U.S. Government and/or Social Studies Elective - Semester
- Anatomy & Physiology, Physics
- Calculus, Standard Pre-Calculus or Semester Options – Trigonometry, Statistics

11th Grade
- Catering & Banquet Service Operations
- Fundamentals of Food Production
- English
- U.S. Government and/or Social Studies Elective – Semester
- Chemistry, ChemCom or Earth Science I & 2
- Enriched Pre-Calculus or Algebra II
- World Language

10th Grade
- Business Economics I, Accounting, or Computer Apps
- English 10
- Biology I or Chemistry
- Algebra II or Geometry
- U.S. History
- World Language or Creative Foods
- Physical Education – Semester and/or Health – Semester

9th Grade
- Computer Applications
- English 9
- Physical Science or Biology I
- Algebra I or Geometry
- Physical Education – Semester and/or Health – Semester
- Modern World History – Semester
- Fine Art – Semester
- World Language
Digital Design
Career/Continuing Education with a concentration in visual and media arts specializing in graphic design, design layout, fine arts, advertising, and production of commercial art projects all utilizing computer technology.

12th Grade
- Digital Design (three periods)
- English
- U.S. Government and/or Social Studies Elective - Semester
- ChemCom, Chem I, Earth Science I & II, or Integrated Science Essentials I & II
- Enriched Pre-Calculus Standard Pre-Calculus, or Semester Options – Trigonometry, Statistics

11th Grade
- Digital Design (two periods)
- English
- U.S. Government and/or Social Studies Elective – Semester
- Algebra II

10th Grade
- English 10
- Biology I or Biology Essentials
- Geometry
- U.S. History
- Art II – Semester
- Digital Art & Design - Semester
- Physical Education – Semester and/or Health – Semester

9th Grade
- English 9
- Physical Science or Science Essentials
- Algebra I
- Physical Education – Semester and/or Health – Semester
- Modern World History – Semester
- Fine Art – Semester
- Computer Applications – Semester
- Elective
ELECTIVES
Digital Photography
Interpretive Arts
Persuasive Arts
Debate
Science (See Pages 87-92)
Social Studies (See Pages 70-78)
Art I, II, III, Studio Art

Early Childhood Education
(This program meets two periods junior year and two periods senior year)
Career/Continuing Education with a concentration in child development, career exploration, lesson planning, assessment, and guidance with hands-on experience in school settings.

12th Grade
Early Childhood Education Professional Development
Early Childhood Education Field Experience 2
Early Childhood Education Intern (Optional)
English
U.S. Government – Semester, Psychology - Semester
ChemCom, Earth Science I & II, or
Integrated Science Essentials I & II
Standard Pre-Calculus or
Semester Options – Trigonometry, Statistics

11th Grade
Early Childhood Education Teaching Methods
Early Childhood Education Field Experience
Early Childhood Education Health & Safety
U.S. Government and/or Social Studies Elective - Semester
English
Algebra II

10th Grade
English 10
Biology I or Biology Essentials
Geometry
U.S. History
Art II – Semester or Art Elective - Semester
Social Studies Elective
Physical Education – Semester and/or Health – Semester

9th Grade
English 9
Physical Science or Science Essentials
Algebra I
Physical Education – Semester and/or Health – Semester
Modern World History – Semester
Fine Art – Semester
Computer Applications – Semester
Social Studies Elective
**ELECTIVES**

- Digital Photography
- Interpretive Arts
- Persuasive Arts
- Debate
- Science (See Pages 87-92)
- Social Studies (See Pages 70-78)
- Art I, II, III, Studio Art
- Digital Art & Design/Advanced
- Videography/Advanced
- Ceramics I, II, Advanced
- Design and Production Technology
- Residential Maintenance Technology
- Custom Woods Tech I, I, Advanced
- Computer Drafting IED-A
- Advanced Computer Drafting IED-B
- Concert Band
- Symphonic Band
- Wind Symphony
- Jazz-Rock Improvisation
- Concert Orchestra
- Symphonic Orchestra/Honors
- Philharmonic Orchestra/Honors
- Women's Choir
- Bella Voce
- Men's Choir
- Forte
- Forte Honors
- Symphonic Choir
- Symphonic Choir Honors
- Music Theory & AP Music Theory
- Dance Fitness
- Dance I, II, III, Advanced
- Intro. To Theatre/Theatre Arts I
- Advanced Theatre/Theatre Arts II
- Advanced Acting and Directing
- Creative Foods
- Healthy Living
- On Your Own
- Film Analysis
- Financial Management
- Life Skills
- Fashion Design/Clothing
- Construction
- Needle Arts
- Creating Spaces
- CAPE Peer Tutors
- Computer Applications
- Web Design
- Introduction to Programming
- Sports Economics
- Personal Finance & Investing
- Accounting
- Spanish I, II, III, AP
- French I, II, III, AP
- German I, II, III, AP
- Sports Medicine
- Career Exploration
- Civil Engineering/Arch. I, II
- Introduction to Journalism
- Yearbook
- Advanced Weight Training
- High School Web Courses
- Educational Options Program
- College Credit Plus

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**Engineering – Project Lead the Way (PLTW)**

(This program meets three periods junior year and two periods senior year)

Career/Continuing Education with a concentration in intensive entry level principles/processes of Engineering Technology with specialization in mechanical design/manufacturing, automation/robotics and architecture/ civil engineering. Tech Prep translates to 4 years of English, 4 years of math, and 4 years of science with a career concentration. This program follows a curriculum provided by Project Lead the Way. This is a national organization that provides high school engineering technology programs with a structured engineering curriculum.

12th Grade

- Advanced Engineering Design and Development
- CIM – Computer Integrated Manufacturing
- English
- U.S. Government and/or Social Studies Elective – Semester
- Calculus or Enriched Pre-Calculus
- Chemistry I, ChemCom, Honors AP Physics II

11th Grade

- Introduction to Engineering Design (IED)
- Principles of Engineering
- Physics I and Physics Lab
- U.S. Government and/or Social Studies Elective - Semester
- English
- Enriched Pre-Calculus or Algebra II

10th Grade

- English 10
- Biology I
- Algebra II or Geometry
- U.S. History
- Computer Applications - Semester
- Elective (Advanced Computer Drafting IED-B)
- Physical Education – Semester and/or Health – Semester

9th Grade

- English 9
- Physical Science
- Geometry or Algebra I
- Physical Education – Semester and/or Health – Semester
- Modern World History – Semester
- Fine Art – Semester
- Elective
Environmental Science

(This program meets two periods junior year and two periods senior year)

Career/Continuing Education with a concentration in environmental ecology, emergency response operations, wildlife, water quality, and natural resource management.

12th Grade
- Environmental Science
- Environmental Systems Management
- Environmental Science for Agriculture & Natural Resources
- English
- U.S. Government and/or Social Studies Elective – Semester
- Enriched Pre-Calculus, Standard Pre-Calculus or Semester Options – Trigonometry, Statistics
- Elective

11th Grade
- Ecology
- Natural Resources
- Wildlife and Fisheries
- English
- Algebra II
- U.S. Government and/or Social Studies Elective - Semester
- Chemistry or ChemCom

10th Grade
- English 10
- Biology I
- Geometry
- U.S. History
- Computer Applications - Semester
- Physical Education – Semester and/or Health – Semester
- Elective

9th Grade
- English 9
- Physical Science
- Algebra I
- Physical Education – Semester and/or Health – Semester
- Modern World History – Semester
- Design and Production Technology
- Fine Art - Semester
- Elective
Exercise Science, Sports and Recreation Health Care
(This program meets two periods junior year and two periods senior year)

Career/Continuing Education with a concentration in exercise science, sports recreational health care orientation, functional anatomy, injury recognition and prevention, rehabilitation and treatment, health appraisal and fitness testing, emergency policies and procedures, exercise programming, and nutrition and weight management. Anatomy & Physiology I & II are built into the 11th grade curriculum. Exercise Science, Sports and Recreation Health Care Tech Prep is a college prep core curriculum of four years of math, English, and science, three years of social studies, and world language, and two years of recreational health care.

12th Grade
- ES, Sports and Recreation Health Care II
- ES – Concepts of Fitness
- ES – Introduction to Athletic Injury
- U.S. Government and/or Social Studies Elective – Semester
- Physics, Chemistry I or II, or ChemCom
- Calculus, Enriched Pre-Calculus or Semester Options: Trigonometry, Statistics

11th Grade
- ES Sport and Recreation Health Care I
- Human Anatomy & Physiology
- U.S. Government and/or Social Studies Elective – Semester
- Enriched Pre-Calculus or Algebra II
- American Literature Standard or Enriched
- World Language

10th Grade
- Algebra II or Geometry
- English 10 Standard, Enriched, or Honors A.P.
- U.S. History
- Biology I or Chemistry
- World Language
- PE/Health/Sports Medicine
- Computer Applications - Semester

9th Grade
- English 9 Standard, Enriched
- Physical Science or Biology I
- World Language
- PE/Health/Sports Medicine
- Geometry or Algebra I
- Modern World History – Semester
- Fine Art
**ELECTIVES**
Digital Photography
Interpretive Arts
Persuasive Arts
Debate
Science (See Pages 87-92)
Social Studies (See Pages 70-78)
Art I, II, III, Studio Art
Digital Art & Design/Advanced Video/Advanced
Ceramics I, II, Advanced
Design and Production Technology
Residential Maintenance Technology
Custom Woods Tech I, I, Advanced
Computer Drafting IED-A
Advanced Computer Drafting IED-B
Concert Band
Symphonic Band
Wind Symphony
Jazz-Rock Improvisation
Concert Orchestra
Symphonic Orchestra/Honors
Philharmonic Orchestra/Honors
Women’s Choir
Bella Voce
Men’s Choir
Forte
Forte Honors
Symphonic Choir
Symphonic Choir Honors
Music Theory & AP Music Theory
Dance Fitness
Dance I, II, III, Advanced
Intro. To Theatre/Theatre Arts I
Advanced Theatre/Theatre Arts II
Advanced Acting and Directing
Technical Theatre I, II, Spec.
Creative Foods
Healthy Living
On Your Own
Film Analysis
Financial Management
Life Skills
Fashion Design/Clothing
Construction
Needle Arts
Creating Spaces
CAPE Peer Tutors
Computer Applications
Web Design
Introduction to Programming
Sports Economics
Personal Finance & Investing
Accounting
Spanish I, II, III, AP
French I, II, III, AP
German I, II, III, AP
Sports Medicine
Career Exploration
Civil Engineering/Arch. I, II
Introduction to Journalism
Yearbook
Advanced Weight Training
High School Web Courses
Educational Options Program
College Credit Plus

**Fire Science**
(This program meets three periods senior year and two periods junior year)

Career/Continuing Education with a concentration in the study of fire science. This program is for students interested in pursuing a career in Fire Science or EMT.

**12th Grade**
Fire Science II (Three Periods)
English
U.S. Civics and Law Essentials
Standard Pre-Calculus or Semester Options – Trigonometry or Statistics

**11th Grade**
Fire Science I (Two Periods)
English
Social Studies Elective
Algebra II or Consumer Math
ChemCom, Earth Science I & II or Integrated Science Essentials I & II

**10th Grade**
English 10
Biology Essentials
Geometry or Geometry – Concepts & Applications
U.S. History
Physical Education – Semester and/or Health – Semester
Computer Applications – Semester
Fine Art
Elective

**9th Grade**
English 9
Science Essentials
Algebra I or Algebra I – Concepts & Applications
Physical Education – Semester and/or Health – Semester
Modern World History – Semester
Design and Production Technology
Fine Art – Semester
Elective
Information Technology & Software Engineering
(This program meets two periods junior year and two periods senior year)

Join one of the fastest growing and highest paying careers as you explore the inner workings of Software Engineering and Web Application development, programming and PC hardware and networking. Compete with the nation’s elite while developing real work experience through hands-on projects. Former students have earned internships and career employment in companies such as Google, Microsoft, NASA, Ball Aerospace, WPAFB, Lexis-Nexis, and many others.

12th Grade
IT/Software Engineering (Comp TIA’s Networks + Advanced Programming and Web Development)

English
U.S. Government and/or Social Studies Elective – Semester
Enriched Pre-Calculus or Semester Options: Trigonometry, Statistics Elective

11th Grade
IT/Software Engineering (Cisco Academy Comp TIA’s A+ PC Hardware/Software Programming and Website Development)

English
U.S. Government and/or Social Studies Elective – Semester
Algebra II
ChemCom, Chem I, Physics I, or Earth Science I & II
Elective

10th Grade

English 10
Geometry
Biology I
U.S. History
Physical Education – Semester and/or Health – Semester
Computer Applications – Semester
Web Design – Semester
Digital Art & Design – Semester
Elective - Semester

9th Grade

English 9
Algebra I
Physical Science
Physical Education – Semester and/or Health – Semester
Modern World History – Semester
Fine Art – Semester
Computer Applications
Elective

Visit www.centervilleit.com for more information.
Marketing Education
(This program meets one period junior year and one period senior year)

Career/Continuing Education with a concentration in marketing, merchandising and management, specializing in marketing techniques, economics, retailing, advertising, market research and entrepreneurship, culminating in a real life cooperative job experience during the 12th grade.

12th Grade
- Integrated Marketing Communication
- Professional & Technical Sales
- English
- U.S. Government and/or Social Studies Elective – Semester
- Cooperative Work Experience
- Math Requirement

11th Grade
- Marketing Principles
- Marketing Applications
- English
- Math Requirement
- Science Requirement
- U.S. Government and/or Social Studies Elective – Semester
- Business Economics or Elective

10th Grade
- English 10
- Math Requirement (Core Math Course)
- Science Requirement (Core Science Course)
- U.S. History
- Physical Education – Semester and/or Health – Semester
- World Language
- Elective

9th Grade
- English 9
- Math Requirement
- Science Requirement
- Physical Education – Semester and/or Health – Semester
- Modern World History – Semester
- Computer Applications – Semester
- Fine Art – Semester
- World Language
- Elective
Mass Communication – Print/Broadcast Journalism
(This program meets two periods junior year and two periods senior year)

Career/Continuing Education with a concentration in journalism, marketing, advertising, and sales. Students will produce the monthly school magazine, Pursuit, and a television news show, Centerville News Network.

12th Grade
- Arts & Communication Capstone
- Video Production
- Audio Production
- U.S. Government and/or Social Studies Elective - Semester
- ChemCom, Chem I, or Earth Science I & II
- Calculus, Enriched Pre-Calculus, Standard Pre-Calculus or Semester
- Options: Trigonometry, Statistics
- Elective

11th Grade
- Media Arts Writing
- Multimedia Web Production
- Video Broadcast
- U.S. Government and/or Social Studies Elective – Semester
- English
- Algebra II

10th Grade
- English 10
- Geometry
- Biology I
- U.S. History
- Physical Education – Semester and/or Health – Semester
- Videography or Digital Art & Design – Semester
- World Language
- Elective

9th Grade
- English 9
- Algebra I
- Physical Science
- Physical Education – Semester and/or Health – Semester
- Modern World History – Semester
- World Language
- Fine Art – Semester
- Computer Applications - Semester
Technical Theatre

(This program meets two periods junior year and two periods senior year)

This program meets two periods junior year and two periods senior year. A Career Education program in Technical Theatre offers instruction in the design and construction of scenery, sound, state lighting, props and costumes. The Technical Theatre Pathway is for students who may have a desire to pursue a career in the entertainment technology field that includes theater, film, video, communications, and other areas that require a person to develop, design, and implement creative solutions to complex problems. Technical Theatre is two periods and three credits each year.

12th Grade
- Applied Theatre Technologies II
- Stage Design & Construction
- Introduction to Performing Arts
- English
- Art 2-3
- Physics, Chemistry I or II
- Calculus, Enriched Pre-Calculus, Standard Pre-Calculus or Semester Options: Trigonometry, Statistics

11th Grade
- Applied Theatre Technologies I
- Stagecraft
- Introduction to Arts & Communication
- Calculus or Algebra II
- American Government / Social Studies
- Physics, Chemistry I or II or ChemCom
- American Lit. Standard, Enriched

10th Grade
- Art I, Architectural Design Technology, Digital Art & Design, Clothing
- Construction or Industrial Arts Elective or Technical Theatre Elective Pre-Calculus or Algebra II, or Geometry
- English 10 Standard, Enriched or Honors A.P.
- U.S. History
- Biology I or Chemistry
- World Language
- PE / Health
- Computer Applications – Semester

9th Grade
- English 9 Standard, Enriched
- Physical Science or Biology I
- World Language
- PE / Health
- Algebra I, Geometry, Algebra II
- Modern World History – Semester
- Fine Art
**ELECTIVES**
Digital Photography
Interpretive Arts
Persuasive Arts
Debate
Science (See Pages 87-92)
Social Studies (See Pages 70-78)
Art I, II, III, Studio Art
Digital Art & Design/Advanced
Videography/Advanced
Ceramics I, II, Advanced
Design and Production Technology
Residential Maintenance Technology
Custom Woods Tech I, I, Advanced
Computer Drafting IED-A
Advanced Computer Drafting IED-B
Concert Band
Symphonic Band
Wind Symphony
Jazz-Rock Improvisation
Concert Orchestra
Symphonic Orchestra/Honors
Philharmonic Orchestra/Honors
Women’s Choir
Bella Voce
Men’s Choir
Forte
Forte Honors
Symphonic Choir
Symphonic Choir Honors
Music Theory & AP Music Theory
Dance Fitness
Dance I, II, III, Advanced
Intro. To Theatre/Theatre Arts I
Advanced Theatre/Theatre Arts II
Advanced Acting and Directing
Technical Theatre I, II, Spec.
Creative Foods
Healthy Living
On Your Own
Film Analysis
Financial Management
Life Skills
Fashion Design/Clothing
Construction
Needle Arts
Creating Spaces
CAPE Peer Tutors
Computer Applications
Web Design
Introduction to Programming
Sports Economics
Personal Finance & Investing
Accounting
Spanish I, II, III, AP
French I, II, III, AP
German I, II, III, AP
Sports Medicine
Career Exploration
Civil Engineering/Arch. I, II
Introduction to Journalism
Yearbook
Advanced Weight Training
High School Web Courses
Educational Options Program
College Credit Plus

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**Applied Technology**

(This program meets one period junior year and two periods senior year.)

An eleventh and twelfth grade Career Education Program with a concentration in actual hands-on application of various home and business maintenance, new construction, and high incidence repairs, using construction technologies such as landscaping and grounds, mechanics of electricity, refrigeration and plumbing, painting, drywall, masonry and woods. Special emphasis on personal use and safety of power tools. Applied academics of mathematics and English during the senior year.

**12th Grade**
- Applied Technology 12
- U.S. Civics and Law Essentials
- Science Elective
- Elective

**11th Grade**
- Applied Technology 11
- English 11 Essentials
- U.S. Government and/or Social Studies Elective – Semester
- Algebra II Concepts and Applications
- Integrated Science Essentials I & II
- Elective - Semester

**10th Grade**
- English 10 Essentials
- Biology Essentials
- Geometry Concepts & Applications
- U.S. History Essentials
- Physical Education – Semester and/or Health – Semester
- Custom Woods
- Computer Applications - Semester

**9th Grade**
- English 9 Essentials
- Science Essentials
- Algebra I – Concepts & Applications
- Physical Education – Semester and/or Health – Semester
- Modern World History – Semester
- Design and Production Technology and/or Residential Maintenance
- Elective – Semester
- Fine Art
Career-Based Intervention (CBI) I (11th Grade)
Career-Based Intervention (CBI) II (12th Grade)

During the eleventh grade, students will explore the following Career Clusters: Arts and Communications, Business and Management, Human Resources, Environmental and Agriculture, Health Services and Engineering/Industrial Systems. The CBI Program also focuses on job-related information such as employee safety, as well as math and English. During the twelfth grade year, students specialize in one of the above units of study relating their academics to their work related cooperative experience. Seniors integrate English, mathematics and related work experiences into the two hours per day classroom instruction. Students will be expected to work 15 hours per week at a cooperative job station during both the 11th and 12th grade years.

12th Grade
- CBI English 12
- CBI Math II
- CBI 12 Cooperative Employment
- CBI 12 Related

11th Grade
- CBI English 11
- CBI Career Clusters and Success Mathematics I
- CBI 11 Cooperative Employment
- Integrated Science Essentials I & II
- CBI Related 11

10th Grade
- English 10 Essentials
- Geometry or Geometry Concepts & Applications
- Biology Essentials
- U.S. History
- Physical Education – Semester and/or Health – Semester
- Computer Applications – Semester
- Elective

9th Grade
- English 9 Essentials
- Algebra I or Algebra I Concepts & Applications
- Science Essentials
- Physical Education – Semester and/or Health – Semester
- Modern World History – Semester
- Fine Art
Community Based Instruction with an Individual Education Plan

This career and life skills program is centered on Community Based Instruction. The developmental course of study is designed to teach skills leading to adult independence.

Curriculum for this program is based on the following domains:

12th Grade +
- Domestic
- Vocational
- Leisure
- Social/Emotional
- Mathematics

12th Grade
- Mathematics
- English
- Social Studies
- Science

11th Grade
- Each student’s program is designed to address the student’s individual needs.

10th Grade
- English
- Mathematics
- Science
- Physical Education
- Social Studies
- Career Awareness

9th Grade
- English
- Mathematics
- Science
- Health
- Physical Education
- Social Studies
Individualized Competitive Employment for IEP Students & Job Training Program

Career Education with a concentration on individualized career exploration, specific job skills training, and supported placement services in competitive employment with links to appropriate Adult Services Agencies.

12th Grade +
- Adult Transition Program/Option IV Job Training Program
- Job training at community sites
- Job related travel training
- Time limited career exploration
- Employability skills training
- Individual career planning
- Self-advocacy skills development
- Adult agency referral
- Individualized job development
- Resume development
- Job interview preparation
- Follow along services for employment
- Completion of high school

Adult Transition Program (ATP)
The ATP provides a transition between completion of high school and the beginning of adult life with specific emphasis on employability skills training. It provides individual career planning, assessment, and job training, and development at off-campus worksites. ATP is linked to OPIV/JTP for development of community worksites and competitive employment. Community training is also a component at ATP. Students on IEPs may be referred from any high school program.

Job Training Program
A career technical program serving any student age 16 or older on an IEP due to the need for individualized career planning, job development and job placement. JTP also coordinates transition services such as vocational assessments, adult agency referrals and follow along services for competitive employment.
PROGRAM COURSE TYPES

Individual Education Plan Programs (I.E.P.)
Individual Education Plans are developed for students with disabilities in the following categories: Specific Learning Disabled, Developmentally Handicapped, Multiply Handicapped, Severe Emotionally Disturbed, Other Health Impaired, Orthopedically Handicapped, Hearing Impaired, and Visually Impaired. Programs consist of a combination of general education classes and special education classes to meet student needs. Programs are designed to meet graduation requirements, with special emphasis upon attaining skills that lead to employability and independence as an adult.

Essentials Courses
An essentials course is one which emphasizes the same curriculum objectives as a standard course, but covers the curricular material at a slower pace. The curriculum emphasis will concentrate on relating every-day-world applications to the daily learning outcomes. Essentials courses rely heavily on classroom hands-on experiences with special emphasis on visual learning. A major portion of each course is built around the curriculum that supports the Ohio Graduation Test skills. Students experience technological applications as one means of learning the course objectives. Due to the emphasis on in-class learning experiences, good classroom attendance and a positive work ethic (cooperation, positive attitude, and good effort) are expected. Group projects and teamwork experiences are necessary to be successful in this program. Students will be selected for essentials classes based on past academic performance, teacher recommendation and test scores. Courses designated as essentials are English 9 Essentials and 10 Essentials, English 11 Essentials and 12 Essentials, Algebra I – Concepts & Applications, Algebra II Concepts & Applications, Geometry Concepts & Applications Science Essentials, Biology Essentials, Integrated Science Essentials I and II, U.S. History Essentials, U.S. Civics and Law Essentials, and Modern World History Essentials.

Standard Courses
The majority of courses are designed as standard courses which fulfill both the college prep curriculum and the college-career education curriculum. The standard curriculum courses utilize the CHS standard grading scale. Some courses in the English Department are designated “enriched” to differentiate the increased expectations in the areas of reading and writing, homework, creativity, self-discipline and expanded contextual materials. The enriched courses also utilize the standard CHS grading scale.

Honors Courses
An honors course is one that is enriched and offers acceleration beyond the ordinary high school standard course. Honors courses require greater expectation of classroom participation and interaction, more in-depth coverage of the curriculum objectives, additional homework and greater project responsibility on the part of the student. A weighted honors grade (H) may be earned in an honors course. Honors courses expect a greater volume of reading and writing. Courses designated as honors courses are Honors English 10, Honors Ancient Near East, Honors Algebra II, Honors Pre-AP Calculus, Honors Organic Chemistry, Honors Pre-AP French, Honors Pre-AP German, Honors Pre-AP Spanish, Honors Advanced Acting and Directing, Honors Philosophy, Honors Wind Symphony, Honors Philharmonic/Symphonic Orchestra, Honors Symphonic Band, and special honors projects in the options program.
**Honors Advanced Placement Courses**

The Advanced Placement Program is sponsored by the College Board, a non-profit membership organization. The College Board contracts with the Educational Testing Service (ETS), an independent, non-profit organization, for technical and operational education services.

The Advanced Placement Program (A.P.) gives students an opportunity to experience college-level courses and exams while they are still in high school. The A.P. tests are scored on a one to five scale. Through this program, students may earn college credit, accelerated placement, or both for college. Course credit and accelerated placement are awarded by the college or university, not by the College Board, A.P. Program, or high school. College and university policies regarding A.P. grades vary. Students seeking college credit through A.P. should obtain the college’s A.P. policy in writing, or look for it on the institution’s web site. Students can also use collegeboard.com’s college search feature to look up colleges’ A.P. policies. Key questions are: What placement, exemption, and credit are granted for satisfactory performance on an A.P. Exam? What minimum A.P. Exam grade qualifies students for credit, exemption, or placement? Is there any other requirement to receive credit and/or placement?

**Students who take the Advanced Placement exam in year-long AP classes will be exempted from the final exam for the course. The second semester grades will be calculated on the basis of the third and fourth quarter averages.**

In contrast with schools of comparable quality across the nation, Centerville’s A.P. program is unique in many aspects:

- Centerville strongly recommends students enrolled in A.P. classes take the A.P. exams for these courses. The intent of the A.P. curriculum is intense preparation for the A.P. testing in the spring. In contrast to other districts, Centerville does not follow stringent entrance procedures for admission to A.P. classes. Students may choose their classes with the recommendation of their teachers and with completion of any pre-requisites. Thus, we provide more access to an accelerated learning potential, but it is expected that A.P. students take the A.P. test.
- While few students in other districts take various A.P. tests before their senior year, several Centerville underclassmen annually take the tests—and receive outstanding scores. This early testing provides students with a competitive edge in college admissions and allows them to raise scores through re-testing.
- Considering its open participation policies (in contrast to schools which only allow their best to test), Centerville’s percentage of scores of three or above is exceptional.
- Many aspects of the Advanced Placement program are covered within our high school curriculum in the subject areas. However, in order to complete preparation for the A.P. tests, students must be involved in individual outside study and concentrated in-house work, as well as assigned summer work preceding the beginning of the course.
- Courses labeled as honors use the honors grading scale printed in the Handbook.
- Additional information and the testing schedule are available in each Guidance Office and through the Advanced Placement Coordinator.
Advanced Placement Credits

According to the Ohio Board of Regents Revised Code all public institutions of higher education (PIOHE) in Ohio shall adhere to the following policy in awarding AP credits.

Policy

1. A score of 3 or higher will provide credit at any PIOHE in Ohio. The credit must count towards graduation and will meet a general education requirement if the course to which the AP credit is equivalent fulfills a requirement at the receiving institution.
2. When it clearly enhances the opportunity for student success, an institution should strongly advise that an AP score of at least a 4 is needed for a student to be successful in a second course in a highly dependent sequence of courses in a STEM (Science, Technology, Engineering, Math) area. For example, an advisor should strongly recommend that an AP score of at least a 4 is needed on the AP Chemistry exam in order for the student to be successful in the second course in Chemistry.
3. A score of 3 or higher on an AP exam in a foreign language area will provide credit for at least the first year of foreign language at any PIOHE.
4. Each PIOHE in Ohio will provide information on awarding AP credits, which should include the number of credits awarded and the course equivalents earned for scores of 3 or higher.
5. Credits earned via AP exams are transferable within PIOHE in Ohio according to the state’s transfer module and transfer policy.

Students who take the Advanced Placement exam in year-long AP classes will be exempted from the final exam for the course. The second semester grades will be calculated on the basis of the third and fourth quarter averages.

The following A.P. courses are available at CHS

Honors A.P. English Literature/Composition
Honors A.P. English Language and Composition
   Honors A.P. French
   Honors A.P. German
   Honors A.P. Spanish
   Honors A.P. U. S. History
Honors A.P. U. S. Government & Politics
Honors A.P. European History
Honors A.P. Music Theory
   Honors A.P. Biology II
   Honors A.P. Chemistry II
   Honors A.P. Physics II
   Honors A.P. Calculus
   Honors A.P. Statistics
   Honors A.P. Psychology
Honors A.P. Microeconomics
Honors A.P. Macroeconomics
## COURSES OF STUDY BY DEPARTMENT

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<td>Yearbook</td>
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<td>Wind Symphony</td>
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<td>Jazz-Rock Improvisation</td>
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<td>Intro. to Theatre/Theatre Arts I</td>
<td>9 10 11 12 1/2</td>
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<td>Theatre Arts II</td>
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### HEALTH & PE COURSES

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<td>Health</td>
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<td><strong>APPLIED ARTS ELECTIVES</strong></td>
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<td>Sports Medicine</td>
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<td>Career Exploration</td>
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<td>Introduction to Journalism</td>
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<td>Persuasive Arts</td>
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<td>Residential Maintenance Tech</td>
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<td>Advanced Weight Training</td>
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<td>Int. to Engineering Design (Combined)</td>
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<td>Intro.to Engineering Design/IED-A</td>
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<td>Intro to Engineering Design/IED-B</td>
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<td>Computer Integrated Manufacturing (PLTW)</td>
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<td>Principles of Engineering (PLTW)</td>
<td>(Not offered in ’17-’18 as stand-alone)</td>
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<td>Engineering Design &amp; Development (PLTW)</td>
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<td>Fashion Design/ Clothing Cons.</td>
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<td>Needle Arts</td>
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<td>Creating Spaces</td>
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<td>Foundational Leadership</td>
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<td>Leadership 201 –</td>
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<td>CAPE Peer Tutors</td>
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<td><strong>BUSINESS</strong></td>
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<td>Computer Applications</td>
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<td>Introduction into Programming</td>
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<td>Personal Finance &amp; Investing</td>
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<td>Web Design</td>
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<td>Accounting</td>
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<td>Entrepreneurship</td>
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<td>Sports Economics</td>
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*Approved NCAA Core Courses*
## COURSES OF STUDY BY DEPARTMENT

### COLLEGE-CAREER – TECH PREP

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<td>Centerville Business Acad. Work Experience</td>
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<td>Communication Arts/Broadcast Management</td>
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<td>Culinary Arts &amp; Restaurant Management</td>
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<td>Early Childhood Education</td>
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<td>Engineering PLTW</td>
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<td>Environmental Science (Environmental Science &amp; Ecology**)</td>
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<td>Exercise Science, Sports &amp; Recreation Health Care (Human Anatomy &amp; Physiology*)</td>
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<td>Information Technology &amp; Software Engineering</td>
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<td>Marketing Education</td>
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<td>Mass Communication – Print/Broadcast Journalism</td>
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<td>Technical Theatre</td>
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<td>Applied Technology</td>
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<td>Bridges English</td>
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### SPECIAL PROGRAMS FOR STUDENTS WITH AN IEP

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<td>Academic Transitions</td>
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<td>Applied Technology</td>
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<td>Integrated Transitions Options Program</td>
<td>11 12+ Varies</td>
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<td>Social Communications</td>
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<td>Job Training Program</td>
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<td>Work-Study Program</td>
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### FACULTY/STUDENT HELPER

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<tr>
<td>Faculty Assistant</td>
<td>9 10 11 12 1/4</td>
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<td>Peer Tutoring</td>
<td>9 10 11 12 1/2</td>
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<tr>
<td>Student IMC Aide/Office Assistant</td>
<td>9 10 11 12 1/2</td>
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ENG 1100: Academic Writing and Reading #C12000, This semester-long College Credit Plus English course offered in partnership with Wright State University introduces students to principles of effective written communication and critical reading and stresses invention, drafting, revising, editing, and self-assessment, along with effective critiquing and collaborating.

Upon completion of the course, students receive 3 semester hours of college English credit and 1 full credit of high school English. Grading is on the Honors Scale. As with all CCP courses, this class is offered at no cost to the student. If, however, a student fails the course, he or she will be financially responsible for paying the cost. Students must apply and be considered college ready by Wright State University in order to take the course. A score of 21 or above on the ACT English examination, or a score of 550 or above on the SAT Reading and Writing examinations, or a score of 86 or above on the Wright State writing placement examination is required.

Approved NCAA Core Course

ENG 2040: Great Books: Literature #C12002, This semester-long College Credit Plus English course offered in partnership with Wright State University is an introduction to interpreting literature, using works from various periods and cultures, viewed in their social and historical contexts and read for their enduring interest.

Upon completion of the course, students receive 3 semester hours of college English or Humanities credit and 1 full credit of high school English. Grading is on the Honors Scale. As with all CCP courses, this class is offered at no cost to the student. If, however, a student fails the course, he or she will be financially responsible for paying the cost. Students must apply and be considered college ready by Wright State University in order to take the course. A score of 18 or above on the ACT English examination, or a score of 490 or above on the SAT Reading and Writing examinations, or a score of 84 or above on the Wright State writing placement examination is required.

Approved NCAA Core Course
Course Descriptions
By Department
DESCRIPTION OF COURSES

ENGLISH

English - Classification of graduation requirements

4 English credits for graduation:
1) Successful completion of English 9
2) Successful completion of English 10
3) Successful completion of English 11
4) Successful completion of English 12, or one credit from the related courses list taken at any grade level.

Prerequisites
1) English 9 is a prerequisite for English 10.
2) English 10 is a prerequisite for English 11.
3) English 11 is a prerequisite for English 12.
4) Interpretive or Persuasive Arts is a prerequisite for Advanced Interpretive Arts.
5) Seniors who have not completed English 11 must register for one of the English 11 courses.

ENGLISH CLASS CHARACTERISTICS

Essentials 9 Characteristics

Student(s):
- Require a slower, sequential break down of curriculum concepts.
- Work to their potential but are below grade level.
- Performance in the classroom may be adversely affected by non-academic issues.
- Assignments and tasks may not be finished due to reading difficulties rather than lack of motivation.
- Many times understand what is read to them but not what they read.
- Special instruction is imperative in active listening, following verbal/written directions and organization.
- Benefit from an applied/hands on approach.
- Oral expression is difficult.
- Past experiences in the classroom and Ohio Graduation Test results have been below average.
- Reading for pleasure is usually not a choice.
Standard 9 Class Characteristics

Student(s):
- Need teacher-directed activities when learning new concepts.
- Need repetitive practice while learning new concepts.
- Demonstrate an understanding of organization in their writing, but sentence structure needs repetitive work, and ideas are not fully developed.
- Are able to demonstrate grade level reading comprehension, knowledge and application but have difficulty with analysis, synthesis, and evaluation.
- Read for pleasure occasionally.
- Contribute to class discussions.

Honors 9 Class Characteristics

English 9 Honors is a very selective course designed for students who have a special interest in English. The course has a heavy emphasis on reading and writing. These students demonstrate a consistent pattern of academic success or have been identified as gifted. Students who choose this course should demonstrate above grade level abilities in the following:
- Strong reading skills.
- Writing abilities.
- Analytical abilities.
- Grammar skills.
- Literary skills.
- Extremely self-motivated and self-disciplined.
- Accept constructive criticism.

Essentials 10 Class Characteristics

Student(s):
- Require a slower, sequential break down of curriculum concepts.
- Work to their potential but are below grade level.
- Performance in the classroom may be adversely affected by non-academic issues.
- Assignments and tasks may not be finished due to reading difficulties rather than lack of motivation.
- Many times understand what is read to them but not what they read.
- Special instruction is imperative in active listening, following verbal/written directions and organization.
- Benefit from an applied/hands on approach.
- Oral expression is difficult.
- Past experiences in the classroom and Ohio Graduation Test results have been below average.
- Reading for pleasure is usually not a choice.
Standard 10 Class Characteristics

Student(s):
- Demonstrate grade level reading comprehension with assistance but have difficulty with analysis, synthesis and evaluation.
- Rely on a variety of teacher-directed activities when learning new concepts.
- Demonstrate active listening skills with assistance.
- Demonstrate an understanding of organization in their writing, but sentence structure needs improved with more fully developed ideas.
- Require strong teacher direction when doing research.
- Need leadership and direction when working in small groups.
- Read for pleasure occasionally.
- Contribute to class discussions.

Honors 10 Class Characteristics

English 10 Honors is a very selective course designed for students who have a special interest in English. The course has a heavy emphasis on reading and writing. Students who choose this course should demonstrate above grade level abilities in the following:
- Logical thinking.
- Analytical abilities.
- Writing abilities.
- Strong reading skills.
- Grammar skills.
- Literary skills.
- Independent study and research.
- Extremely self-motivated and self-disciplined.
- Accept constructive criticism.

Essentials 11 Class Characteristics

Student(s):
- Require a slower, sequential breakdown of curriculum concepts.
- Work to their potential but are below grade level.
- May require more time on assignments.
- Understand what is read to them but not what they read silently.
- Require special instruction in active listening, following verbal/written directions and organization.
- Benefit from an applied/hands on approach.
- Have difficulty with oral expression.
- Score below average on the Ohio Graduation Test.
- Do not choose to read for pleasure.
Standard 11 American Literature Class Characteristics

Student(s):

- Demonstrate grade level reading comprehension with assistance but have difficulty with analysis, synthesis and evaluation.
- Rely on a variety of teacher-directed activities when learning new concepts.
- When assisted, students demonstrate active listening skills.
- Demonstrate an understanding of organization in their writing, but sentence structure needs improvement with more fully developed ideas.
- Require strong teacher direction when doing research.
- Need leadership and direction when working in small groups.
- Read for pleasure occasionally.
- Contribute to class discussions.

Honors Advanced Placement English Literature and Composition Class Characteristics

The Advanced Placement Program is a very selective program designed for students who have special interest in English and who wish to pursue college level studies in language arts while in their last two years of high school; thus, the classes are challenging and demanding. Students who choose this course should demonstrate above grade level abilities in the following:

- Logical thinking.
- Analytical abilities.
- Exceptional reading, writing, and grammar skills.
- Creative literary skills.
- Capable of quality independent study and research.
- Extremely self-motivated and self-disciplined.
- Accept constructive criticism.

Essentials 12 Class Characteristics

Student(s):

- Require a slower, sequential break down of curriculum concepts.
- Work to their potential but are below grade level.
- Performance in the classroom may be adversely affected by non-academic issues.
- Assignments and tasks may not be finished due to reading difficulties rather than lack of motivation.
- Many times understand what is read to them but not what they read.
- Special instruction is imperative in active listening, following verbal/written directions and organization.
- Benefit from an applied/hands on approach.
- Oral expression is difficult.
- Past experiences in the classroom and proficiency test results have been below average.
- Reading for pleasure is usually not a choice.
Standard 12 Contemporary Literature and Composition Class Characteristics

Student(s):
- Demonstrate grade-level reading comprehension and have little difficulty with analysis, synthesis, and evaluation.
- Work independently with some direction.
- Demonstrate active listening skills.
- Demonstrate an understanding of organization in their writing.
- Need some teacher direction when doing research.
- Able to work in small groups with some direction.
- Work at or above grade level.
- Contribute to class discussion.
- Read a variety of genres for pleasure.

Standard 12 British Literature Class Characteristics

Student(s):
- Demonstrate grade level reading comprehension with assistance but have difficulty with analysis, synthesis and evaluation,
- Rely on a variety of teacher-directed activities when learning new concepts,
- When assisted, students demonstrate active listening skills,
- Demonstrate an understanding of organization in their writing, but sentence structure needs improvement with more fully developed ideas.
- Require strong teacher direction when doing research,
- Need leadership and direction when working in small groups,
- Work at grade level.
- Read for pleasure occasionally.
- Contribute to class discussions.

Standard 12 Environmental Literature Class Characteristics

Student(s):
- Demonstrate grade level reading comprehension and have little difficulty with analysis, synthesis and evaluation.
- Work independently with minimal direction.
- Exhibit a high interest in environmental topics and readings.
- Demonstrate an understanding of organization and structure in writing.
- Enjoy using technology as a tool for class projects.
- Exhibit the ability to work in group projects and independently with minimal teacher direction.
- Are capable of receiving and processing a high volume of information.
- Handle independent research easily.
- Contributes insights to class discussions.
Honors Advanced Placement English Language and Composition

Class Characteristics

The Advanced Placement Program is a very selective program designed for students who have a special interest in English and who wish to pursue college level studies in language arts while in their last two years of high school; thus, the classes are challenging and demanding. Students who choose this course should demonstrate above grade level abilities in the following:

- Logical thinking.
- Analytical abilities.
- Exceptional reading, writing, and grammar skills.
- Creative literary skills.
- Capable of quality independent study and research.
- Extremely self-motivated and self-disciplined.
- Accept constructive criticism.

ENGLISH COURSE DESCRIPTIONS – COURSE NUMBERS FOLLOW DESCRIPTION

**ENGLISH 9**

**ENGLISH 9 ESSENTIALS #1003** is designed for students who need slower pacing and individual direction. The course will focus on the reading and writing skills needed for successful passage of the Ohio Graduation Test. Students will experience expository, narrative and opinion paragraph writing utilizing skills developed through group, team and individualized learning experiences with vocabulary, grammar and usage, speaking, listening and basic MLA skills. Individual, small groups and large group study of literature will focus on comprehension of level-appropriate material. Successful passage of English 9 Essentials is a prerequisite for English 10. Before the completion of the scheduling process, the English teacher will recommend the appropriate English level for each student. *(Year course-1 credit)* *(Teacher Recommendation)* Summer reading is required.

**Students enrolled in this course are required to take an End of Course State Assessment.**

**ENGLISH 9 STANDARD #1006**, designed for college bound students, is a comprehensive course with two basic emphases: the study of literature of various genre and the study of composition through writing process. Composing expository and opinion paragraphs and multi-paragraph essays receive primary attention. Incorporated into the program is work with vocabulary, grammar and usage, speaking and listening, and basic MLA skills. English 9 is a prerequisite for English 10. Before the completion of the scheduling process, the English teacher will recommend the appropriate English level for each student. *(Year course-1 credit)* Summer reading is required.

**Students enrolled in this course are required to take an End of Course State Assessment.**
ENGLISH 9 HONORS #10091 designed for students who exhibit above average ability and exceptionally high interest in English who have also demonstrated a history of exemplary achievement and ability to work independently, is a comprehensive course with two basic emphases: the study of literature of various genre and the study of composition through writing process. Composing expository and opinion paragraphs receive primary attention. Incorporated into the program is work with vocabulary, grammar and usage, speaking and listening, and research skills. English 9 is a prerequisite for English 10. Before the completion of the scheduling process, the English teacher will recommend the appropriate English level for each student. *(Year course- 1 credit)* Summer reading is required.

**Students enrolled in this course are required to take an End of Course State Assessment.**

ENGLISH 10

ENGLISH 10 ESSENTIALS #1012 is designed for students who have passed English 9 Essentials and who need slower pacing and much direction. The course will focus on the reading and writing skills needed for successful passage of the Ohio Graduation Test. Students will experience expository, narrative and opinion paragraph writing, utilizing skills developed through group, team and individualized learning experiences with vocabulary, grammar and usage, speaking and listening, and research skills. Research paper is required. Successful passage of English 10 Essentials is a prerequisite for English 11. Before the completion of the scheduling process, the English teacher will recommend the appropriate English level for each student. *(Year course-1 credit)* (Teacher Recommendation) Summer reading is required.

**Students enrolled in this course are required to take an End of Course State Assessment.**

ENGLISH 10 STANDARD #1015, designed for college bound students, is a comprehensive course with two basic emphases: the study of literature of various genres and the study of composition through writing process. Composing expository, narrative and opinion paragraphs and papers receives primary attention. Incorporated into the program is work with vocabulary, grammar and usage, speaking and listening, and research skills. Research paper is required. English 10 is a prerequisite for English 11. Before the completion of the scheduling process, the English teacher will recommend the appropriate English level for each student. *(Year course-1 credit)* Summer reading is required.

**Students enrolled in this course are required to take an End of Course State Assessment.**

ENGLISH 10 HONORS #1021, designed for students who exhibit above average ability and exceptionally high interest in English who have also demonstrated a history of exemplary achievement and ability to work independently, is a comprehensive course with two basic emphases: the study of literature of various genre and the study of composition through writing process. Composing expository and opinion paragraphs and papers receives primary attention. Incorporated into the program is work with vocabulary, grammar and usage, speaking and listening, and research skills. Research paper is required. Summer reading required. Prerequisite: English 9 Enriched and teacher recommendation. English 10 is a prerequisite for English 11. Before the completion of the scheduling process, the English teacher will recommend the appropriate English level for each student. *(Year course-1 credit)* Summer reading is required.

**Students enrolled in this course are required to take an End of Course State Assessment.**
ENGLISH 11

ENGLISH 11 ESSENTIALS #1024, designed for students who need slower pacing and much direction, is a comprehensive course with two basic emphases: a chronological study of American literature and the study of composition through writing process. Composition is frequently based on the literature and primary emphasis is placed on writing expository and opinion paragraphs and papers. Incorporated into the program is work with vocabulary, grammar and usage, speaking and listening, and research skills. Research paper is required. Hands-on projects will join with practical experiences to incorporate real world applications. English 11 is a prerequisite for English 12. Before the completion of the scheduling process, the English teacher will recommend the appropriate English level for each student. (Year course-1 credit) (Teacher Recommendation) Summer reading is required

AMERICAN LITERATURE STANDARD #1027, designed for college bound students, is a comprehensive course with two basic emphases: a chronological study of American literature and the study of composition through writing process. The program includes a study of philosophies and representative American authors and works of various genres. Composition is frequently based on the literature and primary emphasis is placed on writing expository and opinion paragraphs and papers. Incorporated into the program is work with vocabulary, grammar and usage, speaking and listening, and research skills. Research paper/project is required. English 11 is a prerequisite for English 12. Before the completion of the scheduling process, the English teacher will recommend the appropriate English level for each student. (Year course-1 credit) Summer reading is required

HONORS ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION #1033 is a course designed for students who exhibit above average ability and exceptionally high interest in English and who have demonstrated exemplary achievement and ability to work independently. The course engages students in the careful reading and critical analysis of fiction and poetry. Through close reading, students deepen their understanding of the way writers use language to provide meaning for their readers. Students consider a work’s structure, style, and themes as well as figurative language, imagery, symbolism, tone, etc. The course includes intensive study of representative works from various genres and time periods, including American and British literature. Writing assignments focus on the critical analysis of literature; instruction includes attention to developing and organizing ideas in clear, coherent, and persuasive language. Research paper is required. Summer work is required. Students should take the A.P. English Literature and Composition exam in May. Prerequisite: English 10 Honors and teacher recommendation. (Year course-1 credit) Summer reading is required.

*Students who take the Advanced Placement exam in AP classes will be exempted from the final exam for the course. The second semester grades will be calculated on the basis of the third and fourth quarter averages.
ENGLISH 12

ENGLISH 12 ESSENTIALS #1036, designed for students who need slower pacing and continued skill development, is a comprehensive course with two basic emphases: preparing for life after high school and career exploration. Incorporated into the curriculum is work with vocabulary, writing expository and opinion papers, grammar and usage, speaking and listening and research skills. Research paper is required. Before the completion of the scheduling process, the English 11 teacher will recommend the appropriate English level for each student. (Year course-1 credit) (Teacher Recommendation) Summer reading is required.

CONTEMPORARY LITERATURE AND COMPOSITION #1045 is a college preparatory English course intended for seniors who have been in enriched and standard classes. Contemporary issues such as technology, war, terrorism, politics, immigration, food, globalization, business, medicine, law, and popular culture are examined through the study of contemporary non-fiction, fiction, film, and poetry. Modernist and Postmodernist works studied have included sections by John Updike, James Joyce, Eric Schlosser, Kurt Vonnegut, Tim O’Brien, Billy Collins, Jonathan Safran Foer, Alice Walker, Ishmael Beah, Erin Morgenstern, Yann Martel, and John Cheever. Composition is mainly based on the literature; integrated into the curriculum is work with vocabulary, grammar, and usage, including ACT/SAT preparation. Argument-based research paper is required. Before the completion of the scheduling process, the English 11 teacher will recommend the appropriate English level for each student. This class is intended for the college bound student. (Year course-1 credit) Summer reading is required.

ENVIRONMENTAL LITERATURE AND WRITING #1042 is designed for students who have a high interest in nature and environmental issues. Nature writing has at its core the need to understand the setting of place in our lives and how we connect to that place. Knowing the stories the land has to tell helps us connect to place. We will study nature writers who use this theme, “Sense of Place,” to illustrate their environmental views. How the natural world is viewed in literature will be discovered as we read Dillard’s Pilgrim at Tinker Creek, Mowat's Never Cry Wolf, Abbey’s Desert Solitaire and Maclean’s A River Runs Through It, and Leopold’s Sand County Almanac. The course also examines essays and poetry. Reflective journal writing, ecology field trips, creative projects, and researching the impacts of an environmental issue are some of the class activities. Research paper is required. Before the completion of the scheduling process, the English 11 teacher will recommend the appropriate English level for each student. This class is intended for the college bound student. (Year course-1 credit) Summer reading is required.
**BRITISH LITERATURE STANDARD #1039** is designed for students of average ability in English who wish to study British literature and composition. The program includes a chronological study of representative British authors of various genres through text, film and supplemental study. Composition is primarily expository and opinion paragraphs and papers. Work on college essays and SAT essays as well as post high school plans and preparation are included. Incorporated into the curriculum is work with vocabulary, grammar usage, speaking listening, and research skills. Research paper is required. Before the completion of the scheduling process, the English 11 teacher will recommend the appropriate English level for each student. This class is intended for the college bound student. (*Year course-1 credit*) Summer reading is required.

**HONORS ADVANCED PLACEMENT ENGLISH LANGUAGE and COMPOSITION #1051** is designed for students who exhibit above average ability and exceptionally high interest in English and who have demonstrated exemplary achievement and ability to work independently. The course engages students in becoming skilled readers of non-fiction prose written in a variety of time periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. The course allows students to write in several forms—narrative, expository, argumentative—on many different subjects, from personal experiences to public policies to popular culture. Past topics have included advertising, gender, education, abolition, technology, punishment, science, food, nature, and politics. The overarching purpose is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. Students will read from diverse genres such as autobiography, biography, history, criticism, essays, and journalism. Past books have included *1984*, *The Case Against Perfection*, *The Immortal Life of Henrietta Lacks*, and *In Cold Blood*. We will also devote class time and writing conferences to the college application essay. Research paper is required. Students should take the AP English Language and Composition exam in May. Prerequisite: English Literature and Composition OR American Literature Enriched. This course is intended for the college bound student. Summer reading is required.

*Students who take the Advanced Placement exam in AP classes will be exempted from the final exam for the course. The second semester grades will be calculated on the basis of the third and fourth quarter averages.*
OTHER ENGLISH COURSES

VERBAL COMMUNICATION COURSES - Because the spoken word is widely recognized as necessary to all levels of communication from interpersonal relationships to professional relationships, it is essential that today’s students are trained in spoken communication skills as well as educated in academic subject areas. The following course offerings are designed to help students at Centerville High School develop a variety of communication skills that they will need to succeed at all levels of our modern society.

INTERPRETIVE ARTS #1066 - This semester course provides a laboratory setting in which the student will gain poise and confidence as he/she learns the basic elements of vocal and physical delivery skills through oral interpretation of children’s literature, prose, poetry, and drama. The emphasis in this interpretive class is on artistic, memorized presentations that allow the student to be more creative in expressing him/herself. This class may be taken at any time in the student’s high school experience. (Semester course-1/2 credit)

PERSUASIVE ARTS #1069 - This semester course provides a laboratory setting in which the student will gain poise and confidence as he/she learns the basic elements of vocal and physical delivery skills, speech content and organization, informal and impromptu speaking, extemporaneous speaking, demonstrations, oratory and persuasion, group discussion and parliamentary procedure. This foundation in public speaking class may be taken at any time in the student’s high school experience and is so important and necessary in today’s communicative world. (Semester course-1/2 credit)

ADVANCED INTERPRETIVE ARTS #1072 - This year long course provides an intensive laboratory experience for the student who has already mastered the basic communication skills and is truly interested in refining those skills and expanding his/her speaking experiences beyond the classroom setting. The goal of this course is for the student to develop exceptional poise and confidence that will enable him/her to speak under any circumstances, in any setting, in front of any audience, at any time. Students will be expected to speak in a variety of situations outside the classroom including National Forensic League competition, Optimist and Rotary contests, club meetings, and theater performances. Specific units in the curriculum include humorous and dramatic interpretation, oratorical interpretation, original oratory, prose and poetry reading, duet acting, pantomime and children’s theater. This course offers a full year of Fine Arts credit. It may be taken during sophomore, junior or senior year and may be repeated for credit. Interpretive Arts or Persuasive Arts is a prerequisite for Advanced Interpretive Arts. (Year course-1 credit)
DEBATE #1075 - Educational value is not so much in knowledge of subjects as in the ability to investigate problems, to analyze propositions, to make judgments rationally, and to communicate positions and reasons to others. The emphasis in this course is on rational decision making which is self-formulated and self-learned. Through in-depth research of significant social, political and economic issues, the student will learn to organize his findings into a meaningful and persuasive presentation and thus perform in a variety of situations, including the classroom, tournament setting, and mock trial. The most holistic course in the curriculum, this course combines crucial critical thinking skills with English, economics, social studies, history, political science and current events. Debate is open to students in grades 9-12. (Semester Course-1/2 credit)

FILM ANALYSIS #10731 is designed for 11th and 12th grade students who have a high interest in viewing, analyzing and critiquing film. Structured around the objective of creating more active, critical viewers and consumers of film, the course explores a wide range of film types. After establishing a basic vocabulary of film terminology, students will learn the major film genres (including western, film noir, sci-fi, horror, and documentary) and will also examine the historical circumstances that created them and continue to shape their evolution. Students will gain exposure to independent and foreign film and will also examine contemporary issues and themes in film. Examples of possible themes include “Alternative to Hollywood Action,” “Deconstructing Disney,” and “The Hero Cycle in Film” As a culminating activity in the course, students will undertake an independent film study and produce a mini-research paper and presentation for the final weeks of the course. Given the nature of the course, in which many films are screened during class, students must be self-motivated and able and willing to complete work outside of class. Assessment consists primarily of written responses and essays so strong writing skills are essential. Past films have included The Searchers, Chinatown, The Matrix, Spellbound, Hero, Run Lola Run and Sunset Boulevard. (Semester course-1/2 credit)

ENGLISH AS A SECOND LANGUAGE #1081, #1084, #1087 - It is the purpose of this program to assist the limited English speaking student to acquire a functional knowledge of English in a manner which recognizes his or her uniqueness. The ESL program strives to develop and maintain self-respect, compassion, responsibility and motivation, and allow for the continuing development of thinking skills thus enabling the student to learn effectively in the regular classroom and develop fully his or her potential. It is the goal of the course to ensure that every student progress in his or her own ability to understand spoken English. The student will have the opportunity to learn to communicate in English in both informal and formal settings, read materials written in English from a variety of fields, write effectively on a variety of situations or topics, and understand the nature and structure of the English language. The student will then be better able to participate in his or her chosen course of study, understand and appreciate cultural diversity, and integrate effectively into the regular school program appropriate to his/her interest, ability and age levels. (Semester course – ½ credit – May be taken both semesters)
COLLEGE CREDIT PLUS COURSE

ENG 1100: Academic Writing and Reading #C12000. This semester-long College Credit Plus English course offered in partnership with Wright State University introduces students to principles of effective written communication and critical reading and stresses invention, drafting, revising, editing, and self-assessment, along with effective critiquing and collaborating. Upon completion of the course, students receive 3 semester hours of college English credit and 1 full credit of high school English. Grading is on the Honors Scale. As with all CCP courses, this class is offered at no cost to the student. If, however, a student fails the course, he or she will be financially responsible for paying the cost. Students must apply and be considered college ready by Wright State University in order to take the course. A score of 21 or above on the ACT English examination, or a score of 550 or above on the SAT Reading and Writing examinations, or a score of 86 or above on the Wright State writing placement examination is required.

Approved NCAA Core Course

ENG 2040: Great Books: Literature #C12002. This semester-long College Credit Plus English course offered in partnership with Wright State University is an introduction to interpreting literature, using works from various periods and cultures, viewed in their social and historical contexts and read for their enduring interest.

Upon completion of the course, students receive 3 semester hours of college English or Humanities credit and 1 full credit of high school English. Grading is on the Honors Scale. As with all CCP courses, this class is offered at no cost to the student. If, however, a student fails the course, he or she will be financially responsible for paying the cost. Students must apply and be considered college ready by Wright State University in order to take the course. A score of 18 or above on the ACT English examination, or a score of 490 or above on the SAT Reading and Writing examinations, or a score of 84 or above on the Wright State writing placement examination is required.

Approved NCAA Core Course
## SOCIAL STUDIES COURSE SEQUENCE

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<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
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* Mandatory semester course to be taken during the ninth grade year. Essentials, Standard, and Enriched Modern World History available either semester.
SOCIAL STUDIES CLASS CHARACTERISTICS

Essentials
Student(s):
• Require a slower, sequential break down of curriculum concepts.
• Work to their potential but are below grade level.
• Performance in the classroom may be adversely affected by non-academic issues.
• Assignments and tasks may not be finished due to reading difficulties rather than lack of motivation.
• Many times understand what is read to them but not what they read.
• Special instruction is imperative in active listening, following verbal/written directions and organization.
• Benefit from an applied/hands on approach.
• Oral expression is difficult.
• Past experiences in the classroom and Ohio Graduation Test results have been below average.

Standard
Student(s):
• Demonstrated reading and writing skills are at or above grade level.
• Exhibit the ability to work independently.
• Can cooperatively work with other students on class group projects.
• Exhibit the ability to juggle multiple assignments concurrently.
• Handles research with guidance.

Honors Advanced Placement
The Advanced Placement Program is a very selective program designed for students who have special interest in social and political science and who wish to pursue college level studies during the high school year. Students who choose this course should demonstrate above grade level abilities in the following:
• Logical thinking.
• Analytical abilities.
• Exceptional reading, writing, and speaking skills.
• Capable of quality independent study and research,
• Extremely self-motivated and self-disciplined.
• Accepted constructive criticism.
• Expect to take the spring A. P. test.
• Self-directed research skills.
SOCIAL STUDIES COURSE DESCRIPTIONS

STANDARD MODERN WORLD HISTORY 1688-20TH CENTURY #13061 – This semester course will focus on significant world events, people, and places from 1688 through the 20th century. This course will introduce students to historical ideas and events that have shaped the world today. The historical content covered in the class will be studied from a social, political, and economic perspective as students learn about regions across the globe. Content will include subjects ranging from the enlightenment to world revolutions to the cold war. Emphasis will be on establishing skills to critically analyze and interpret events from various time periods and regions.

Required for all freshmen. (Semester course-1/2 credit)

ESSENTIALS MODERN WORLD HISTORY 1688 – 20TH CENTURY #13031 – This semester course will focus on significant world events, people, and places from 1688 through the 20th century. This course will introduce students to historical ideas and events that have shaped the world today. The historical content covered in the class will be studied from a social, political, and economic perspective as students learn about regions across the globe. Content will include subjects ranging from the enlightenment to world revolutions to the cold war. Emphasis will be on establishing skills to critically analyze and interpret events from various time periods and regions. A slower pace will afford many different learners the opportunity to grasp the concepts and themes. Meets the freshman requirement. (Semester course-1/2 credit)

HONORS MODERN WORLD HISTORY #13063 - Upon completion of this semester course, students will 1) develop a narrative and thematic understanding of some key topics in modern world history 2) develop the ability to analyze critically both historical evidence and historical interpretations, and 3) develop the ability to express historical understanding in writing. This fast-paced course is open to first year students who either exhibit above average ability in social studies and/or who show a strong interest in social studies. Successful completion of Enriched World History is strongly encouraged for enrolling in AP United States History. Also, students in this course will be expected to write at the enriched level and are, therefore, strongly encouraged to be enrolled in Honors English. (Semester course—1/2 credit).

STANDARD GLOBAL HISTORY AND ISSUES A #1318 focuses on the geography, history, culture, and events that affect nations and world regions. This course will be divided into semester A and B. Semester A will include the study of Western Europe, the Commonwealth of Independent States (Russia), and the Middle East. This course will also include current issues and controversies affecting these nations as well as their effect on U. S. relations. The student will be responsible for keeping up with current domestic and international events. This course is open to all grade levels. No prerequisite required. (Semester course-1/2 credit)
STANDARD GLOBAL HISTORY AND ISSUES B # 1321 focuses on the geography, history, culture, and events that affect nations and world regions. This course will be divided into semester A and B. Semester B will include the study of Asia including China, Japan, Southeast Asia, and Africa. This course will also include current issues and controversies affecting these nations as well as their effect on U. S. relations. The student will be responsible for keeping up with current domestic and international events. No prerequisite required. This course is open to all grade levels. (Semester course-1/2 credit)

WESTERN CIVILIZATION A #1324 - This semester course focuses on the political, economic, and social themes that led to the development of Western civilization in the ancient world beginning with the earliest civilizations in Mesopotamia and the Near East through the fall of the Roman Empire in 476 C.E. Topics include Mesopotamia, the Trojan War, the Persian Wars, Athens, Sparta, the Age of Alexander the Great, the Roman Republic and the Roman Empire. This course is open to seniors, juniors and sophomores. (Semester course – ½ credit)

WESTERN CIVILIZATION B #1325 - This semester course focuses on the political, economic, and social themes that contributed to the development of Western civilization from the beginning of the Dark Ages in 476 C.E. through the formation of the French Third Republic in 1870. Topics include Medieval Europe, the Crusades, the Renaissance, Reformation, Old Imperialism, Enlightenment, French Revolution, the Napoleonic era and Post-Napoleonic France. This course is open to seniors, juniors and sophomores. Western Civilization A is not a prerequisite for Western Civilization B. (Semester course – ½ credit)

HONORS ADVANCED PLACEMENT EUROPEAN HISTORY* #1327 is an intensive, yearlong, college-level course that is designed not only to satisfy intellectual curiosity about a dramatic and influential part of the human story, but also to prepare students for the Advanced Placement examination in European History offered by the College Board each year in May. Successful performance on this exam qualifies a student for college credit in European History/Western Civilization at most American universities. The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of APEH are to develop a) an understanding of some of the principal themes in modern European history, b) an ability to analyze historical evidence and historical interpretation, and c) an ability to express historical understanding in writing. Students must be in either Enriched or Honors English to enroll in this course. (Year course-1 credit)
ESSENTIALS UNITED STATES HISTORY #1330 -- The study of U. S. History presents the story of how our nation has developed from 1865 to the present. Classroom instruction will consist of classroom presentations supported by a textbook and supplemental materials interspersed with hands-on applications, simulations, individual and group projects. This modified curriculum includes the goals and outcomes required for successful passage of the Ohio Graduation Test. (Teacher Recommendation) (Year course-1 credit)

Students enrolled in this course are required to take an End of Course State Assessment.

STANDARD UNITED STATES HISTORY #1333 – Tenth Grade Standard U. S. History focuses on the study of U. S. history from 1865 to the present. Students will explore cultural heritage, world interactions, democratic processes, decision-making and resources, and citizenship rights and responsibilities. Textbooks, lectures, video and audio resources, simulations, writing assignments, and various computer activities are used to involve the student in the examination of our nation’s history and in the critical thinking process necessary to offer solutions to problems encountered by its people. (Year course-1 credit)

Students enrolled in this course are required to take an End of Course State Assessment.

HONORS ADVANCED PLACEMENT UNITED STATES HISTORY* #1336 - Advanced Placement United States History is a fast-paced course that takes students through over two hundred years of U. S. History. The course provides the students grounding in the subject matter of U. S. History, while learning to analyze and interpret the importance and relationship of many events in the nation’s history. The rote memorization of historical fact is not the primary focus of this class; however students will be expected to draw upon a background of factual knowledge in order to exercise analytical skills intelligently. Students are expected to take the Advanced Placement exam in May. Successful performance on this exam may qualify a student for college credit in United State History at many American universities. Students taking this course must be enrolled in an Enriched English class and should possess well-developed reading and writing skills, along with a strong ability to do quality research. This class will be offered to sophomores. Students are also encouraged to have a strong interest in social studies and be willing to complete summer work before entry into the class in the fall. (Year course-1 credit)

Students enrolled in this course are required to take an End of Course State Assessment or AP Exam.

*Students who take the Advanced Placement exam in AP classes will be exempt from the final exam for the course. The second semester grades will be calculated on the basis of the third and fourth quarter averages.
UNITED STATES GOVERNMENT

A student at Centerville High School may fulfill his/her U. S. Government course requirement by selecting any one of three options:

ESSENTIALS UNITED STATES CIVICS AND LAW #1342 – This full year course emphasizes U. S. Government, civic responsibility, civil and criminal law, economics, and psychology concepts. The student will learn these principles through individual and group projects, field observation, guest speakers, and current events reporting utilizing the applications with technology tools. Examples of units to be taught include foundations of U.S. Government including branches and levels of the U.S. Governmental system; civil and criminal law, with topics in street law, the judicial system and legal civic responsibility; basic concepts of human psychology and fundamental principles of economics utilizing projects in banking, the stock market, and taxes. This hands-on applied course will earn one (1) full credit for the year and satisfies the Centerville graduation requirement of U.S. Government and an elective. **Additionally, students will gain an understanding of personal financial literacy and its relationship to the global economy** *(Year course-1 credit)*

Students enrolled in this course are required to take an End of Course State Assessment.

STANDARD UNITED STATES GOVERNMENT #1345 - The goal of this semester course is to study the structure of our U. S. Government and to compare it to other types of governments. The student also studies the behavior of citizens in making our government work. Students learn the law-making process through the experience of debating legislation. **Additionally, students will gain an understanding of personal financial literacy and its relationship to the global economy.** *(Semester course-1/2 credit)*

Zero period - U.S. Government offered 2nd semester only. Class meets from 7 a.m. to 7:45 a.m.

Students enrolled in this course are required to take an End of Course State Assessment.

HONORS ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS #13481 Provides students with an analysis of the United States government and political framework with focus on key concepts used to interpret US politics as well as the analysis of specific case studies. To achieve an understanding of American government, students are expected to complete assigned readings, analyze and understand current event topics associated with government and politics. Students should be familiar with the institutions, groups, beliefs and ideas that compromise the US political system. After completion of this course, students will fulfill the US Government graduation requirement. Prerequisites are a strong interest in the subject matter, junior or senior status, and have a recommendation from their present social studies instructor. Expectations for the student includes taking the A.P. American Government and Politics test and the willingness to complete summer work before entry into the class in the fall. **Students will be permitted to level change to the Standard US Government course during the following times:**

Window 1 - first 20 days of the school year. Window 2 – three days after 1st quarter grades are official. **Additionally, students will gain an understanding of personal financial literacy and its relationship to the global economy.** *(Year course-1 credit)*

Students enrolled in this course are required to take an End of Course State Assessment or AP Exam.
SOCIAL STUDIES ELECTIVES

HONORS ADVANCED PLACEMENT MICROECONOMICS #1363 gives students a thorough understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Microeconomics requires students to understand that, in any economy, the existence of limited resources along with unlimited wants results in the need to make choices. The course begins by exploring this need by studying the concepts of opportunity costs and trade-offs, which can be illustrated by the production possibilities curve or other analytical examples. The course can then proceed to a consideration of how different types of economies determine which goods and services to produce, how to produce them, and to whom to distribute them. Students will understand why and how specialization and exchange increase the total output of goods and services. (1st semester-1/2 credit)

HONORS ADVANCED PLACEMENT MACROECONOMICS* #1366 gives students a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places particular emphasis on the study of national income and price determination, and also develops student’s familiarity with economic performance measures, economic growth, and international economics. Students are introduced to fundamental economic concepts such as scarcity and opportunity costs. Students will study comparative advantage to determine the basis on which mutually advantageous trade can take place between countries and to identify comparative advantage from differences in output levels and labor costs. Other basic concepts that are explored include the functions performed by an economic system and the way the tools of supply and demand can be used to analyze a market economy. Coverage of these concepts provides students with the foundation for a thorough understanding of macroeconomics. (2nd semester-1/2 credit)

*Students who take the Advanced Placement exam in AP classes will be exempted from the final exam for the course. The second semester grades will be calculated on the basis of the third and fourth quarter averages.

LAW #1354 - This one semester elective has as its central focal point practical law. The widespread use of law in our nation makes it important for everyone to know something about our law and legal system. This course provides a practical understanding of basic legal principles and the operation of our legal system. Areas of law covered in depth include contract law, tort law, (negligence, intentional wrongs, strict liability) and criminal law (crimes, victims, defenses, arrest, search and seizure, correctional institutions, etc.). Mock trial simulations and role-playing are frequently used in class to emphasize and reinforce the material taught. Students taking this course should have good reading, comprehension and independent study skills as well as being self-motivated. (Semester course-1/2 credit)
COMPARATIVE RELIGION #1355 is a semester course open to juniors and seniors who are interested in embarking on an intensive study of five of the world’s most commonly practiced religions: Judaism, Christianity, Islam, Hinduism, and Buddhism. The course traces the historical development of each religion and conducts a detailed investigation into the beliefs, traditions, practices and scriptures prevalent in each faith. Primary and secondary source material is examined in order to understand how each religion attempts to unravel the meaning of life for its followers. Students will gain an appreciation and understanding of how these religions have influenced the development of the world, as well as how the world’s development has influenced religion. 
(Semester course-1/2 credit)

CONTEMPORARY WORLD ISSUES #1352 is a semester course that provides a practical understanding of current events in the world on city, state and national levels. This class will use a combination of resources including Time Magazine, USA Today, and guest speakers. Students will gain an appreciation and understanding of how events shape policy and affect outcomes in the economy, stock market, and political arenas. These topics will be explored through discussion and interaction in the class setting. The class is open to students of all skill levels in grades 11 and 12. (Lab Fee – 15 week subscription to weekly news magazine) 
(Semester Course – ½ credit)

PSYCHOLOGY #1357 is a one-semester course, which introduces students to the systematic and scientific study of behavior and mental processes of human beings and other animals. Students will be exposed to psychological facts, principles, and phenomena associated with the many sub fields of psychology. Areas of emphasis include thought and learning, biological basis of behavior development, interpersonal relationships, abnormal behavior, and mental health. By learning about the methods psychologists use in their science and practice, the learners will have the opportunity to investigate and clarify perspectives concerning their own behavior. (Semester course-1/2 credit)

HONORS PHILOSOPHY #1367 – a semester course open to juniors and seniors, is an intensive introduction to philosophical reflection and examination of some central questions of human existence. Throughout this course students will consider: 1) epistemological questions concerning the possibility and nature of knowledge and truth; 2) metaphysical questions concerning the nature of ultimate reality, the mind-body problem, freedom and determinism, and the existence of God; and 3) ethical questions concerning morality and the good life. Honors Philosophy is largely discussion-based and will place an emphasis on the careful reading of primary and secondary sources, critical and systematic thinking, and the verbal and written expression of ideas. (Semester course – ½ credit)
HONORS ADVANCED PLACEMENT PSYCHOLOGY #1360 – This one semester course is the same as Psychology plus the course content and subject matter of this honors course is driven by the Advanced Placement Psychology Test given by the College Board. It is expected that all students will take the A. P. Psychology Test in May. Students taking this course should have good reading, comprehension and independent study skills as well as being self-motivated. This course will be taught during the first semester. (Semester course-1/2 credit)

*Students who take the Advanced Placement exam in AP classes will be exempted from the final exam for the course. The second semester grades will be calculated on the basis of the third and fourth quarter average.

HONORS ANCIENT NEAR EAST HISTORY #1365 – This honors-level semester course embarks upon an intensive study into the history of the Ancient Near East (ANE) from approximately 3000 to 323 BCE. Topics of study include the Uruk revolution, the Early Dynastic Period in Sumer, Akkadian Empire, Third Dynasty of Ur, Old Babylonian Empire, the United Monarchy of Israel, Assyrian Empire, Neo-Babylonian Empire, and Persian Empire. The course examines both primary and secondary sources, as well as the historical methodology employed by scholars when interpreting and writing ancient history. Special topics such as the origin and development of divine kingship, the role of the temples in Mesopotamian society, and the enduring influence of ancient Babylon on the modern world will also be explored. Honors ANE is reading and writing intensive, and necessitates strong verbal and written communication skills as well as an inquisitive mind. The course involves an individual research project to be completed by the end of the semester. It is highly recommended that students enrolling in this course be in either Enriched or Honors English. No prerequisite is required. Open to juniors and seniors. (Semester course – ½ credit)
Please Note: The above flow chart represents typical transitions between math courses.

Two additional Math Courses: CBI Math and Alternative Math are available with placement through vocational programs.
The Mathematics Department of Centerville High School encourages students to use technology to open the doors to further advancement in mathematics. Graphing calculators and computers are used in many Centerville High School classes. **Benefits are obtained by...**

- using the numbers associated with many real applications. This requires the use of calculator to avoid tedious computations that take away from the lesson being learned.
- using graphing as a way to investigate algebraic equations and to strengthen the bond between algebra and geometry.
- using the built-in features on the calculators. Features, such as matrices, give students additional ways to solve problems, methods that were previously not accessible at this level.

**Calculators cannot take the place of...**

- knowledge about equations and how to solve them. This means using the rules of algebra to find solutions with pencil and paper.
- knowing basic constants used in measuring (i.e. angles, lengths, area, volumes, temperatures, etc...)
- knowing the shape, form and critical points of graphs before they are graphed on a calculator. This includes polynomial, logarithmic, trigonometric, and exponential graphs.

High school teachers are major contributors to students for what they may encounter in higher education, and eventually in the work place. While many colleges and universities allow, and even require the use of graphing calculators, there are still many that will not allow their use. People in industry state they want students who can analyze the validity of the results produced by computers or graphing calculators. This analysis is done based on the knowledge of algebra fundamentals and equation-solving skills learned in the high school classroom. It is for these reasons that sometimes students are asked to set aside technology and perform algebraic manipulations with pencil and paper. There are also occurrences where certain facts need to be memorized because of their importance in the foundation of mathematics or because they add to the efficiency of a student’s work. We want to express the fact that:

**While technology opens many doors, there is still the need for algebraic manipulation, memorization, and non-calculator graphing skills at this stage in a student’s mathematical development.** The TI-89, TI-92, TI-Inspire, and other calculators that have algebraic manipulation programs are not permitted to be used in the math classes below Calculus unless the use is directed by the teacher.

**PREREQUISITES**
The Centerville High School mathematics curriculum is defined by successful completion of sequential math courses. Mastery of sequential mathematical skills and concepts is of primary importance. Algebra I is the foundation of the mathematics curriculum. To advance to the next sequential course, a **grade of C- or above in the second semester is recommended in Algebra 1.**
RECOMMENDATIONS
In all mathematics courses the teachers utilize their best professional judgment and recommend, to each student, the mathematics course for the following year. Prerequisites are also to be considered in the recommendation.

MATHEMATICS COURSE DESCRIPTIONS

ALGEBRA I CONCEPTS AND APPLICATIONS #1103
Placement from 8th grade or Math Skills
Algebra I Concepts and Applications is a one-year course for students who need continued preparation with mathematical computation while learning to think abstractly with algebraic concepts. The course will be presented in a semi-block format which will require 2 class periods. Students will receive a double block of math class 2-3 times per week, and have a lab on the remaining days. The course is aligned with the Ohio CORE curriculum and topics will include solving and graphing linear equations and inequalities, as well as working with binomials, factored expressions, exponents, and radicals. Much of the content is presented through hands-on activities. Students are expected to be active participants in the process. During the lab portion, students will work on strengthening their arithmetic skills, reinforcing algebraic concepts, and preparing for end of the year assessments. **Ownership and use of a scientific calculator is required.** Students who pass this course will be recommended to take Geometry Concepts and Applications. *(Year Course – 2 credits)*

Students enrolled in this course are required to take an End of Course State Assessment.

ALGEBRA I #1109
Placement from 8th Grade Math
Algebra I is a one-year algebra course aligned with the Ohio CORE curriculum developed for students who need to strengthen their arithmetic skills while learning to think abstractly with algebraic concepts. Students will work with linear and quadratic equations and inequalities as well as binomials and factored expressions. Other topics include slope, exponents, and radicals. **Ownership and use of a scientific calculator is required.** Students who earn a grade of C- or above are recommended to take Geometry. Students who pass but earn a D+ or below are recommended to take Geometry Concepts and Applications. *(Year course – 1 credit)*

Students enrolled in this course are required to take an End of Course State Assessment.
ALGEBRA I – Enriched #1112
Placement from 8th grade Math
Enriched Algebra I is a one-year course aligned with the Ohio CORE curriculum for students who have well developed arithmetic skills, good study habits and the ability to think abstractly. Students enrolling in this course need to be prepared for higher expectations and a faster pace than Standard Algebra I. Topics include work with linear and quadratic equations and inequalities as well as binomials and factored expressions. Other topics include slope, exponents, and radicals. **Ownership and use of a scientific calculator** is required. Students who earn a grade of B- or above are recommended to take Enriched Geometry. Students who earn a grade of C+ or below are eligible to enroll in Geometry. Students who choose to take Enriched Geometry through summer school or online must have completed 8th grade. And, to advance to Honors Algebra II students must have an A- in both Enriched Algebra I and Enriched Geometry. Otherwise, they may take Enriched Algebra II with a B- or above, or Algebra II with a C+ or below. ($5 calculator fee for usage of a graphing calculator.) *(Year course–1 credit)*

Students enrolled in this course are required to take an End of Course State Assessment.

GEOMETRY CONCEPTS AND APPLICATIONS #1114
Placement from Algebra I Concepts & Applications, or Algebra I (D+ or lower)
Geometry Concepts & Applications does not provide preparation for Standard Algebra II or Enriched Algebra II.
Geometry Concepts and Applications is a one-year course aligned with the Ohio CORE curriculum that will focus on fundamental geometric concepts and modeling them in the real world. Students will work with similar and congruent figures, proofs, transformations, coordinate geometry, special right triangles, area, and volume. Other topics include constructions, circles, and probability. **Ownership and use of a scientific calculator** is required. **Students who pass this course will be recommended to take Algebra II Concepts and Applications. *(Year Course – 1 credit)*

Students enrolled in this course are required to take an End of Course State Assessment.

GEOMETRY #1115
Placement from Enriched Algebra I (C+ or lower) or Algebra I
Geometry does not provide preparation for Enriched Algebra II.
Geometry is a one-year course that is aligned to the Ohio CORE curriculum. It is designed for students who will not go on to Enriched Algebra II. Students will work with similar and congruent figures, proofs, transformations, coordinate geometry, special right triangles, area and volume. Other topics include constructions, circles, and probability. **Ownership and use of a graphing calculator** is required. Students may not take Standard, Enriched, or Honors Algebra II for advancement while simultaneously taking Standard Geometry. Students who earn a grade of C- or above are recommended to take Algebra II. Students who pass but earn a D+ or below are recommended to take Algebra II Concepts and Applications. *(Year course–1 credit)*

Students enrolled in this course are required to take an End of Course State Assessment.
GEOMETRY - Enriched  #1118
Placement from Enriched Algebra I (B- or above)
Enriched Geometry is a one-year course that is aligned with the Ohio CORE curriculum and follows the successful completion of Enriched Algebra I. Students enrolling in this course need to be prepared for higher expectations and a faster pace than Standard Geometry. They will work with similar and congruent figures, proofs, transformations, coordinate geometry, special right triangles, area and volume. Other topics include constructions, circles, and probability. **Ownership and use of a graphing calculator** is required (TI-83, TI-84 or equivalent). Students who earn a grade of A- or above, and had earned an A- or above in Enriched Algebra I are eligible to enroll in Honors Algebra II. (Students who earn a grade of B- or above are recommended to enroll in Enriched Algebra II. Only students who earn a grade of C+ or below are eligible to enroll in Algebra II. (Year course-1 credit)

Students enrolled in this course are required to take an End of Course State Assessment.

CONSUMER MATHEMATICS #1107
Placement from Geometry Concepts & Applications, Geometry or Algebra I
Consumer Mathematics is a year course for juniors and seniors who have completed Algebra I – Part 2, Geometry, or Geometry Concepts & Applications, and are not yet ready for further studies in Algebra. This course focuses on developing consumer mathematics and life skills that are necessary upon graduation. Some of these topics include financial planning, budgeting, banking, investing, credit, taxes, housing, home repair and improvements, travel and other uses of mathematics in daily life. It also reinforces skills and concepts from algebra and geometry. **Ownership and use of a scientific calculator** is required. This class is not considered a college-preparatory math course. (Year course-1 credit)

ALGEBRA II CONCEPTS & APPLICATIONS #1119
Placement from Geometry Concepts & Applications or Geometry (D+ or lower)
Algebra II Concepts & Applications is a one-year course aligned to the Ohio CORE Curriculum that follows the successful completion of Geometry Concepts & Applications or Geometry. Content will include a review of linear and quadratic equations. Students will then work with rational equations, complex numbers, inverse, polynomial, exponential, trigonometric and logarithmic functions. Other areas will include systems of equations, inequalities, sequences, series, and probability and statistics. **Ownership and use of a graphing calculator is expected.** (TI-83, TI-84 or equivalent) Upon successful completion of Algebra II Concepts & Applications students may enroll in Consumer Mathematics. (Year Course – 1 credit)
ALGEBRA II #1121
Placement from Geometry (C- or above) or Enriched Geometry (C+ or below)
Algebra II is a one-year course aligned to the Ohio CORE Curriculum that follows the successful completion of Geometry. Students will work with rational equations, complex numbers, linear, quadratic, inverse, polynomial, exponential, trigonometric and logarithmic functions. Other areas will include systems of equations, inequalities, sequences, series, matrices, and probability and statistics. **Ownership and use of a graphing calculator is expected. (TI-83, TI-84 or equivalent)** Juniors who successfully pass the course are eligible to take a variety of courses to complete another year of math. These courses include: Standard Pre-Calculus; Trigonometry (Semester course); or Statistics (Semester course). *(Year course-1 credit)*

ALGEBRA II – Enriched #1124
Placement from Enriched Geometry (B- or above)
Enriched Algebra II is a one-year course aligned with the Ohio CORE curriculum that follows the successful completion of Enriched Geometry. Students enrolling in this course need to be prepared for higher expectations and a faster pace than Algebra II. Students will work with rational equations, complex numbers, linear, quadratic, inverse, polynomial, exponential, trigonometric and logarithmic functions. Other areas will include systems of equations, inequalities, sequences, series, matrices, conics, and probability and statistics. **Ownership and use of a graphing calculator is expected. (TI-83, TI-84 or equivalent)** Students who earn a B- or above are recommended to take Enriched Pre-Calculus. Juniors who earn a C+ or below may enroll in Standard Pre-Calculus or a semester of Trigonometry, and a semester of Statistics. *(Year course-1 credit)*

HONORS ALGEBRA II #1127
Placement from Enriched Geometry (A- or above) or A- or above in Enriched Algebra I and Summer School Geometry
Honors Algebra II is a one year course aligned with the Ohio CORE curriculum for **students who are willing to do extra work, in a class with a faster pace, and higher mathematical expectations beyond Enriched Algebra II.** Honors Algebra II is the first honors class in the sequence and students must understand that an Honors class requires a significantly greater amount of work and effort than what they are accustomed to in a traditional class. Students will work with rational equations, complex numbers, linear, quadratic, inverse, polynomial, exponential, trigonometric and logarithmic functions. Other areas will include systems of equations, inequalities, sequences, series, matrices, conics, and probability and statistics. The content includes all the topics from Enriched Algebra II with additional material focusing on higher level algebraic manipulation and application. Honors Algebra II requires a thorough understanding of the concepts of Algebra, and not just the basic skills of Algebra.
Students must be able to apply what they have learned in new settings outside of the material covered in class. **Ownership and use of a graphing calculator is expected (TI-83, TI-84 or equivalent).** Students who earn a grade of A- or above are recommended to take Honors Pre-AP Calculus. Students who pass but earn a grade of B+ or below are recommended to take Enriched Pre-Calculus. *(Year course-1 credit)*

**STATISTICS (Semester Course) #1143**
Placement from: Enriched Algebra II or Algebra II
Statistics is a one semester course that may follow the completion of Algebra II. This course is designed for students who wish to pursue a liberal arts major/career. In this course students will expand knowledge of elementary statistics (mean, median mode, etc.), explore methods of graphing statistics, design surveys and studies and decide upon sampling methods, and will receive an introduction to statistical inference. Other topics include descriptive statistics, probability, confidence intervals, and testing hypotheses, as well as the basic of Chi-square tests, regression and correlation, and analysis of variance. **Ownership and use of a graphing calculator is expected. (TI-83, TI-84 or equivalent) (Semester course- 1/2 credit)**

**TRIGONOMETRY (Semester Course) #1134**
Placement from: Enriched Algebra II or Algebra II
Trigonometry is a one semester course that may follow the completion of Algebra II. This course is designed for students who wish to pursue a liberal arts major/career. In this course students will expand knowledge of basic trigonometric functions and triangles, solve right triangles and use the exact values of special angles, graph trigonometric functions, solve trigonometric equations using identities and inverse trigonometric functions, become more familiar with radian measures, and verify trigonometric identities. **Ownership and use of a graphing calculator is expected. (TI-83, TI-84 or equivalent) (Semester course- 1/2 credit)**

**STANDARD PRE-CALCULUS #1133  (formally TRANSITION TO COLLEGE MATH)**
Placement from Algebra II Enriched (with a C+ or lower) or Algebra II
The objectives of this course is to present pre-college mathematic students who need additional work in that area. The course will review Algebra II topics and introduce some Pre-Calculus Topics. The Algebra II concepts which we will review include work with polynomials, factoring, rational expressions, absolute value equations, rational exponents, imaginary numbers, radicals, quadratic functions and their transformations. We will also work on the Pre-Calculus topics of inverse, exponential and logarithmic functions, conic sections, and solving higher order polynomials. We will also do an extensive amount of Trigonometry. **Ownership and use of a scientific calculator is required. ***(Year course-1 credit)***
ENRICHED PRE-CALCULUS #11331
Placement from: Enriched Algebra II (B- or above)
Enriched Pre-Calculus is a one-year course that may follow the completion of Enriched Algebra II, if the student has shown a strong ability in that subject. In this course students expand algebraic concepts, study descriptive and inferential statistics, matrices, sequences and series. Further work with exponential, logarithmic, and trigonometric functions builds upon the student’s skills acquired in Algebra II. The trigonometry content forms a standard introduction to calculus fundamentals background in trigonometry and circular functions. **Ownership and use of a graphing calculator is expected.** (TI-83, TI-84 or equivalent) Students who earn a second semester average of C- or above are recommended for Calculus. Students who earn a grade of D+ or below should enroll in Trigonometry (Semester course) and Statistics (Semester course). **(Year course- 1 credit)**

HONORS PRE-AP CALCULUS #1136
Placement from: Honors Algebra II (A- or above)
Honors Pre-AP Calculus is a one-year course that may follow Honors Algebra II, if the student has shown a high degree of success in that subject. Students enrolling in this course must have a strong mathematical background in algebraic manipulation and a sincere desire to pursue mathematical growth well beyond the average student. This course will provide students with the necessary preparation for Honors A.P. Calculus. The topics in this course will include Advanced Algebra skills with functions, Trigonometry including identities, Pre-Calculus topics covering limits and basic statistics of the normal curve. **Ownership and use of a graphing calculator is expected.** (TI-83, TI-84 or equivalent) Students who earn a second semester average of A- or above are recommended to take Honors A.P. Calculus, otherwise students should enroll in Calculus. **(Year course-1 credit)**

CALCULUS #1139
Placement from Pre-Calculus (C- or above) or Honors Pre-AP Calculus (B+ or below)
Calculus is a one-year course that follows the successful completion of Pre-Calculus or Honors Pre-Calculus. This course continues to strengthen the complex algebraic manipulations necessary in college mathematics. The reasoning processes employed by mathematicians and others that apply mathematics are given strong attention. Students who enroll in this class will also be exposed to the concepts of Calculus such as limits, derivatives and Integrals. *Higher level algebraic manipulation and critical thinking skills will be enhanced throughout this course. An emphasis on using calculus as a tool for graphical analysis will be utilized. Students who are juniors and have a grade of B- or above are recommended to take AP Calculus or AP Statistics their senior year. Otherwise, students are recommended to retake Calculus or enroll in AP Statistics. **Ownership and use of a graphing calculator is expected.** (TI-83, TI-84 or equivalent) **(Year course-1 credit)**
HONORS A.P. STATISTICS #1145
Placement from Standard Pre-Calculus, Honors Pre-AP Calculus or Honors Calculus (AP)
Honors Statistics (AP) is a one-year course that follows the successful completion of Honors or Standard Pre-Calculus or Honors AP Calculus. It is a college level course that provides preparation for the Statistics Advanced Placement Test. Students who enroll in this course must have a strong mathematical background and a sincere desire to pursue maximum mathematical growth. The topics for AP Statistics are divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. The content is determined by the College Board AP Statistics outline. **Ownership and use of a graphing calculator is expected. (TI-83, TI-84 or equivalent)** (Year course-1 credit)

HONORS AP CALCULUS #1142
Placement from Honors Pre AP Calculus (A- or above) or AP Statistics (A- or above)
Calculus is a one-year course that follows the successful completion of Calculus or Honors Pre AP Calculus or AP Statistics. It is a college level course that provides preparation for the Calculus Advanced Placement Test. Students who enroll in this course must have a strong mathematical background and a sincere desire to pursue maximum mathematical growth. Calculus is the mathematical tool best suited to handle the problem of instantaneous rate of change and the problem of evaluating infinite summations. Calculus introduces the student to the concept of limits: (including important related definitions and theorems), the concept of derivative (including important related definitions and theorems), the natural logarithm function (including related properties), and a variety of applications of these ideas. The content is determined by the College Board AP Calculus outline. **Ownership and use of a graphing calculator is expected. (TI-83, TI-84 or equivalent)** (Year course-1 credit)

** A scientific calculator is considered to be a calculator that performs computations in scientific notation and has fraction capabilities. It should also have sine, cosine, and tangent functions as well as square root and exponents.
ADDITIONAL COURSES OFFERED THROUGH SPECIALIZED PROGRAMS

CAREER BASED INTERVENTION (CBI) MATH & BRIDGES MATH - CBI Math is a class designed for students who are enrolled in the CBI Program and need instruction in the basic skills of Algebra and Geometry as preparation for post high school programs. The content is also designed to give the students additional math instruction to help them prepare for the Ohio Graduation Test. The mathematical content of the course will be a survey of topics from Algebra, Geometry, Probability and Statistics. The presentation of the material will be through in-class work as well as projects centered on inquiry problems. Bridges Math is designed for students who have failed a freshman math course and who must earn math credits to meet graduation requirements. (Year course-1 credit) CBI Math 11 - #8208, CBI Math 12 - #8216
## SCIENCE PROGRAM

<table>
<thead>
<tr>
<th>GRADE</th>
<th>MODIFIED PROGRAM</th>
<th>CAREER AND STANDARD PROGRAM</th>
<th>ENRICHED PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Science Essentials</td>
<td>Physical Science</td>
<td>Biology I</td>
</tr>
<tr>
<td>10</td>
<td>Biology Essentials</td>
<td>Biology I</td>
<td>Chemistry I</td>
</tr>
<tr>
<td>11</td>
<td>Integrated Science Essentials I &amp; II</td>
<td>Earth Science I &amp;/or II or ChemCom or Materials Science Chemistry I Anatomy &amp; Physiology I &amp;/or II</td>
<td>Physics I Enriched Accelerated Physics I Honors AP Biology II Honors AP Chemistry II Honors Organic Chemistry Honors AP Physics C: Mechanics</td>
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<td>Integrated Science Essentials I &amp; II</td>
<td>Earth Science I &amp;/or II Physics I Standard Chemistry I Anatomy &amp; Physiology I &amp;/or II</td>
<td>Physics I Honors AP Biology II Honors AP Chemistry II Honors Organic Chem. Honors AP Physics II</td>
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The Centerville High School Science Department suggests use of this chart as a guide for the sequencing of courses. When planning your science courses, use both this chart and the course descriptions, paying particular attention to class prerequisites.
**SCIENCE ESSENTIALS #1203** is designed to provide students with real life foundation science skills. The course progresses at a slower pace and incorporates more individualized direction using a modified curriculum. Science Essentials presents a variety of introductory science topics emphasizing chemistry, space science and physics. Students will be exposed to various lab techniques and lab safety. Hands-on laboratory experiences and group projects emphasize every day applications of science. Students are selected for the modified program based on past science performance, teacher recommendation, reading and writing skills, and work ethic. (Lab Fee) *(Year course-1 credit)* *(Teacher Recommendation)*

**PHYSICAL SCIENCE #1206** presents a survey of introductory physical science topics emphasizing chemistry, physics and space science. Students will be exposed to various laboratory techniques and laboratory safety. This course serves the purpose of building a good science foundation and providing desirable background to successfully begin a course in Biology I, Chemistry I, Physics I, and/or Earth Science I and II. Physical Science may be thought of as the beginning course in a College Prep Science Curriculum. (Lab Fee) *(Year course-1 credit)*

**BIOLOGY ESSENTIALS #1209** is designed to provide students with real life foundation science skills. The course progresses at a slower pace and incorporates more individualized direction using a modified curriculum. Biology Essentials explores areas of ecology, population biology, biochemistry, cells, energy transfers, genetics, DNA, human genetics, earth’s history, evolution, and taxonomy. This course is designed to help students understand the complexities of the natural world as it pertains to everyday life. Hands-on laboratory experiences and group projects emphasize real life science applications. Students are selected for the modified program based on credit earned in Science Essentials or Physical Science, teacher recommendation, reading and writing skills, and work ethic. (Lab Fee) *(Year course-1 credit)* *(Teacher Recommendation)*

**BIOLOGY I #1212** covers areas of ecology, population biology, biochemistry, cells, energy transfers genetics, DNA, human genetics, earth’s history, evolution, and taxonomy. It is primarily designed as a sophomore level course. It is recommended that Biology I be taken by freshmen only if they plan on scheduling Geometry during the ninth grade, and have long range plans to schedule Biology II, Chemistry II, and/or Physics II. (Lab fee) *(Year course-1 credit)*

**ANATOMY & PHYSIOLOGY I AND II #1231 & #1236** are elective life science courses designed to be taken during two semesters. Anatomy & Physiology involves studying the integration of the structure and function of the human body. Topics covered in *Anatomy & Physiology I* include: cells, tissues, skeletal, muscular, nervous system, and the sensory organs. *Anatomy & Physiology II* covers the following: respiratory, digestive, cardiovascular, urinary, reproductive, and endocrine systems. Dissection is an expected requirement of this program. Successful completion of a life science credit is a prerequisite. Anatomy & Physiology I and II are independent courses and may be taken in any order. (Lab fee) *(Semester course-1/2 credit Anatomy & Physiology I and ½ credit Anatomy & Physiology II)*
HONORS A. P. BIOLOGY II * #1245 is based on a college freshman level biology curriculum. An emphasis is placed on mastery of the basics in a broad number of subject areas of biology. Areas covered include molecular and cellular biology, genetics, evolution, plants, animals, human biology, and ecology. Inquiry based and student directed lab investigations include the topics of: diffusion, enzymes, mitosis and meiosis, photosynthesis, cellular respiration, DNA electrophoresis, population genetics, bioinformatics, transpiration, animal behavior, and bacterial transformation. Students taking this course must have strong reading skills. Biology I and Chemistry I are prerequisites. A grade of B+ or higher in chemistry is strongly recommended. Chemistry II is very helpful. (Lab fee) (Year course-1 credit)

*Students who take the Advanced Placement exam in AP classes will be exempted from the final exam for the course. The second semester grades will be calculated on the basis of the third and fourth quarter averages.

INTEGRATED SCIENCE ESSENTIALS I AND II #1227 & #1230 are science courses designed to be taken during two semesters. This semester class should be taken by essentials students for their third science credit. The class progresses at a slower pace incorporating more individual direction using a modified curriculum. Integrated Science Essentials I is a physical science designed to study atomic structure and chemical bonding, chemical reactions, motion, force, work, plate tectonics, stars/constellations, solar system, moon, and weather systems on Earth. Integrated Science Essentials II covers environmental science, ecology, human systems, and earth over time. Successful completion of Science Essentials and Biology Essentials are a prerequisite. Integrated Science Essentials I and II are independent courses and may be taken in any order. (Lab fee) (Semester course-1/2 credit)

CHEMCOM #1221 is a college preparatory course for the student who is not necessarily science career oriented but who desires a chemistry background. ChemCom will serve as an introduction to chemical concepts and laboratory procedures while showing the real world applications of the science of chemistry. Note that ChemCom and Chemistry I are not two levels of the same course. They cover the general topic of chemistry in different ways and following different timelines, thus level changes between these classes are not permitted. (Lab Fee) (Year course-1 credit)

MATERIALS SCIENCE I AND II #1222 & 1223 offer a 21st century examination of solid matter and its uses. Topics covered in Materials Science I include solids and metals. Materials Science II covers ceramics, glass and polymers. Each unit will include a study of the properties and basic chemistry of that particular group of materials. Testing methods and manufacturing processes will also be investigated. Designed to be relevant to students’ lives and related to important topics in society, the workplace and the home, the course will be lab-oriented and hands-on. Successful completion of Biology is a prerequisite. Materials Science I and II are independent courses and may be taken in any order. (Lab fee) (Semester course-1/2 credit Materials Science I and 1/2 credit Materials Science II) Level changes between Materials Science, Chemcom and Chemistry are not permitted.
CHEMISTRY I  #1224 is designed for those college bound students intending to pursue a career in science, mathematics, or related fields, or for those students who want a more in-depth chemistry course. Chemistry I will provide an introduction to the science of chemistry with an emphasis on the scientific method, problem solving, and precise laboratory procedures. Note that Chemistry I and ChemCom are not two levels of the same course. They cover the general topic of chemistry in different ways and following different timelines, thus level changes between these classes are not permitted. (Lab fee) (Year course-1 credit)

HONORS A. P. CHEMISTRY II*  #1248 expands upon the concepts presented in Chemistry I, and explores such topics as thermo chemistry, chemical equilibria, and kinetics. This course is equivalent to an introductory college chemistry class, and utilizes a college-level chemistry textbook. This is a fast-paced, challenging course designed for students considering careers in medicine, engineering or science. Chemistry I and Algebra II are prerequisites. (Lab Fee) (Year course-1 credit)

*Students who take the Advanced Placement exam in AP classes will be exempted from the final exam for the course. The second semester grades will be calculated on the basis of the third and fourth quarter averages.

HONORS ORGANIC CHEMISTRY  #1249 Honors Organic Chemistry is an advanced college level course that will provide opportunities for students to develop an understanding of the structure, nomenclature, reactions, and uses of organic compounds. Reactions of alkanes, alkenes, and alkynes, and organic compounds having functional groups such as alcohols and carboxylic acids will be studied, as well as stereochemistry and mechanisms. Laboratory experiments will complement the class work and will all be conducted using microscale techniques. Prerequisite is successful completion of Honors A.P. Chemistry II (Lab Fee) (Year course – 1 credit)

PHYSICS I-STANDARD  #1242 provides a thorough introduction to topics from both classical and modern physics, including mechanics, electricity, magnetism, waves and basic nuclear physics. This college preparatory course, while rigorous, emphasizes conceptual understanding and real-life applications of physics. In addition to problem-solving, students should expect to participate in hands-on demonstrations and laboratory experiments. Prerequisite is completion of Geometry. Concurrent enrollment in Algebra II is recommended. (Lab Fee) (Year course-1 credit)

PHYSICS I- ENRICHED #1241 is designed for students who are skilled in math and seek a more fast-paced and challenging introductory physics class. It is also appropriate for students who are interested in progressing to AP Physics II. This course explores mechanics, electricity, magnetism, waves and basic nuclear physics, covering all of the same material as the standard course. At the enriched level, concepts are presented very rigorously with a greater focus on complex mathematical problem-solving. Lessons are reinforced through hands-on experiences and laboratory activities. Completion of Algebra II or concurrent enrollment in Honors or Enriched Algebra II is required for this course. (Lab fee) (Year course-1 credit)
ACCELERATED PHYSICS I #1243 is a one semester college preparatory Physics I course intended for mathematically gifted students who will progress to AP Physics II. Students who are considering this course must have exceptional mathematical skills, considerable knowledge of measuring physical quantities, knowledge of laboratory procedure, and excellent organizational and problem solving skills. The primary goals of this course are the same as those of Physics I, but the material will be covered in half the time, necessitating some independent study. Topics covered are mechanics, electricity, magnetism, waves and some basic nuclear physics. Students interested in enrolling should have successfully passed honors Algebra II and Chemistry I with a B+ or higher. Course enrollment is limited and may require a teacher recommendation. (Lab Fee) (Semester Course - 1 credit)

HONORS A.P. PHYSICS II #1251 is designed to prepare students for the Advanced Placement Physics C examinations in both Mechanics and Electricity and Magnetism, satisfying the guidelines of the Advanced Placement Program. Approximately one half of the year is devoted to advanced mechanics concepts, and the remainder to an advanced treatment of electricity and magnetism topics. Problems in Advanced Placement Physics are calculus-based and are integrated into the course material. Basic instruction in calculus is included as part of the course. Use of calculus in problem solving and derivations increases as the course progresses, and calculus is used freely in the second semester. This course provides a college-level laboratory experience. Students considering enrolling in the course should check the online description of the Advanced Placement Program at www.collegeboard.com. Physics I and Pre-calculus are prerequisites. Completion of or concurrent enrollment in Calculus is recommended. (Lab Fee) (Year course-1 credit)

*Students who take the Advanced Placement exam in AP classes will be exempted from the final exam for the course. The second semester grades will be calculated on the basis of the third and fourth quarter averages

EARTH SCIENCE I AND II #1215 & 1218 are elective courses designed as two semester courses. In Earth Science I students will study the origins, structure and composition of the Earth, minerals and rocks, plate tectonics, various Earth processes such as: volcanoes, earthquakes and mountain building, weathering and erosion. Other topics would include surface and groundwater, glaciation, wind, water and ocean currents. Earth Science II topics will include weather and climatology, oceanography, astronomy, and Earth's history. Research on the National Parks System will serve as the culminating project in Earth Science II. Emphasis is placed on laboratory exercises. Earth Science I and II are independent courses and may be taken in any order. (Lab fee) (Semester course-1/2 credit Earth Science I and 1/2 credit Earth Science II)
WORLD LANGUAGES

FRENCH I #1403 is a beginning course designed to develop basic listening and speaking skills through daily use of the language and frequent use of prerecorded audio materials. Fundamental reading and writing abilities are developed through the use of written exercises and simple reading selections. Practical vocabulary and language structure are stressed throughout the course. A general appreciation of French culture is emphasized through readings, videos, and discussions on selected topics. (Lab Fee) (Year course-1 credit)

FRENCH II #1406 continues the development of the listening and speaking skills through extended conversation and taped exercises. Reading abilities and vocabulary are further expanded through short stories and dialogues. Additional use of language structure is developed through written exercises, brief compositions and short narratives. Appreciation of French culture is further extended through videos, class discussions, and cultural reading materials. The use of French in the classroom is stressed. Entire lessons in the target language may be taught and students will be encouraged to use as little English as possible with the goal of no conversational English use during class time. (Lab Fee) (Year course-1 credit)

FRENCH III #1409 is designed to refine and further develop the basic skills stressed in levels I and II. Emphasis is placed on finer points of the language structure. Speaking is expanded to numerous planned and spontaneous conversations and narratives. Vocabulary and reading comprehension are further developed through the reading of authentic poems, short stories, and a novel. Writing stresses lengthy but closely guided composition. Appreciation of Francophone culture is further expanded through authentic films, music, projects, and cultural reading materials. Summer work is required and includes the viewing and reporting on a French film in the target language. The summer assignment is evaluated as a writing grade. The use of French in the classroom is stressed, and the majority of the course will be conducted entirely in French. Students are expected to use little or no English. (Lab Fee) (Year course – 1 credit)

HONORS PRE-AP FRENCH LANGUAGE AND CULTURE #1412 is conducted entirely in French; this course is designed for students who have shown a high aptitude in language learning and who have successfully completed French III. It is the first part of a two-year cycle that prepares students for the AP French Language and Culture Exam. Students will engage in a wide variety of activities to develop skills in listening, writing, reading and speaking. Emphasis is on authentic texts, both written and auditory. Francophone culture is presented thematically and is an essential part of the course. A novel and a play are read. Students may opt to take the Advanced Placement exam after this course although it is recommended after AP French Language and Culture. Summer work is required and may include short essays, vocabulary study, readings, the viewing and reporting on a French film, grammar review, etc. (Year course-1 credit)
HONORS AP FRENCH LANGUAGE AND CULTURE #1415 is conducted entirely in French; this course is designed for students who have shown a high aptitude in language learning and who have successfully completed Honors Pre-AP French Language and Culture. It is the second part of a two-year cycle that prepares students for the AP French Language and Culture Exam. The content of this course is completely different from that of Honors Pre-AP French Language and Culture. AP French Language and Culture further refines students’ skills in listening, writing, reading and speaking. Francophone culture is presented thematically and is an essential part of the course. Emphasis is on authentic texts, both written and auditory. A novel and a play are read. Students will have the opportunity to attain the proficiency necessary for the Advanced Placement language examination and/or other college placement exams. Summer work is required and may include short essays, vocabulary study, readings, the viewing and reporting on a French film, grammar review, etc. (Year course-1 credit)

*Students who take the Advanced Placement exam in AP classes will be exempted from the final exam for the course. The second semester grades will be calculated on the basis of the third and fourth quarter averages

GERMAN I #1421 is a beginning course designed to develop basic listening and speaking skills through daily use of the language and frequent use of prerecorded audio materials. Fundamental reading and writing abilities are developed through the use of written exercises and simple reading selections. Practical vocabulary and language structure are stressed throughout the course. A general appreciation of German, Austrian and Swiss culture is emphasized through readings, videos, and discussions on selected topics. (Lab fee) (Year Course-1 credit)

GERMAN II #1424 continues the development of the listening and speaking skills begun in German I through extended conversation and taped exercises. Reading abilities and vocabulary are further expanded through short stories and dialogues. Use of language structure is developed through written exercises, brief compositions and short narratives. Appreciation of German, Austrian, and Swiss culture is further extended through videos, class discussions, and cultural reading materials. The use of German in the classroom is stressed. Entire lessons in the target language may be taught and students will be encouraged to use as little English as possible with the goal of no conversational English use during class time. **Note: To take German II students are recommended to have earned a C+ or higher in German I or middle school German.** (Lab fee) (Year course-1 credit)
GERMAN III #1427 is designed to refine and further develop the basic skills stressed in levels I and II. Emphasis is placed on finer points of the language structure. Speaking is extended to numerous planned and spontaneous conversations and narratives. Vocabulary and reading comprehension are further developed through the reading of simplified plays and short stories. Writing stresses lengthy but closely guided composition. Appreciation of German, Austrian, and Swiss culture is further expanded through videos, use of authentic realia and films, projects, and cultural reading materials. The use of German in the classroom is stressed. The majority of the class will be conducted entirely in the target language. The students will be expected to use little or no English. **Completion of German 2 with a C+ or higher is highly advised. Note: This class will require more focus and diligence than German II and should be considered an enriched level course.** (Lab Fee) (Year Course-1 credit)

HONORS PRE-AP GERMAN LANGUAGE #1430 is conducted nearly entirely in German, this course is designed for students who have shown a high aptitude in language learning. It is part of a two-year cycle that prepares the students for the AP German Language Exam. Students will engage in a wide variety of activities to further develop skills in reading, writing, listening and speaking. In addition, students will learn strategies to analyze authentic texts, both written and oral. Germanic culture and history will be presented thematically. Students may opt to take the Advanced Placement exam after this course, although it is recommended after AP German Language. Summer work is required and may include short essays, vocabulary study, readings, the viewing and reporting on a German film, grammar review, etc. **Note: Completion of German level 3 with a C- of higher is required or written recommendation from the level 3 teacher.** (Lab Fee) (Year course-1 credit)

HONORS AP GERMAN LANGUAGE #1433 is conducted entirely in German, this course is designed for students who have shown a high aptitude in language learning and who have successfully completed. Honors Pre-AP German Language. It is the second part of a two-year cycle that prepares students for the AP German Language Exam. AP German language further refines the students’ skills in listening, writing, reading and speaking. Students will have the opportunity to attain the proficiency necessary for the Advanced Placement language examination and/or other college placement exams. Summer work is required and may include short essays, vocabulary study, readings, the viewing and reporting on a German film, grammar review, etc. (Lab Fee) (Year course-1 credit)

*Students who take the Advanced Placement exam in AP classes will be exempted from the final exam for the course. The second semester grades will be calculated on the basis of the third and fourth quarter averages*
SPANISH I #1442 is a beginning course designed to develop basic listening and speaking skills through daily use of the language and frequent use of prerecorded audio materials. **The expectation of student and teacher use of Spanish each day is 50% at the beginning of the year and 75% at the end of the year.** Fundamental reading and writing abilities are developed through the use of written exercises and simple reading selections. Practical vocabulary and language structure are stressed throughout the course. A general appreciation of Spanish and Latin American culture is emphasized through readings, videos, and discussions on selected topics. **Note: To take Spanish I, it is highly suggested students are excelling in their English course with a B- or higher.** Students planning to continue their Spanish studies through level III must take regular Spanish II. It is suggested that students who have passed Spanish I at the middle school level go to Spanish II or Spanish II part I. (Lab fee) (Year Course-1 credit)

SPANISH II PART 1 AND PART 2 #1445 & #1448 provide students continuing experiences in Spanish from either middle school Spanish or Spanish I. This course progresses at a slower pace and incorporates the same linguistic stills as standard Spanish II (listening-speaking-reading-writing) but at a more fundamental level. More class time is spent on language practice and cultural applications as well as individual and group projects. **Note: Students who got a C + or lower either Spanish I or middle school Spanish are recommended for Spanish II Part I. This course is taught in English.** The course is NOT designed to prepare students for Spanish III. However, students who take Spanish II Part I may opt to go to regular level II the following year based on achievement. (Lab fee) (Part 1-year course-1 credit) (Part 2-year course-1 credit)

SPANISH II #1451 continues the development of the listening and speaking skills through extended conversation and taped exercises. Reading abilities and vocabulary are further expanded through short stories and dialogues. Use of language structure is developed through written exercises, brief compositions and short narratives. Appreciation of Spanish and Latin American culture is further extended through videos, class discussions, and cultural reading materials. The use of Spanish in the classroom is stressed. **The expectation of student and teacher use of Spanish each day is 85% at the beginning of the year and 95% at the end of the year.** Entire lessons in the target language may be taught and students will be encouraged to use as little English as possible with the goal of no conversational English use during class time. **Note: To take Spanish II students are recommended to have earned a B- or higher in Spanish I or middle school Spanish.** (Lab fee) (Year course-1 credit)
SPANISH III #1454 is designed to refine and further develop the basic skills stressed in levels I and II. Emphasis is placed on finer points of the language structure. Speaking is extended to numerous planned and spontaneous conversations and narratives. Vocabulary and reading comprehension are further developed through the reading of simplified plays and short stories. Writing stresses lengthy but closely guided composition. Appreciation of Spanish and Latin American culture is further expanded through videos, guest speakers, projects, and cultural reading materials. The use of Spanish in the classroom is stressed. **The expectation of student and teacher use of Spanish each day is 98% at the beginning of the year and 100% at the end of the year.** The majority of the class will be conducted entirely in the target language. The students will be expected to use little or no English. **Note: This class will require more focus and diligence than Spanish II and should be considered an Enriched level course.** (Lab Fee) (Year Course-1 credit)

HONORS PRE-AP SPANISH LANGUAGE #1457 is conducted entirely in Spanish; this course is designed for students who have shown a high aptitude in language learning. Students will engage in a wide variety of activities to further develop skills in reading, writing, listening and speaking. In addition, students will learn strategies to analyze authentic texts, both written and oral. Spanish culture and history will be presented thematically. Students may opt to take the Advanced Placement Language exam after this course although it is recommended after AP Spanish Language. Summer work is required and may include short essays, vocabulary study, readings, the viewing and reporting on a Spanish film, grammar review, etc. (Lab Fee) *(Year course-1 credit)*

- Honors Pre-AP Spanish Language
  - AP Spanish Language
  - AP Spanish Literature

HONORS AP SPANISH LANGUAGE #1460 is conducted entirely in Spanish, this course is designed for students who have shown a high aptitude in language learning and who have successfully completed Honors Pre-AP Spanish Language. AP Spanish language further refines the students’ skills in listening, writing, reading and speaking. Students will have the opportunity to attain the proficiency necessary for the Advanced Placement language examination and/or other college placement exams. If a student chooses, this course may be taken concurrently with AP Spanish Literature. Summer work is required and may include short essays, vocabulary study, readings, the viewing and reporting on a Spanish film, grammar review, etc. (Lab Fee) *(Year course-1 credit)*
AP SPANISH LITERATURE #1461 is designed for students who have shown a high aptitude in language learning and who have successfully completed Honors Pre-AP Spanish Language. The AP Spanish Literature course is designed to provide students with a learning experience in Spanish and Latin American literature. Conducted entirely in Spanish, this course follows the advanced placement list of selected literature and is designed to prepare students for the Advanced Placement Spanish Literature Exam. This course differs from the AP Spanish Language class since the main emphasis is on literary interpretation through verbal and written analysis. If the student chooses, this course may be taken concurrently with AP Spanish Language. Summer work is required which will include reading and reporting on several short stories. (Lab Fee) (Year course-1 credit)

*Students who take the Advanced Placement exam in AP classes will be exempted from the final exam for the course. The second semester grades will be calculated on the basis of the third and fourth quarter averages
The art classes at CHS are designed to tap into the students’ creativity and build the artistic skills that are necessary in all forms of visual art. The beginning level courses are appropriate for a student wishing to explore the area of visual art while gaining comfort with the language and techniques used by artists. The advanced level courses build in complexity and focus, requiring a high degree of commitment from the student. Students are encouraged to explore all areas of course offerings and mediums.

- In order to advance students must complete each level with no lower than a “C” for each quarter.
- Pre-requisites must be followed through all levels.
- Studio Art, Studio Ceramics and Advanced Digital Art and Design may be repeated for credit.
- Studio level courses are for 11th and 12th grade students only.
- All classes have fees.

**ART I #1803** (grades 9-12) is the foundation class which introduces the elements and principles of art through varied experiences. Students will begin to develop the skills and techniques used by artists in a wide variety of careers, while engaging in the basics of art criticism and art history. Some outside class work is expected. (Lab Fee) *(Semester course-1/2 credit)*

**ART II #1806** (grades 10-12) Students continue to build on the skills and techniques introduced in Art I. Students will begin to work with increasingly complex processes and media while developing an individual solution to class problems. Individual research and outside class work are an expectation. Students must have a “B” or better in EACH QUARTER of the class in order to advance to the next level. Prerequisite Art 1. (Lab Fee) *(Semester course-1/2 credit)*
ART III #1809 is a course for the self-motivated and serious art student. This course explores traditional and non-traditional approaches to observational studies in art using the medium and techniques of drawing and painting. Students should be highly motivated. Students will be required to complete outside work, exploration and research. Students must have a “B” or better in EACH QUARTER of the class on order to advance to the next level. Prerequisite: Art II. (Lab Fee) (Semester course - 1/2 credit)

STUDIO ART #1824 (grades 11-12) is for students who are considering post-secondary study in a visual art related field. The emphasis will be on exploring a variety of approaches to observational studies while discovering a personal style of expression. Students must complete a body of work consisting of 15-20 pieced. This course requires a serious focus and commitment to developing as an art student as well as the willingness to spend several hours working outside of class. May require summer work. Prerequisite - Art III required. (Lab Fee) (Semester Course – 1/2 credit)

STUDIO ART MAY BE TAKEN TWICE IN A SCHOOL YEAR.

CERAMICS I #1812 is an introduction of the medium of clay as an expressive and functional art form. Students will learn a variety of basic hand building construction methods and will be required to complete assignments of both functional pottery and sculpture. Students will also learn basic techniques for glazing the works they create in class. Students will gain an understanding of the tools and equipment necessary to operate a ceramic studio as well as an overview of the history and aesthetics of ceramics as an art form. Student critiques will provide feedback and strengthen students’ skills in critical thinking and problem solving. Students must have a “C” or better in EACH QUARTER of the class in order to advance to the next level. (Lab Fee) (Semester course - 1/2 credit)

CERAMICS II #1815 is a continuation of skill building in working with clay as an expressive medium. Students will continue to explore methods of hand building in clay, and will explore various clay bodies as they continue to experiment with the process of working in this medium. Students in Ceramics II will begin their introduction to wheel throwing, and will have the chance to practice and develop their skills. Students will further examine ceramic history and aesthetics as well as contemporary ceramic art. Assignments will include both functional and expressive sculptural work and students are encouraged to continue to move towards an individual approach and style in their ceramic art. Out of class work in the form of required sketchbook assignments and research, along with the student critiques, will provide feedback and strengthen students’ skills in critical thinking and problem solving. Students must have a “B” or better in EACH QUARTER of the class in order to advance to the next level. Prerequisite - Ceramics I. (Lab Fee) (Semester course - 1/2 credit)
ADVANCED CERAMICS STUDIO #1816, a class for 11th or 12th grade students, is for the serious student who has completed Ceramics I and II and wishes to continue to refine their skills with clay while pursuing a personal artistic vision. Students will work with the instructor to create a plan that will produce a body of work that reflects their personal vision, whether functional or non-functional. The work produced in this class will be of high technical quality as well as show proficiency in critical thinking and problem solving. Students will be expected to exhibit their work during the second quarter of the course. A.C.S. students will be expected to participate in the daily operations of the ceramic studio including loading and unloading kilns, mixing glazes, preparing kiln shelves, and maintaining equipment. Out of class work in the form of sketchbook assignments and research, along with student critiques, will provide feedback and strengthen students’ skills in critical thinking and problem solving. Teacher recommendation required. Students must have a “B” or better in EACH QUARTER of the class in order to advance to the next level. Prerequisite Ceramics I & II. (Lab Fee) (Semester course ½ credit)

DIGITAL ART AND DESIGN #1827 focuses on the elements and principles of design and introduces students to the purpose and applications of digital media. Students will create computer graphics, web pages, animations, logos, motion graphics, and interactive presentations while analyzing art history and the purpose of design. Students will utilize such software programs as Adobe Photoshop and Macromedia Studio 8 to create independent projects. Student critiques will provide feedback as well as strengthen the students’ understanding of the concepts. Students must have a “C” or better in EACH QUARTER of the class in order to advance to the next level. Prerequisite: Computer Applications. (Lab Fee) (Semester course-1/2 credit)

ADVANCED DIGITAL ART AND DESIGN #1830 expands upon the principles and applications learned in Digital Art & Design. Students develop and create complex interactive projects in a professional design studio environment. Students will explore advanced interactivity, photo manipulation, cartoon character development, user interface design, and basic game design. Students will obtain hands-on experience in client management and work both collaboratively and independently. This course is fast paced and requires independent production. Prerequisites: Digital Art & Design with a minimum grade of C. (Lab Fee) (Semester course-1/2 credit)

DIGITAL PHOTOGRAPHY #1907- This course introduces students to the art of photography. Students will develop a vocabulary for describing, analyzing, interpreting, and judging photographic images. They will understand and apply the elements of photography and the principles of composition in developing their own sense of style. Students will use artistic intent and processes to capture, develop, print, and present multiple images. Students explore photography’s historical and cultural context, along with contributions of important photographers to the art form. (Lab Fee) (Semester course- 1/2 credit)
VIDEOGRAPHY - #1833 (Stand-Alone Class or Mass Communications) - This course offers an introduction to digital video camera use and editing. Students will record and edit their own projects. Students will explore video’s historical and cultural context, and gain an understanding of television news, advertising and film making. *(Semester Course-1/2 credit)*

ADVANCED VIDEOGRAPHY #1836 – This course is for students who have proven their videotaping and editing skills in Videography or a similar course. Students will work, with the instructor’s guidance, to create independent projects and assist other staff members in recording and editing projects. Passing Videography with a C or better is a prerequisite for Advanced Videography. *(Semester Course-1/2 credit)*

INTERPRETIVE ARTS #1066 - This semester oral interpretation course provides a laboratory setting in which the student will gain poise and confidence as he/she learns the basic elements of vocal and physical delivery skills through interpretation of children’s literature, prose, poetry, and drama, as well as pantomime and acting. The emphasis in this interpretive class is on artistic presentations that allow the student to be more creative in expressing him or herself. This class may be taken at any time in the student’s high school experience. *(Semester course-1/2 credit)*

ADVANCED INTERPRETIVE ARTS #1072 - This year-long course provides an intensive laboratory experience for the student who has already mastered the basic communication skills and is truly interested in refining those skills and expanding his/her speaking experiences beyond the classroom setting. The goal of this course is for the student to develop exceptional poise and confidence that enable him/her to speak under any circumstances, in any setting, in front of any audience, at any time. Students will be expected to speak in a variety of situations outside the classroom including National Forensic League competition, Optimist and Rotary contests, club meetings, and theater performances. Specific units in the curriculum include humorous and dramatic interpretation, oratorical interpretation, original oratory, prose and poetry reading, duet acting, pantomime and children’s theater. This course offers a full year of Fine Arts credit. It may be taken at any time in the student’s high school experience and may be repeated for credit. Interpretive Arts or Persuasive Arts is a prerequisite for Advanced Interpretive Arts. *(Year course-1 credit)*

YEARBOOK #1908 will create the nationally ranked Elkonian Yearbook by using Adobe InDesign and Photoshop. Students will learn techniques and skills used in magazine and book publishing from graphic design and layout to journalistic writing, reporting, and photography to create and publish the Elkonian Yearbook. In addition to creating the yearbook, students will be responsible for advertising and marketing the Elkonian Yearbook. The classroom is equipped with industry standard Macintosh computers. *(Lab Fee) (Year Course – 1 credit)*
CONCERT BAND #1857 is open to those students who have achieved a moderate degree of proficiency on a woodwind, brass, or percussion instrument. Emphasis will be placed on basic skills and theory and performance of band literature. This ensemble will perform at concerts and other functions. A method book fee will be collected. Rehearsals may occur outside of the normal class time. All performances will occur outside of the normal class time. These additional requirements are part of the class, and will be communicated by the director in advance. (Lab Fee) (Year course-1 credit)

All percussion students in Concert Band and Symphonic Band participate in a break out course, under the umbrella of the regular band class. Required course materials for percussion class include the same instruments from middle school band (concert sticks, mallets, pad, and pad stand). There is an additional fee of $25 for school percussion instrument use during the year.

SYMPHONIC BAND #1860 is open to those students who have achieved a high proficiency on a woodwind, brass, or percussion instrument. A wide variety of music, individual skills, and theory will be covered in this course. This ensemble will perform at concerts and other functions. A method book fee will be collected. Students in this course will be selected by audition. Rehearsals may occur outside of the normal class time. All performances will occur outside of the normal class time. These additional requirements are part of the class, and will be communicated by the director in advance. (Lab Fee) (Year course-1 credit)

All percussion students in Concert Band and Symphonic Band participate in a break out course, under the umbrella of the regular band class. Required course materials for percussion class include the same instruments from middle school band (concert sticks, mallets, pad, and pad stand). There is an additional fee of $25 for school percussion instrument use during the year.

SYMPHONIC BAND HONORS OPTION #1861 is an opportunity for those students wishing to pursue the study of music at a higher level as a member of the Symphonic Band. These students would meet the requirements for Symphonic Band (as outlined above) with the following additional requirements. (Year course-1 credit)

1. Take Private Lessons on a Symphonic Band instrument
2. Perform 5 hours per quarter of Music Community Service tutoring younger band students
3. Perform in an OMEA Honors Band, College Honors Band, Dayton Youth Philharmonic, College Music Workshop, or equivalent
**WIND SYMPHONY #1863** is the premier performing band and is open to those students who have achieved an advanced degree of proficiency on a woodwind, brass, or percussion instrument. A wide variety of music, individual skills, and theory will be covered in this course. This ensemble will perform at concerts and other functions. A uniform and method book fee will be collected. Students in this course will be selected by audition. *Rehearsals and performances will occur outside of the normal class time. These additional requirements are part of the class, and will be communicated by the director in advance. There is also the possibility of an additional performance trip that may require an additional trip fee.* (Lab Fee) *(Year course-1 credit)*

**WIND SYMPHONY HONORS OPTION #1866** is an opportunity for those students wishing to pursue the study of music at a higher level as a member of the Wind Symphony. These students would meet the requirements for Wind Symphony (as outlined above) with the following additional requirements. *(Year course-1 credit)*

1. Take Private Lessons on a Symphonic Band instrument
2. Perform 5 hours per quarter of Music Community Service tutoring younger band students
3. Perform in an OMEA Honors Band, College Honors Band, Dayton Youth Philharmonic, College Music Workshop, or equivalent

**JAZZ-ROCK IMPROVISATION #1848** is for musicians who wish to begin or continue their skills in jazz improvisation. Improvisation is the creative art of playing and creating melodies based on the chord and scale structure of the song. Computers and music software will be utilized to develop improvisation skills. Basic instrumental skills, the ability to read music notation, and knowledge of scales are prerequisites. A method book fee will be collected. (Lab Fee) *(Semester course-1/2 credit)*

**CONCERT ORCHESTRA #1869** is open to students who have achieved a moderate degree of proficiency on a violin, viola, cello, or string bass. Emphasis will be placed on refining basic technique, music theory and advancing skill sets such as shifting and vibrato. The ensemble plays a wide variety of string orchestra literature. This orchestra performs outside of the normal class time. Attendance at all scheduled events for the course is required of each member. There is a uniform fee. *(Year course-1 credit)*

**SYMPHONIC ORCHESTRA #1875** is open to students who have achieved an advanced degree of proficiency on a violin, viola, cello or string bass. Emphasis will be placed on further advancing technical skills, music theory and the performance of wide variety of string orchestra literature. This ensemble performs outside of the normal class time. Attendance at all scheduled events for the course is required of each member. There is a uniform fee. **Students are selected for this ensemble through audition/placement.** There is an Honors Option for this course. Please see the requirements listed below as Honors Symphonic or Philharmonic Orchestra. *(Year course- 1 credit)*
PHILHARMONIC ORCHESTRA #1880 is the premier performing ensemble of the high school orchestra program. Philharmonic Orchestra is for students who have achieved a high degree of proficiency on a violin, viola, cello, or string bass. Emphasis is placed on the study of music history and theory through learning advanced orchestra repertoire. This ensemble performs outside of the normal class time. Attendance at all scheduled events for the course is required of each member. Private instruction is strongly recommended. There is a uniform fee. There is also the possibility of a performance trip that may require a trip fee (fund raising options provided). Students are selected for this ensemble through audition only. There is an Honors Option for this course. Please see the requirements listed below as Honors Symphonic or Philharmonic Orchestra. (Year course - 1 credit)

HONORS SYMPHONIC or PHILHARMONIC ORCHESTRA #1878 or #1881 is open to those members of Symphonic or Philharmonic Orchestra wishing to further broaden their musical studies through intensive performance. In addition to meeting all the requirement for Symphonic or Philharmonic Orchestra, students selecting the performance honors option will comply with the following requirements: (Year course -1 credit)

1. Take regular private lessons on their Orchestra instrument.
2. Perform 15 hours of Music Community Service per school year tutoring younger orchestra students and/or performing pre-approved community outreach.
3. Perform in the Dayton Youth Philharmonic Orchestra, a Centerville Orchestra Program extra-curricular ensemble, or a pre-approved area ensemble.
4. Participation in OMEA Solo and Ensemble, Federation or give an approved solo recital.
5. Attend one concert per quarter and complete a critique of the performance as part of the required/provided Honors Journal.

WOMEN’S CHOIR # 1885 is open to all female students interested in getting the choral experience. The objectives of this choral class are to teach correct vocal production and the basic musicianship essential to good singing. Students will learn how to achieve an extended range, accurate intonation, proper breath support, correct diction, blend and balance. This choir is open to any female student interested in singing. (Lab Fee) (Year course-1 credit)

BELLA VOCE #18851 is an auditioned group of students who will perform the highest level of women’s choral literature. This group will perform at concerts, OMEA contests, school assemblies, community functions, and local/national competitions. Students will be auditioned and selected by the choral director. (Lab Fee) (Year course – 1 credit)

MEN’S CHOIR #1886 is open to any male student interested in getting the choral experience. The objectives of this choral class are to teach correct vocal production and the basic musicianship essential to good singing. Students will learn how to achieve an extended range, accurate intonation, proper breath support, correct diction, blend, and balance. This choir is open to any male student interested in singing. (Lab Fee) (Year course-1 credit)
SYMPHONIC CHOIR #1887 is an auditioned group of students that will perform the highest level of mixed choral music. This choir will perform a variety of music at concerts, OMEA contests, school assemblies, community functions, and local/national competitions. Students will be auditioned and selected by the choral director. (Lab Fee) *(Year course-1 credit)*

SYMPHONIC CHOIR HONORS #18871 is an opportunity for those students wishing to pursue the study of music at a higher level as a member of Symphonic Choir. These students would meet the requirements for Symphonic Choir, as outlined above, with the following additional requirements:

1. Take private voice lessons
2. Perform 5 hours per quarter of music community service tutoring younger choir students
3. Perform in an outside choir or honors ensemble, attend a choral/music workshop, or perform at OMEA Solo/Ensemble Contest

*(Year course – 1 credit)*

FORTE - Contemporary A cappella Group #1888 Members of Forte will perform at the highest level in the contemporary a cappella style. Students will be auditioned and selected by the choral director. Interested students must be able to sing in the pop/jazz style and, therefore, must audition in this style. Auditions will also be held for a vocal percussionist. Forte will perform at concerts, school assemblies, community functions, and local/national competitions. Each year this group will record a professional CD for release to the public. Fees will be assessed in order to purchase original a cappella arrangements and for recording purposes. (Lab Fee) *(Year course-1 credit)*

FORTE HONORS #18881 is an opportunity for those students who wish to pursue the study of music at a higher level as a member of Forte. These students would meet the requirements for Forte, as outlined above, with the following additional requirements:

4. Take private voice lessons
5. Perform 5 hours per quarter of music community service tutoring younger choir students
6. Perform in an outside choir or honors ensemble, attend a choral/music workshop, or perform at OMEA Solo/Ensemble Contest

*(Year course – 1 credit)*
**BASIC MUSIC THEORY #1851** is designed for students who enjoy music and who are interested in the basic fundamentals of its creation. Students interested in taking this course should have a basic understanding of music notation and vocabulary. Students will learn to identify key signatures, define intervals, build and identify chord structures, take melodic, rhythmic, and harmonic dictation, develop keyboard familiarity, sight-sing musical notation, and develop musical vocabulary. In addition, students will construct major and minor scales, analyze form, and study tonality. Through the study of elementary harmony, students will analyze and compose four-part harmonization of melodies and will progress through learning how to compose their own music. Students will also study the progression of Music History from the Middle Ages, Renaissance, Baroque, Classical, Romantic, and Twentieth Century music. A varied repertoire of music will act as the basis for investigative inquiries, musical analysis, and modeling techniques. Knowledge of material will be demonstrated through written, singing, and listening exercise and exams, composition projects, presentations, and analysis.

*(Semester course – ½ credit)*

**ADVANCED PLACEMENT MUSIC THEORY #1852** is an in-depth study of the structure of music as it relates to musical notation, melody, harmony, rhythm, meter, and texture. Students must be prepared to study all major/minor scales and modes including all key signatures. In addition, students will apply themselves to analysis of musical scores identifying harmonic intervals, chord structure, chord inversions and chord progressions. Basic chord progressions and voice leading will be played by students on the piano and students will continue to develop sight-singing, dictation and other ear training skills. Students will also study the progression of Music History from the Middle Ages, Renaissance, Baroque, Classical, Romantic, and Twentieth Century music. Knowledge of material will be demonstrated through written, singing, and listening exercises and exams, composition projects, presentations, and analysis. The Advanced Placement exam will be taken by all enrolled students at the end of the course.

**Prerequisite – Basic Music Theory or currently enrolled in Wind Symphony, Symphonic Orchestra, Symphonic Choir or Forte.** *(Lab Fee) (Semester course – ½ credit)*

*Students who take the Advanced Placement exam in AP classes will be exempted from the final exam for the course. The second semester grades will be calculated on the basis of the third and fourth quarter averages.*
MUSIC CO-CURRICULAR ACTIVITIES

Marching Band - The Centerville Jazz Band is one of the school’s largest co-curricular activities. This award-winning band performs at parades, football games, community events, and band competitions and represents Centerville High School throughout the area, state and midwest. See Marching Band Information in the Band Department for complete information. The Physical Education Option can be selected for this activity. The marching band includes woodwinds, brass, percussion, and color guard. All incoming freshmen who participate in Marching Band must sign up for a regular band class during the school day.

*All incoming 9th grade (Class of 2018) and 10th grade (Class of 2017) students must be enrolled in a Concert Band, Symphonic Band, or Wind Symphony class to be eligible to participate in Marching Band.

Jazz Ensembles are offered as an important element of the total band program. Currently there are three jazz ensembles. The jazz groups perform at concerts and jazz festivals during the second semester. Rehearsals are after school two days a week following the Marching Band season. There is a uniform fee and auditions for these groups.

Winter Guard is a co-curricular activity for those students interested in indoor Color Guard. There are several rehearsals weekly and competitions on weekends including several overnight trips. The Winter Guard competes at local, state, and regional events and functions from December through early April. There is a participation fee and auditions for this group.

Winter Percussion is a co-curricular activity for those students interested in a marching indoor percussion ensemble. There are several rehearsals weekly and competitions on weekends including several overnight trips. The Winter Percussion competes at local, state, and regional events and functions from December through early April. There is a participation fee and auditions for this group. There presently are two drumlines: 1) Winter Percussion World Class, 2) Winter Percussion "A" Class.

Solos and Ensembles are opportunities for band members to play in small groups to improve their skills. Much of the rehearsal is on an independent self-study basis. There are opportunities to perform such as the OMEA Solo and Ensemble Competition in the winter and various community events.

Pep Bands are formed throughout the year as the need arises. They perform for a variety of events such as school assemblies, sports activities, and community events. The pep bands do not rehearse on a regular basis.
Centerville Youth Orchestra (CYO) is a co-curricular activity for those students in 9th grade who are interested in a full orchestra (band and strings) experience which beings in September and ends in May. The CYO rehearses once a week after school on Tuesdays. The activities for the year may include four concerts, a fall social, a college day visitation/workshop and a trip including a competition. There is a registration fee and a pay-to-participate fee as well as auditions for this group. Students must be active members in their school orchestra or band.

Alternative Strings is an important element of the total orchestra program. Alternative strings focuses on music that is non-classical (i.e. Celtic, Bluegrass, Jazz and Electronic music). Students in grades 9-12 may audition for this group, which meets once a week after school on Thursdays. The activities for the year may include four performances in and out of school. There is a registration fee and a pay-to-participate fee as well as auditions for this group. Students must be active members in their school orchestra to be a member of this group.
CHS Dance Program

The Centerville Dance Program is open to all students, new and experienced dancers. The dance program provides a positive, respectful, & creative atmosphere for all students to develop their dance technique/coordination and freely express themselves through the exploration of movement. Each dance course exposes students to modern, street jazz, & ballet technique. The semester culminates in a dance concert in which all enrolled students are required to perform.

Course Offerings:

- **Dance Fitness** (9th-12th, no audition required)
- **Dance Level I** (Beginning 9th-12th, no audition required)
- **Level II** (Advanced Beginning 9th-12th, audition/placement required)
- **Level III** (Intermediate 9th-12th, audition/placement required)
- **CDC II** (2nd Company 9th-12th, audition/placement required)
- **CDC** (1st Company 10th-12th, audition/placement required)

Placement audition dates and times will be posted around the time of scheduling. If a student hasn’t auditioned at the date of scheduling that student should sign-up for the level they feel appropriate, however an audition is still required. After the completion of auditions, guidance counselors will be informed of placement changes. An audition is required for students to participate any class above Level II.

Course Descriptions:

**Dance Fitness** (9th-12th, no audition required)
This class is designed for athletes, dancers and actors or anyone wanting to get into shape. On a daily basis students must actively participate, as the course will rotate units of Yoga, Pilates, Dance Aerobics, Interval/Circuit Training and Zumba. In this fun and upbeat classroom environment students learn how to stretch correctly, enhance their physical and mental strength, as well as improve their balance and coordination. Students gain tools on how to become a well-rounded, happier, and healthier individual! (Semester course – ¼ PE credit) **Because this is a PE credit, no Fine Arts credit will be awarded.**

**Dance Level I** #1889 (Beginning 9th-12th, no audition required)
This class is for students who have had little to no previous dance experience. In Level I, students are introduced to modern, ballet and street jazz techniques. This fun, upbeat classroom environment allows students to learn dance exercises and techniques at a beginning level pace that build strength, develop coordination, and increase flexibility. Students are exposed to the history of dance, dance vocabulary, new music, choreography, and performance. The semester culminates in a dance concert in which all enrolled students are required to perform. This course has a $25 lab fee, which goes towards the purchase of a semester dance t-shirt and some costume supplies needed for the performance. (Semester course – ½ credits)
Dance Level II #1891 (Advanced Beginning 9th-12th, audition/placement required)
Students selected for this course should show a basic understanding of dance technique and vocabulary. Students will be exposed to more technically challenging dance combinations as well as group collaborations to help advance their skills as a dancer. Through movement based projects students will take a deeper look into dance history, choreography, and performance. The semester culminates in a dance concert in which all enrolled students are required to perform. This course has a $25 lab fee, which goes towards the purchase of a semester dance t-shirt and some costume supplies needed for the performance. (Semester course – ½ credit)

Dance Level III #1893 (Intermediate 9th-12th audition/placement required)
Students selected for this course should have a strong understanding of dance technique and vocabulary. In this fast past environment, students will be exposed to exercises and techniques that develop a more proficient dancer and performer. Students will perform works requiring a greater movement range, expression and risk taking. Through dance improvisation and interdisciplinary art projects students will explore new ways of moving and thinking about dance. In this course students will learn the power of dance as a form of artistic communication. The semester culminates in a dance concert in which all enrolled students are required to perform. This course has a $25 lab fee, which goes towards the purchase of a semester dance t-shirt and some costume supplies needed for the performance. (Semester course – ½ credit)

Centerville Dance Company II #1904
(2nd Company 9th-12th, audition/placement required)
Students selected for CDC II have either participated in previous dance levels or is an advanced dancer in the 9th grade. Members of CDC II will learn dance history, kinesiology and how to approach choreography. Students will continue to strengthen their dance technique and work on advanced turns and leaps. CDC II members will have some mandatory after school rehearsals as well as performance responsibilities outside of the academic school day. The semester culminates in a dance concert in which all enrolled students are required to perform. This course has a $40 lab fee, which goes towards the purchase of a semester dance t-shirt and some costume supplies needed for performances. (Semester course – ½ credit)

Centerville Dance Company #1895
(1st Company 10th-12th, audition/placement required)
Students selected for CDC must have an advanced understanding of dance etiquette, technique, and stylistic nuance as well as a strong interest in movement exploration/improvisation and choreography. A course for the serious dancer, CDC members have an extended school day until 3:30 pm on Tuesdays and Thursdays for rehearsals. CDC is a lab-based company that spotlights student choreography and performance as well as encourages a stronger understanding of dance production. Through research, observations, and written work, members of CDC take a look at dance from the past, present, and future and are encouraged to develop their own point of view about dance. In this yearlong course, there will be guest teachers, master classes and multiple performance opportunities. Each semester culminates in a dance concert in which all enrolled students are required to perform. This course has a $40 lab fee, which goes towards the purchase of a semester dance t-shirt and some costume supplies needed for performances. (Yearlong course – ½ credit each semester)
The new theatre program offerings have been designed under the premise that both performers and technicians need a well-rounded background both on and off stage. The two semester classes integrate both technical theatre and performance. They work to provide the full picture of theatre as a truly collaborative art form.

**INTRODUCTION TO THEATRE/THEATRE ARTS I #1899** This class will serve as an introduction to all aspects of theatre. It will cover both the performance and the technical aspects of theatre (scenery, lighting, costuming, sound). This class will use lectures, games, projects, movies, and hands-on activities to survey the broad field of theatre. Topics to be covered include principles of theatrical design, improvisational comedy, hand-to-hand stage combat, theatrical professions, musical theatre, dramatic literature, acting games, and more. There will also be field trip(s) to see theatrical productions in the greater Dayton area. Lab Fee *(Semester class-1/2 credit)*

**THEATRE ARTS II #1900-** This class serves as a continuation of Introduction to Theatre. It will focus on some of the finer aspects of performing and technical theatre. The class will utilize lectures, games, projects, movies and hands on activities. Special projects in the student’s area of interest (technical or performance based) will be undertaken, and a more thorough understanding of the theatrical process will be obtained. Because the curriculum for Theatre II will be different each semester, the class can be repeated for credit. Prerequisite: Theatre I or Permission of Instructor. Lab Fee *(Semester course - 1/2 credit)*

**ADVANCED ACTING AND DIRECTING #1901** This class is a full year, ensemble class that will be geared towards mastering the fundamentals of acting through constant individual and collaborative performances. Monologue and scene work will be drawn from both contemporary and classical sources. There will also be opportunities to begin to learn the craft of directing through scene work. This class will culminate in a final, fully-mounted production with other potential performances throughout the year. Advanced Acting and Directing may be repeated for credit. Prerequisite: Permission of instructor. *(Year course - 1 credit)*
ADVANCED ACTING AND DIRECTING – HONORS #1902 To earn honors credit for this class, students must complete the following requirements:

- Read two plays per quarter from a provided list and fill out the required play reports.
- Attend two approved performances per quarter. One must be a theatrical production at an approved theatre and the other may be from an allied art (dance, music, performance art).
- Audition for every CHS main-stage show, accepting any role cast in.
- In addition, those selecting the honors option will be provided with longer and/or more difficult monologues and scenes.
- Maintain an acting journal as directed by the instructor.
APPLIED ARTS

HEALTH #1703

GENERAL: Health is a one-semester course in which the student earns one-half credit. It is required for graduation.

CURRICULUM: The curriculum is based on teen health concerns with the goal that students will be able to make healthy choices. The major areas covered include:

- Mental/Emotional/Social Health & Wellness
- Reproductive System
- Sexually Transmitted Infections
- Abstinence/Birth Control
- Refusal Skills
- Relationships
- Preventing School Violence (bullying, cyber bullying)
- Alcohol
- Tobacco
- Drugs
- Emergency care and Adult/Child/Infant CPR through American Heart Association
- Nutrition & Fitness

EVALUATION: Teachers will base the students’ grades on tests, quizzes, homework, class participation and/or other assignments.

LAB FEE: $4.00 to cover the CPR expenses, hands-on activities, and classroom incentives.

PHYSICAL EDUCATION POLICIES

*In order to comply with State Physical Education Standards, what was formerly known as “Physical Education”, has been reorganized into “Physical Education I”, and “Physical Education II”.*

DRESS CODE:

All students participating in Physical Education at Centerville High School are required to wear athletic clothing in combination with adequate and safe footwear at all times. The CHS dress code applies in Physical Education class and can be found in the Student Handbook.

Requirements for appropriate athletic clothing:

- Clothing and footwear is safe for the student and others
- Clothing and footwear does not restrict the student from participating
- Clothing and footwear is not distracting to the student or others

*If clothing or footwear does not meet these 3 requirements, students will receive “Dress Strikes” and possible grade reduction in the class. Even if a student does not dress, they will be required to participate in alternative activities and can potentially earn all participation points that day.*
DRESS STRIKES:
Strike 1 = Verbal Warning
Strike 2 = Verbal Warning
Strike 3 = Contract is signed by student with action plan to avoid future Dress Strikes
Strike 4 = 30 Minute Detention
Strike 5+ = 1 Letter Grade Reduction each time student does not dress

LOCKER ROOMS:
Locker rooms are provided for students to use 5 minutes before and after each class, on a daily basis. All students are responsible for their own valuables, and must lock up personal items during class and remove all belongings at the end of each class. Centerville High School personnel are not responsible for lost, misplaced, or stolen personal student property.

GRADING:
The grading system for the Physical Education course is based on the new Benchmark Assessments adopted from the Ohio Department of Education. Students will be graded for each benchmark through a variety of categories:
• Daily Points: 1) Participation 2) Safety 3) Social Responsibility
• In-class Assignments/Labs
• Quizzes/Tests
• Homework

PHYSICAL EDUCATION:
COURSE REQUIREMENTS .... 1. Meets every day for one semester.
2. 1/4 credit earned for the semester
3. 2 semesters are required for graduation

TEACHING AREAS.............1. Physical Activity & Life-long Fitness
2. Team Sports & Leisure Activities

FEES..................................................1. $4.00 to cover cost of clip boards, pencils, hands-on activities, and classroom incentives.

Physical Education I: Physical Activity & Life-Long Fitness #1706
Are you ready to get fit, and have fun with peers while reaching your goals? If so, Physical Education I is just for you! This course offers a variety of enjoyable fitness activities for students. Students will develop both personal, and group Fitness plans that will encourage them to stay active throughout their lives.

Fitness units include, but are not limited to:
• Introduction to Fitness Concepts
  (including Fitnessgram Testing)
• Weight Training (Muscular Strength & Endurance, Toning, etc.)
• Cardio Games
• “Do It Yourself” Warm-up Routine

• Physical Activity Plan
• Exercise Stations (including moves from P90X, Insanity, and Yoga)
• Team Sports (including Soccer, Hockey, Pickle ball, and more!)
• Personal Fitness Plan
Physical Education II: Team Sports & Leisure Activities #1707
Do you enjoy being a part of a team and being physically active? If so, Physical Education II is just for you! This course offers a variety of enjoyable team sports for students. Students will enhance their mental, physical, and social skills of each sport while working together in teams.

Course units include, but are not limited to:
- Basketball
- Soccer
- Tag Rugby
- Flag Football
- Ultimate Frisbee
- Volleyball
- Table Tennis/Corn-hole
- Weight Training (Muscular Strength & Endurance, Toning, etc.)
- Cardio Games
- Introduction to Fitness Concepts (including Fitnessgram Testing)
- Physical Activity Portfolio

Advanced Weight Training #1708
This course is designed for the student who wants exposure to various resistance programs, training techniques, and fitness principles. Students will learn the benefits of flexibility, progression, and correct lifting technique. Aerobic, anaerobic, and circuit training will be explored through multiple strength training exercises. Students will be able to design their own program based on classroom experience and their own individual needs. Students electing strength training will be expected to challenge themselves to their maximum ability. This course is designed for students who have met their PE graduation requirements. **This class will not count toward PE credit but will be offered as a half elective credit.** This class is open to the student body and athletes in 10th, 11, and 12th grades. Prerequisite: Students must have completed or be in the process of completing PE graduation requirements through PE classes or PE Waiver. (Lab Fee) (Semester Course) **Zero Period- Advance Weight Training offered 1st and 2nd semester. Class meets from 6:35-7:20.**

CAPE Peer Tutoring #17151
CAPE Peer Tutoring is a unique opportunity offered for students wishing to provide a service to individuals with disabilities. This program is appropriate for students interested in pursuing a career in education, sports medicine, therapy, recreation, etc. Students acting as peer tutors will assist individuals with disabilities as they participate in a variety of modified physical activities designed to meet their specific needs. In addition, the CAPE program will address a modified version of the Ohio Physical Education Standards for students with disabilities. Adapted Physical Education is designed for students who will benefit more from an individualized and developmental physical education program than from general physical education. Individualized learning is made possible through the involvement of peer tutors who work under the guidance and direction of the CAPE instructor. Activities are designed for individuals with disabilities in order to allow for progression in their physical and cognitive skills. Peer tutors will work with students with disabilities as they participate in adapted sports, fitness, and motor skill centered activities, etc. This course will **not** count toward PE credit but will be offered as ½ elective credit. (Semester Course)
PHYSICAL EDUCATION WAIVER

The Physical Education Waiver is available to student athletes, members of after school marching band and flag corps, cheerleaders, and Coed members who practice and participate in a Centerville High School sanctioned activity on a daily basis. Students who wish to apply for the PE waiver must:

(a) Complete two full seasons meeting the participation requirements below.

and

(b) Complete one-half credit of additional elective coursework to meet credit requirements for graduation.

This psychomotor option focuses on 1) physical fitness, 2) motor skill development, 3) participation, 4) sports fitness, and 5) following the Athletic Code with no infractions. Daily participation paralleling the official sport season must be completed at a 90% attendance level in the specific activity for credit to be granted. Sports seasons are determined by the official starting date of the activity and conclude with the final formal activity of the group.

Process:
1. Student indicates interest in the PE waiver with their guidance counselor.
2. Coaches verify the student’s 90% participation in the sport at the conclusion of each season.
3. Counselors waive PE when participation requirements are successfully met.

*****Students may not combine PE Waiver with PE Class to earn PE requirement.

SPORTS MEDICINE #1760 is designed for those college bound students who plan to pursue a career in the medical or physical rehabilitation professions. This course will provide an introduction to human anatomy and physiology as well as the prevention, evaluation and rehabilitation of athletic injuries. Students will be required to participate in lab experience and observe athletic events as they pertain to sports medicine. Successful completion of Health is a prerequisite. Sports Medicine may be taken simultaneously with Biology I. (Lab fee) (Semester course-1/2 credit Applied Art)

CAREER EXPLORATION #1762 is a semester course to assist students in their educational and occupational planning. Students will investigate six career clusters outlined by Ohio’s Career Development Program (Arts / Communications, Natural Resources / Agriculture, Industry / Engineering, Business / Management, Health Services, and Human Services). Students assess their values, interests, attitudes, and beliefs about themselves and about the world of work in preparation for future career planning. A variety of career-related activities and materials will assist students in locating possible career pathways in high school and at post secondary institutions. Other topics related to career exploration and development will include: traditional/non-traditional careers, career training and preparation, employability skills, life-long learning, “soft skills” (like teamwork, communication, and interpersonal relations), occupational trends and career decision making. Lab fee required for consumable materials. (Semester course-1/2 credit Applied Art)
INTRODUCTION TO JOURNALISM #1764 – (Stand-Alone Class or Mass Communications)
This semester class presents an overview of the field of journalism and mass communication and teaches students to be consumers of media and to understand news-gathering and production. It includes basic news writing, reporting, editing and legal and ethical issues. Students will be introduced to print, online and broadcast journalism. (Lab Fee) (Semester course – ½ credit)

PERSUASIVE ARTS #1069 - This semester speech course provides a laboratory setting in which the student will gain poise and confidence as he/she learns the basic elements of vocal and physical delivery skills, speech content and organization, informal and impromptu speaking, extemporaneous speaking, demonstrations, oratory and persuasion, group discussion and parliamentary procedure. This class may be taken at any time in the student’s high school experience. (Semester course-1/2 credit)

RESIDENTIAL MAINTENANCE TECHNOLOGY #1724 is a semester course where students learn hand and power tool skills and safety. These skills, when learned, will be used to make home repairs in the areas of electricity (wiring), plumbing (piping), drywall (installation), and other construction systems. Student learning of drafting skills, layout (house plans), and three-dimensional drawing (authentic drawings) will support the classroom expectation of projects. This practical and worthwhile applied arts option will allow students the opportunity to develop foundation knowledge from which lifetime home maintenance skills may be enhanced. Students are required to provide a personal pair of clear (Ansi Z 87) safety glasses. (Lab fee) (Semester course-1/2 credit Applied Art)
PROJECT LEAD THE WAY (PLTW) COURSES
Project Lead the Way engineering is a four year sequence of courses which, when combined with traditional mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering prior to entering college. However, those not intending to pursue further formal education will benefit greatly from the knowledge and logical thought processes that result from taking some or all of the courses provided in the curriculum.

INTRODUCTION TO ENGINEERING DESIGN (IED)
(IEA– A and IED– B combined – stand-alone class available) or (Project Lead the Way)
Introduction to Engineering Design is an introductory course which develops student problem solving skills with emphasis placed on the development of three-dimensional solid models. Students will work from sketching simple geometric shapes to applying a solid modeling computer software package. They will learn a problem solving design process and how it is used in industry to manufacture a product. The Computer Aided Design System (CAD) will also be used to analyze and evaluate the product design. The techniques learned, and equipment used, is state of the art and is currently being used by engineers throughout the United States.

INTRODUCTION TO ENGINEERING DESIGN A (IED A) #1727 is an introductory course which develops student problem solving skills with emphasis placed on the development of three-dimensional solid models. Students will work from sketching simple geometric shapes to applying a solid modeling computer software package. They will learn a problem solving design process and how it is used in industry to manufacture a product. The Computer Aided Design System (CAD) will also be used to analyze and evaluate the product design. The techniques learned, and equipment used, is state of the art and is currently being used by engineers throughout the United States. (Lab fee) (Semester course-1/2 credit Applied Art)

INTRODUCTION TO ENGINEERING DESIGN B (IED B) #1730 is designed for the student interested in learning to draw three-dimensional drawings using Auto Cad. Students will use the computer to experience 3D modeling, user coordinates system, 3D revolutions, shading, rendering, and solid modeling. Knowledge of these Computer Aided Drafting skills is necessary for students entering the fields of engineering and graphic design. Prerequisite – Introduction to Engineering Design A (IED). (Lab fee) (Semester course-1/2 credit Applied Art)
COMPUTER INTEGRATED MANUFACTURING (CIM) (Project Lead the Way) (Engineering Block Offering) or (Stand-alone class available #1735)

Computer Integrated Manufacturing is a course that applies principles of rapid prototyping, robotics, and automation. This course builds upon the computer solid modeling skills developed in Introduction of Engineering Design. Students will use computer controlled rapid prototyping and CNC equipment to solve problems by constructing actual models of their three-dimensional designs. Students will also be introduced to the fundamentals of robotics and how this equipment is used in an automated manufacturing environment. Students will evaluate their design solutions using various techniques of analysis and make appropriate modifications before producing their prototypes. Completion of Geometry A with C+ required. (Lab fee) (Year course-1 credit)

PRINCIPLES OF ENGINEERING (POE) #17351 (Project Lead the Way) (Engineering block offering) (Not offered in 2017-2018 as stand-alone class) Principles of Engineering is a broad-based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Students will develop engineering problem solving skills that are involved in postsecondary education programs and engineering careers. They will also learn how engineers address concerns about the social and political consequences of technological change. Completion of Geometry A with C+ required. (Lab fee) (Year course-1 credit)

ENGINEERING DESIGN AND DEVELOPMENT (EDD) (Project Lead the Way) (Engineering block offering only)

Engineering Design and Development is a course where students will work in teams of two to four to design and construct the solution to an engineering problem, (original, taken from a database of problems, or a national challenge) applying the principles developed in the four preceding courses. Students will maintain a journal as part of a portfolio of their work. Each team will be responsible for delivering progress reports and making final presentations of their project to an outside review panel. The completed portfolio will be invaluable as students apply to college. (Lab fee) (Year course-1 credit)

CIVIL ENGINEERING AND ARCHITECTURE I (CEA I) #1733 Students learn about various aspects of civil engineering and architecture and apply their knowledge to the design and development of residential properties and structures. In addition, students use 3D design software to design and document solutions for major course projects. Students will learn about architecture styles, framing systems, heat loss & gain, property drainage, and other basic residential housing systems. This course is designed for 10th, 11th or 12th grade students. (Lab fee) (Semester course – 1/2 credit)
CIVIL ENGINEERING AND ARCHITECTURE II (CEA II) #1734 Students in this course will expand upon the aspects of civil engineering and architecture learned in Civil Engineering and Architecture One. Students will learn about HVAC systems, storm water management, energy costs, loads, beam design and analysis. Students will create a commercial project, where they gain knowledge of commercial systems. Knowledge of Computer Aided Drafting skills is necessary for student entering the fields of engineering and graphic design. Students will communicate and present solutions to their peers and members of a professional community of engineers and architects. Prerequisite – Civil Engineering and Architecture I. (Lab fee) (Semester course - 1/2 credit)

CUSTOM WOODWORKING TECHNOLOGY I #1736 Students receive instruction in the proper set up and use of all the power and hand tools. Students will be required to work on a mass production project. They will also receive instruction in the characteristics of wood, finishing woods, and methods of fastening. Students must pay for the materials used in making projects and are also charged a lab fee. Custom Woodworking Technology I is a prerequisite for Custom Woodworking Technology II and Advanced Custom Woodworking Technology. Custom Woodworking Technology I is not repeatable. Students are required to provide a personal pair of clear (Ansi Z 87) safety glasses. (Lab fee) (Semester course-1/2 credit)

CUSTOM WOODWORKING TECHNOLOGY II #1737 is designed to deal with the more technical aspects of woodworking. Students will be taught more advanced woodworking techniques and procedures. Students will also study mass production techniques and furniture design. There will be one class project chosen with each student producing the project. Custom Woodworking I is a prerequisite. Students must pay for the materials used in making projects and are also charged a lab fee. Students are required to provide a personal pair of clear (Ansi Z 87) safety glasses. Custom Woodworking Technology II is not repeatable. (Lab fee) (Semester course-1/2 credit)

ADVANCED CUSTOM WOODWORKING TECHNOLOGY #1739 is designed for the student who has advanced skills in woodworking. This class gives students the opportunity to work more independently on more custom projects. Students must demonstrate advanced skills and ability to work independently. Completion of an instructor approved project and project portfolio is required. Custom Woodworking I and II is a prerequisite. Instructor approval is required for acceptance in to the class. Students must pay for the materials used in making projects and are also charged a lab fee. Students may repeat Advanced Custom Woodworking Technology. Students are required to provide a personal pair of clear (Ansi Z 87) safety glasses. (Lab fee) (Semester course-1/2 credit)

CREATIVE FOODS #1751 is a course in the preparation of foods that contribute to wellness. In addition to preparation techniques, food safety, meal planning, table manners, and healthy food choices are discussed and evaluated. Units include quick and yeast breads, fruits and vegetables, grains and pasta, turkey meal, cookies and candies among others. Students will be required to plan and prepare one meal at home for their family. (Lab fee) (Semester course- ½ credit applied arts)
HEALTHY LIVING #1754 Do you enjoy cooking and trying new foods? Are you interested in how foods affect your performance in school and sports? In this course we explore many techniques of food preparation as it relates to a better health. Also, we will explore international cuisine, alternative diet choices and creative food presentation. Students will have opportunities to plan social events and design theme menus. There will be an out of class meal preparation project, but all other cooking will be in class. This class is open to anyone grades 9-12 and there is no pre-requisite. (Lab fee) (Semester course- ½ credit applied arts)

ON YOUR OWN #1757 is a practical course dealing with the skills needed after high school. Topics will include post high school planning, career planning, adjusting to living on your own, money management, clothing care and repair, and basic food preparation and its relationship to consumerism. Only open to Juniors & Seniors (Lab fee) (Semester course- ½ credit applied arts)

LIFE SKILLS #1742 is a course specifically designed for freshman and sophomores. Topics to be covered include teen pressures, dating, decision making, and friendships. Students will learn about clothing care and construct a pair of boxer shorts on the sewing machine. Students will also learn about safe food handling and basic food preparation. Open only to Freshmen & Sophomores (Lab fee) (Semester course ½ credit applied arts)

FASHION DESIGN & CLOTHING CONSTRUCTION #1746 Are you interested in the fashion industry? This course will study how designs in a sketchbook become clothes in your closet. Students will learn the basics of apparel design as well as clothing construction and fitting. Previous sewing experience is helpful but not necessary. Students must provide their own fabrics and supplies for their projects. (Lab fee) (Semester course- ½ credit applied arts)

NEEDLE ARTS #1745 -This course is designed to teach basic and intermediate sewing skills. Students will make an embroidered pillow, pillowcase, knitted scarf, and a quilt. We will also make child size quilts for Project Linus, a community service organization. Students must supply all their own materials and supplies for the projects. Patterns will be provided. (Lab fee) (Semester course- ½ credit applied arts)

CREATING SPACES - #1749 - Do you enjoy rearranging the furniture in your room? Do you love all those HG TV shows about re-decorating, re-organizing, and re-building? If you said yes then this is the class for you! Creating spaces is a hands-on class where you create plans on paper and computer then put them into action either in your own room, our school or in the community. Come learn about the elements and principles of design, housing and furniture styles, floor plans, and space arrangements. Let your creativity soar as you tap into the career possibilities in the design field. (Lab fee) (Semester course- ½ credit applied arts)
LEADERSHIP 101 – FOUNDATIONAL LEADERSHIP #1750 - This course is designed to allow students the opportunity to explore the concept of leadership. The course will begin with self-discovery in order to pinpoint your WHY, essential in building an individual leadership approach. Students will study successful leaders, identify their personal leadership strengths and weaknesses, and gain a better understanding of what leadership is all about. Students will be expected to reflect on their own experiences as well as analyze those of others. Various readings, videos, and discussions will be used to illustrate and reinforce the concepts covered throughout the course. (Semester course – ½ credit applied arts)

LEADERSHIP 201 – TRANSFORMATIONAL LEADERSHIP #17501 - This course is designed to allow students the opportunity to explore the concept of teamwork. Students will study successful teams, identify their personal strengths and weaknesses, and gain a better understanding of what teamwork is all about. Students will be expected to reflect on their own experiences as well as analyze those of others. Various readings, videos, and discussions will be used to illustrate and reinforce the concepts covered throughout the course. (Semester course – ½ credit applied arts)

BUSINESS TECHNOLOGY

COMPUTER APPLICATIONS #1503 provides an integration of computer and keyboarding skills. Students develop skills in computer keyboarding techniques, and basic computer concepts such as file management and computer/Internet ethics. Students will be introduced to basic document formatting for school or personal use, desktop publishing, spreadsheets, presentation software, and photo editing. Students will learn to use a digital camera, scanner, and work with electronic mail. The software used includes Microsoft Office XP and Micro Type keyboarding tutorial. This course is a required prerequisite for any other computer class, such as Introduction into Programming, Web Design, Digital Art and Design, and Advanced Digital Art and Design. (Lab Fee) (Semester Course – ½ credit)

INTRODUCTION INTO PROGRAMMING #15061 course provides students with a complete coverage of fundamental Computer Science programming topics, with an emphasis on C++, C#, and JavaScript languages. The course introduces basic programming concepts such as data types, input and output, decision making and looping structures, procedures, and enforces good style and logical thinking. Programs will be completed in both Command-line and Graphics User Interfaces and will use both the Visual Studio IDE and open source IDE’s. The lessons are delivered through lectures, programming problems, and hands-on laboratory projects with emphasis on programming and debugging. This course will also include course work on Computer Hardware. 9th, 10th, 11th, 12th grades. Prerequisite Computer Applications is required with a passing grade. (Lab Fee) (Semester Course – ½ credit)
PERSONAL FINANCE & INVESTING #1515 In this course students will learn how to manage their money and grow their wealth – life skills necessary for everyone! Specifics will include budgeting, banking, credit, purchasing cars, and how to be a wise consumer. Students will also complete real world projects to learn about real estate and methods of saving and investing – including the stock market, bonds and more. (Lab fee) (Semester course – 1/2 credit)

WEB DESIGN #1512 is a course designed to give students the opportunity to become accustomed to the tools, procedures, and principles associated with developing, implementing and maintaining a web site. Students will become familiar with HTML, Adobe ImageReady and Photoshop, Macromedia Flash and Dreamweaver. Students will be able to develop, implement, and maintain an Internet site. The class will focus heavily on project-based objectives. Strict adherence to the CHS Student Technology User Agreement will be enforced. Prerequisite: Computer Applications is required with a passing grade. (Lab fee) (Semester course-1/2 credit)

ACCOUNTING #1518 is recommended for students planning to major in any type of business in college. Accounting is also of interest to students who plan to own their own business or use financial knowledge for personal reasons. Students develop an understanding of basic accounting concepts and principles by covering the accounting cycle. They will learn the rules of debit and credit, analyzing and journalizing transactions, posting to the general ledger, worksheets, preparation of financial statements, and banking and credit practices. Peachtree accounting software will be used to introduce students to computer accounting procedures by setting up charts of accounts, journalizing transactions and preparing financial statements. (Workbook Fee) (Semester Course – 1/2 credit)

ENTREPRENUERSHIP #1520– In this course students will be introduced to many aspects of starting and operating a business in a competitive high tech global market. Students will analyze skills and traits necessary for entrepreneurial success and identify their potential for success as an entrepreneur. Students will gain knowledge and skills to effectively organize, develop, create and manage their own business. Topics addressed will include: feasibility, market research, product development, finance/pricing, promotion/marketing, distribution/logistics/ technology, interpersonal and management skills and business ethics. Students will write a business plan and compete in an on-line business simulation. Open to juniors and seniors. (Lab Fee) (Semester Course – 1/2 credit)

SPORTS ECONOMICS # 1521 is recommended for anyone interested in learning about the role of athletics as it pertains to our economy. Economic principles are used to analyze issues in the professional and amateur sports industries. Topics include advertising in athletics, labor issues, player salaries, competitive balance and the role of the governing bodies. The economic perspective helps students better understand the industry and its economic, social, and cultural significance. (Semester Course – 1/2 credit)
COLLEGE CAREER and TECH PREP

Students who successfully complete the following programs with a 2.25 or higher GPA and also complete CHS graduation requirements will receive a scholarship to Sinclair Community College. A $3,000.00 scholarship will be available to those students who enroll in the same Career Pathway at Sinclair. Students may also earn college credits that will appear on a SCC transcript. These credits may be transferred to a four year university.

BIOTECHNOLOGY #8037-11 (Junior Year) or 8042-12 (Senior Year) is a two-year program designed to prepare students for post-secondary or mid-level technician occupations within the biotech industry. Students will learn how to prepare materials, conduct experiments, record data, and assist with the development and presentation of reports. The curriculum prepares students in the area of laboratory safety and maintenance, instrument analysis, chemical materials handling and sampling, physical properties measurement, biohazard storage, handling and disposal, basic microbiology, molecular biology, human biology, cell culturing and basic computer applications for biotechnology. Prerequisite: completion of Algebra I with a C or better, completion of two science credits including biology with a C or better, and a GPA of 2.0 or better, and be a junior with no academic deficiencies. (Lab fee) (Two year course-1 credit junior year, 3 credits senior year, including 1 Life Science credit).

CENTERVILLE BUSINESS ACADEMY # 8002-11 (Junior Year) or 8046-12 (Senior Year) is a two-year program for anyone interested in pursuing a business career. Students study business with respect to the American and global environments, entrepreneurship, management, marketing, finance, and information technology.

In the Junior year, students will complete the Introduction to Business and Microsoft Applications courses offered at Sinclair Community College. The students will receive grades for these courses on their high school diploma as well 6 graded credits on their college transcript. Student learning will also include units of study in Accounting, Communications, Presentation skills and Teamwork. The students will also complete projects on the career and college selection process. Students are provided opportunities for leadership development through the Business Professionals of America student organization. The Junior Business Academy will have 2 sections of 24 students each.

The Senior year of the Business Academy provides student experiences to learn various aspects of business.

Creative Ties - Students will gain practical experience in management and entrepreneurship by organizing and operating a classroom corporation, Creative Ties.

Credit Union - Students will gain practical experience in finance and banking by organizing and operating the Centerville High School Credit Union in partnership with DayAir Credit Union.

School-Work - Students can choose to gain practical experience through an on-the-job application of business skills through School-to-Work placement.

College Courses - Senior Business Academy students will complete the International Business, Customer Service, and Microsoft Access courses for a potential of 9 college credits on their college transcript

Senior Business Academy will also include units on Desktop Publishing, Economics and Personal Finance. (Lab and workbook fee) (Two-year course-3 credits junior year, 3 credits senior year, including 1 Economics credit.)
CENTREVILLE BUSINESS ACADEMY/ COOPERATIVE WORK EXPERIENCE (SENIOR ONLY) - Seniors have the option to join the Centerville Business Academy, students will develop employability skills for the workplace of today and the future. This program also provides learning in a cooperative-on-the-job experience in a professional environment, such as a doctor’s office, dentist’s office, business office, retail store or a variety of other options to match specific career interests. Topics include personal finance (budgets, credit, banking, investing), consumerism, goal setting, communication skills, management and organizational behavior, economics, leadership and teamwork skills, professional standards and ethics, adapting to change, and the study of business organizations, operations and systems. The CBA students participate in the Business Professionals of America (BPA) Leadership Conference and competitions. Class and BPA projects include the publication and selling of the Elkphonian, Creative Ties and the CHS Day-Air Credit Union and participating in service and social activities. Students who successfully complete this course can earn up to twelve credit hours from Sinclair Community College and receive the Tech Prep Scholarship to Sinclair. (Lab fee) (Year course – 4 credits)

COMMUNICATION ARTS/BROADCAST MANAGEMENT #8818-11 (Junior Year) or #8020-12 (Senior Year) – Centerville High School offers one of the most up-to-date intensified radio broadcast management courses available to high school students. Communications, communication technology, and communication management skills taught in Broadcast Management mirror the needs expressed by this country's business and technology leaders. Ninety-five percent of the Broadcast Management graduates pursue a post high school education. Students become knowledgeable in all areas of broadcasting, including emphasis on the current state of the industry and its history as well as hands-on experience with equipment, logistics, operations, production skills, public speaking, scriptwriting, play-by-play and announcing techniques. The advanced second year program includes actual day-to-day management of WCWT-FM including marketing, sales, operations, promotions, audience relations, on-air production and the people skills necessary to maintain a federally licensed community asset. Course will require after-school and/or weekend duties as part of the curriculum. (Two-year course-Junior-year 3 credits; Senior year 3 credits)

CULINARY ARTS & RESTAURANT MANAGEMENT Junior Year #8088-11 Students will design and manage catering and banquet operations. They will prep dishes and beverages according to recipes and recommend types of food functions and food and beverage service to clients, apply plate presentation principles, create menus for special events, prepare food spec and prep lists, develop ingredient and portion control guides and determine financial requirements. Employability skills, leadership and communications such as staff management, event logistics management, operations and service providers and overseeing dining room operations will also be incorporated. Customer service, food, equipment and site safety, knife skills, culinary math and high-volume food production will also be addressed. (Junior year 3 credits, 2 periods)

Senior Year #8091-12 Students will prepare regional and international dishes and beverages according to standardized recipes. They will research marketable new recipes, design menus, and calculate food requirements and costs. They will manage staff and direct them toward goals and establish processes to facilitate restaurant operations. Selection, use, maintenance and storage of commercial equipment, machines, tools and tableware will be emphasized. Students will also schedule food production, establish food specs, select vendors, calculate costs and purchase food and equipment. Food science, nutritional analysis, business law and ethics, economics and marketing, inventory management, food presentation, and safety and sanitation will also be addressed. (Senior year – 3 credits, 2 periods)
EARLY CHILDHOOD EDUCATION #8059-11 (Junior Year) or #8063-12 (Senior Year) is a two year Tech Prep course designed to provide a broad background in education and related fields. Early Childhood Education (ECE) students working under the direct supervision and guidance of cooperating teachers, will participate in hands-on experiences working with children for two class periods daily. ECE students will work with children at PVN/PVS and other schools in the Centerville City Schools. Fundamental skills taught include but are not limited to tutoring individuals and small groups, implementing lessons, assessing, public school procedures and culture, following state and federal school safety guidelines, and organizing documents. In-service sessions support classroom experiences. During the senior experiences a focus of the program is transition to the post-secondary environment and narrowing the focus of future career endeavors. Students enrolled in the ECE program must come into the program with a minimum of 2.0 GPA. Expectations for improved academic performance are high. It is a requirement of the program that a 2.0 be maintained or improved during each quarter of participation. Students graduating from this program will be prepared to complete an associate’s or bachelor’s degree in education or related field. Student enrollment in the ECE program is limited due to the number of cooperating teachers available. Students will be expected to pay for fingerprinting done at the Board of Education Office on Virginia Avenue. (Lab fee) (Two-year course – 3 credits junior year, 3 credits senior year)

ENGINEERING – PROJECT LEAD THE WAY (PLTW) #8048-11 (Junior Year) or 8050-12 (Senior Year) is an intensive two-year (11/12 grade) Pre engineering program concentrating on multiple foundations and fundamental entry-level processes of engineering utilizing the nationally recognized Project Lead the Way curriculum template. The PLTW courses include Introduction to Engineering Design (IED), Principles of Engineering (POE), Computer Integrated Manufacturing (CIM), Digital Electronics (DE), Engineering Design and Development (EDD). Physics is also blended into the curriculum with an emphasis on Mechanics. Students complete the engineering program with four years each of Mathematics, Science and English in the college prep sequence. The curriculum is an applications oriented program utilizing the latest high tech equipment. During the course students will receive some instruction in partnership with Sinclair Community College utilizing electronics and robotics. This instruction will include students taking engineering courses at Sinclair Community College for which they will receive college credit. Students pursuing an engineering program and 2 and 4 year institutions will find their preparation has placed them at an advanced application level while maintaining an aggressive academic preparation. Students may also earn college credit with the passage of the year-end (PLTW) tests. Students will also participate in several high school competitions throughout their Junior/Senior years. Program prerequisites include completion of Enriched Geometry (with a C+ or better) and at least a 2.5 grade point average. (Lab Fee) (Two year course – 3 credits junior year plus 1 credit of physics, 3 credits senior year)

ENVIRONMENTAL SCIENCE - #8065-11 (Junior Year) or #8068-12 (Senior Year) Centerville’s Environmental Science program uses a hands-on approach to teach students about many different areas of environmental science such as ecology, water quality, wildlife management, natural resources, emergency response, scuba, surveying, orienteering, soil sampling and analysis, and environmental regulations. Group work, field trips to area parks, field projects, and the use of recent state-of-the-art equipment ensure that students leave the program with useful skills, knowledge, and professional certifications that will put them ahead of the average environmental college student. Students can also use these skills and certifications to get a high-paying job right out of high school. Students will be able to receive the following certifications: Hazardous Materials Technician, Open Water and Open Water Advanced SCUBA, Hunter Safety, Confined Space Entry. Biology and algebra are highly recommended prerequisites to Environmental Management. (Year course-3 credits junior year including 1 life science credit, 3 credits senior year including 1 life science credit)
EXERCISE SCIENCE SPORTS AND RECREATION HEALTH CARE - #8077-11 (Junior Year) or #8078-12 (Senior Year) is a two-year program that provides students the opportunity to prepare for their post-secondary education in a vast number of medical and/or fitness related career fields.

During the junior year the curriculum focuses on the areas of:

- **Exercise Science and Athletic Training**: Learning and applying procedures used in athletic training and in the care and rehabilitation of therapeutic exercise. In addition, legal considerations, and the role of exercise science in relationship to other health fields are emphasized.

- **Athletic Injuries and Prevention**: Identifying signs and symptoms of injuries, apply emergency procedures and immediate care of athletic-related trauma. Students learn clinical and field evaluative processes, injury prevention techniques, conditioning techniques, treatment, taping, bracing, and rehabilitation of musculoskeletal injuries and conditions.

- **Human Anatomy and Physiology**: Students will demonstrate knowledge of the body systems with emphasis on the interrelationships between structure and physical function.

During the senior year the curriculum focuses on the areas of:

- **Medical Terminology**: Students will apply the rules for constructing and defining medical terms with an emphasis on building a working medical vocabulary. Topics include using the appropriate abbreviations and symbols for anatomical, physiological emphasis on derivation, meaning, and pronunciation.

- **Nutrition and Wellness**: Increasing knowledge of comprehensive health and wellness through the components of fitness and the relationship between physical fitness, physical performance, injury prevention, and nutritional intake.

- **Fitness Evaluation and Assessment**: Students will complete fitness evaluations and develop individualized training programs. Students will administer cardiovascular endurance, body composition, joint flexibility and muscular strength, power, and endurance field tests. In addition, seniors will participate in several internships to observe professionals in medical and fitness related fields such as: athletic training, nursing, occupational therapy, and physical Therapy to name a few during class. Prerequisite requirements for Exercise Science include a “C” or better in Algebra I and Biology and at least a 2.25 grade point average. (*Two year course - 3 credits junior year including 1 Human Anatomy & Physiology credit and 3 credits senior year*)

INFORMATION TECHNOLOGY & SOFTWARE ENGINEERING #8053-11 (Senior Year) or #8057-12 (Junior Year) is a two-year (11th -12th grade) intensive technical program which offers a seamless transition to a 2 or 4 year college degree. This program focuses on developing computer and business skills. The English requirements are blended into the tech prep curriculum with communication enhancements. The program concentrates on four areas of study in the information technology field. The first area is computer languages using Java, Visual Basic.NET, and C++. These program languages are widely used in today’s business environment. The second field focuses on hardware/software and networking. In the junior year the students enroll in Cisco Academy and take the IT Essentials I class which focuses on computer hardware and software. The juniors will also take a college class in home networking. The senior year the students learn networking for business. These classes prepare students to take the Industry Standard A+ and Networks+ certification offered by CompTIA. The third area of study consists of Web Design/Multimedia using Studio 8 (Flash, Fireworks, Dreamweaver, and Contribute) and JavaScript. These topics will teach students how to create professional web sites. The final area of study concentrates on project management, database management, business skills, and professional presentations. The students will also explore IT fields first hand through field trips to IT companies in our area and Washington D.C. The students will also have the opportunity to job shadow, be mentored by professionals, and learn from guest speakers. Students will compete in BPA (Business Professionals of America), CHS Tech Prep Showcase, Miami Valley Tech Prep Showcase, and the Ohio IT Challenge. (*The students can earn up to six college credits transferable to two and four year schools. Two year course – 3 credits junior year, 3 credits senior year*)
MARKETING EDUCATION #80341-11 (Junior Year) or #8035-12 (Senior Year) is a two-year cooperative education program for students interested in a career in marketing, merchandising, management, or business ownership. During the junior year, students will study the basics of marketing, economics, selling, product development, and employability skills. Juniors are responsible for managing and operating the “Hole-in-the-Wall” bookstore. Senior year students will learn the principles of display, advertising, purchasing, market research, pricing, distribution, and entrepreneurship. Seniors will develop a comprehensive business plan. During the senior year students are required to co-op an average of 15 hours per week in the marketing field. Each class meets for 1 period each day and during senior year the co-op portion may be done during the school day or after school and on weekends. Students are selected for this program on the following criteria: 1) good school attendance; 2) teacher recommendation; 3) an essay and 4) a personal interview. In order to be accepted into Marketing Education II, students must have successfully completed Marketing Education I. All students in Marketing Education are members of its national student organization, DECA. Marketing students can earn college credits while in high school which will transfer to Ohio four-year universities (Year courses ME1-1 credit, MEII-3 credits)

MASS COMMUNICATION – PRINT/BROADCAST JOURNALISM #8012-11 (Junior Year) or #8015-12 (Senior Year) offers techniques and skills used in print, online and broadcast journalism careers, including news writing, feature writing, sports writing, photography, videography, advertising sales and computer desktop publishing. Students in this two-year course produce the school magazine, Pursuit, and operate an in-school television station, Centerville News Network. Juniors and seniors in this two-year course meet two periods each day. (Lab Fee) (Two-year course-3 credits junior year, 3 credits senior year)

TECHNICAL THEATRE #8082-11 (Junior Year) or # 8085-12 (Senior Year) is a two year program which focuses on the technical elements of the entertainment industry including theatre, productions, concerts and other “live” performances. The program provides a thorough background in all areas of production including scenery construction, lighting, sound, props, and costuming using project based learning. Open to juniors and seniors, Technical Theatre Tech Prep provides the opportunity to earn credit from Sinclair Community College which can be transferred to both two and four year colleges. Technical Theatre students will have the opportunity to work on individual and group projects with select designs being chosen for implementation through theater and dance department productions. There will be many opportunities for out of class work as technicians at the Performing Arts Center. Classes are taught in the Performing Arts Center with students using the Scene Shop, stage and theatre as their classroom. Students learn through a combination of projects, interactive instruction, and hand-on learning. As part of the program, students will be involved in main stage theatrical productions, dance concerts and other after school performances. (Lab Fee) (Two year course – 3 credits junior year, 3 credits senior year)
The following programs are a part of the Career Education Department but do not qualify as Tech Prep Programs. Acceptance into these programs requires guidance counselor or unit principal recommendation.

APPLIED TECHNOLOGY #8071-11 (Junior Year) or #8072-12 (Senior Year) is an eleventh and twelfth grade career education program (with or without an IEP) with a concentration on actual hands-on application of various home and business maintenance, new construction, and high incidence repairs using construction technologies such as landscaping, mechanics of electricity and plumbing, refrigeration, painting, drywall, masonry and woods. There is special emphasis on personal use and safety of power tools, hazardous materials and chemicals. During the fourth nine weeks of the senior year, students who qualify may attend Sinclair Community College to take courses in HVAC. Upon successful completion of the classes 6 credits will be earned toward a certificate in HVAC. (Two year course-1 credit junior year, 3 credits senior year including Applied Math or Applied Science)

CAREER BASED INTERVENTION-(CBI) I and II #8210-11 (Junior Year) or #8220-12 (Senior Year) - During the first year of Career Based Intervention the students explore the following six career clusters: Arts and Communications, Business and Management, Human Resources, Environmental and Agricultural, Health Services and Engineering/Industrial Systems. This program also focuses on job-related information, employee safety, math, and English subjects. During the second year of CBI, the students specialize and work in one of the above six career areas. CBI I and II students attend school a minimum of three hours per day and must experience a minimum of 15 hours per week at an approved CBI cooperative work site. (Lab Fee) (Two year course--5 credits per year)

SOPHOMORE LEARNING COMMUNITY

BRIDGES ENGLISH # 8201 AND MATH #8202 are courses for students who struggled during freshman year in their transition to high school. Students selected for this program will earn a math credit, and two English credits, and a related credit for career development. The program will develop math, reading, and thinking skills, in addition to improving students’ emotional intelligence through an integrated approach. Personalized career and academic planning during the course will be the hallmark of the program as student progress will be tracked by the career pathway coordinator, as well as unit counselor. In addition, students may earn credits for appropriate work experience.
CAREER EDUCATION COURSES AT KETTERING FAIRMONT HIGH SCHOOL - The following courses are available at no charge to Centerville students. Transportation will be provided by the Centerville Board of Education. Students interested in the following programs will spend half of the day at Kettering Fairmont High School (KFHS). To apply for a program, a student must do so in the spring during his or her sophomore year. The Pathways Coordinator will have the necessary application forms. The following five programs are available:

1. ALLIED HEALTH #8500-11 (Junior Year) or #8505-12 (Senior Year) is a two-year program that provides students exposure to health care occupations that include nursing, physical therapy, radiology, occupational therapy, dental hygiene, dietetics, medical assisting, mental health, respiratory care, emergency medical services, and health information management. Students prepare for the associate degree program in their chosen health care area at Sinclair Community College and take some of their college work during high school. Students are eligible after the first year to become certified nursing assistants. Prerequisites: C or better in biology and algebra. (College credit) (Two-year course-2 credits junior year, 3.5 credits senior year) (KFHS)

2. AUTOMOTIVE TECHNOLOGY #8510-11 (Junior Year) or #8515-12 (Senior Year) is an A.S.E. certificated two-year program, involving the study of automotive systems and the various design characteristics of different automobiles. The auto technology laboratory is constructed and equipped to simulate a typical automotive service center. The students are taught skills necessary to maintain, replace, or repair today’s modern automobile engine and to repair the drive train and electrical components. Students interested in the challenge and physical activity of auto technology may choose from a variety of jobs including auto mechanics and related areas specializing in fuel injection and computer controls, brakes, front end alignment, electrical, as well as all other A.S.E. certification areas. (KFHS) (Two-year course-3 credits junior year, 3 credits senior year) (KFHS)

3. CONSTRUCTION TRADES #8520-11 (Junior Year) or #8525-12 (Senior Year) is a two-year vocational program designed to prepare students for employment in residential construction. The curriculum will include modules covering carpentry, masonry, heating and air conditioning, electrical, and plumbing. This program is open to both male and female students interested in a career in residential construction. This hands-on class utilizes the application of applied math and woodworking skills, which lead toward future apprenticeship opportunities. (Lab Fee) (Two-year courses-3 credits junior year, 3 credits senior year) (KFHS)

4. DIGITAL DESIGN #8531-11 (Junior Year) or #8535-12 (Senior Year) is a two-year program designed to provide students with basic job skills and knowledge required for successful careers in commercial art and offset printing. During the junior year students are instructed in the uses of computers, materials, tools, and equipment used in the pre-press and printing areas. The senior year provides the student with a more in-depth study of computer software and its use in preparing copy for printing and job shop experience in offset printing. Areas of instruction include design and layout, copy preparation, desktop publishing, photography, stripping, platemaking, press operation, and finishing and binding. (Two-year course-2 credits junior year, 3 credits senior year) (KFHS)
5. **FIRE SCIENCE #8545 -11 (Junior Year) or # 8555-12 (Senior Year)** is a two year program which will prepare students interested in pursuing a career as a firefighter or EMT for this exciting, in-demand job field. Students will be guided through instruction in Fire, EMC, technical rescue, and emergency vehicle operation. Upon completion of the course, students will be eligible to test for state firefighter I and II cards as well as the EMT-basic state certification. Students are encouraged to continue their education by transferring into a paramedic program at a post-secondary institution of their choice. *(Two-year course – 2 credits junior year, 3 credits senior year) (KFHS)*
COLLEGE CREDIT PLUS

Ohio’s College Credit Plus (CCP) program allows college-ready students in grades 7-12 the opportunity to earn college and high school credits simultaneously by taking college courses from Ohio colleges or universities.

The grades and credits earned for these courses will appear on both the student’s high school and college transcript.

For the CCP student, taking a college course from a public college or university is free, which means no cost for tuition, books, or fees. If, however, a student fails the course, he or she will be financially responsible for paying the cost.

The program is open to all college-ready CHS students.

Students can apply for CCP admission to a public or participating private college.

Each college determines its own college-readiness standard.

Colleges require standardized test scores (ACT or SAT) or placement tests for admission.

See each college’s website for specific admission requirements.

Students may take courses online or on campus at any public college or university in Ohio.

Students may enroll in the following dual-enrollment College Credit Plus course offered at CHS during the 2017-2018 school year:

- ENG 1100: Academic Writing and Reading #C12000
- ENG 2040: Great Books: Literature #C12002

If interested in participating, students should meet with their guidance counselor to discuss their academic plans and career goals and to explore CCP as a potential academic pathway.

Finally, in order to participate in CCP, all students must notify their guidance counselor by April 1, 2017.

A CCP informational meeting will take place at CHS on February 15th at 7:00pm, and more information can be found online at https://www.ohiohighered.org/ccp
HOW TO START

1. ATTEND
   Attend the CHS College Credit Plus Informational meeting on February 15, 2017 at 7:00pm in the Central Theater.

2. MEET
   Meet with your guidance counselor to discuss your interest in taking college courses and how doing so fits in with your overall academic plan and career goals.

3. SUBMIT
   Submit an Intent to Participate form to your guidance counselor by April 1, 2017. If you miss this deadline, you will not be able to participate in CCP.

4. APPLY
   Apply as a CCP student to the college or university of your choice. Keep in mind, each college/university establishes its own guidelines for defining college-readiness.
ENG 1100: Academic Writing and Reading #C12000. This semester-long College Credit Plus English course offered in partnership with Wright State University introduces students to principles of effective written communication and critical reading and stresses invention, drafting, revising, editing, and self-assessment, along with effective critiquing and collaborating.

Upon completion of the course, students receive 3 semester hours of college English credit and 1 full credit of high school English. Grading is on the Honors Scale. As with all CCP courses, this class is offered at no cost to the student. If, however, a student fails the course, he or she will be financially responsible for paying the cost. Students must apply and be considered college ready by Wright State University in order to take the course. A score of 21 or above on the ACT English examination, or a score of 550 or above on the SAT Reading and Writing examinations, or a score of 86 or above on the Wright State writing placement examination is required.

Approved NCAA Core Course

ENG 2040: Great Books: Literature #C12002. This semester-long College Credit Plus English course offered in partnership with Wright State University is an introduction to interpreting literature, using works from various periods and cultures, viewed in their social and historical contexts and read for their enduring interest.

Upon completion of the course, students receive 3 semester hours of college English or Humanities credit and 1 full credit of high school English. Grading is on the Honors Scale. As with all CCP courses, this class is offered at no cost to the student. If, however, a student fails the course, he or she will be financially responsible for paying the cost. Students must apply and be considered college ready by Wright State University in order to take the course. A score of 18 or above on the ACT English examination, or a score of 490 or above on the SAT Reading and Writing examinations, or a score of 84 or above on the Wright State writing placement examination is required.

Approved NCAA Core Course
WEB COURSES
Do you want flexibility in your academic planning? Earn additional credits for graduation outside of the regular school day! Centerville is planning to deliver new online courses in each of the core subject areas. Now you can earn additional credits in English, Social Studies, Mathematics, Science, Business, and Fine Arts. Web classes are offered as additional courses to the student’s normal course load and do not fulfill the required five course load minimum. Students will not be permitted to come in late or leave early to work on web classes. Students cannot transfer from a Web course to the course offered during the school day. Students enrolled in an online course can use the curriculum lab (if a computer is available) during their lunch or study hall period. Middle School students who take high school courses online or at CHS will receive high school credit and a grade will be calculated into the student’s high school GPA.

The Web Course Hosting Service: http://moodle.centerville.k12.oh.us

COURSE OFFERINGS

<table>
<thead>
<tr>
<th>Department</th>
<th>Courses</th>
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<tbody>
<tr>
<td>English Department</td>
<td>American Literature Standard*</td>
</tr>
<tr>
<td></td>
<td>American Literature Enriched*</td>
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<tr>
<td>Fine Arts</td>
<td>Digital Art and Design</td>
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<tr>
<td>Science</td>
<td>Introduction to Marine Biology*</td>
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<tr>
<td>Social Studies</td>
<td>History of Genocide*</td>
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<td>U. S. Government*</td>
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<td></td>
<td>Psychology*</td>
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<td>Applied Arts</td>
<td>Health</td>
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*Approved NCAA Core Courses

Requirements: Home computer, Internet Connection
Characteristics of the learner:
- Demonstrates grade level reading/math comprehension skills
- Analyzes, synthesizes and evaluates information and resources
- Researches independently and completes learning activities on time
- Questions concepts that are not understood and asks for assistance

Modules: Students need 60 hours of contact time for each semester credit they earn. Each Centerville High School semester online courses consist of 16 modules. Year long courses are 32 modules. Each module will be completed during a one week interval. Each module contains a list of learning activities designed to take at least four hours of contact time to complete.

Grading/Feedback: Students earn points by completing the learning activities outlined in the module assignment. Each assignment is graded on a weekly basis. Assignment evaluation includes feedback from the instructor. Students should be able to find their points earned in the Grades section of the course. Online instructors are available during an online office hour each week.

WEB COURSE FEES
Semester courses are $150.
Year courses are $300.

Lab fees are not included in these amounts but may be required.
In 2006, the Ohio General Assembly established the Ohio Core Curriculum (Senate Bill 311), which increased the expectations for all Ohio students to earn a high school diploma. In addition, Senate Bill 311 directed the State Board of Education to develop a flexible plan for students to earn high school credits which acknowledge students’ differing learning styles, pace and interests and also offered students opportunities to demonstrate creativity, to explore academic and career interests, and to practice critical thinking.

Ohio’s plan for credit flexibility is designed to broaden the scope of curricular options available, to increase the depth of study available for a particular subject, and to tailor the learning time or conditions needed for completion of a high school diploma and/or postsecondary degree.

As with all course work, flexible credit options must include learning outcomes that align with the Ohio Academic Content Standards and provide appropriate assessment tools to demonstrate proficiency and to award high school credit. Assessment may be a written exam, performance based criteria, or a faculty review board, depending on the type of flexible credit.

Credit flexibility is student initiated through the student’s unit guidance counselor. The student’s credit flex plan must be submitted for prior approval before he / she begins work. All paperwork must be submitted and approved by school personnel.

Currently, CHS students can elect credit flexibility through the following methods:

1. Credit by exam: Students may petition for “testing out of” courses after self-study. Students take semester exam (s) to demonstrate their knowledge of the course. The grades received on the exams become the semester grades on the students’ transcripts and included in GPA calculation.

2. Course content from an alternate provider: Students may petition to take courses through approved online providers, colleges, or outside professionals. Ohio has established a “clearinghouse “of online providers who meet the Ohio Content Standards. (www.ilearnohio.org) Parents assume the cost for this option. The course grade is transferred to the transcript for inclusion in the GPA. Approval prior to enrolling in the course is required.

3. Educational options (internship, educational travel, independent study): This credit flex plan is the most complicated because students and parents must show which Ohio content standards are addressed, how those standards will be met, and finally assess the content standards. In each case, the student is creating a customized course with instructional activities, resources, and assessment to meet the content standards.
THE SUMMER SESSION

The Centerville Board of Education has established a summer school for all district resident students on a tuition basis.

The purpose of this summer session is three-fold: (1) enrichment, (2) acceleration, and (3) make-up. The summer session is six weeks in length. One full credit may be earned through two one-half credit courses (3 weeks each) or one full credit course (6 weeks). A strict attendance policy is maintained with only two days of absence allowable for a full year course. Information for the summer program is available online on the High School webpage in the Download section.

The wise student plans his summer school work just as carefully as he does his four-year program. Extending the regular school year for the individual student does much to help the flexibility of a complete four-year program. Credit for courses taken during a summer school session at an accredited high school other than Centerville High School will generally be accepted for graduation and included in the computation of grade point average and rank in class, provided (1) the course is similar in length and content to a course Centerville High School offers or could offer and (2) prior authorization to enroll in the course has been given by the student’s guidance counselor.

SERVICE LEARNING is a course for students who seek an experience in volunteerism and an understanding of community service. Service Learning can benefit student learning by developing concern for others, fostering civic responsibility, providing career exploration opportunities, and integrating academic skills into the real world. The course involves 40 hours of documented service (by a supervisor) and the completion of written activities for reflection and integration of academic skills. Students may complete Service Learning I for 1/2 credit and Service Learning II for 1/2 credit (maximum of one credit during high school career). Each course requires 40 hours of service and a different set of reflections and written activities. Grading for the course is Pass/Fail and all activities must be submitted to earn credit. (Semester Course – ½ credit)

SOCIAL COMMUNICATIONS is designed for students who need a structured, safe environment to practice, expand, and shape their communication skills. Students will be expected to demonstrate proficient problem solving, critical thinking, planning, organizing, and negotiating skills through a variety of group projects. The curriculum consists of utilizing “Theory of Mind” in order to analyze the most effective means of communication in a social setting. Through in-depth analysis and scrutiny of social interactions, students adapt their choice of language to the needs of their audience, appeal to human emotions, and consider differences in personality, relationship, and culture, in order to best make their opinions heard while also meeting the needs of the group. Social Communications is open to students in grades 9-12; however, students are selected via teacher recommendation and interview processes. (Semester Course- ½ credit)
SPECIAL PROGRAMS

School of Possibilities

The School of Possibilities is the alternative high school within Centerville City Schools. Placement at the School of Possibilities is based on recommendations from a high school principal or counselor. The School of Possibilities Principal, the Career Director, and the Pathways Coordinator will review the recommendations and decide on placement. Students are recommended for placement to the School of Possibilities for excessive truancy, being credit deficient, or classroom behavior problems.

The mission of the “School of Possibilities” is to provide students a positive and appropriate learning environment that leads to success with credit deficient students who may struggle in a traditional educational environment. The ultimate goal of SOP is for students to gain a high school diploma and to formulate goals for career and college readiness. The focus is to assist each student in the areas of academic skill development, positive classroom attendance, attitudinal development, and personal responsibility. By creating alternative learning experiences such as a shortened school day, work cooperative opportunities, technology-enhanced academic learning, and student-centered counseling, the student will develop a renewed interest in learning and personal goals.

Students earn a majority of their credits by completing on-line courses through APEX Learning. APEX Learning is a performance-based Internet learning system which students can earn credits in math, science, social studies, and English. APEX Learning offers credit recovery for those students who are credit deficient. APEX Learning can be accessed from anywhere in the world where there is a high speed Internet connection.

Students may also earn credits through classroom offerings. Students also have the opportunity to earn elective credits through work-study. In order to earn work credit, the student must have a paying job, the School of Possibilities work coordinator must approve the job, the student must complete the appropriate forms, and official wage and hour reports (pay stubs) must be submitted to the coordinator on a weekly basis. (Lab fee)
**Special Education Services**

Eligibility for special education services is determined by an evaluation team. Students may be determined eligible for special education programs in one of several categories. Categories specified in the State of Ohio Rules for Special Education include Autism, Deaf-blindness, Deafness, Hearing Impairment, Emotional Disturbance, Cognitive Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, and Visual Impairment.

Once eligibility is determined an Individualized Education Program (IEP) is developed by a team of people knowledgeable about the student. The IEP specifies annual goals and short-term objectives for the student, along with the special education services and/or classes needed to work towards those goals. An annual review conference is held to review the student’s progress and to develop another IEP, if appropriate, for the following year. The IEP team will also provide guidance for course selection. Classes for students with disabilities are available in the following academic areas; English, Math, Science, Social Studies, and Health. Students with disabilities who participate in general education classes may receive support as needed from a special education teacher. These teachers are available to modify and accommodate classroom materials and to provide occasional in-class support.

**COMMUNITY BASED LEARNING (CBL)** - This community-based program is designed to teach skills leading to adult independence. This program encompasses functional living skills, communication skills, prevocational skills and participation in community activities. When appropriate functional academic skills and socialization take place in natural settings. *Students enrolled in the CBL program will earn credits that will meet the requirements for graduation from Centerville High School.* (Lab Fee)

**CO-TAUGHT CLASSES** - Specific classes in the CHS curriculum are taught by a regular education teacher and a special education teacher as a team. The special education teacher is present to monitor and reinforce comprehension, promote effective work habits and provide the necessary modifications and accommodations for students.

**ACADEMIC TRANSITIONS** is a semester class consisting primarily of 9th and 10th grade students. Students will earn ½ elective credit per semester. Three days a week students will be expected to participate in class activities and instruction. The remaining two days per week students will be given the opportunity to complete homework, study for tests/quizzes and ask for additional assistance with coursework. Class instruction will focus on: transitioning to high school, identifying learning styles/study skills/organizational strategies, beginning the career assessment process, goal setting and course planning, introducing career guest speakers and student speakers, ongoing career exploration and awareness, introduction of technology and resources, preparing for exams, utilizing high school resources, preparing for the Ohio State Tests and reinforcing the 7 Habits of Highly Effective Teens. Students (9-12) can “drop in” to the Academic Transition Center during their lunch and/or study hall in order to get additional assistance on coursework or to access their accommodations and technology. *(Students who successfully complete this course receive ½ of elective credit per semester. A student must have an IEP to enroll in this class.)*
ACE UNIT (AFFECTIVE COMPREHENSIVE EDUCATION) - This unit serves as a advisory for students in grades 9-12. As a resource room, the unit has the capacity to provide instruction for courses leading to graduation. The level of mainstreaming for each student is determined by the IEP team based on academic achievement and behavioral needs. The ACE unit staff is available to support the students and staff in the regular-education environment utilizing a wide variety of interventions. Individual counseling is provided as determined by the student’s IEP with crisis counseling and family consultation on an as-needed basis. (Lab Fee)

APPLIED TECHNOLOGY - Applied Tech. is an eleventh and twelfth grade career education program with a concentration on actual hands-on application of various home and business maintenance, new construction, and high incidence repairs using construction technologies such as landscaping, mechanics of electricity and plumbing, painting, drywall, tile, welding and woods. There is a special emphasis on personal use and safety of power tools, hazardous materials and chemicals. (Lab Fee) (Two year course—1 credit junior year, 3 credits senior year including Applied Math or Applied Science)

INTEGRATED TRANSITIONS OPTIONS PROGRAM - This program is designed to assist junior/senior students with an option to participate until age 22 in their transition from high school to adult life. The goal is to maximize participants’ level of independence in the areas of: academics, independent living skills, community awareness, career exploration, and job training. This program is located off campus with links to the community for training, volunteerism, and leisure/recreational activities. The career fields of study are based on student interests. Some examples include: animal care, child care, dietary, environmental services, grounds/landscaping, health care, hospitality, office/clerical, and retail (based on community availability and student age). Individuals are considered for placement in this program based on their Individual Education Plan. This program is staffed by a Job Training Transition Coordinator, one teacher, and paraprofessionals. (Lab Fee)

JOB TRAINING/TRANSITION COORDINATOR - This related service provider facilitates a variety of transition services to students who have an Individual Education Plan. These services, based on individual student interests and abilities, may include: career planning and exploration, job-shadowing, on- the-job training, community agency referrals and assessments, development of employment opportunities, follow along, and job retention. Although candidates for these services typically participate in the Integrated Transition Options Program, all students who have Individual Education Plans are eligible

WORK STUDY/TRANSITION COORDINATOR works in cooperation with the student, the IEP team, community contacts, and the parents to assist students in achieving the goal of graduating from high school with the vocational skills, work experience and education that will enable them to be self-supporting citizens. In order to help students achieve this goal, a WS/TC may assist in the development and delivery of a continuum of services which may include:

<table>
<thead>
<tr>
<th>Career Planning</th>
<th>Job Seeking Skills</th>
<th>Career Assessment</th>
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<tbody>
<tr>
<td>Employer Contact</td>
<td>Job Shadowing</td>
<td>Job Placement</td>
</tr>
<tr>
<td>Career Education</td>
<td>Referrals to Adult Service Agencies</td>
<td>Post-Secondary Training Decisions</td>
</tr>
</tbody>
</table>
**VOCATIONAL SPECIAL EDUCATION/TRANSITION COORDINATOR** works with students who have an Individual Education Plan and are enrolled in a Career Education Program. The VOSE/TC provides support services for these students which may include: assisting in the development of the IEP, monitoring student progress in accordance with the IEP, development and modification of curriculum and materials, providing supplemental instruction as needed, development of teaching and management strategies, developing the required school to work transition plan, and serving as liaison to parents, teachers, and the Work Study/Transition Coordinator.

**FACULTY/STUDENT HELPER OPPORTUNITIES**

**FACULTY ASSISTANT** - Faculty Assistantships offer the student the opportunity to give assistance to a faculty member and, at the same time, gain from the experience by pursuing in-depth a specific course of study. The nature of the work will be to assist the teacher in preparing labs for class, aid the teacher in actual classroom presentation, and other course specific tasks assigned by the supervising teacher. Faculty Assistant credit must be above the minimum course load requirement for each grade level. The course is graded on a pass/fail basis and does not affect grade point average. One counselor in each unit is responsible for coordination. The sponsoring teacher must request and sign an approval form, available in each guidance office. A maximum of one credit in faculty assistant, peer tutoring, and or library aide, may count toward the graduation requirement. *(Semester course-1/4 credit) @ Pass/Fail Grade*

**PEER TUTORING** is offered only for students wishing to assist the teachers and students in Essentials classes and the Community Based Instruction program. Students must obtain written teacher permission and have written parental approval in order to become involved in peer tutoring. A maximum of one credit in faculty assistant, peer tutoring, and or library aide, may count toward the graduation requirement. Grading will be on a pass/fail basis. *(Semester course-1/2 credit) @ Pass/Fail Grade*

**STUDENT IMC AIDE/OFFICE ASSISTANT** is offered for students who wish to work in the IMC or assist in guidance and principals’ offices. The IMC Aide will assist students at the circulation desk and perform a variety of other tasks. The course is graded on a pass/fail basis. The sponsoring IMC Director must sign an approval form, available in each guidance office. A maximum of one credit in faculty assistant, office assistant, peer tutoring, and or library aide, may count toward the graduation requirement. *(Semester course-1/2 credit) @ Pass/Fail Grade*
Centerville City Schools Academic Eligibility Policy  
Regarding Interscholastic Athletics and Activities

This policy is in effect for all athletic and athletic support (i.e. Cheerleaders, Hockettes, Wrestling Stats) groups in grades 7-12 as well as the Marching Band, Color Guard, Coeds and Winter Guard.

**High School Athletics Academic Eligibility Policy:**

For students in grades 9-12 to be eligible to participate in the interscholastic activities defined above, he or she must in the quarter preceding the activity:

- Received passing grades in five (5) ½ credit graded courses or the equivalent that count toward graduation excluding Physical Education, Faculty Assist, and Peer Tutoring.
- Have a minimum 2.00 grade point average.

**OR**

- Received passing grades in five (5) ½ credit graded courses or the equivalent that count toward graduation excluding Physical Education, Faculty Assist, and Peer Tutoring.
- Have a 1.500 – 1.999 grade point average.
- Attend two (2) mandatory study table sessions per week. Failure to attend two (2) study table sessions per week will result in ineligibility for seven calendar days.

Students participating in College Credit Plus, PSEO, Home Schooling, or any other approved alternate educational plan must meet CCS eligibility standards along with providing such proof according to the CCS school calendar.

Students in grades 9-12 are ineligible to participate in interscholastic activities for the entire quarter, but may practice with the team with the coach’s approval along with adhering to the study table guidelines if in the preceding quarter the student:

- Had a 1.499 grade point average or below
- Did not pass five (5) courses, each of which equates to one-half (1/2) credit per semester, excluding Physical Education, Faculty Assist and Peer Tutoring.

A student entering the ninth grade for the first time is eligible provided that he or she passed at least 5 of their courses during the 4th quarter of their 8th grade year.

All grade point averages will be determined by the CHS grading policy. The CHS head principal is the final authority on any grade dispute.
Middle School Athletics Academic Eligibility Policy:

For students in grades 7-8 to be eligible to participate in the interscholastic activities defined above, he or she must in the quarter preceding the activity:

- Received passing grades in five (5) graded courses with no more than one “F”
- Had a minimum 2.00 grade point average

OR

- Received passing grades in five (5) graded courses with no more than one “F”
- Had a 1.500 – 1.999 grade point average

Any student-athlete who qualifies with a 1.500-1.999 grade point average will be placed on “academic probation” until midterm grades are posted for the next academic quarter.

If, at the time midterm grades are officially posted, a student’s grade point average for that quarter is a 2.00 or higher with no more than one “F”, he or she will remain eligible for the remainder of that quarter.

However, if at the time midterm grades are officially posted, a student’s grade point average for that quarter is below a 2.0 or there is more than one “F”, he or she will become academically ineligible for the remainder of the quarter.

Students in grades 7-8 are ineligible to participate in interscholastic activities for the entire quarter if in the preceding quarter the student:

- Had a 1.499 grade point average or below
- Had more than one (1) “F” as the final grade for the quarter

Please remember that ELA is a block class at the middle school level and the grade earned in that class counts twice for eligibility purposes even though it only shows up once on the report card. If a student in grades 7 or 8 fails ELA, he or she will be ineligible.

A student entering the ninth (9th) grade for the first time is eligible provided that he or she passed at least 5 of their courses during the 4th quarter of their 8th grade year.

A student entering the seventh (7th) grade for the first time is eligible for all interscholastic activities during the fall season, but any further eligibility will be determined by their academic standing beginning with the winter season.

All grade point averages will be determined by the middle school grading policy. The building principal is the final authority for any grade dispute.
ELIGIBILITY FOR OHIO HIGH SCHOOL ATHLETIC ASSOCIATION
INTERSCHOLASTIC ACTIVITIES AND SUPPORT GROUPS
STATE AND LOCAL ATHLETIC ELIGIBILITY POLICIES

Attendance responsibilities for in-season athletes are the responsibility of the athlete and their head coach. Attendance policies will be consistent with “OHSAA” Scholarship Standards - In order to be eligible in grades 9-12, a student must be currently enrolled and must have been enrolled in school the immediately preceding grading period. During the preceding grading period, the student must have received a minimum 2.000 grade point average or attend the Study Table if between a 1.5000 – 1.999. Also during the preceding grading period, the student must have received passing grades in a minimum of five-1/2-credit courses or the equivalent which count toward graduation. Physical Education, Faculty Assistant, Peer Tutoring, Office Assistant, IMC Aide do not qualify as full credit equivalent courses.

The eligibility or ineligibility of a student continues until the start of the fifth school day of the next grading period, at which time the grades from the immediately preceding grading period become effective. EXCEPTION: Eligibility or ineligibility for the first grading period commences with the start of the fall sports season.

A student enrolled in the first grading period after advancement from the eighth grade must have passed 5 classes carried in the preceding grading period in which the student was enrolled.

Summer school grades earned may not be used to substitute for failing grades from the last grading period of the regular school year.

STUDY TABLE GUIDELINES

1. The CHS Study Table (ST) is available to ALL students eight (4) times a week, Tuesday through Friday mornings for 45 minutes sessions. The ST is an excellent way to receive special help for difficult academic questions. The academic sessions occur Monday through Friday in W205. Mature and positive, purposeful behavior is expected of all participants. Students arriving tardy will not be admitted to the session.

2. The weekly schedule for Study Table sessions is as follows:

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<thead>
<tr>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tr>
<td>7 – 7:45 am</td>
<td>7 – 7:45 am</td>
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Study table week is defined as Tuesday through Friday 7:00 am – 7:45 am.

3. Study Table sessions will be staffed by a math and an English teacher.
4. Students must bring contextual materials, school supplies, assignments, and the latest copy of evaluative material to each session.
5. Students must remain for the entire 45-minute session and be dismissed by the Study Table staff.
6. The Study Table session is purely academic in nature and not to be used as a disciplinary alternative.
7. Current participating athletes who are assigned to the Study Table must complete two required sessions per week by Thursday, 4:00 p.m. or become ineligible the next day (Friday) for the next seven calendar days.
8. Absence from school, illness, detention, tardiness, and practice are not excuses to miss study table. The mandatory two sessions must be served.
9. Students assigned to study table must be present in the assigned location at the time the session is scheduled to begin.
NCAA ELIGIBILITY INFORMATION

If you want to play sports at a Division I or II college or university, register with the NCAA Eligibility Center at eligibilitycenter.org.

Attend the NCAA Parent Informational Night held each year at CHS in November.

FRESHMEN YEAR:
• Check the list of Centerville High School’s approved NCAA core courses and make sure you take them. The approved courses have one asterisk next to the course name under the Courses of Study by Department section of this book.
• Schedule an appointment with your guidance counselor as soon as possible to let him/her know you are interested in playing athletics at a Division I or II school. The counselor will discuss Division I and II academic requirements.

SOPHOMORE YEAR:
• Register at the beginning of the year at eligibilitycenter.org.
• Make sure you take approved core courses on your high school’s list of NCAA courses.

JUNIOR YEAR:
• Check with your counselor to make sure you are on track to graduate on time.
• Take the ACT or SAT and submit your scores to the NCAA using code 9999.
• At the end of the year, complete a Transcript Request form and ask your counselor to send your official transcript to the Eligibility Center.

SENIOR YEAR:
• Take the ACT or SAT again, if necessary. Submit scores to NCAA using code 9999.
• Request amateurism certification after April 1 on the eligibility center website.
• In June, email your counselor to and ask to submit your final official transcript with proof of graduation to the Eligibility Center.

If you have questions after visiting the website, please call Mrs. Beth Buck, South Unit Guidance Office, 439-3542.

MIDDLE SCHOOL CREDIT
- **MATH** Credit for Algebra I and or Geometry taken while in middle school will be awarded after successful completion in high school of the next sequenced course in that subject area.
- **WORLD LANGUAGE** Credit for Spanish I, German I, or French I taken while in middle school will be awarded after successful completion in high school of the sequential course in that subject area.
- **FINE ARTS** ½ credit will be awarded to students who attended middle school in the Centerville City Schools and completed three of four fine arts courses (music and art) during their 7th and 8th grade years.
REPETITION OF COURSES
Courses offered may be taken only once for credit with the following exceptions: Independent Living, *English* - Advanced Interpretive Arts, *Applied Arts* - Faculty Assistant, Office Assistant, Peer Tutoring, IMC Aide, Physical Education, and Advanced Custom Woodworking Technology; *Art* - Studio-Art (Students must achieve a “B” or better in order to repeat this course); *Music* - Concert Band, Symphonic Band, Jazz-Rock Improvisation, Wind Symphony, Concert Orchestra, Symphonic Orchestra, Concert Choir, Women’s Choir, Forte, and *Fine Arts* – Advanced Acting and Directing, Dance, and Advanced Interpretive Arts.

If a student chooses to repeat a course that is not listed above, he/she can do so. The initial course and grade will remain on the transcript. The repeated course grade will be listed on the transcript and also be calculated in the GPA but no credit will be awarded.

PHYSICAL EDUCATION POLICY
All students are required to complete two units of Physical Education to meet the graduation requirements with the following exceptions:
1. **Medical Excuse.** In cases where a valid medical excuse is obtained before the commencement of a physical education course, a student's schedule will be changed and the physical education class will be required during another semester. Students obtaining a valid medical excuse for a disability occurring after the beginning of a physical education course shall be required to dress for class, if physically possible, according to the physical education dress policy, attend class, and pursue alternate activities as directed by the teacher, and shall be given credit. In all instances a written excuse by the proper medical authority shall be kept in the student's cumulative folder and updated annually.

2. **Religious Objections.** Students and parents/guardians who object to participation in health and/or physical education classes for religious reasons have the right to request a waiver of these requirements. The request for review and waiver must be made in writing to your unit principal or to the coordinating principal.

**Use of Equipment.** Students are not to be on or using any physical education apparatus or equipment unless under the direct supervision of Centerville High School physical education staff members.

CONVERSION AND INTERPRETATION OF TRANSCRIPTS
Conversion Policy – interpreting transcripts and graduation requirements of other schools:

- **Entrance during a school year:**
  a) Where the Carnegie Units system is used and therefore the ratio of credits is the same as Centerville’s, maintain the credit count as listed.
  b) If the system is different from Carnegie Unit, attempt to adjust the ratio to the Carnegie Unit system and confer with at least one other counselor in determining credits.

- **Student at beginning of senior year:**
  a) Hold to current required number of credits for graduation and specific course requirements, or
  b) Arrange for former school to grant diploma based on acceptance of our credits and the inability of the student to meet our requirements.

- **Transfer students:**
  a) Letter grades appear on the Centerville High School transcript, and the letter grades are used to determine a student’s official GPA and class rank.

In order for a student to participate in Centerville High School’s commencement exercises, he/she must receive a Centerville High School diploma.

If a student leaves Centerville High School after fifteen days of the senior year and goes to another school, a Centerville High School diploma may be granted upon completion of our graduation and course requirements.

In interpreting a transcript regarding physical education requirements as set by Centerville High School, the counselor should use the amount of class time per week to equate with Centerville’s physical education program. That is, one unit of physical education at Centerville High School is equal to class time of 5 days per week for 18 weeks. This rule should be applied to the physical education program of the former school.
POLICY ON THE ACCEPTANCE OF FOREIGN STUDENTS

EXCHANGE STUDENTS
Foreign Exchange students who travel through a CSIET approved International Educational Exchange Programs (i.e. AFS, EF, YFU), are living in Centerville and have not graduated from another high school in the world, are eligible for acceptance as students at Centerville High School. The student's Exchange Program Representative must communicate with the International Student Coordinator (ISC) at Centerville High School and the required School Acceptance documents must be completed before an exchange student may be enrolled. The ISC will register and build a schedule for the exchange student. Every effort will be made to place the exchange student in challenging courses that are compatible with the student's level of English proficiency. All Exchange students will be placed in an English class and an American History class. If the Exchange student wishes to earn a regular Centerville High School diploma, he or she must be classified as a senior and must enroll in American History, American Government and meet all other Graduation Requirements including the State Test requirements placed upon students by the State of Ohio.

INTERNATIONAL STUDENTS
International students who reside in the Centerville School District with a parent may enroll at Centerville High School after meeting these requirements:

- The student may not have graduated from high school in his native country
- The student must submit proof of residency in the Centerville District
- The student must provide a complete transcript of previous education

A foreign student (under the age of 18) who is living in the district with someone other than a parent must provide proof of guardianship and/or custody.

Once all enrollment criteria is met an ESL (English as a Second Language) tutor will determine what ESL services are necessary. International students must meet all graduation requirements and must satisfy the State’s Ohio Graduation Test requirements in order to receive a Centerville High School diploma.

GUIDANCE AND COUNSELING SERVICES
Guidance can best be defined as the service available to each student to help him achieve academic success in school, to help him better understand his strengths and limitations, to help him identify his interests, and to aid him in planning for and attaining realistic goals. The heart of guidance is the counseling situation where the student and the counselor discuss whatever problem the student has brought to the guidance office. The student may need information, an impartial point of view, or the opportunity to talk about a problem. The student can expect some assistance in solving the problem. Guidance is a function of all personnel within the school system. However, the Guidance Department provides special services to students, parents, teachers, administrators, and the community. Guidance facilities are located in each unit. Counselors are available during regular school hours and usually after school until at least 3:10 p.m. Guidance services are achieved for each student through individual counseling, group guidance, testing, faculty advisors, assistance to teachers and staff, parent conferences, work with community groups, and informational services related to vocations, educational opportunities, and personal-social growth.
TRANSCRIPTS
Requests for a transcript of high school grades should be made through the guidance office of the unit in which the student is enrolled. Each transcript requested will be $2.00. Alumni of Centerville High School must request their transcripts through the Pupil Personnel Office, 111 Virginia Avenue, Centerville, Ohio 45458, telephone 433-8841, extension 2029. This charge is $5.00. Online information available at Centerville.k12.oh.us

Ohio Revised Code authorizes a public school to withhold a student’s grades (report card, transcripts and credits) for failure to pay assessed fees for “materials used in a course of instruction” other than textbooks, which must be furnished without charge.

SCHEDULE CHANGE PROCEDURE
The procedure for changing a schedule begins in the Guidance Office. Changes are made via computer and teachers receive the necessary information from the Guidance Office. Students must be carrying more than the minimum course load in order to drop a course. All students will be accounted for and grades recorded in all classes until an official change is recorded in the Guidance Office.

No schedule change will be officially recorded on permanent records until the following conditions are fulfilled:

1. All schedule changes must go through the assigned counselor in each unit.
2. A note signed by the student’s parents is required before any student will be permitted to drop or change a class. (The reason for the note is simply to insure that parents are informed.)
3. The schedule change has been entered into the computer.

ADDING A CLASS
Course additions must occur no later than six school days after the beginning of a semester or year course, since a student who adds later will have missed valuable work upon which the rest of the course is built.

COURSE LOAD
The minimum course load is five (5) classes. Students are encouraged to schedule six (6) classes so that they will be carrying and passing enough credits to meet the graduation requirements and special requirements such as the Ohio High School Athletic Association mandate of passing courses which would yield five credits per year. Faculty Assistant, IMC Aide, Office Assistant, Peer Tutoring, and Physical Education do NOT count toward the minimum course load requirement.

COURSE WITHDRAWAL POLICY
Students must maintain the five-course minimum at all times. A student who wishes to drop a course he or she is passing must do so before the first exam session day. The passing grade for the current nine weeks will NOT become a part of the student record. Whenever a student drops any course while failing the course, but before two-thirds of the current nine-week grading period, no grade will be recorded on the student’s record. Whenever a student drops any course while failing the course, but AFTER two-thirds of the current nine-week grading period, an “F” will be recorded for the nine weeks grade. When an “F” is given as the second quarter or fourth quarter grade and a withdrawal is granted an “F” will be assigned for the semester average grade. In all classes, all grades entered on the permanent record prior to withdrawal will stand as recorded. Any questions regarding interpretation of the policy should be directed to a counselor.
COURSE LEVEL CHANGES

Students and parents should recognize that course recommendations are given by teachers based on current and past student performance. When students and/or parents choose to select a course different from the recommendation, they are responsible for the decision. If they wish to make a change, they must follow the level change policy as outlined below:

Level Change Policy:
A level change request may originate with a parent, student, or teacher. Any level change, however, requires direct communication between the current course teacher and the parent. Guidelines to consider when requesting a schedule change will include the student's current grade, test scores, teacher observations, etc. Once a student has changed levels, he may not change back to the original level.

New Student Course Changes:
A student new to Centerville High School is scheduled by the guidance department based on the information provided at the time of registration. As records are received and teachers become more familiar with the student’s background, it may be necessary to change the student’s schedule to accommodate needs. This change may involve level changes outside the normal window or the addition/deletion of a course from the student’s schedule.
Centerville High School

Level Change Request Form

Return this form to the counselor for seat availability

A level change request may originate with a student, teacher, or parent. Guidelines to consider when requesting a level change should include the student’s current grade, test scores, teacher observations, etc. This form will be submitted to the guidance counselor when the necessary signatures have been acquired.

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**WINDOWS**

Window 1 – The first 20 days of the course, from days 7-20 a level change form must be used

Window 2 - 3 school days following the date of the 1<sup>st</sup> quarter grade dispersal

Window 3 - 3 school days following the date of the 2<sup>nd</sup> quarter grade dispersal (year course)

The first 20 Days of the course (semester course)

Window 4 - 3 school days following the date of the 3<sup>rd</sup> quarter grade dispersal (semester course)

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Level Change requested by: Parent / Student / Teacher (circle one)

Course Change Requested from ____________________________ To ____________________________

Name

Student Name: ____________________________ Unit: _______ ID: __________

Parent Name: ____________________________ Home Phone: __________

Work Phone: ____________________________

Teacher Name: ____________________________ Phone: __________ Plan Period: ________

Student: Please express in writing the rationale for this change: ____________________________

__________________________________________________________________________________

__________________________________________________________________________________

(If more space is needed, please use the back.)

Student’s Signature: ____________________________ Date: ____________________________

Teacher: Please express in writing any information that would explain the current progress of the student in the class: Current Class Grade: ______

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

(If more space is needed, please use the back.)

I recommend the change: ________________

I do not recommend the change: __________

Teacher’s Signature: ____________________________ Date: ____________________________

Parent: I have read the above student rationale and teacher comments. I have also communicated with the teacher and/or counselor and approve this change.

Parent’s Signature: ____________________________ Date: ____________________________
PUPIL LOAD AND ZERO PERIOD

Students are encouraged to give careful and serious thought when choosing subjects. Not only is the number of subjects considered important, but also the level of difficulty. If the subjects chosen are at a level of difficulty above the ability of the student, there is a tendency for the student to struggle. If the choices result in subjects that are not challenging enough for the student, there is the possibility of developing lax attitudes and habits. All students are considered full time students and must carry the minimum course load of five (5) classes each semester. Faculty Assistant, Office Assistant, IMC Aide, and Peer Tutor do not count as one of the five (5) classes. Students are encouraged to take six classes in order to take advantage of the diverse curriculum offerings. Students may select the Zero Period American Government class for a seventh alternative. Other special courses each year are posted as Zero Period courses and must meet minimum enrollment levels. Zero Period meets from 7:00 a.m. to 7:45 a.m. each school day.

The only exceptions to the full time student policy are the following:
1. Upon special request and review, arrangements for part time status can be made for students (under 21 years of age) who
   a) have completed four years of study without having obtained a high school diploma;
   b) are eleventh or twelfth grade students participating in the post high school options program and who have met the official procedural guidelines.
2. Any other special exception should be channeled through the counselor to the high school principal.

TECHNOLOGY

A networked computer system has been installed in the Centerville City Schools for the benefit and education of all students and staff. Along with the opportunity to learn from the use of the computer also comes an obligation to use this technology in a responsible way. To ensure the integrity of this system, the following rules have been established:
1. Students must have signed the Student User Agreement and have their parents sign the agreement to access any networked workstation
2. Students are to use only the password of record for them in order to gain access to the network. Students are not to log on to the network with any other ID name. Furthermore, students are not to share their passwords with any other student or individual.
3. Accessing network administrator files, teacher files, or other student files, or the use or installation of non-school owned programs will place students into the suspension/expulsion category of the consequence list.
4. Students who aid or assist other students in computer misuse or computer tampering shall be deemed equally responsible for the offense and may receive the same consequences.
5. Students may not install programs, including CDs, on the district’s computers without prior permission from the building network administrator.
6. Student workstations are to be used by students with teacher permission and/or supervision. Students are to use only those programs to which their teacher(s) have given them access. Teacher workstations are for classroom presentations and classroom instruction.
7. Students must always log out before leaving a computer station or before turning a computer system off.
8. Issues related to vandalism, plagiarism, dishonesty, and theft as outlined in the current Code of Conduct apply to the use of the computer network, individual workstations, and other peripherals, software, and all electronic files.
TECHNOLOGY AVAILABLE TO STUDENTS

Students attending Centerville High School have access to a variety of educational technologies before and after school and during the lunch periods. They include, but are not limited to, the following equipment:

- Two networked PC LABS. Students have access to the Internet for project and research purposes.
- The Instructional Materials Center (IMC) offers networked PCs and Chromebooks that deliver a variety of applications, including the Microsoft Office suite, Internet access, and online databases and resources. The IMC provides students with printing and scanning and is home to over 18,000 print resources in addition to AV equipment (digital cameras and camcorders, mp3 players, etc.) for both class and individual student use. The IMC is open Monday through Friday from 7:15 a.m. until 3:45 p.m.
- Several networked PC labs using the Windows environment with standard applications of Microsoft Office and equipped with CD-ROM and multimedia platforms are available for beginning and advanced applications, before, during and after school for both Centerville High School and Sinclair Community College.
- A 20-station industrial engineering lab is equipped with software used extensively for the Industrial Engineering Technology Tech Prep Program.
- Mobile carts equipped with laptop PCs, printer, and wireless access are available for classroom use.

CHS Online Resources

*Online databases and resources are available from the Virtual IMC web site ([http://lib.centerville.k12.oh.us](http://lib.centerville.k12.oh.us)):

Click on the Centerville High School IMC link. To use these resources at home, please see the Elk Student Planner for usernames and passwords.*
CENTREVILLE HIGH SCHOOL GRADING POLICY
GRADING SCALE

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<tr>
<th>LETTER</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>B-</td>
<td>80-82</td>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
<td>C+</td>
<td>77-79</td>
<td>D-</td>
<td>60-62</td>
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<tr>
<td>A-</td>
<td>90-92</td>
<td>C</td>
<td>73-76</td>
<td>F+</td>
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<tr>
<td>B+</td>
<td>87-89</td>
<td>C-</td>
<td>70-72</td>
<td>F</td>
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<td>B</td>
<td>83-86</td>
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HONORS GRADING SCALE

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<td>F+</td>
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<td>C</td>
<td>66-68</td>
<td>F</td>
<td>50-51</td>
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<td>A-</td>
<td>81-83</td>
<td>C-</td>
<td>63-65</td>
<td>F-</td>
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1. A required cumulative semester exam is to be taken in each class at the conclusion of each semester. The semester grade is the average of each nine weeks and the semester exam according to the following formula: Each nine weeks grade equals 40% of the semester grade; the semester exam equals 20% of the semester grade.

2. Cumulative second semester senior exams - Seniors who earn a grade of “D+” or lower for either the third or fourth quarter of a course must take a second semester exam, and their grades will be determined by using the same method used to determine the first semester grades.

3. Students who merely sign their name to a semester exam and turn it in or fail to take a semester exam WILL RECEIVE A ZERO which will calculate as 20% of their semester average. Please be aware that it is in the student’s best interest to take and complete the exam.

4. Semester Grades - The CHS data processing program will calculate semester grades for all students. Possible grades are: H(+/-); A(+/-); B(+/-); C(+/-); D(+/-); F(+/-).

5. In order to allow students to prepare for the semester exam, all nine weeks evaluative activities (such as tests, quizzes, or projects) are to be completed so that one class day of review is possible before the commencement of the first exam session. Students will have the opportunity to review all evaluative material (such as tests, quizzes, and projects) before they are again tested on the same material during a semester exam. During the second semester only, seniors may be given evaluative activities the day before the first exam.

6. Students who receive an honors semester grade of “F, F+, F-” will be withdrawn from the honors class and placed in a lower track class by the honors course teacher through the guidance counselor.
7. **Required major project/grading** - Departments, with the approval of the administration, may specify major projects which must be completed before course credit is awarded. These required projects, their relative values, and the relevant grade policy must be announced to students in writing at the beginning of the affected courses. A major project, as it is described in the course syllabus, is due on the announced due date. Although a late project is acceptable toward the awarding of course credit at any time before the course ends, one letter grade will be deducted from the original project grade for each day that a project is late (counting each school day including days of excused absences). The grade for the quarter during which the project is to be counted will be the average of all of the student’s grades at their announced values. If the project is not submitted by the end of the course, (the day before exams begin), the semester grade will be an “F-” and credit for the semester will be denied. In cases of extenuating circumstances, a student may appeal the application of this policy to the high school principal.

8. **Credit is awarded for semester courses** by earning a “D-” grade or higher for the semester.

9. **Credit is awarded** and the grade posted to transcript for semester courses at the conclusion of the semester. For year-long courses grades are posted at the end of each semester however credit is not awarded until the completion of the entire course (school year).

10. **Incomplete** - For those students who suffer an illness or for some other legitimate reason are unable to complete the necessary work for credit as prescribed by the teacher, an incomplete should be given and arrangements made for the student to make up the work. All recorded incompletes must be made up within twelve (12) calendar days from the date report cards are issued. After this time, an “I” automatically becomes an “F”. Exceptions will be made only in cases of extenuating circumstances as determined by the counselor and/or unit principal.

11. **Grade Appeals** - Students have ten days from the distribution of the semester grades to appeal the semester grade as rendered by the teacher, its computation or recording. Appeals need to be initiated by the student. In cases where the teacher is not available, the student has the responsibility to bring it to the attention of the unit principal within the ten-day period. Following the ten-day appeal period, the semester grade will be used to compute the grade point average.

12. **Interim Report** - At the midpoint of each nine week grading period, students who have established a “C”, “D”, or “F” grade average are to be notified by their classroom teacher of their midpoint status using the CHS Interim Report format. Students with an established midpoint grade of “H”, “A”, or “B”, may be notified at the discretion of the teacher of their midpoint status. Pre-selected positive and negative comment statements may be used to support rationale for current behavior and academic productivity.

13. **Make up Work for Excused Absences** - The student is responsible the first day he or she returns to school to contact each of his or her teachers to obtain missed assignments and activities that can be repeated for make up. Students excused on “School Related Business” and “Travel with Parents” forms will abide by instructions on said forms. For a one-day absence, students are responsible for submission and/or completion of **previously assigned class work** including quizzes, upon their return to the classroom. Example: Absent Monday, make up Tuesday. For extended absences (two days or more), students are granted the same number of days to complete the work as days absent. Teachers have the privilege of establishing make up deadlines providing the days allowed are not less than those specified in this policy. Each teacher will communicate their make up policy to the students at the beginning of the course. Assignments are due at the beginning of the class period on the day following the make up period. Example: Absent Monday and Tuesday make up due Friday at the beginning of the class period. In some cases, due to the complexity and/or spontaneity of the assignment, the teacher may determine that the assignment is unable to be repeated. In these situations the student’s grade will be calculated as per the individual teacher’s written grading policy.
Class Rank - Class rank is a numerical ranking based upon the individual cumulative grade point average. The ranking is figured according to the recommendation of the National Association of Secondary School Principals and the American Association of Collegiate Registrars and Admissions Officers. All grades recorded for the semester will be used in the calculation of grade point average and rank in class even though credit may not be granted because of withdrawal from a course before its completion. This is considered a course/credit attempted, and therefore, should reflect a total picture of the student’s progress and scholastic record. Student’s GPAs are calculated at the end of each semester. Official class rank, which is a ranking of all members of one class by their GPA, is determined in mid-September for grades 10, 11, and 12. Final official ranking for seniors is determined in mid-February. See CHS Grading Policy in the appendix of the Teacher Handbook for method of calculating GPA.

VALEDICTORIAN/SALUTATORIAN ELIGIBILITY
For a student to be eligible for salutatorian or valedictorian status at Centerville High School, the students have enrolled at Centerville High School and been awarded grades and credit by Centerville High School during the entire seventh semester (first semester of the senior year).

TRANSFER STUDENTS

RECOGNITION OF WEIGHTED COURSES AND HONORS GRADES OF TRANSFER STUDENTS

Guidance Counselors will assess and evaluate the transcripts of all new students who have transferred to Centerville High School from another school district. Students will be eligible to receive weighted credit in all courses that are equivalent to Honors or Advanced Placement courses that Centerville High School offers. Transfer students will receive weighted credit for only those courses. Honors or Advanced Placement courses not offered at Centerville High School that are on a student’s transcript will not receive weighted credit but will be designated with their original title. Letter grades appear on the Centerville High School transcript, however, percentage values are used to determine those grades.
The total weights of the semester average grades divided by the total credits attempted yields the accumulative grade point average. Student GPA’s are calculated at the end of each semester. Official class rank, which is a ranking of all members of one class by their GPA, is established on or about September 20 for grades 10, 11, and 12. Final official ranking for seniors is established on or about February 20.

**Report Cards** Mid-term and quarter grades are available on the Home Access Center (HAC). Report cards are mailed to parents/guardians at the end of the year. Students with an outstanding obligation will not receive their report card in the mail. Students must to come to their unit office to clear the obligation before receiving their grade cards.

### Semester Exam Calculation Method

Semester averages are calculated on a 40/40/20 scale, which means that first and second quarters each comprise 40% of the semester average and the semester exam is 20% of the semester average.

This also means that students who merely sign their name to a semester exam and turn it in **WILL RECEIVE A ZERO, which will calculate as 20% of their semester average**. Please be aware that it is in the student’s best interest to complete the exam.
EQUAL EDUCATION OPPORTUNITIES

The Centerville School District offers equal educational opportunities without regard to race, color, national origin, gender/sex, and disability. All students of the Centerville School District will have equal education opportunities. Students have the right to be free from discrimination on the basis of race, sex, marital status, pregnancy, national origin, citizenship status, disability, criminal record, political activity, religion, creed, or opinion in all decisions affecting admissions, membership in school-sponsored organizations, clubs, or activities, access to facilities, distribution of funds, academic evaluations or any other aspect of school-sponsored activities. The Board of Education reserves the right to limit a student’s participation in a school-sponsored activity for health and safety reasons. Any limitations with regard to participation in a school-sponsored activity will be based on criteria reasonably related to that specific activity.

In the event of any alleged discrimination because of race, color, national origin, gender/sex, and disability, the student or professional staff person should contact the Title VI, Title IX, 504 Coordinator, Director of Student Services, Centerville City Schools, 111 Virginia Avenue, Centerville, Ohio 45458—(937) 433-8841, for appropriate procedure.
THE DECISION FOR 2017-2018
CONCLUSION

- Be sure that you have given a great deal of thought to your course selection.

- Check through the following reminders to be sure you have completed the form correctly.

1. You must be signed up for a minimum of five (5) classes per semester.

2. You should have selected at least one credit in English and one credit of math for the year.

3. Check the requirements for graduation and be sure you will be able to meet them.

4. Check your schedule thoroughly. Be sure that you have selected the courses you desire. Once the schedule has been processed, all class lists are final and a change must be approved by a unit principal on an official change form.

5. Review your course selections with your advisor, guidance counselor, and parents before the final registration day.

6. If you will be an 11th or 12th grade student, you must select a Program Pathway.
### FOR THE CLASSES OF 2018, 2019, 2020, 2021

**NAME_______________________________ ID_____________ ADVISOR ______________**

### GRADUATION REQUIREMENTS

1. Eng. 9 (1 cr.)
2. Eng. 10 (1 cr.)
3. Eng. 11 (1 cr.)
4. Eng. 12 (1 cr.)
5. Math (1 cr.)
6. Math (1 cr.)
7. Math (1 cr.)
8. Math (1 cr.)
9. Science (1 cr. of a Physical Science)
10. Science (1 cr. Bio or Life Science)
11. Science (1 cr. Science elective)
12. Health (1/2 cr.)
13. P.E. (1/4 cr.)
14. P.E. (1/4 cr.)
15. Modern World History (1/2 cr.)
16. U.S. History (1 cr.)
17. U.S. Government (1/2 cr.)
18. Social Studies Elective (1/2 cr.)
19. Social Studies Elective (1/2 cr.)
20. Fine Arts (1 cr.)

### ASSESSMENTS

**These assessments are taken during the year you take the course.**

- Algebra I: Points ______
- Geometry: Points ______
- Biology: Points ______
- American History: Points ______
- American Gov’t.: Points ______
- English I: Points ______
- English II: Points ______

**TOTAL ______**

### COLLEGE PREP REQUIREMENTS

**For 4 Year Colleges/Universities**

1. 4 English
2. 4 Math
3. 3 Science
4. 3 Social Studies
5. 2 of the same World Language
6. 1 Fine Art

### ACT SCORE _____________

### SAT SCORE _____________

**Middle School ______**
9th Grade ______
10th Grade ______
11th Grade ______
12th Grade ______

**TOTAL ______**

**TOTAL CREDITS =_____ (21 or more)**