HIGH SCHOOL COURSE DESCRIPTION GUIDE

2016-2017
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Dear Students and Parents,

This High School Course Description Guide has been prepared to help you plan your high school program and choose courses for the 2016-2017 school year. It contains essential information about graduation requirements, athletic eligibility, course descriptions, and educational options apart from the traditional high school.

We wish to stress that rigorous coursework has a proven positive impact on the academic and career preparation of all students, regardless of race, gender, or socioeconomic status. Therefore, the Westerville City School District offers a rich and diverse selection of courses for all students. According to ACT research, taking challenging courses in the quality core content areas will better prepare students for the ACT test, which is a top predictor of college readiness (www.act.org). In addition, students most likely to complete a college degree are those who engage themselves in demanding coursework over four years of high school.

Beginning with the class of 2014, Ohio has enacted the Ohio Core Graduation Requirements that you will see outlined in this guide. In addition, for students planning to attend a four-year college, the Ohio Department of Higher Education recommends the completion of four years each in English, mathematics, social studies, and science, three years of a world language, and one year of technology or the arts.

The learning opportunities available in our high schools will provide a solid foundation for a successful future. Together we will make these four years a rewarding and effective foundation from which to build your lives!

Please take a moment to view this message from Dr. Kellogg.

Best regards,

John R. Kellogg, Ed.D., Superintendent

M. Scott Reeves, Executive Director, Secondary Academic Affairs

Todd Spinner, Principal, Westerville Central High School

Kurt Yancey, Principal, Westerville North High School

Steve Andersson, Principal, Westerville South High School
Board of Education
Richard W. Bird, President
Rick A. Vilardo, Vice President
Tracy A. Davidson, Board Member
Dr. Nancy Nestor-Baker, Board Member
Gerrie Cotter, Board Member

Administration
John R. Kellogg, Ed. D., Superintendent
Bart Griffith, Treasurer

Administration Offices
936 Eastwind Drive, Westerville, Ohio, 43081
Office Hours: 7:30 AM - 4:30 PM

Important Numbers:
Main Office: 614-797-5700
Fax: 614-797-5701

District Website
www.wcsoh.org

Vision Statement
To be the benchmark of educational excellence.

Mission Statement
To prepare students to contribute to the competitive and changing world in which we live.

Statement of Equal Opportunity
All courses are available to students without regard to race, color, national origin, sex, or handicap.

Non-Discrimination Policy
The Board of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability, sexual orientation, military status, ancestry, age, genetic information, or any other legally protected characteristic, in its programs and activities, including employment opportunities.
Westerville Central High School
7118 Mount Royal Avenue, Westerville, OH 43082
Principal: Todd Spinner
Assistant Principal: Brad Adams
Assistant Principal: Nicholas McIlwain
School Counselors:
    Carrie Ackerman
    Jim Kloepfer
    Erica Guice
    Monica Johnson
Office Hours: 7:00 AM - 3:30 PM

Important Numbers:
Main Office: 614-797-6800
Fax: 614-797-6801
Attendance: 614-797-6820
website: www.wcsoh.org/wchs

Westerville North High School
950 County Line Road, Westerville, OH 43081
Principal: Kurt Yancey
Assistant Principal: Scott Gaddis
Assistant Principal: Stephanie McGeorge
School Counselors:
    Colleen Biederman
    Whitney Griffith
    Melissa Simashkevich
    Julie Taylor
Office Hours: 7:00 AM - 3:30 PM

Important Numbers:
Main Office: 614-797-6200
Fax: 614-797-6201
Attendance: 614-797-4812
website: www.WestervilleNorth.com

Westerville South High School
303 South Otterbein Avenue, Westerville, OH 43081
Principal: Steve Andersson
Assistant Principal: Crystal Harris
Assistant Principal: Michael Hinze
School Counselors:
    Laura Elliott
    Tammy Hanby
    Jennifer Stovall
    Charles Runyan
Office Hours: 7:00 AM - 3:30 PM

Important Numbers:
Main Office: 614-797-6000
Fax: 614-797-6001
Attendance: 614-797-6047
website: www.wcsoh.org/wshs
Curriculum Requirements

Graduation requirements include those prescribed by the Ohio Department of Education, but should be considered minimum requirements. Students’ programs will generally include more than these minimum credits. Ohio law allows high school credits earned prior to ninth grade to be used to satisfy the minimum graduation requirements. The grades earned in these courses will count in the student’s grade-point average and class rank. Requirements for high school graduation in Westerville consist of a minimum of 20 credits, which must include the following:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4.0 (1 unit of Algebra 2 or its equivalent)</td>
</tr>
<tr>
<td>Science</td>
<td>3.0 (1 life, 1 physical and 1 advanced)</td>
</tr>
</tbody>
</table>

Social Studies as listed below:

- American History I AND American History II OR Honors American History
- Modern World History I AND Modern World History II
  OR Advanced Placement World History
- U.S. Government I AND U.S. Government II*
  OR Advanced Placement U.S. Government*
- Health
- Physical Education**
- Visual and Performing Arts***
- Elective credits ****

*This course fulfills the financial literacy requirement.

**The Physical Education requirement may be waived under Policy 5460. Please see page 34 for more details.

***All students not following a career-technical pathway must complete at least two semesters of fine art at any time throughout grades 7-12.

**** Elective credits may include visual and performing arts.

College Preparatory Program

In addition to your test scores and GPA, colleges look at what classes you take in high school. To assist students in making a smooth transition from high school to college, the Ohio Department of Education and the Ohio Department of Higher Education recommend a college preparatory program which includes:

- 4 years of English, with emphasis on composition
- 4 years of mathematics
- 4 years of science
- 4 years of social studies
- 2-3 years of one world language
- 1 year of fine, applied, or performing arts

Students who pursue this curriculum will have solid preparation for college. Since requirements vary from university to university, students are strongly encouraged to check the latest policies regarding course requirements with each university or college admission office.

1 While two credits in one world language are minimum, successful world language students (grade C or better) are urged to take three, four, or five years of the same language if possible.

Progression of required courses*****

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Mathematics</td>
<td>Science</td>
<td>American History I and II</td>
</tr>
<tr>
<td>English 1</td>
<td>Mathematics</td>
<td>Science</td>
<td>Modern World History I and II</td>
</tr>
<tr>
<td>English 2</td>
<td>Mathematics</td>
<td>Science</td>
<td>U.S. Government</td>
</tr>
</tbody>
</table>

***** Required physical education and health courses may be scheduled at any time throughout grades 9 to 12, although it is strongly recommended they be completed in grades 9 and 10.
Additional Graduation Requirements

The Ohio Department of Education continues to update graduation requirements on their website. Please go to http://education.ohio.gov/Topics/What-s-Happening-with-Ohio-s-Graduation-Requirements for the latest information.

Class of 2017

In addition to course credits, students in the graduating class of 2017 are required to pass the The Ohio Graduation Test (OGT). Students are expected to receive a passing score (400 or above) in all five subjects of the OGT as a requirement to receive a high school diploma. The state of Ohio recently adopted new rules for students that began ninth grade before July 1, 2014 that includes choices for graduation that incorporate new graduation assessment options that can be found here.

Classes of 2018, 2019, and 2020

In addition to course credits, beginning with the graduating class of 2018, students will have to demonstrate college or career readiness in one of three ways:

1. Overall Graduation Points:
   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, geometry, biology*, American history and American government. 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 will need a minimum of 18 total points to graduate under this option, with the minimum number needed in each area:
   - English - 4 points
   - Mathematics - 4 points
   - Science and Social Studies - 6 points

   Students who take biology, American history or American government as part of Advanced Placement, International Baccalaureate or college dual credit 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.

   Students who earned transcripted high school credit in any tested courses before July 1, 2015, and a test was not available will receive graduation points based on the grade in the course. The conversion chart can be found here.

2. Remediation Free Score:
   Another way for students to meet the requirements for a diploma is by earning “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.

3. Industry Credential and Workforce Score:
   Students also can qualify for graduation under the credential pathway by earning an 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.

*Students in physical science as ninth graders in the 2014-2015 school year completed the physical science end of course exam and the biology end of course exam in the 2015-2016 school year.
Honors Diplomas

**International Baccalaureate Diploma with Honors** — The IB track to the Honors Diploma requires full completion of all requirements for an IB Diploma Programme including the Theory of Knowledge course in meta-cognition, the Extended Essay project and the 150 hour Creativity, Action, and Service (Service Learning) requirement. Note: The IBCP does not qualify for this track to the Diploma with Honors.

**Diplomas with Honors** — A Diploma with honors is a designation set forth by the Ohio Department of Education. A student may earn an honors diploma either by accomplishing additional criteria in the college preparatory curriculum or in the career-technical curriculum. A seal is affixed to the student’s diploma validating this award. Please refer to the appropriate requirements listed below according to your graduating class.

### COMPARISON OF DIPLOMAS WITH HONORS CRITERIA

Students need to fulfill all but one of the applicable criteria for the Diploma with Honors.

<table>
<thead>
<tr>
<th>Subject</th>
<th>International Baccalaureate Diploma with Honors</th>
<th>Academic Diploma with Honors</th>
<th>Career-Technical Diploma with Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 units, plus the two required International Baccalaureate essays</td>
<td>4 units</td>
<td>4 units</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 units, including Algebra I, Geometry, Algebra II or the equivalent and another higher level course or a four-year sequence of courses that contain equivalent content</td>
<td>4 units, including Algebra I, Geometry, Algebra II or the equivalent and another higher level course or a four-year sequence of courses that contain equivalent content</td>
<td>4 units, including Algebra I, Geometry, Algebra II or the equivalent and another higher level course or a four-year sequence of courses that contain equivalent content</td>
</tr>
<tr>
<td>Science</td>
<td>4 units including biology, chemistry and at least one additional advanced science **</td>
<td>4 units, including physics and chemistry</td>
<td>4 units, including two units of advanced science**</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 units</td>
<td>4 units</td>
<td>4 units</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>4 units minimum, including at least 2 units in each language studied</td>
<td>3 units (must include no less than 2 units for which credit is sought), i.e., 3 units of one language or 2 units each of two languages</td>
<td>N/A</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1 unit</td>
<td>1 unit</td>
<td>N/A</td>
</tr>
<tr>
<td>Electives</td>
<td>N/A</td>
<td>N/A</td>
<td>4 units of Career-Technical mini- mum. Program must lead to an industry recognized credential, apprenticeship, or be part of an articulated career pathway which can lead to post secondary credit</td>
</tr>
<tr>
<td>Grade Point Average</td>
<td>3.5 on a 4.0 scale</td>
<td>3.5 on a 4.0 scale</td>
<td>3.5 on a 4.0 scale</td>
</tr>
<tr>
<td>ACT/SAT Score (excluding scores from the writing sections)*</td>
<td>27 ACT / 1210 SAT</td>
<td>27 ACT / 1210 SAT</td>
<td>27 ACT / 1210 SAT</td>
</tr>
<tr>
<td>Additional Assessment</td>
<td>Must complete criterion-referenced assessments in a minimum of six academic disciplines</td>
<td>N/A</td>
<td>Achieve proficiency benchmark established for appropriate Ohio Career-Technical Competency Assessment or equivalent</td>
</tr>
</tbody>
</table>

* Writing sections of either standardized test should not be included in the calculation of this score.

** Advanced science refers to courses in the Ohio Core that are inquiry-based with laboratory experiences and align with the 11/12th grade standards (or above) or with an AP science course, or with the new high school syllabi, or with an entry-level college course (clearly preparing students for a college freshman-level science class, such as anatomy, botany, or astronomy), or contain material above the current OGT level.
Method of Determining Grade Point Average

A student’s Grade Point Average (GPA) is determined by converting letter grades to the numerical value assigned to these grades (see chart) then adding these points to determine a total point value. The next step is to determine the total number of credits associated with the converted grades. Dividing the total point value by the total number of credits will provide the student’s GPA. Courses taken for Pass/Fail (S/U) are not included in computing point average.

<table>
<thead>
<tr>
<th>GRADING SCALES</th>
<th>EXAMPLE OF GPA COMPUTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>REGULAR</td>
<td>HONORS, IB SL</td>
</tr>
<tr>
<td>A+ = 4.3000</td>
<td>A+ = 4.8375</td>
</tr>
<tr>
<td>A = 4.000</td>
<td>A = 4.5000</td>
</tr>
<tr>
<td>A- = 3.7000</td>
<td>A- = 4.1625</td>
</tr>
<tr>
<td>B+ = 3.3000</td>
<td>B+ = 3.7125</td>
</tr>
<tr>
<td>B = 3.0000</td>
<td>B = 3.3750</td>
</tr>
<tr>
<td>B- = 2.7000</td>
<td>B- = 3.0375</td>
</tr>
<tr>
<td>C+ = 2.3000</td>
<td>C+ = 2.5875</td>
</tr>
<tr>
<td>C = 2.0000</td>
<td>C = 2.2500</td>
</tr>
<tr>
<td>C- = 1.7000</td>
<td>C- = 1.9125</td>
</tr>
<tr>
<td>D+ = 1.3000</td>
<td>D+ = 1.4625</td>
</tr>
<tr>
<td>D = 1.0000</td>
<td>D = 1.1250</td>
</tr>
<tr>
<td>D- = 0.7000</td>
<td>D- = 0.7875</td>
</tr>
<tr>
<td>F = 0.0000</td>
<td>F = 0.0000</td>
</tr>
</tbody>
</table>

Requirements for Progression to the Next Grade Level

Progression to the next grade level is attained by earning credits for successful completion of courses. Required credits to progress are: 5 credits to grade 10; 10 credits to grade 11; 15 credits to grade 12; 20 to graduate. These credits should include required courses.

Grade Replacement Procedure

A student may re-take a course if s/he received a “D+” or below in the original course, or is recommended to do so by a teacher. The point value of the higher of the two grades (retake course grade or original grade) will be the only one averaged into the student’s cumulative grade point average (GPA). However, the academic record of both courses will be reflected on the student’s transcript. Credit for the course will not be duplicated. This retake policy does not apply to Summer School or Credit Flexibility courses.

Schedule Change Requests (adding or dropping courses)

Please see page 6 to note the required courses necessary for graduation to determine which courses, once scheduled, should not be dropped.

Schedule change requests outside of the established window will be reviewed by the administrative and guidance teams. Requests for schedule changes should be made in writing to a student’s assigned guidance counselor who will then collaborate with the affected teachers and then contact the student to convey the decision and rationale.

ADD — Full year classes can be added up to the 5th day of school – beyond this time, it is highly recommended a course not be added. Semester/Blocked (ie. 2 periods) classes can only be added up to the 5th day of the semester.

DROP (year-long course) — A student withdrawing from a year-long course prior to the distribution of the first grading period may receive a U (unsatisfactory) for the course at the discretion of a building administrator. After the first grading period, a student may receive an F (failing) or U (unsatisfactory) as a final grade for the course.

DROP (semester/blocked) A student withdrawing from a semester/blocked course after the 10th school day may receive an U (unsatisfactory) as a final grade for the course at the discretion of a building administrator. After the first grading period, a student may receive an F (failing) or U (unsatisfactory) as a final grade for the course.

Students not granted authorization to drop a course may appeal to the building principal. It is recommended that students not drop below five classes in any one semester. A student should be aware that if a course is dropped, there may not be another course to add, especially after the 5th day of instruction.

Special Note: With the assistance of guidance counselors and teachers, students needing to transition from an Honors or AP course to a traditional course may do so during the first semester.
**Athletic and Extracurricular Eligibility**

**Westerville City Schools Students**

In order for a student to be eligible for participation, the following must be met:

During the grading period immediately preceding participation in the activity, the student must have received passing grades in courses which accumulate to 5.0 credits for the year.

During the grading period immediately preceding participation in the activity, the student must have earned a minimum 1.75 grade-point average.

The student must maintain compliance with the district Code of Student Conduct, Code of Conduct for Students Participating in Extracurricular Activities and tobacco/drug/alcohol policies and procedures.

The student must be in attendance at school at least 1/2 day on the day of the contest/event, when the event occurs on a school day.

The student must meet all eligibility requirements of the Ohio High School Athletic Association to participate in interscholastic athletics, including but not limited to:

- Enrollment in school the grading period immediately preceding the grading period of participation; and
- Current enrollment in school.

**Athletic and Extracurricular Eligibility**

**Home Educated/Private School/STEM/Community School Students**

Please see Board Policy 9270 for information regarding eligibility requirements at [http://www.neola.com/westerville-oh/](http://www.neola.com/westerville-oh/)

**NCAA Eligibility**

Students who plan on participating in college athletics at an NCAA member school must ensure that courses taken throughout his or her high school career meets the eligibility standards as set by the NCAA Eligibility Center. For a complete listing of all requirements as well as all approved and denied courses for each of the Westerville high schools, please visit the NCAA Eligibility Center website at [http://eligibilitycenter.org/](http://eligibilitycenter.org/)
Educational Support Services

English as a Second Language (ESL)

ESL is designed for students who qualify for ESL support. Criteria for the ESL program include:

- Student's primary/home/native language is other than English, whether born in the U.S. or another country.
- The student scores less than proficient in one or more areas of English proficiency (reading, writing, listening, speaking, and comprehension) on tests of English language proficiency administered within the district.
- ESL courses qualify for elective credit, but may not satisfy Ohio's graduation requirements for credit for core content courses.
- The student is not over 21 years of age and is enrolled in the district school.
- The student has difficulty speaking, reading, writing, or understanding English and that student may be unable to perform well enough in class or on state tests to meet expected state standards for achievement.
- Materials and the instructional pace of an ESL class are adapted to meet the individual needs of each student. Students move from the "Emergent" or "Beginning" levels of English proficiency through "Intermediate" and "Advanced" to "Proficient" as basic skills and English fluency are acquired.

ESL Levels:

Emergent Level
Students at this level may understand isolated words, but rely on nonverbal cues and require frequent repetition.

Beginning Level
As comprehension improves, students begin to imitate words and phrases and to use English. They are beginning to understand more English.

Intermediate
Students at this level understand more complex speech but still require repetition. They still have difficulty due to a smaller vocabulary.

Advanced Level
At this level, students' language skills are adequate for most communication. Reading is more fluent, however errors will still occur.

Proficient/Trial Mainstream Level

Gifted

At the High School level there are many opportunities for gifted students to take challenging courses. Gifted students are encouraged to pursue Honors classes, Advanced Placement classes, International Baccalaureate classes and College Credit Plus. Each High School has a Gifted Facilitator who will work with students on placement. In addition, they provide information to students regarding growth opportunities both within and outside of our school district.

Special Education

A student receives special education and related services through the Special Education Department based solely on student needs identified and documented through the IEP process.

A student’s disability category does not determine the type or level of special education services to be provided. This is determined individually through the IEP process. Instructional support may include modifications to the curriculum or accommodations that assist the student in accessing the curriculum. Support is provided in a continuum of environments including, but not limited to:

- General education classes
- General education classes with special education support.
- Team taught General Education class staffed by a general education teacher and an intervention specialist
- Resource classes—core classes taught by an intervention specialist with a accommodations and specialized instruction
- Resource classes—core classes taught by an intervention specialist with a modified curriculum
- Small group intervention
- Work Study
- Job training
2016 Summer Academic Opportunities

Equal Opportunity for All: Participation in summer school courses is available to all qualified students regardless of race, sex, color, creed, national origin, handicapping condition, or religion.

Location and Attendance

Classes will take place at Westerville South High School for the Summer of 2016 except where specifically noted. Please do not enroll in summer school if camps, vacations, or other commitments will conflict with attendance and participation in summer school classes.

Summer School Dates

1st Session: June 6 - June 24, 2016
   Westerville South High School

2nd Session: June 27 - July 22, 2016
   Westerville South High School

Full Term: June 6 - July 22, 2016
   Westerville South High School

(No class held week of July 4 — July 8, 2016)

OGT Intervention and Testing

OGT Intervention: June 3 - 13, 2016
   Westerville South High School

OGT Testing: June 14 - 17, 2016
   Westerville South High School
   Tuesday, June 14, 2016 - *Reading/Math
   Wednesday, June 15, 2016 - Writing
   Thursday, June 16, 2016 - Science
   Friday, June 17, 2016 - Social Studies
   Monday, June 20, 2016 - OGT Make-Ups

For more OGT Summer Intervention information, please see your guidance counselor or visit www.wcsoh.org and click on the Parent/Guardian Portal.

* Students needing to take both the Reading AND Math OGT will take Reading on June 14, and then Math on June 20.

Registration Deadline: Wednesday, June 1, 2016

How to register:

2. Click on District Portals, scroll and click on For Parents & Guardians, scroll and click on Summer School Information. Under Documents, you will find all pertinent information such as course offerings, the online registration link, and printable registration forms.
3. Submit online registration OR print out Registration and Emergency Contact forms.
4. If printing and submitting paper registration, return completed and signed registration and emergency card with a full payment (note that costs vary for each course) in the form of a check or money order*** to:

   WCS - Summer School
   Attention: Academic Enrichment Center, Dr. Scott Ebbrecht
   336 South Otterbein Avenue
   Westerville, OH 43081

   *** Cash will only be accepted in person at:
   336 South Otterbein Avenue, Westerville

Course Confirmation

A confirmation email will be sent to the email address on your registration form, which will confirm receipt of your registration. If a change needs to be made, you will be notified at least one week prior to the start of the course.

Register Early

All applications are processed in the order that they are received with a limited number of spaces available.

DO NOT wait for your final grade card to arrive before you register. Consult your guidance counselor if you have any questions.

Refund and Cancellation Policy

All refunds will be subject to a processing fee. Refer to registration form for fee schedule. Cancelations need to be received in writing/email.
College and Career Planning

Westerville City Schools provides students many options based on their career goals, needs, and individual aspirations. Students may choose from a wide array of courses and programs. Choices students make in high school impact the options they have for future education and job opportunities after high school. A high school’s most important role is to help students attain the knowledge and capabilities that make adult opportunities possible. Students are encouraged to carefully plan a program of studies that will assist them in reaching their educational and occupational goals.

It is important that you select courses to fit post-secondary and career plans. We suggest that you:

- review all requirements for graduation;
- read the information given about each department and course;
- use the Course Planning Guide on the next two pages and complete the quadrants for your four-year program, paying particular attention to graduation requirements.

Westerville City School District will make every effort to maintain current records and to keep students and parents informed about the status of progress toward completing the necessary coursework for graduation requirements. However, it is each student’s and parent’s responsibility to be acquainted with the necessary requirements to meet this goal.

Specific educational opportunities to consider as you plan your schedule are outlined on the following pages:

1. Career Pathways Options (pgs. 14-15)
2. Advanced Placement (p. 16)
3. International Baccalaureate (pgs. 17-19)
4. Educational Options (p. 20)
5. Career Technical Programs at the Career Center (p. 21)
6. College Credit Plus (pgs. 22-23)

The Planning Guide on pages 24 and 25 will assist you in outlining the courses you are interested in taking as a high school student to prepare you for life after high school.

To learn more about ways in which to be best prepared for life after high school, please see the links below provided by the Ohio Department of Higher Education:

- Planning for College
- Find a Career
Career Pathways Options

As you plan your high school courses and think about your post-secondary plans, consider following a pathway that will lead you towards earning an industry credential. This pathway experience can give you an opportunity to learn more about your interests before committing to a particular path after high school. An industry credential may also lead to the start of a career while you complete a degree program. Westerville City Schools has partnered with Columbus State Community College to offer students pathway opportunities that lead to credentials in high-need industries located in Central Ohio, including in Business/Logistics, Engineering, and Health.

Below are sample pathways that a student may engage in while enrolled as a high school student in Westerville (bolded courses are opportunities for earning college credit). Please note that core high school courses are required for graduation. These pathways showcase only those courses within the path. Consult with your school counselor to ensure that your course plan is a best fit and meets all graduation requirements.

![Image](image_url)

Business/Logistics Pathway

Logistics is the science of managing the movement of objects - food, materials, animals, equipment and liquids - as well as time, information, and energy. The Business/Logistics Pathway program for students with an interest in science and technology as well as a passion for problem solving. Participating in the Business Logistics pathway will teach you how to solve real world problems that businesses face every day. Discover how you can help businesses save money, boost productivity, and so much more. Please click here for more information the Pathway and pages 27-29 in this guide for course descriptions.

<table>
<thead>
<tr>
<th>Foundational Courses</th>
<th>Specialized Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Business Foundations</td>
<td>• Business Law I</td>
</tr>
<tr>
<td>• Fundamentals of Business &amp; Administrative Services</td>
<td>• Business Law II</td>
</tr>
<tr>
<td></td>
<td>• Introduction to Management</td>
</tr>
<tr>
<td></td>
<td>• Supply Chain Management (planned for 17-18)</td>
</tr>
</tbody>
</table>
**Engineering Pathway**

PLTW Engineering is more than just another high school engineering program. It is about applying engineering, science, math, and technology to solve complex, open-ended problems in a real-world context. Students focus on the process of defining and solving a problem, not on getting the “right” answer. They learn how to apply STEM knowledge, skills, and habits of mind to make the world a better place through innovation.

PLTW students have said that PLTW Engineering influenced their post-secondary decisions and helped shape their future. Even for students who do not plan to pursue engineering after high school, the PLTW Engineering program provides opportunities to develop highly transferable skills in collaboration, communication, and critical thinking, which are relevant for any coursework or career. Click here for more information on the Engineering Pathway and page 45 in this guide for the course description of Introduction to Engineering Design.

<table>
<thead>
<tr>
<th>Foundational Courses</th>
<th>Specialized Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Introduction to Engineering Design</td>
<td>- Principles of Engineering <em>(planned for 17-18)</em></td>
</tr>
<tr>
<td></td>
<td>- Digital Engineering <em>(planned for 18-19)</em></td>
</tr>
<tr>
<td></td>
<td>- Computer Integrated Manufacturing <em>(planned for 18-19)</em></td>
</tr>
<tr>
<td></td>
<td>- Civil Engineering and Architecture <em>(planned for 19-20)</em></td>
</tr>
</tbody>
</table>

**Health Pathway**

The rigorous and relevant Health Pathway allows students to investigate the roles of biomedical professionals as they study the concepts of human medicine, physiology, genetics, microbiology, and public health. Students engage in activities like investigating the death of a fictional person to learn content in the context of real-world cases. They examine the structures and interactions of human body systems and explore the prevention, diagnosis, and treatment of disease, all while working collaboratively to understand and design solutions to the most pressing health challenges of today and the future. Click here for more information on the Health Pathway and pages 40-45 in this guide for course descriptions.

<table>
<thead>
<tr>
<th>Foundational Courses</th>
<th>Specialized Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Principles of Biomedical Science (PBS)</td>
<td>- Medical Interventions (MI)</td>
</tr>
<tr>
<td>- Human Body Systems (HBS)</td>
<td>- Medical Terminology</td>
</tr>
<tr>
<td></td>
<td>- Basic Concepts in Health Care</td>
</tr>
<tr>
<td></td>
<td>- Introduction to Medical Coding and Reimbursement</td>
</tr>
<tr>
<td></td>
<td>- Laboratory Theory for Health-Related Professions</td>
</tr>
</tbody>
</table>
Advanced Placement Courses (AP)

The Advanced Placement Program is a challenging academic program designed to provide motivated high school students with college-level academic courses. Established in 1955 by the College Board, the AP Program is a partnership between secondary schools and colleges and universities. AP is considered a standard for academic excellence in the United States, where nearly 60 percent of secondary schools participate in the program. AP courses with qualifying exam grades are accepted for credit, advanced placement, or both, by most American colleges and universities. In addition, AP courses and exam grades are used in the admissions process in more than 400 universities the United States.

The mission of the Advanced Placement program in Westerville City Schools is to provide students with opportunities to acquire the skills and habits necessary for post-secondary success. Students will have the opportunity to earn college credit through increased academic rigor by engaging in intense discussions, solving problems collaboratively, reading critically from a variety of texts, and writing analytically in the fifteen AP courses offered in Westerville City Schools. It is the guiding principle of Westerville City Schools to provide equitable access to our AP classes to ensure that they reflect the diversity of our student population. Westerville City Schools provides all students with access to academically challenging work before they enroll in AP classes.

What courses are offered in WCS?*

- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP Chemistry
- AP Comparative Government and Politics
- AP Computer Science A
- AP English Language and Composition
- AP English Literature and Composition
- AP Environmental Science
- AP European History
- AP Physics
- AP Spanish Language
- AP United States History
- AP U.S. Government and Politics
- AP World History

*Other AP courses may be taken through a Credit Flexibility option. Please see page 20 for more information.

For additional Advanced Placement course and testing information, please visit The College Board website: [www.collegeboard.org](http://www.collegeboard.org).

Is AP right for me?

AP is open to all students. This class is self-selected. AP is geared toward preparing students for college, all students interested in attending a college or university should consider taking an AP course. The keys to success are interest, motivation, self-discipline, and academic preparation. However, students must decide on whether or not their schedules can accommodate the rigorous amount of time and dedication needed to take an AP course. AP classes move rapidly and cover lots of ground. Your record of accomplishment in other courses may provide a guideline for gauging your potential as an AP student. The time and commitment for AP work may include daily review, daily reading, projects outside of class, and assignments to be completed in the summer.

Students that take the PSAT will receive AP Potential data. That data will articulate how likely students are to score a 3 or higher on a given AP exam based on PSAT performance. AP Potential is rooted in a long line of research and is a strong predictor of students’ AP Exam scores than the more traditional factors such as high school grades and grades in same-discipline course work. AP Potential is designed to help you increase access to AP.

Earn College Credit and Advanced Placement

- Receive recognition from more than 3,600 colleges and universities that annually receive AP Exam scores. Over 90% of 4-year colleges in the U.S. provide credit and/or advanced placement for qualifying scores.
- Move more rapidly into upper-level courses in your field of interest, pursue more easily multiple majors or minors.
- Design a college experience that increases the flexibility to get the most out of your college years.

Gain Skills for College Success and Stand out in the College Admissions Process

- Improve communication skills and problem-solving techniques.
- Develop the study habits and time management skills necessary for tackling rigorous course work.
- Demonstrate maturity and readiness for college.
- Show willingness to take the most rigorous courses available.
- Emphasize commitment to academic excellence.
International Baccalaureate Program (IB)

The Diploma Program of the International Baccalaureate Organization (IBO) is a demanding and rewarding course of study that prepares students for university. It is designed for highly motivated secondary students who are interested in broadening their horizons through immersion into a global curriculum that focuses on real-world experiences and application of knowledge in a wide range of settings and contexts. The program is a comprehensive, two-year success international curriculum designed to provide students with the skills and attitudes necessary for success in higher education and employment. The curriculum exceeds state and national education requirements.

Since its founding, the IB Diploma has become a symbol of academic integrity and intellectual promise. The student who satisfies its demands demonstrates a strong commitment to learning, both in terms of the mastery of subject content and in the development of the skills and discipline necessary for success in a competitive world. The International Baccalaureate Organization was created in 1968 and is recognized for college credit in over 850 colleges and universities in the United States and Canada. Based on an individual student’s results and a specific college’s policy, students may receive advanced standing and credit for course work completed while in high school. Westerville South is one of just a handful of Central Ohio High Schools to receive approval to offer the prestigious IB Diploma Program.

In addition to the Diploma Program, students may also choose to enroll in the IB Career-Related Program. This program blends Diploma Program coursework with a business/logistics career pathway. In this program, students receive the benefits of the Diploma Program courses and the preparation associated with the business/logistics courses, many of which include the opportunity to dual enroll for college credit.

The following information explains some of the curriculum and requirements of the IB program. For further information, contact Bill Heinmiller, IB Coordinator at Westerville South High School, at 614-797-6086 or through email at heinmilb@wcsoh.org.

Curriculum

As Diploma Program Candidates, students are required to select one subject from each of the six subject groups which correspond to the principal domains of knowledge. At least three and not more than four are taken at a higher level and the others at a standard level. Courses that are offered in the Westerville City Schools IB program are shown in the diagram below and are listed on the subject area pages throughout this book.

In addition to courses from the 6 domains, students must complete the following:

- **Theory of Knowledge** - This course, unique to IB, is an interdisciplinary class that stimulates critical reflection on knowledge and experiences in and out of the classroom.

- **The Extended Essay** - Culminating research project in a 4.0. Affords the students the opportunity to investigate a topic of special interest and to become acquainted with the kind of independent research and writing skills expected at the university level.

- **Creativity, Action, Service** - 150 hours of CAS activities, divided evenly among the 3 areas, during their diploma years. (Candidates can begin logging activities during the summer before their junior year). CAS activities do not have to be school related.
Criteria for Participation in the IB Program

- Pass all or subject specific state examinations administered up to and including tests the sophomore year.
- Meet with the IB coordinator to sign and adhere to a contract agreeing to the terms of the program as established by the school and the IBO.

IB Enrollment

IBO states that all students participating in the program must be enrolled at the approved IB school. Therefore, any student who wants to participate must be enrolled at Westerville South High School. Enrollment at South can occur through the following procedures:

1. **IB Administratively Placed** – Any student who wants to participate in the IB program and satisfies the criteria for participation and is assigned a home school other than South can be enrolled at South by being administratively placed to participate in IB. Students who are not enrolled in an IB course offering will be required to return to their home school of residence.

2. **Lottery/Open enrollment** – All students who are assigned a home school other than South but are enrolled at South through the lottery may participate in IB. Students who are not enrolled in an IB course offering will not be required to return to their home school of residence.

Cost to Student

The IB assesses student work as direct evidence of achievement against the stated assessment objectives of Diploma program courses. There are two assessment fees.

The **student registration fee** is paid once for each student to take one or more examinations in a particular school year.

The **candidate subject fee** is paid for each subject taken by an individual student. For two year courses, this fee is assessed in the senior year. There is no fee for theory of knowledge or the extended essay assessment for full diploma category students. Currently, the cost per examination is $118.00 and the registration fee is $175.00. This would mean an approximate cost to the diploma candidate of $800.00 over the two years of the program.

Participation in the Program

Students may participate in the IB program in one of three ways:

- The **Diploma Program Candidate** will enroll in a course from each of the 6 content areas, and complete the core requirements, including the Extended Essay, the Theory of Knowledge course and the Creativity, Action and Service components of the program.

- A **Career-Related Certificate Program Candidate** will complete two courses in **two subject areas** and two class periods per day for both junior and senior year in courses related to the business/logistics pathway.

- A **Course Candidate** may select individual courses for participation.

IB Courses at South (See course descriptions under specific content area)

- **HIGHER LEVEL (HL)** Higher Level IB courses are two-year courses that receive 1.250 weighted grades.

- **STANDARD LEVEL (SL)** Standard Level IB courses are one or two year courses that receive 1.125 weighted grades.

### IB Courses Offered for the 2016-2017 School Year by Group

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>English HL</td>
<td>French SL</td>
</tr>
<tr>
<td></td>
<td>Spanish Ab Initio SL</td>
</tr>
<tr>
<td></td>
<td>Spanish SL</td>
</tr>
<tr>
<td></td>
<td>Spanish HL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Management SL</td>
<td>Biology SL &amp; HL</td>
</tr>
<tr>
<td>Business Management HL</td>
<td>Sports, Exercise &amp; Health Science SL</td>
</tr>
<tr>
<td>History of the Americas HL</td>
<td>Chemistry SL</td>
</tr>
<tr>
<td>Psychology SL</td>
<td>Physics HL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 5</th>
<th>Group 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Studies SL</td>
<td>Music SL (Orchestra, Choir, Wind Ensemble or Jazz Band)</td>
</tr>
<tr>
<td>Mathematics SL</td>
<td>Music Theory</td>
</tr>
<tr>
<td>Mathematics HL</td>
<td>Visual Arts SL</td>
</tr>
<tr>
<td></td>
<td>Visual Arts HL</td>
</tr>
</tbody>
</table>

A second course from Groups 3, 4, or 5 may be considered the Group 6 choice.
IB Assessments

The International Baccalaureate Organization will award course grades based on two types of assessment, internal and external assessments. The end of course examinations are the external assessments. IB exams are prepared by the International Baccalaureate Curriculum and Assessment Office (IBCA) in Cardiff, Wales. They are administered during a three-week period beginning on the first Monday in May. They are assessed by IB examiners worldwide. Each subject exam has from one to three “papers” (or "parts") and each paper is assessed by a different examiner. The exams are primarily essays, and the assessment is criterion based. Internal assessments are assessments completed during the course that are based on specific criteria. Students worldwide are held to the same standards based on this criterion. The internal assessments are evaluated by the classroom teacher and then are externally moderated to ensure that the criterion based scores are accurate.

IB then awards a final grade for the course by weighing the results of the examinations with the internal assessments in a course. Typically, the external assessments represent between 70 and 80% of the IB grade. Results are sent to both the student and to the university of choice in the senior year. The results are given to the university as a single culminating grade from 1 to 7 (7-Excellent, 6-Very Good, 5-Good, 4-Satisfactory, 3-Mediocre, 2-Poor, and 1-Very Poor).

Recommended Course Sequences for International Baccalaureate Courses

Beginning in August, 2016, Freshman and Sophomore students will have the opportunity to enroll in Pre-IB courses. These courses are intended to prepare students for the types of skills and modes of learning required in the Diploma Program courses.

Students should first look at the Junior/Senior course selections to determine which IB courses they are planning to schedule. These courses are the end goals. After determining the course, look back to the freshman and sophomore years to determine which courses are suggested to prepare the students for their goals. These selections are recommendations only. Students have successfully taken different paths to each the same goal. Please check with our guidance counselor or the IB coordinator if you have questions about course selections.

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Sophomore Year</th>
<th>Junior Year</th>
<th>End Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Group 1</td>
<td>Honors English 1</td>
<td>Honors English 2</td>
<td>IB English HL (1)</td>
</tr>
<tr>
<td>World Languages Group 2</td>
<td>Honors Spanish 2</td>
<td>Honors Spanish 3</td>
<td>IB Spanish HL (1)</td>
</tr>
<tr>
<td>Social Studies Group 3</td>
<td>Honors American History</td>
<td>AP World History</td>
<td>IB History of the Americas HL (1)</td>
</tr>
<tr>
<td>Science Group 4</td>
<td>Honors Biology</td>
<td>Honors Chemistry/AP Chemistry</td>
<td>IB Physics HL (1)</td>
</tr>
<tr>
<td>Mathematics Group 5</td>
<td>Algebra 1</td>
<td>Geometry/Honors Geometry</td>
<td>IB Math Studies (1)</td>
</tr>
<tr>
<td>Electives Group 6***</td>
<td>Health &amp; PE 1</td>
<td>PE 2/Art Foundations</td>
<td>IB Visual Arts HL (1)</td>
</tr>
<tr>
<td>Additional Courses</td>
<td>Music Course</td>
<td>Music Course</td>
<td>Theory of Knowledge</td>
</tr>
</tbody>
</table>

* Students taking Spanish Ab Initio SL may not have any previous Spanish Experience.
** Government/AP Government–Students who do not take IB History of the Americas HL must take a government course.
***The PE 1 and PE 2 graduation requirement may be waived per Board Policy 5460. Please see page 34 for more information.
Educational Options

The Westerville Board of Education believes that educational options should be made available to all students in the regular program of studies. Because the Board realizes that opportunities, experiences and/or activities that extend, enhance or supplement legitimate study may lie outside of the standard curriculum or the traditional school setting, certain educational options may be approved subject to this policy and parental approval.

Credit Flexibility

The superintendent or designee may only approve educational options for students upon evidence that:

- The parent has approved participation for any student under the age of eighteen.
- An instructional plan that is based upon individual student needs is submitted prior to student participation. The instructional plan shall include:
  - Instructional objectives that align with the district’s curriculum requirements;
  - An outline that specifies instructional activities, materials, and environments;
- The involvement of a guidance counselor and a teacher of record in reviewing the instructional plan.
- The involvement of a teacher of record in providing or supervising instruction and evaluating student performance.

Academic credit for the educational option will be assigned according to student performance relative to the stated objectives of the educational option selected and shall be granted to the student upon successful completion of the program. The credit shall be placed on the student’s transcript. Credits earned from educational options may be counted toward graduation requirements in accordance with applicable State Law and Administrative Code.

Students who plan on participating in athletics at the Division I College Level should be aware that the credit flexibility test-out option will not be included as part of the NCAA Initial Eligibility Center’s qualifying core classes required for eligibility. Student athletes should consult the NCAA if they have any questions.

With the exception of programs identified by administration and annually approved by the Board, the Board shall require that any student who elects an educational option outside of the standard curriculum or the traditional school setting, shall bear the per pupil costs assessed by such programs/options. The exception to this will be specific programs that have been presented by the administration and approved by the Board. The Board may take into account the student’s level of need in establishing financial contribution levels.

The Board reserves the right to reconsider, on an annual basis, whether and to what extent there will be a contribution to such programs. The superintendent may develop administrative guidelines and forms necessary to facilitate the implementation of this policy.

Educational Options for Success (EOS) Program

The Academic Enrichment Center hosts the district’s Educational Options for Success (EOS) program. The primary objective for each student attending EOS is to successfully earn credits towards their high school diploma and develop skills to be successful within the school and community environments they will face upon their transition from the program. In 2013, Westerville City School’s EOS program was identified as a model program for dropout prevention by the National Dropout Prevention Center. EOS received the highest research rating of Strong Evidence of Effectiveness, a rank reserved for model programs that have been in existence for three or more years. EOS was one of six program’s nationally to receive the prestigious 2015 Apex Learning Award of Excellence in Spring 2015. EOS currently serves approximately 200 students each year in the Westerville City School district. Students attending EOS include those that are:

- Considering dropping out of school because they are overage and under-credited.
- Experiencing failure in a charter school or home school situation.
- Choosing to attend EOS in lieu of expulsion.
- Seeking an alternative to the traditional school setting and are interested in pursuing specific goals and aspirations.
Career-Technical Programs at the Career Centers

Westerville students who have the desire may obtain career technical training during their final two years of high school by attending the Columbus City or Delaware Area Career Centers.

The Career Centers offer college preparatory and dual college credit academics in addition to nearly 40 career and technical programs designed to prepare students for college and a career. Columbus City Schools provides programs at Columbus Downtown High School and Fort Hayes High School. Delaware Area Career Center offers programs at both their North and South campuses.

Career Center programs prepare students for the future – whether planning to go to college or right into a career. In a career center program, students will learn skills hands-on, using industry standard procedures and tools. Opportunities to earn college credits and industry certifications are available. Many career center students participate in internships and apprenticeships as well.

Career Center programs are explored during presentations during sophomore classes and opportunities to attend career-exploration based field trips during the fall of the tenth grade year. Columbus City and Delaware Area Career Center programs are open to all Westerville eleventh and twelfth grade students who demonstrate the ability and interest to attend and are accepted into a program. Students remain enrolled in and graduate from Westerville City Schools. Students are encouraged to continue participation in extracurricular activities at their Westerville High School.

More detailed descriptions of the courses are available from your counselor in the guidance office or at each of the Career Centers websites:
- Delaware Area Career Center (DACC) - https://www.delawareareacc.org/high-school

Students planning to enroll in career center programming should complete the following course requirements by the end of grade 10:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>2.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2.0</td>
</tr>
<tr>
<td>Science</td>
<td>2.0</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2.0</td>
</tr>
<tr>
<td>Elective Credit</td>
<td>1.0</td>
</tr>
<tr>
<td>Health</td>
<td>0.50</td>
</tr>
<tr>
<td>Physical Education</td>
<td>0.50*</td>
</tr>
</tbody>
</table>

Not all students who apply for admission to a career-technical program are accepted. Important qualities which assist students in gaining admission include:
- Good attendance in school
- Infrequent tardies to school and to class
- Passing grades in all courses attempted
- A genuine interest in career-technical education

*Please see additional information about the Physical Education graduation requirement on pages 6 and 35.
What is it?
College Credit Plus (CCP) enables eligible students to take a college course and earn both high school and college credit. This credit appears on both a student’s high school and college transcripts. CCP is part of Ohio law that requires all state public high schools to provide students with an opportunity to earn college credit toward a degree or career certification during their high school career.

Who?
Ohio public school districts and Ohio public colleges and universities must participate in CCP. Nonpublic colleges or universities may choose to participate.

What are the requirements to participate?
To be eligible, students must meet the admission standards of the participating college or university to which they apply for enrollment. Students must meet qualifying grade averages and ACT (or equivalent) scores to take CCP courses. Qualifications are set by the university or college awarding credit and vary between courses and programs.

Details
Westerville City School students have an opportunity to complete College Credit Plus coursework both on the high school campus and on a college campus. CCP courses offered in our high schools are taught by teachers who hold credentials as adjunct professors at an Ohio college or university, or work directly with college or university faculty members.

Students are eligible for up to 30 credit hours per academic year that runs Summer Term through Spring Term. Successful completion of coursework in the CCP program will earn students transcripted college credit that can be transferred to universities and colleges. Students will also earn high school credit that is weighted as 1.250 for CCP courses.

When choosing to take college coursework, students and families have many available options. As you make the decision about what coursework is best for you, be sure to consider your future plans, portability of the credit and consult both your high school counselor and the college counselor.

Tuition
There is no tuition cost for the student to participate in CCP when the student is enrolled in a public college or university. Students choosing to enroll in a participating private college or university will incur tuition. Students must receive a passing grade to be exempted from paying full tuition for public, or partial tuition from private college or university.

How does a student get started?
Students and parents have an opportunity to attend a meeting each winter where additional information is provided and questions answered by district and college staff. Intent to Participate Forms can be obtained from your school counselor. The Intent to Participate Form requires your school counselor and parent/guardian’s signatures and must be received by April 1st of the year prior to your participation as well as acceptance from the college or university in which you intend to participate.

Student can enroll in CCP courses offered on a Westerville High School Campus during the course registration process. CCP courses on a college or university campus will be scheduled with the institution of higher education.

Student participants and their parents/guardians must be aware of the possible risks and consequences of taking part in the College Credit Plus program such as the financial obligation to reimburse the district if a student fails or does not complete the course.

For additional details about College Credit Plus, visit http://www.westerville.k12.oh.us/administration/74.
## Samples of College Credit Pathways

### Sample Pathway available at a Westerville High School Campus
Student earns 12 semester credits over two years taking CCP courses offered on a Westerville high school campus.

#### Junior Year
<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Concepts &amp; Applications CSCI 1101 (3)</td>
<td>Marketing Principles MKTG 1230 (3)</td>
</tr>
</tbody>
</table>

#### Senior Year
<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition I ENGL 1100 (3)</td>
<td>Composition II ENGL 2367 (3)</td>
</tr>
</tbody>
</table>

### Sample Pathway available at Columbus State Community College
Student earns 32 semester credits over two years with a combination of courses taken both on the high school and college campus.

#### Junior Year
<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Concepts &amp; Applications CSCI 1101 (3)</td>
<td>Intro to Psychology PSY 1100 (3)</td>
</tr>
</tbody>
</table>

#### Senior Year
<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition I ENGL 1100 (3)</td>
<td>Composition II ENGL 2367 (3)</td>
</tr>
</tbody>
</table>

### Sample Pathway available at Otterbein College
Student earns 16 semester credits over two years at Otterbein College, a private institution. Additional fees will be incurred for coursework taken at Otterbein.

#### Junior Year
<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>The American Experience to 1865 HIST 1100 (4)</td>
<td>Psychology for Non-Majors PSYC1000(4)</td>
</tr>
</tbody>
</table>

#### Senior Year
<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus I MATH 1700 (4)</td>
<td>Calculus II MATH 1800 (4)</td>
</tr>
</tbody>
</table>

### Sample Pathway available at Otterbein College
Student earns 32 semester credits over two years at Otterbein College, a private institution. Additional fees will be incurred for coursework taken at Otterbein.

#### Junior Year
<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistics MATH 1240 (4)</td>
<td>Elementary Functions MATH 1250 (4)</td>
</tr>
</tbody>
</table>

#### Senior Year
<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus I MATH 1700 (4)</td>
<td>Principles of Microeconomics ECON 2100 (4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>The American Experience to 1865 HIST 1100 (4)</td>
<td>The American Experience since 1865 HIST 1200 (4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus II MATH 1800 (4)</td>
<td>Psychology for Non-Majors PSYC1000(4)</td>
</tr>
</tbody>
</table>
Consider the following as you plan your pathway through high school:

<table>
<thead>
<tr>
<th>Post-Secondary Plans (what are your plans for after high school graduation?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Goals at this time:</td>
</tr>
<tr>
<td>Path to obtain career goal:</td>
</tr>
<tr>
<td>___ Four-year college</td>
</tr>
<tr>
<td>___ Two-year college</td>
</tr>
<tr>
<td>___ Work</td>
</tr>
<tr>
<td>___ Military</td>
</tr>
<tr>
<td>___ Other (please specify):</td>
</tr>
</tbody>
</table>

☐ I’m interested in graduating with an **honors diploma**.  
  - Please see requirements on page 8.

☐ I’m interested in earning an **industry credential** so that I begin my career more quickly.  
  - Consider taking elective coursework that will earn college credit in a certificated program at Columbus State University or  
  - Consider attending a career center program for your junior and senior years (see pg. 14 for more information).

☐ I’m interested in earning **college credit** while in high school. Think about enrolling in one of the following types of courses:  
  - Advanced Placement (AP) – Students may earn college credit for their score on the AP test given at the end of an AP course. Find additional information about AP on page 16.  
  - College Credit Plus (CCP) - Depending on your readiness as observed by your ACT or Compass Scores, you may be eligible to take college courses and earn dual credit while in high school. Find additional information about CCP on page 22.  
  - International Baccalaureate (IB) – Students participating in the IB program will take IB end of course exams and those results can be sent to a university of choice. Find additional information about IB on page 17.

**Family Connection can help you think more about your career goals!**

Family Connection is an online tool students and families in grades 6-12 can use to make plans about colleges and careers.

Family Connection allows students to:
- Get involved in the planning and advising process – Build a resume, complete online surveys, and manage timelines and deadlines for making decisions about colleges and careers
- Research colleges – Compare GPA, standardized test scores, and other statistics to actual historical data from our school for students who have applied and been admitted in the past
- Research careers – Research hundreds of careers and career clusters, and take career assessments
- Create plans for the future – Create goals and to-dos, and complete tasks assigned by the school to better prepare your student for future college and career goals.

Family Connection can be accessed from each high school’s webpage and students login with the same credentials they use to login to their school computers. If you have any questions about Family Connection, please contact your school counselor.

After carefully considering your career goals, the post-secondary path you wish to follow to meet those goals, and what types of academic experiences you want to have during high school, map out the courses you will need to take to achieve your target on the next page.
# Four-Year Course Planning Guide

### Middle School classes receiving high school credit:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summer course(s) ___________________________________________________________________________  

<table>
<thead>
<tr>
<th>Total credits earned:</th>
<th></th>
</tr>
</thead>
</table>

### Grade 9 classes (circle one) planned/earned credit:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>English:</td>
<td></td>
</tr>
<tr>
<td>Math:</td>
<td></td>
</tr>
<tr>
<td>Science:</td>
<td></td>
</tr>
<tr>
<td>Social Studies:</td>
<td></td>
</tr>
<tr>
<td>Elective:</td>
<td></td>
</tr>
<tr>
<td>Elective:</td>
<td></td>
</tr>
</tbody>
</table>

Summer course(s) ___________________________________________________________________________  

<table>
<thead>
<tr>
<th>Total credits planned/earned:</th>
<th></th>
</tr>
</thead>
</table>

5 credits needed to advance

### Grade 10 classes (circle one) planned/earned credit:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>English:</td>
<td></td>
</tr>
<tr>
<td>Math:</td>
<td></td>
</tr>
<tr>
<td>Science:</td>
<td></td>
</tr>
<tr>
<td>Social Studies:</td>
<td></td>
</tr>
<tr>
<td>Elective:</td>
<td></td>
</tr>
<tr>
<td>Elective:</td>
<td></td>
</tr>
</tbody>
</table>

Summer course(s) ___________________________________________________________________________  

<table>
<thead>
<tr>
<th>Total credits planned/earned:</th>
<th></th>
</tr>
</thead>
</table>

10 credits needed to advance

### Grade 11 classes (circle one) planned/earned credit:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>English:</td>
<td></td>
</tr>
<tr>
<td>Math:</td>
<td></td>
</tr>
<tr>
<td>Science:</td>
<td></td>
</tr>
<tr>
<td>Social Studies:</td>
<td></td>
</tr>
<tr>
<td>Elective:</td>
<td></td>
</tr>
<tr>
<td>Elective:</td>
<td></td>
</tr>
</tbody>
</table>

Summer course(s) ___________________________________________________________________________  

<table>
<thead>
<tr>
<th>Total credits planned/earned:</th>
<th></th>
</tr>
</thead>
</table>

15 credits needed to advance

### Grade 12 classes (circle one) planned/earned credit:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>English:</td>
<td></td>
</tr>
<tr>
<td>Math:</td>
<td></td>
</tr>
<tr>
<td>Science:</td>
<td></td>
</tr>
<tr>
<td>Social Studies:</td>
<td></td>
</tr>
<tr>
<td>Elective:</td>
<td></td>
</tr>
<tr>
<td>Elective:</td>
<td></td>
</tr>
</tbody>
</table>

Summer course(s) ___________________________________________________________________________  

<table>
<thead>
<tr>
<th>Total credits planned/earned:</th>
<th></th>
</tr>
</thead>
</table>

20 credits required for graduation  
(see pg. 6 for detailed graduation requirements)
Course Descriptions and Offerings

The following description of courses contains a listing of all course offerings available at all Westerville high schools. Additional information about the courses described is available from the Guidance Department.

Courses that appear in a light gray font will not be offered in the 2016-2017 School Year.

For those courses made available at only one of our high schools, students may be provided the opportunity to take the course by attending class at the school where the class is taught. If a course originally planned as an offering in each high school is scheduled for only one building, announcements of the change will be made before student schedules are printed.

Student Fees

Each spring, the Westerville Board of Education establishes student fee schedules for the next school year. Fee levels are established in the winter and take effect for the next school year. Students and parents are therefore advised that the fees referenced in the 2016-2017 High School Course Description Guide reflect those established for the previous school year and are therefore subject to change. The school will notify students of such changes for the 2016-2017 school year in August, prior to the start of the new year.
BUSINESS TECHNOLOGIES (BU) & INFORMATION TECHNOLOGIES (IT)

A wide selection of business courses is offered to satisfy the needs of both college and non-college bound students. All students are encouraged to develop computer skills while in high school.

1 - This class is offered as a College Credit Plus course through Columbus State Community College. See page 22 for additional information on the College Credit Plus option.

2 - These courses are offered exclusively at Westerville South High School.

<table>
<thead>
<tr>
<th>Course Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOUNDATIONAL COURSES</strong></td>
</tr>
<tr>
<td><strong>21st Century Technology Skills</strong></td>
</tr>
<tr>
<td>Grade Levels:</td>
</tr>
<tr>
<td>Course Length:</td>
</tr>
<tr>
<td>Credit:</td>
</tr>
</tbody>
</table>

Students in 21st Century Technology Skills will master the core technology skills needed to be successful in high school, college and the workforce. Students will use Microsoft Office 2013 to create word documents, spreadsheets, graphs, and presentations. Additionally, students will be introduced to creating and maintaining a database with queries, forms, and reports. If you are interested in taking this as a college course, please see Computer Concepts and Applications.

**BUSINESS TECHNOLOGIES (BU) & INFORMATION TECHNOLOGIES (IT)**

A wide selection of business courses is offered to satisfy the needs of both college and non-college bound students. All students are encouraged to develop computer skills while in high school.

1 - This class is offered as a College Credit Plus course through Columbus State Community College. See page 22 for additional information on the College Credit Plus option.

2 - These courses are offered exclusively at Westerville South High School.

<table>
<thead>
<tr>
<th>Course</th>
<th>Number</th>
<th>Grade</th>
<th>Length</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundational Courses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21st Century Technology Skills</td>
<td>IT106</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
<td>0.5</td>
</tr>
<tr>
<td>Business Foundations</td>
<td>BU120</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
<td>0.5</td>
</tr>
<tr>
<td>Fundamentals of Business and Administrative Services</td>
<td>BU125</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
<td>1.0</td>
</tr>
<tr>
<td>Computer Concepts and Applications</td>
<td>IT107</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
<td>1</td>
</tr>
<tr>
<td>Introduction to Computer Science</td>
<td>IT110</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
<td>0.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Number</th>
<th>Grade</th>
<th>Length</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specialized Courses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting 1</td>
<td>BU123</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
<td>0.5</td>
</tr>
<tr>
<td>Accounting 2</td>
<td>BU124</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
<td>0.5</td>
</tr>
<tr>
<td>Marketing Principles</td>
<td>BU132</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
<td>1.0</td>
</tr>
<tr>
<td>Introduction to Management</td>
<td>BU133</td>
<td>9, 10, 11, 12</td>
<td>Year</td>
<td>1.0</td>
</tr>
<tr>
<td>Personal Money Management</td>
<td>BU231</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
<td>0.5</td>
</tr>
<tr>
<td>AP Computer Science A</td>
<td>BU315</td>
<td>9, 10, 11, 12</td>
<td>Year</td>
<td>1.0</td>
</tr>
<tr>
<td>Personal Finance</td>
<td>BU401</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
<td>0.5</td>
</tr>
<tr>
<td>Business Law I</td>
<td>BU451</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
<td>0.5</td>
</tr>
<tr>
<td>Business Law II</td>
<td>BU461</td>
<td>9, 10, 11, 12</td>
<td>Semester</td>
<td>0.5</td>
</tr>
<tr>
<td>IB Business Management SL</td>
<td>IB361S</td>
<td>9, 10, 11, 12</td>
<td>Year</td>
<td>1.0</td>
</tr>
<tr>
<td>IB Business Management HL</td>
<td>IB361H-IB362H</td>
<td>2 Years</td>
<td>1.0/yr.</td>
<td></td>
</tr>
</tbody>
</table>

**21st Century Technology Skills**

**IT106**

**Grade Levels:** 9, 10, 11, 12

**Course Length:** Semester, 1 Period

**Credit:** 0.50

Students in 21st Century Technology Skills will master the core technology skills needed to be successful in high school, college and the workforce. Students will use Microsoft Office 2013 to create word documents, spreadsheets, graphs, and presentations. Additionally, students will be introduced to creating and maintaining a database with queries, forms, and reports. If you are interested in taking this as a college course, please see Computer Concepts and Applications.
An asterisk (*) after a course title means the class may be canceled if enrollment is not high enough to offer the class as planned. A plus (+) after a course title means a co/extra-curricular component may be offered with the class. However, if no supplemental contracts for 2016-

Fundamentals of Business and Administrative Services
BU 125
Grade Level: 9, 10, 11, 12
Course Length: Semester, 1 period
Credits: 1.0 and 3 semester college credit hours
Pre-Requisite: Must meet CSCI course placement requirement.

College Credit Plus courses allow students to earn credit from both Westerville City Schools and Columbus State Community College while attending class on the high school campus. Students will gain an in-depth view of the different disciplines within business that will impact their personal and professional lives. This course provides an overview of the various functions and activities of business enterprises. Marketing, human resources, accounting and finance, and operations are examined. Additionally, the topics of globalization and economics are covered. Students will need to enroll in Columbus State Community College to participate. Dual credit will be provided for BMGT 1101 offered at CSCC.

Computer Concepts and Applications
IT 107
Grade Level: 9, 10, 11, 12
Course Length: Semester, 1 period
Credits: 1.0 and 3 semester college credit hours
Pre-Requisite: Must meet CSCC course placement requirement.

College Credit Plus courses allow students to earn credit from both Westerville City Schools and Columbus State Community College while attending class on the high school campus. Computer Concepts and Applications provides students an opportunity to gain a working knowledge of computer concepts and the essential skills necessary for work and communication in today's society. Topics include social networking, computer security, safety, ethics, privacy, operating systems and utilities programs, communications and networks, input, output, system units, storage, word processing, spreadsheets, databases and presentation software. Students will need to enroll in Columbus State Community College to participate. Dual credit will be provided for BMGT 1101 offered at CSCC.

Introduction to Computer Science (pilot course 2016-2017)
IT 110
Grade Level: 9, 10, 11, 12
Course Length: Semester, 1 Period
Credit: 0.50

Students will be introduced to the fundamentals of computer programming. Students will explore programming concepts such structure of programming, input and output, data types and structures, logical operations and loops. Projects will be assigned which will require application of computing knowledge. The class is designed as a lab/lecture/programming class with the emphasis on programming and debugging. Students mastering this course content will be poised to be successful in AP Computer Science A.

Specialized Courses

Accounting 1
BU 123
Grade Levels: 10, 11, 12
Course Length: Semester, 1 Period
Credit: 0.50

Students will be introduced to manual as well as computerized methods of accounting for a small business during the semester. Basic principles presented include the double-entry system of accounting, the accounting equation, the preparation and analysis of financial statements and administering payroll. In addition, business organizational structures will be introduced and evaluated. Students interested in keeping records for a small business, a social organization, or for individual and families are also encouraged to take this course. If students are thinking of majoring in business in college, this course will provide a foundation in basic accounting concepts they will be expected to know in college.

Accounting 2
BU 124
Grade Levels: 10, 11, 12
Course Length: Semester, 1 Period
Credit: 0.50

This course is designed for students who have completed Accounting I and are interested in pursuing accounting or other business careers. Students will expand their accounting knowledge by gaining a broader understanding of the financial activities of departmental and corporate accounting. Students will gain understanding of the financial sustainability of a corporation, as well as studying advanced accounting principles, specialized journals and tax calculations using manual and computerized accounting.

Business Law I
BU 451
Grade Levels: 10, 11, 12
Course Length: Semester, 1 Period
Credit: 0.50

Students will examine all aspects of business law including the judicial system, differences between types of laws and origins of laws, administrative and employment laws and laws impacting individuals as well as business. Students will also research real estate and debtor and creditor laws and regulations. Compliance and contract law will be emphasized. Students will study true situations that show how business and personal law impact not only business, but the lives of young people and adults as well. The content covered in the Business Law course is reinforced and enhanced through the use of technology, guest speakers, videos and project-based activities. In addition, because experiential learning is an important aspect of all business courses, a field trip to the courts or other law-related destination may also be offered.

Business Law II
BU 461
Grade Levels: 10, 11, 12
Course Length: Semester, 1 Period
Credit: 0.50

In this second Business Law course, students will have an opportunity to not only study trade, employment, consumer, family, and real estate law in depth, but also have the opportunity to explore possible career fields in the areas of business law. Students will study true situations that show how business and personal law impact not only business, but the lives of young people and adults as well. The content covered in the Business Law II course is reinforced and enhanced through the use of technology, guest speakers, videos and project-based activities. In addition, because experiential learning is an important aspect of all business courses, a field trip to the Courts or other law-related destination may also be offered.
Introduction to Management  
BU133  
Grade Level: 10, 11, 12  
Course Length: Year, 1 period  
Credits: 1.0  
Recommended Pre-Requisites: Business Foundations, Fundamentals of Business and Administrative Services  
Students will apply management and motivation theories to plan, organize and direct staff toward goal achievement. They will learn to manage a workforce, lead change, and build relationships with employees and customers. Students will use technology to analyze the internal and external business environment, determine trends impacting business, and examine risks threatening organizational success. Ethical challenges, project management and strategic planning will also be addressed.

Marketing Principles  
BU132  
Grade Level: 10, 11, 12  
Course Length: Semester, 1 period  
Credits: 1.0 and 3 semester college credit hours  
1.25 Weighted grade  
Recommended Pre-Requisites: Business Foundations, Fundamentals of Business and Administrative Services  
College Credit Plus courses allow students to earn credit from both Westerville City Schools and Columbus State Community College while attending class on the high school campus. Students will be introduced to the sales process and the key role that sales activities play in any consumer or commercial business endeavor. The course deals with the basic components of selling including understanding customer psychology and building customer relationships. This course also emphasizes the important issues facing customer service providers and customer service managers in business. Special emphasis is placed on the mastery of specific skills and analyzing customer attitudes and behaviors to determine the tasks required to deliver excellent customer service. Students will need to enroll in Columbus State Community College to participate. Dual credit will be provided for Columbus State Community College Marketing 1230.

Personal Finance  
BU 401  
Grade Levels: 11, 12  
Course Length: Semester, 1 period  
Credit: 0.50 and 3 semester college credit hours  
1.25 Weighted grade  
Pre-Requisite: Must meet CSCC course placement requirement.  
College Credit Plus courses allow students to earn credit from both Westerville City Schools and Columbus State Community College while attending class on the high school campus. Students will develop lifetime program of money management for the individual. Topics such as budgets, savings, job search, buying a house, insurance, mutual funds, stock market, real estate investments, taxes, and estate planning are covered. Students will be able to write a basic personal financial plan. Students will need to enroll in Columbus State Community College (CSCC) to participate. Dual credit will be provided for FMHT 1101 offered at CSCC.

Personal Money Management  
BU231  
Grade Levels: 11, 12  
Course Length: Semester, 1 period  
Credit: 0.50  
Students will develop an approach to lifetime money management and focus on areas of study such as: building a lifetime financial plan, budgeting; real estate; mortgages, insurance; college savings; investment/wealth building options including: purchasing IRAs mutual funds, stocks, and bonds; credit/consumer awareness, debt management, banking and several other individual financial topics. Instructional material is supported and enhanced by Dave Ramsey's School Curriculum, community involvement and various resources. This course enriches and extends the financial literacy standards covered in Government II. If you are interested in taking this as a college course, please see Personal Finance.

Advanced Placement and International Baccalaureate  

AP Computer Science A  
BU315  
Grade Levels: 11, 12  
Course Length: Year, 1 Period  
Credit: 1.0  
1.250 Weighted grade  
Location: Westerville South only  
Approximate cost: $92 for the AP test (not required)  
This Advanced Placement course is the study of computer science using the Java programming language. Topics are compatible with the material normally taught in a first-year college computer programming course and is covered at an accelerated level. This class is for the mature student who is both willing and capable of covering computer science/programming material in this manner. Concepts include, but are not limited to: using the built-in classes, arrays, sorting, searching, recursion and designing classes.

IB Business Management SL  
IB361S  
Grade Levels: 11, 12  
Course Length: Year  
Credits: 1.00  
1.125 Weighted grade  
Recommended: Passage of OGT Math and Reading  
Location: Westerville South only  
Approximate cost: $118 for IB test  
International Baccalaureate Business Management Standard Level is a rigorous one-year course offered at the junior or senior level that includes the study of human interaction in a dynamic business environment. An international perspective is used to promote a realization of the importance of cooperation among nations and the value of responsible citizenship in a global economy. Students will develop an understanding of business principles and procedures necessary for day-to-day business operations through the study of business organization and environment, marketing, operations management, finance and accounts, and human resource management. Business Management SL aims to promote the exploration of business issues from various cultural perspectives and the appreciation and understanding of changes brought about by technological innovations. Coursework consists of the completion of five compulsory modules and a written commentary project.

IB Business Management HL  
(1st Year) IB361H / (2nd Year) IB362H  
Grade Levels: 11 and 12  
Course Length: 2 Years  
Credits: 1.00 per year  
1.250 Weighted grade  
Recommended: Passage of OGT Math and Reading  
Location: Westerville South only  
Approximate cost: $118 for IB test  
International Baccalaureate Business Management Higher Level is a rigorous two-year course beginning at the junior level that includes the study of human interaction in a dynamic business environment. An international perspective is used to promote a realization of the importance of cooperation among nations and the value of responsible citizenship in a global economy. Students will develop an understanding of business principles and procedures necessary for day-to-day business operations through the study of business organization and environment, marketing, operations management, finance and accounts, and human resource management. Business Management HL aims to promote the exploration of business issues from various cultural perspectives and the appreciation and understanding of changes brought about by technological innovations. Coursework consists of the completion of five compulsory modules and a primary research-based investigative project.
## ENGLISH LANGUAGE ARTS (LA)

### Requirements and Options

All students are required to take English 1 and English 2.

Only one of these three options counts as English credit toward graduation and for only 1.00 credits total: (1) combination of Speech Arts 1 and Journalism 1, (2) Journalism 2, or (3) Journalism 3. The combination of Speech Arts 1 and Speech Arts 2 does not count as 1.00 English credit toward graduation. All other credits that count toward the four English credits required for graduation must come from enrollment in other English courses listed in this section.

1 - This class is offered as a College Credit Plus course through Columbus State Community College. See page 22 for additional information on the College Credit Plus option.

<table>
<thead>
<tr>
<th>Course</th>
<th>Number</th>
<th>Grade</th>
<th>Length</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1</td>
<td>LA101</td>
<td>9</td>
<td>Year</td>
<td>1.0</td>
</tr>
<tr>
<td>Honors English 1</td>
<td>LA103</td>
<td>9</td>
<td>Year</td>
<td>1.0</td>
</tr>
<tr>
<td>English 2</td>
<td>LA201</td>
<td>10</td>
<td>Year</td>
<td>1.0</td>
</tr>
<tr>
<td>Honors English 2</td>
<td>LA203</td>
<td>10</td>
<td>Year</td>
<td>1.0</td>
</tr>
<tr>
<td>Contemporary Literature</td>
<td>LA310</td>
<td>11</td>
<td>12</td>
<td>Year</td>
</tr>
<tr>
<td>British Literature/Shakespeare &amp; Composition</td>
<td>LA320</td>
<td>11</td>
<td>12</td>
<td>Year</td>
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An asterisk (*) after a course title means the class may be canceled if enrollment is not high enough to offer the class as planned. A plus (+) after a course title means a co/extra-curricular component may be offered with the class. However, if no supplemental contracts for 2016-2017 are offered, the co/extracurricular part of the course may be canceled if enrollment is not high enough to offer the course as planned.

### English 1

**LA101**

- **Grade Level:** 9
- **Course Length:** Year, 1 Period
- **Credit:** 1.00

All students are required to complete a grade level ELA course. The English 1 course follows the Common Core State Standards for English Language Arts. Students explore a variety of literary genres from both classical and modern works including fiction and nonfiction. Listening, speaking, reading, writing, visual, and technological skills are all emphasized.

### Honors English 1

**LA103**

- **Grade Level:** 9
- **Course Length:** Year, 1 Period
- **Credit:** 1.00
- **1.125 Weighted grade**

All students are required to complete a grade level ELA course. This course follows the Common Core State Standards for English Language Arts and is academically rigorous and is recommended for students who demonstrate advanced skills in independent reading and writing and are able to engage in critical analysis and discussions inside and outside the classroom. A summer project is required.

### English 2

**LA201**

- **Grade Level:** 10
- **Course Length:** Year, 1 Period
- **Credit:** 1.00
- **Recommended:** English 1

All students are required to complete a grade level ELA course. The English 1 course follows the Common Core State Standards for English Language Arts. Students explore a variety of literary genres from both classical and modern works including fiction and nonfiction. Listening, speaking, reading, writing, visual, and technological skills are all emphasized.

### Honors English 2

**LA203**

- **Grade Level:** 10
- **Course Length:** Year, 1 Period
- **Credit:** 1.00
- **1.125 Weighted grade**
- **Recommended:** English 1

All students are required to complete a grade level ELA course. This course follows the Common Core State Standards for English Language Arts and is academically rigorous and is recommended for students who demonstrate advanced skills in independent reading and writing and are able to engage in critical analysis and discussions inside and outside the classroom. A summer project is required.

### English 3

#### Contemporary Literature

**LA310**

- **Grade Level:** 11, 12
- **Course Length:** Year, 1 Period
- **Credit:** 1.00
- **Recommended:** English 2

This course offers a global approach to literature of the 20th century to the present. Emphasis is placed on critical analysis and research skills necessary for success in college. Students also will write creatively by developing their own poems, stories and essays. Contemporary issues and mature language may be encountered in the readings. This course counts as 1.00 credit toward graduation.

#### British Literature/Sheakespeare and Composition*

**LA320**

- **Grade Level:** 11, 12
- **Course Length:** Year, 1 Period
- **Credit:** 1.00
- **Recommended:** English 2

This course surveys British literature from the Anglo-Saxon period to the present. Its focus is on knowledge and appreciation of the literature as well as on understanding authors' purpose and writing techniques. Special emphasis is placed on the works of William Shakespeare. Historical and thematic approaches and written literary analysis are also major areas of study. This course counts as 1.00 credit toward graduation.

#### British Literature/Sheakespeare and Composition - Honors*

**LA323**

- **Grade Level:** 11, 12
- **Course Length:** Year, 1 Period
- **Credit:** 1.00
- **1.125 Weighted grade**
- **Recommended:** English 2

This course surveys British literature from the Anglo-Saxon period to the present. Its focus is on knowledge and appreciation of this literature from both historical and thematic perspectives as well as on understanding its relationship to other literature. Students will read and write a variety of genres and modes to include an analytical essay with research. Pace and materials are geared for the accelerated student, and additional emphasis is placed on critical thinking, close reading, and analytical writing. A summer reading and writing project is required. This course counts as 1.00 credit toward graduation.

#### Film & Literature

**LA330**

- **Grade Levels:** 11, 12
- **Course Length:** Year, 1 Period
- **Credit:** 1.00
- **Recommended:** English 2

This college preparatory course requires students to engage in critical views of themes in literature that are mirrored in film. Novels, short stories, films, and other texts will be studied and critiqued. Students will write film reviews, critical analyses, comparisons, cited research, and screenplays. Students will also identify and interpret artistic and figurative devices as well as author and director purpose. Mature themes and language will be encountered in written and visual texts. This course counts as 1.00 English credit toward graduation.

**Important:** This course is not approved by NCAA for eligibility requirements.
Advanced Placement and International Baccalaureate

AP English Language and Composition
LA324
Grade Level: 11
Course Length: Year, 1 Period
Credit: 1.00
Recommended: English 2
Approximate cost: $92 for the AP test (not required)

This Advanced Placement course offers a rigorous curriculum that focuses on effective use of rhetoric, including tone, voice, diction and sentence structure. It requires students to analyze and write in multiple forms about a variety of subjects. Readings are assigned to help students identify and explain authors’ use of rhetorical strategies and techniques. A summer reading and writing project is required. Emphasis is placed on critical thinking as well as reading and writing analyses required by the AP test. The AP test is administered in May. Students can earn college credit or advancement in college coursework for qualifying scores. This course counts as 1.00 English credit toward graduation.

AP English Literature & Composition
LA364
Grade Level: 12
Course Length: Year, 1 Period
Credit: 1.00
Recommended: British Literature/Shakespeare and Composition or AP Language and Composition
Approximate cost: $92 for the AP test (not required)

This Advanced Placement course is academically rigorous and includes a survey of western and world literature from ancient to modern times. A summer reading and writing project is required. Emphasis is placed on critical thinking as well as reading and writing analyses required by the AP test. The AP test is administered in May. Students can earn college credit or advancement in college coursework for qualifying scores. This course counts as 1.00 English credit toward graduation.

College Credit Plus

English 1100 Composition I
LA351
Grade Level: 9, 10, 11, 12
Course Length: Semester, 1 Period
Credit: 1.0 and 3 semester college hours
Pre-Requisite: Must meet CSCC course placement requirement.

English 1100 is a beginning composition course that develops processes for critically reading, writing, and responding to a variety of texts in order to compose clear, concise expository essays. The course facilitates an awareness of the interplay among purpose, audience, content, structure, and style, while also introducing research and documentation methods, including digital citizenship. Course reading and writing assignments may be thematically organized by the instructor.

Students will be required to attend class 5 days each week as they would with a traditional ELA class. Students will need to enroll in Columbus State Community College (CSCC) to participate. Dual credit will be provided for English 1100 offered at CSCC.

English 2367 Composition II
LA325
Grade Level: 9, 10, 11, 12
Course Length: Semester, 1 Period
Credit: 1.0 and 3 college semester hours
Pre-Requisite: Must meet CSCC course placement requirement.

English 2367 is an intermediate composition course that extends and refines skills in expository and argumentative writing, critical reading, and critical thinking. This course also refines skills in researching a topic, documenting sources, and working collaboratively. Course reading and writing assignments may be thematically organized by the instructor. Students will need to enroll in Columbus State Community College (CSCC) to participate. Dual credit will be provided for English 2367 offered at CSCC.
Additional English Courses

Speech Arts 1
LA401
Grade Levels: 10, 11, 12
Course Length: Semester, 1 Period
Credit: 0.50

This course introduces students to fundamental techniques of public speaking that benefit performance and achievement across the curriculum as well as in life outside school. It incorporates reading, writing, speaking, listening and critical viewing to help students communicate more effectively in both formal and informal contexts. Students will study and demonstrate organization and presentation strategies that help inform, persuade and entertain. This course is aligned to grades 11-12 Ohio content standards, although it is offered to grade 10 students. Students earn .50 credit that can be combined with Journalism 1 (.50 credit) to count as 1.00 English credit toward graduation (see "English Language Arts Requirements and Options," p. 30).

Speech Arts 2*
LA 402
Grade Levels: 11, 12
Course Length: Semester, 1 Period
Credit: 0.50
Recommended: Speech Arts 1

This course is an advanced course that continues study of fundamental techniques of public speaking learned in Speech Arts I. The course incorporates reading, writing, speaking, listening and critical viewing to help students communicate more effectively in both formal and informal contexts. Students are exposed to a variety of speaking situations in the school and community in order to support their acquisition of skills and confidence needed to address different audiences in a variety of situations. Students will be introduced to debate, group discussion, and formal ceremonial occasions. This course counts as .50 elective credit.

Journalism 1*/+
LA411
Grade Levels: 10, 11, 12
Course Length: Semester, 1 Period
Credit: 0.50
Recommended: English 1

This course is for students with an interest in media and journalistic writing as well as various perspectives on American journalism. The historical development of journalism is explored from colonial times to the present. This course focuses on writing, research, oral interpretation, and analytical reading. It also addresses various aspects of newspaper publication. This course is aligned to grades 11-12 Ohio content standards, although it is offered to grade 10 students. Students earn .50 credits that can be combined with Speech Arts I (.50 credit) to count as 1.00 English credit toward graduation (see "English Language Arts Requirements and Options," p. 30).

Journalism 2*/+
LA412
Grade Level: 11, 12
Course Length: Year, 1 Period
Credit: 1.00
Recommended: Journalism 1 & Application

This course is intended for students who participate on the school newspaper staff. This course has an intense focus on writing, research and analytical reading, resulting in publishable articles. Additional emphasis is given to business management of publications. In-depth individualized instruction is given to advance writing and reading skills. Either successful completion of Journalism 1 or recommendation from the newspaper adviser is required. This course counts as one of three options for 1.00 English credit toward graduation (see "English Language Arts Requirements and Options," p. 30).

Journalism 3*/+
LA413
Grade Level: 12
Course Length: Year, 1 Period
Credit: 1.00
Recommended: Journalism 1, Journalism 2, and Application

This course is intended for students who participate on the school newspaper staff. The central core of the curriculum is the intense focus on writing, research and analytical reading, resulting in published articles. In-depth individualized instruction gives students opportunities to improve writing and reading skills. This course counts as one of three options for 1.00 English credit toward graduation (see "English Language Arts Requirements and Options," p. 30).

Reading Seminar
LA421
Grade Levels: 9, 10
Course Length: Semester, 1 Period (with option to repeat to earn maximum of 1.0 credits)
Credit: .50 elective only
Grade: Satisfactory or Unsatisfactory (no letter grade)
Recommended: Assessment data

Instruction and learning activities in this course provide students with support for developing strategies that aid reading of academic and non-academic texts. Assessment data is used to determine student strengths and weaknesses. This data will inform instruction related to comprehension, fluency, vocabulary knowledge, work/study skills and metacognition. The focus of the class is to develop and support empowered readers. This entails (1) developing cognitive reading strategies that aid students in acquiring, retaining, and demonstrating knowledge of academic content and (2) facilitating authentic communities of readers. Students develop understanding and use of "tools" that serve as an addition to the support they receive in content classrooms and are provided with additional opportunities to read high-interest books and to connect with literary resources.

(Second Semester Enrollment)
Enrollment in a second semester of this course provides a more intensive focus on practice, application and generalization of strategies that aid comprehension and retention of content-area texts and serves as an addition to support students receive in content classrooms.

Reading/ Writing Workshop
LA422
Grade Levels: 11, 12
Course Length: Semester, 1 period
Credit: .50 elective only (with option to repeat to earn a maximum of 1 credit)
Grade: Satisfactory or Unsatisfactory (no letter grade)

This course is an intervention for students who have not passed the Ohio Graduation Test (OGT) in reading and/or writing. Reading and writing that correlate to the OGT serves as the central focus. Instruction is individualized and is based on assessment data that demonstrates students’ attainment of the academic content standards. Students will learn and practice learning strategies that support acquisition, retention and demonstration of academic content. This course may be repeated for elective credit. This course counts as .50 elective credit.

Yearbook*/+
BUS500 (LA500)
Grade Levels: 10, 11, 12
Course Length: Year, 1 Period
Credit: 1.00 elective credit
Recommended: Completion of Application

This course focuses on the process of creating a professionally-published book. Using state-of-the-art technology and methods, students will research, report, organize and convey information accurately. Students use communication skills to conduct ad and sales campaigns. Interviewing, copy writing, editing, photography and graphic design are emphasized. The annual yearbook is completed by the end of the course and delivered in early fall. Students should be self-disciplined and able to meet deadlines. This course counts as one elective credit for English Language Arts (LA).
HEALTH/PHYSICAL EDUCATION (HPE)

The program of Physical Education is designed to provide opportunities for students to develop skills in activities which will provide for personal enjoyment and worthy use of leisure time, as well as the development of physical fitness and efficient use of the body in all activities.

The following clothing is required to insure safety and complete movement during activity: shorts, T-shirt, tennis shoes, and socks. Warm-up outfits, sweat suits, and sweatshirts are always accepted. However, a uniform may be required. The student should have a good combination lock.

The Health curriculum includes the study of mental, physical, and social health issues and provides students with the ability to recognize, correct, and maintain a healthy life-style.

Graduation Requirement: Physical Education 1, Physical Education 2 and Health. Some Physical Education activities take place outside of school and involve a minimum cost to students. However, a student may be excused from these activities.

Physical Education Waiver:

The Westerville City School Board of Education has adopted a policy which allows students who, during high school, participate in interscholastic athletics, marching band, and/or cheerleading for at least two full seasons the option to be excused from the high school Physical Education graduation requirement. Students selecting this option shall be required to complete one-half unit, consisting of at least 60 hours of instruction, in another course. Additional information can be obtained by your high school counselor.

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<tr>
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<th>Number</th>
<th>Grade</th>
<th>Length</th>
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<td>Physical Education 1</td>
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<td>Physical Education 2</td>
<td>HPE202</td>
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<td>Team Sports</td>
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<td>Personal Conditioning</td>
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<td>Dance</td>
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<td>Sports History</td>
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<tr>
<td>Advanced Personal Conditioning</td>
<td>HPE222</td>
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</tbody>
</table>

Health

HPE101
Grade Levels: 9, 10, 11, 12
Course Length: Semester, 1 Period
Credit: 0.5

This course emphasizes physical, social and emotional health. The ability to recognize, improve and maintain a healthful condition is critical to full and independent participation in society. This course prepares students to make sound, consistent and accurate decisions to contribute to overall health and well being. The topics covered include but are not limited to mental health, social health, human development, nutrition, personal health and physical fitness, substance abuse, communicable and chronic disease prevention, community health and safety, and health skills. This course meets the graduation requirement for one semester of health education.

HPE101 is offered in a traditional learning environment. Students will meet with an instructor each day at a specific time in a high school classroom. Some course content will be accessed and completed online during the class period.

Health

HPE102
Grade Levels: 9, 10, 11, 12
Course Length: Semester, 1 Period
Credit: 0.50

This course emphasizes physical, social and emotional health. The ability to recognize, improve and maintain a healthful condition is critical to full and independent participation in society. This course prepares students to make sound, consistent and accurate decisions to contribute to overall health and well being. The topics covered include but are not limited to mental health, social health, human development, nutrition, personal health and physical fitness, substance abuse, communicable and chronic disease prevention, community health and safety, and health skills. This course meets the graduation requirement for one semester of health education.

HPE102 will be offered in a blended learning environment. Students will not meet with an instructor daily. Rather, a student learns, in large part, through the online delivery of content and instruction. During the first week of the semester, all enrolled students are expected to meet with the instructor to acquire a course overview, obtain initial instruction, and establish a face-to-face meeting schedule for the purpose of providing direct instruction and further supporting the student in course completion.
An asterisk (*) after a course title means the class may be canceled if enrollment is not high enough to offer the class as planned. A plus (+) after a course title means a co/extra-curricular component may be offered with the class. However, if no supplemental contracts for 2016-2017 are offered, the co/extra-curricular part of the course will be canceled if enrollment is not high enough to offer the class.

**Physical Education 1**

**HPE201**

**Grade Levels:** 9, 10, 11, 12  
**Course Length:** Semester, 1 Period  
**Credit:** 0.25

This course will provide the opportunity for students to learn the various physical skills and techniques utilized in net/wall games, tumbling and dance along with the rules, regulations and biomechanical principles of each. Students will engage in personal fitness activities, skill development, activity specific tactics and strategies as well as personal and social behavior development. This course will provide the opportunity for students to identify and establish personal fitness goals to create and implement a personal fitness plan. Students will learn to evaluate/adjust their personal fitness plan by utilizing technology to track progress and monitor ones’ personal goals. Students may also have one classroom day each week to discuss related course material. Students must successfully complete requirements for their portfolio to pass the class.

**Physical Education 2**

**HPE202**

**Grade Levels:** 9, 10, 11, 12  
**Course Length:** Semester, 1 Period  
**Credit:** 0.25  
**Recommended:** Physical Education 1

This course will provide the opportunity for students to learn the various physical skills and techniques utilized in net/wall games, tumbling and dance along with the rules, regulations and biomechanical principles of each. Students will engage in personal fitness activities, skill development, activity specific tactics and strategies as well as personal and social behavior development. This course will provide the opportunity for students to identify and establish personal fitness goals to create and implement a personal fitness plan. Students will learn to evaluate/adjust their personal fitness plan by utilizing technology to track progress and monitor ones’ personal goals. Students may also have one classroom day each week to discuss related course material. Students must successfully complete requirements for their portfolio to pass the class.

**Team Sports**

**HPE210**

**Grade Levels:** 10, 11, 12  
**Course Length:** Semester, 1 Period  
**Credit:** 0.25 elective credit  
**Recommended:** Physical Education 1 and Physical Education 2

This elective course is designed to master various team sports. Units are student driven. Students participating in Team Sports will learn advanced offensive and defensive strategies and tactics for each sport. They will analyze and apply these strategies so they can successfully participate in the unit. This course will provide the opportunity for students to increase their awareness of team sports and to engage in team sports by functioning as team players, coaches and referees. Students will create and implement practice schedules, plays and drills specific to each sport. Students will also learn, practice and apply sport specific conditioning techniques and rules.

**Personal Conditioning**

**HPE212**

**Grade Levels:** 10, 11, 12  
**Course Length:** Semester, 1 Period  
**Credit:** 0.25 elective credit  
**Recommended:** Physical Education 1 and Physical Education 2

This elective course is designed for the students who would like to extend their personal fitness level by building an extensive personal training program. Personal Conditioning will address the topics of exercise, physiology, injury prevention, speed training, agility training, flexibility training, along with a complete weight lifting and cardiovascular conditioning program. Students should have prior knowledge of safe weight room practices and correct lifting technique from both PE1 and PE2. Aerobic, anaerobic, and circuit training will be explored through multiple strength and interval training exercises. This class will also expose students to the fitness profession by exploring the fitness field through in-class speakers, hands-on experience and field trips when possible. Personal Conditioning is a great way for off-season athletes to get into the weight room during the school day for individually tailored sport specific training.

**Sports History**

**HPE216**

**Grade Levels:** 10, 11, 12  
**Course Length:** Semester, 1 Period  
**Credit:** 0.50 elective credit  
**Recommended:** Physical Education 1 and Physical Education 2

This elective class will examine the development of sports in America while building a deeper understanding of the tactics and strategies that have been successful in sports. The class focuses on helping students gain a better understanding of the relationships that sports have on social, economic, cultural and political forces that are at work in the world. Students will learn concepts throughout the history of sports as it correlates with the state standards in social studies. Students will gain knowledge about the historical origins and development of various sports world wide and sports' effects on politics, society, culture, and economics. Finally, students will begin to recognize the influence that commercialization has with the world of sports.

**Advanced Personal Conditioning**

**HPE222**

**Grade Levels:** 10, 11, 12  
**Course Length:** Semester, 1 Period  
**Credit:** 0.25 elective credit  
**Recommended:** Physical Education 1, Physical Education 2 and Personal Conditioning

This elective course is designed for students who would like to extend their personal fitness level by building an extensive personal training program. Advanced Personal Conditioning will build on the student's individual workout program designed in Personal Conditioning class. These will include topics of exercise, physiology, injury prevention, speed training, agility training, and flexibility training, along with a complete weight lifting and cardiovascular conditioning program. Students should have prior knowledge of safe weight room practices, correct lifting techniques and personal workout needs established in Personal Conditioning. Aerobic, anaerobic, and circuit training will be mastered through multiple strength and interval training exercises. This class will explore in detail the fitness profession by exploring the fitness field through in-class speakers, hands-on experience and field trips when possible. Each student will be responsible for creating, implementing and reflecting on their own exercise prescription. Advanced Personal Conditioning is a great way for off-season athletes to get into the weight room during the school day to further tailor individual sport specific training.
MATHEMATICS (MA)

A broad range of mathematics courses is offered so that students may elect those classes that will extend their mathematical competency, and provide a basis for future career preparation. Four credits in mathematics are required for graduation, which includes Algebra 2 or its equivalent.

Students should follow the recommendations of their mathematics teacher in determining which courses to select. Successful completion of all mathematics courses is essential for high school graduation. Typical course progression for students taking Algebra 1 and/or Geometry in middle school would be high school honors courses.

The mathematics course selections shown may require a calculator. Check the course description for the specific type of calculator necessary.

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<td>IB Math Studies SL</td>
<td>IB511S – IB512S</td>
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Math Lab (Algebra)
MA101
Grade Levels: 9, 10
Course Length: Semester, 1 Period
Credits: 0.50 elective only (can be repeated for up to 2.0 credits)
Grade: Satisfactory or Unsatisfactory

The goal of Math Lab is to support students in the Algebra classroom by providing the opportunity to acquire the background understandings necessary as well as to front load the Algebra content. Students may enter Algebra 1 having not been successful in previous math courses or not having the prerequisite knowledge and skills necessary to be successful in Algebra. Math Lab will provide opportunities for students to fill gaps and improve on their foundational mathematical knowledge and skills. Assessment data is used to determine student strengths and weaknesses, and individual learning plans are created that monitor progress and achievement of knowledge and skills necessary to be successful learners of algebra. This course serves as an addition to the support students receive in their credit-bearing math courses.

Math Lab (Geometry)
MA102
Grade Levels: 9, 10
Course Length: Semester, 1 Period
Credits: 0.50 elective only (can be repeated for up to 2.0 credits)
Grade: Satisfactory or Unsatisfactory

The goal of Math Lab is to support students in the Geometry classroom by providing the opportunity to acquire the background understandings necessary as well as to front load the Geometry content. Students may enter Geometry having not been successful in previous math courses or not having the prerequisite knowledge and skills necessary to be successful in Geometry. Math Lab will provide opportunities for students to fill gaps and improve on their foundational mathematical knowledge and skills. Assessment data is used to determine student strengths and weaknesses, and individual learning plans are created that monitor progress and achievement of knowledge and skills necessary to be successful learners of geometry. This course serves as an addition to the support students receive in their credit-bearing math courses.

Algebra 1
MA301
Grade Levels: 9, 10
Course Length: Year, 1 Period
Credits: 1.00
Recommended: Pre-Algebra
Approximate Cost: $80-$110 for a graphing calculator. (TI-84 Plus is recommended)

Along with Geometry, Algebra is one of the main branches of Mathematics. It arises from the generalization of arithmetic and prepare students for further study in math, science, and technology. The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas of study include linear, quadratic, and exponential relationships by contrasting them with each other and by learning how to apply these functions to real world phenomena. Students will explore data and build on the skills they learned in middle school to provide a more formal means of assessing how a model fits data. Students use graphical representations and knowledge of the context to make judgments about the appropriateness of their models. The Mathematical Practice Standards apply throughout this course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Geometry
MA302
Grade Levels: 9, 10, 11, 12
Course Length: Year, 1 Period
Credits: 1.00
Recommended: Algebra 1
Approximate Cost: $80-$110 for a graphing calculator. (TI-84 Plus is recommended)

Geometry is used daily by almost everyone. In geometry, one explores spatial sense and geometric reasoning. Geometry is found everywhere: in art, architecture, engineering, and much more. In prior grades students studied Geometry but not with the rigour encountered in this course. Students will explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Mathematical Practice Standards apply throughout this course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

The Honors course will include additional standards and students in the Honors course will also be expected to complete additional coursework which will extend or enrich the included concepts of the Course of Study. Students will benefit from the richness of the course by completing in-depth explorations of the extension activities, increasing their awareness of mathematical applications, further developing their critical thinking and ability to communicate their understanding.

Algebra 2
MA303
Grade Levels: 9, 10, 11, 12
Course Length: Year, 1 Period
Credits: 1.00
Recommended: Geometry
Approximate Cost: $80-$110 for a graphing calculator (TI-84 Plus preferred); Dedicated Notebook

This course continues the expansion of the students' algebra skills to “structure their understanding of their world”. Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, trigonometric, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful and logical subject that makes use of their ability to make sense of problem situations.
### Honors Algebra 2
**MA313**
- **Grade Levels:** 9, 10, 11, 12
- **Course Length:** Year, 1 Period
- **Credits:** 1.00
- **Recommended:** Honors Geometry
- **Approximate Cost:** $80-$110 for a graphing calculator (TI-84 Plus preferred); Dedicated Notebook

This course continues the expansion of the students algebra skills to “structure their understanding of their world”. Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, trigonometric, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful and logical subject that makes use of their ability to make sense of problem situations.

The Honors course will include additional standards and students in the Honors course will also be expected to complete additional coursework which will extend or enrich the included concepts of the Course of Study. Students will benefit from the richness of the course by completing in-depth explorations of the extension activities, increasing their awareness of mathematical applications, further developing their critical thinking and ability to communicate their understanding.

### Precalculus
**MA304**
- **Grade Levels:** 10, 11, 12
- **Course Length:** Year, 1 Period
- **Credits:** 1.00
- **Recommended:** Algebra 2
- **Approximate Cost:** $80-$110 for a graphing calculator. (TI-83 Plus/TI-84 Plus is recommended)

This theory-oriented course covers many topics which provide the necessary prerequisite to the study of Calculus. This course extends the study of trigonometry, expands the student’s understanding of function, and how these ideas are applied to other contexts. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful and logical subject that makes use of their ability to make sense of problem situations.

### Honors Precalculus
**MA314**
- **Grade Levels:** 10, 11, 12
- **Course Length:** Year, 1 Period
- **Credits:** 1.00
- **Recommended:** Honors Algebra 2
- **Approximate Cost:** $80-$110 for a graphing calculator. (TI-83 Plus/TI-84 Plus is recommended)

This theory-oriented course covers many topics which provide the necessary prerequisite to the study of Calculus. This course extends the study of trigonometry, expands the student’s understanding of function, and how these ideas are applied to other contexts. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful and logical subject that makes use of their ability to make sense of problem situations.

The Honors course will include additional standards and students in the Honors course will also be expected to complete additional coursework which will extend or enrich the included concepts of the Course of Study. Students will benefit from the richness of the course by completing in-depth explorations of the extension activities, increasing their awareness of mathematical applications, further developing their critical thinking and ability to communicate their understanding.

### Financial Algebra
**MA306**
- **Grade Levels:** 11, 12
- **Course Length:** Year, 1 Period
- **Credits:** 1.00
- **Recommended:** Algebra 2; Can be taken concurrently with Algebra 2
- **Approximate Cost:** $80-$110 for a graphing calculator (TI-84 Plus preferred); Dedicated Notebook

Financial Algebra is a mathematical modeling course that is algebra-based, applications-oriented, and technology-dependent. The course addresses college preparatory mathematics topics from Advanced Algebra, Statistics, Probability, Pre-calculus, and Calculus under seven financial umbrellas: Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. The course allows students to experience the interconnectedness of mathematical topics, find patterns, make conjectures, and extrapolate from known situations to unknown situations. The mathematics topics contained in this course are introduced, developed, and applied in an as-needed format in the financial settings covered. Students are encouraged to use a variety of problem-solving skills and strategies in real-world contexts, and to question outcomes using mathematical analysis and data to support their findings.

### Pre-College Mathematics
**MA204**
- **Grade Level:** 12
- **Course Length:** Year, 1 Period
- **Credits:** 1.00
- **Approximate Cost:** $80-$110 for a graphing calculator. (TI-83 Plus or TI-84 Plus is recommended.)

This course is designed to help students learn and retain mathematical concepts. One goal is to prepare students for the transition from skills oriented algebra courses to more concept oriented college-level mathematics courses. A second goal is to teach students critical thinking skills and problem-solving techniques.

### Mathematics Workshop A OGT Focus
**MA503A**
- **Grade Levels:** 9, 10, 11, 12
- **Course Length:** 9 weeks, 1 Period
- **Credits:** 0.25

This course is designed to provide instruction and practice toward successful completion of the Ohio Standards required for graduation. Students must also be enrolled in a yearlong Math course until graduation requirements are met. This course satisfies elective credit only. It may be repeated up to 0.5 credit per year.

### Advanced Placement and International Baccalaureate
#### AP Calculus AB
**MA315**
- **Grade Level:** 11, 12
- **Course Length:** Year, 1 Period
- **Credits:** 1.00
- **Recommended:** Honors Algebra 3 or Algebra 3
- **Approximate Cost:** $80-$110 for a graphing calculator. (TI-83 Plus/TI-84 Plus is recommended) $92 for the AP test (not required)

AP courses in calculus are comparable to calculus courses in colleges and universities. Calculus AB is primarily concerned with developing the students’ understanding of the concepts of calculus and providing experience with its methods and applications. The courses emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. The focus of the course is neither manipulation nor memorization of an extensive taxonomy of functions, curves, theorems, or problem types. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics.
importance of developing problem solving skills. Throughout the course instruction and assessment, there will be a great emphasis on the appreciation for the international language of mathematics. Assessments will include teacher initiated, internal and external assessments. The internal assessment will be comprised of three examinations at the end of the second year. Throughout the course instruction and assessment, there will be a great emphasis on the importance of developing problem solving skills.

### AP Calculus BC

**MA325**

**Grade Level:** 11, 12  
**Course Length:** Year, 1 Period  
**Credits:** 1.00  
**Recommended:** 1.250 Weighted grade  
**Approximate Cost:** $80-$110 for a graphing calculator. ($TI-83 Plus/ TI-84 Plus is recommended)  
**Recommended:** $92 for the AP test (not required)

Calculus BC is an extension of Calculus AB rather than an enhancement; common topics require a similar depth of understanding. Both courses are intended to be challenging and demanding. AP courses in calculus are comparable to calculus courses in colleges and universities. Calculus BC is primarily concerned with developing the students’ understanding of the concepts of calculus and providing experience with its methods and applications. The courses emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. The focus of the courses is neither manipulation nor memorization of an extensive taxonomy of functions, curves, theorems, or problem types. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics.

### IB Math Studies SL

**1st Year IB511S**  
**2nd Year IB512S**

**Grade Levels:** 11, 12  
**Course Length:** 2 Years  
**Credits:** 1.00 per year  
**Recommended:** 1.125 Weighted grade  
**Location:** Westerville South only  
**Approximate cost:** $110-$130 for a graphing calculator ($TI-84 Plus CE is recommended) $118 for IB test

Math Studies SL is a two-year course designed for students possessing the fundamental skills of geometry and algebra. SL Math will require students to integrate their current knowledge of algebra and geometry to focus on Algebra II concepts during the first year and explore such topics as logic, trigonometry, finances, statistics, probability and an introduction to calculus in the second year. Many students scheduling this class will focus their future studies in the humanities and non-mathematical-related fields. The purpose of this course is for students to identify and study practical applications for mathematics they will encounter throughout their life experiences. During the second year, students will be asked to explore a topic of interest and develop a project applying their mathematical skills.

### IB Mathematics HL

**1st Year IB511H**  
**2nd Year IB522H**

**Grade Levels:** 11 and 12  
**Course Length:** 2 Years  
**Credits:** 1.00 per year  
**Recommended:** 1.250 Weighted grade  
**Location:** Westerville South only  
**Approximate cost:** $118 for IB test

This course is designed for students who anticipate a need for sound mathematical background in preparing for future studies. This course will serve as a rigorous foundation for mathematical concepts without the additional content included in the higher level mathematics course. The course content includes advanced algebra, functions and equations, circular functions and trigonometry, vectors, statistics and probability, and calculus topics, including differentiation and integration. Most of the concepts included in this course are essential to any further study of mathematics. Assessments will include teacher initiated, internal and external assessments. The internal assessment will include a mathematical exploration based upon a suitable math topic of the student’s choice. The external assessment will be comprised of two examinations at the end of the second year. Throughout the course instruction and assessment, there will be a great emphasis on the importance of developing problem solving skills.
Students are required to take three science credits: one life science credit, one physical science credit and a third advanced science credit beyond the foundational courses. A science course and the Honors level of that same course are mutually exclusive. For example, students who earn credit for Chemistry may not sign up for Honors Chemistry because the core content of both courses is the same.

1 – This class is offered as a College Credit Plus course through Columbus State Community College. See page 22 for additional information on the College Credit Plus option.

2 – There is potential for articulated college credit for this course through Sinclair Community College. Articulated credit allows high school students to receive college credit for technical courses they completed while in high school, although students are not dually enrolled in Westerville City Schools and Sinclair Community College. Students may earn college credit if articulation requirements are met including a grade of B or higher in the course and a set score on a program end-of-course exam.

3 – While a science-related class, this course is a general elective that can be taken concurrently with other science courses; it does not count as a life, physical or advanced science credit.

4 – These courses are part of the Health pathway. Learn more about this pathway on page 14.

### Course Descriptions

#### Foundational Science Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Number</th>
<th>Grade</th>
<th>Length</th>
<th>Credit</th>
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<tbody>
<tr>
<td>Physical Science I (physical science credit)</td>
<td>SC111</td>
<td>9</td>
<td>Semester</td>
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<tr>
<td>Physical Science II (physical science credit)</td>
<td>SC121</td>
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<td>Semester</td>
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<tr>
<td>Biology I (life science credit)</td>
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<td>Semester</td>
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<td>Honors Biology I (life science credit)</td>
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<td>Biology II (life science credit)</td>
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<td>Semester</td>
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<tr>
<td>Honors Biology II (life science credit)</td>
<td>SC222</td>
<td>9 10</td>
<td>Semester</td>
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#### Life Science Courses

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<th>Grade</th>
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<tr>
<td>Honors Anatomy and Physiology</td>
<td>SC303</td>
<td>10 11 12</td>
<td>Year</td>
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<tr>
<td>Ecology</td>
<td>SC311</td>
<td>10 11 12</td>
<td>Year</td>
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<td>Zoology</td>
<td>SC321</td>
<td>10 11 12</td>
<td>Year</td>
<td>1.0</td>
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<tr>
<td>Principles of Biomedical Science</td>
<td>SC336</td>
<td>9 10 11 12</td>
<td>Year</td>
<td>1.0</td>
</tr>
<tr>
<td>Human Body Systems</td>
<td>SC335</td>
<td>10 11 12</td>
<td>Year</td>
<td>1.0</td>
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<tr>
<td>Medical Interventions</td>
<td>SC337</td>
<td>11 12</td>
<td>Year</td>
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<tr>
<td>Medical Terminology</td>
<td>SC338</td>
<td>11 12</td>
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<td>Basic Concepts in Health Care</td>
<td>SC339</td>
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<tr>
<td>Exploring Health Care Professions</td>
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<tr>
<td>Laboratory Theory for Health-related Professions</td>
<td>SC525</td>
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<td>Introduction to Medical Coding and Reimbursement</td>
<td>SC530</td>
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<tr>
<td>AP Biology</td>
<td>SC304</td>
<td>10 11 12</td>
<td>Year</td>
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<td>AP Environmental Science</td>
<td>SC314</td>
<td>10 11 12</td>
<td>Year</td>
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<tr>
<td>IB Biology SL</td>
<td>IB411S - IB412S</td>
<td>11 12</td>
<td>2 Years</td>
<td>1.0/yr.</td>
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<tr>
<td>IB Biology HL</td>
<td>IB411H - IB412H</td>
<td>11 12</td>
<td>2 Years</td>
<td>1.0/yr.</td>
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<tr>
<td>IB Sports, Exercise, and Health Science</td>
<td>IB471S - B472S</td>
<td>11 12</td>
<td>2 Years</td>
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#### Physical Science Courses

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<td>Chemistry</td>
<td>SC401</td>
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<tr>
<td>Honors Chemistry</td>
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<td>Year</td>
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<tr>
<td>Geology</td>
<td>SC411</td>
<td>10 11 12</td>
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<tr>
<td>Physics</td>
<td>SC421</td>
<td>10 11 12</td>
<td>Year</td>
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<td>Honors Physics</td>
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<td>10 11 12</td>
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<tr>
<td>Materials Science</td>
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<td>Year</td>
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<tr>
<td>AP Chemistry</td>
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<td>AP Physics</td>
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<td>IB Chemistry SL</td>
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<td>11 12</td>
<td>2 Years</td>
<td>1.0/yr</td>
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<tr>
<td>IB Physics HL</td>
<td>IB431H - IB432H</td>
<td>11 12</td>
<td>2 Years</td>
<td>1.0/yr</td>
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#### Engineering Courses

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<th>Credit</th>
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<tbody>
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<td>Introduction to Engineering Design</td>
<td>SC435</td>
<td>9 10 11 12</td>
<td>Year</td>
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</table>
Foundational Courses

Physical Science I
SC111
Grade Levels: 9
Course Length: Semester, 1 Period
Credits: 0.50 Physical Science
Approximate Cost: $8

Physical Science consists of two semester course offerings: Physical Science I and Physical Science II. Students in Physical Science I will learn basic chemistry, studying properties of matter, atomic structure, chemical bonds, chemical reactions, and nuclear chemistry. Physical Science II involves "learning by doing" and incorporates scientific practices such as inquiry, experimental design, the use of models, data analysis, critical thinking, and using evidence to construct and communicate explanations. Physical Science I is recommended for students who may need an additional year of general science background knowledge prior to taking Biology.

Physical Science II
SC121
Grade Levels: 9
Course Length: Semester, 1 Period
Credits: 0.50 Physical Science
Approximate Cost: $8

Physical Science consists of two semester course offerings: Physical Science I and Physical Science II. Students in Physical Science II will learn basic physics, studying energy, forces, motion, waves, electricity, and the universe. Physical Science II involves "learning by doing" and incorporates scientific practices such as inquiry, experimental design, the use of models, data analysis, critical thinking, and using evidence to construct and communicate explanations. Physical Science II is recommended for students who may need an additional year of general science background knowledge prior to taking Biology.

Biology I
SC211
Grade Levels: 9, 10
Course Length: Semester, 1 Period
Credits: 0.50 Life Science
Approximate Cost: $8

Biology consists of two semester course offerings: Biology I and Biology II. Together these courses prepare students for the state-mandated Biology End of Course Assessment. Students in Biology I will learn concepts about biochemistry, cellular transport, photosynthesis and cell respiration, cellular replication, and DNA and protein synthesis. Biology I involves "learning by doing" and incorporates scientific practices such as inquiry, experimental design, the use of models, data analysis, critical thinking, and using evidence to construct and communicate explanations. Biology I and II are foundational courses that introduce students to key concepts and theories preparing them for further study in other sciences and advanced science disciplines.

Honors Biology I
SC212
Grade Levels: 9, 10
Course Length: Semester, 1 Period
Credits: 0.50 Life Science
1.125 Weighted grade
Approximate Cost: $8

Honors Biology consists of two semester course offerings: Honors Biology I and Honors Biology II. Together these courses prepare students for the state-mandated Biology End of Course Assessment. Students in Honors Biology I will learn concepts about biochemistry, cellular transport, photosynthesis and cell respiration, cellular replication, and DNA and protein synthesis. Honors Biology I involves "learning by doing" and incorporates scientific practices such as inquiry, experimental design, the use of models, data analysis, critical thinking, and using evidence to construct and communicate explanations. Students in Honors Biology I cover topics at a much greater speed and depth than would occur in Biology I; they are expected to know processes and apply knowledge beyond just conceptual understanding. Honors Biology I and II are foundational courses that introduce students to key concepts and theories preparing them for further study in other sciences and advanced science disciplines.

Ecology
SC211
Grade Levels: 10, 11, 12
Course Length: Year, 1 Period
Credits: 1.00 Advanced Life Science
Recommended: Successful completion of Biology I and II or Honors Biology I and II
Approximate Cost: $16

Students in Ecology will explore interdisciplinary themes in the environment, such as scientific and abiotic relationships, population growth, biomes and biodiversity; students also will study how humans impact the environment and will consider ethical, social and environmental issues. Ecology involves "learning by doing" and incorporates scientific practices such as inquiry, experimental design, the use of models, data analysis, critical thinking, and using evidence to construct and communicate explanations. Students can expect to be using the outdoors as a learning environment when weather is appropriate.

Honors Biology II
SC222
Grade Levels: 9, 10
Course Length: Semester, 1 Period
Credits: 0.50 Life Science
1.125 Weighted grade
Approximate Cost: $8

Honors Biology consists of two semester course offerings: Honors Biology I and Honors Biology II. Together these courses prepare students for the state-mandated Biology End of Course Assessment. Students in Honors Biology II will study heredity, human genetics, natural selection and classification, population genetics, and population dynamics. Honors Biology II involves "learning by doing" and incorporates scientific practices such as inquiry, experimental design, the use of models, data analysis, critical thinking, and using evidence to construct and communicate explanations. Students in Honors Biology II cover topics at a much greater speed and depth than would occur in Biology II; they are expected to know processes and apply knowledge beyond just conceptual understanding. Honors Biology I and II are foundational courses that introduce students to key concepts and theories preparing them for further study in other sciences and advanced science disciplines.

Life Science Courses

Honors Anatomy and Physiology
SC303
Grade Levels: 10, 11, 12
Course Length: Year, 1 Period
Credits: 1.00 Advanced Life Science
Recommended: Successful completion of Biology I and II or Honors Biology I and II
Approximate Cost: $24

Student in Honors Anatomy and Physiology will study human body systems – including anatomy (structures) and physiology (functions) – as well as how systems work together to keep the body functioning normally. They will also explore disorders and diseases associated with the various body systems. While students "learn by doing," there is an emphasis on memorization of structures and functions. A significant portion of the year will involve dissection. This course is recommended for students wishing to continue their education in the health and medical fields.
Students in Zoology will become familiar with the variety of animal life on our planet from the simplest to most complex. They complete a comprehensive survey of structure and behavior of major and common animal groups, integrating a variety of life science concepts (genetics, natural selection, classification, ecosystem roles and relationships, endangered species, and conservation). Zoology involves “learning by doing” and incorporates scientific practices such as inquiry, observation, data collection and analysis, and specimen collection techniques. Students may engage in an extended project involving the maintenance, care and behavioral study of one of a variety of classroom specimens. This class may be blocked, meeting daily for two back-to-back class periods for a semester rather than for one class period for the entire year. Students can expect to be using the outdoors as a learning environment in appropriate weather.

**Principles of Biomedical Science**

**SC336**
- **Grade Levels:** 9, 10, 11, 12
- **Course Length:** Year, 1 Period
- **Credits:** 1.00 General Science Elective
- **Approximate Cost:** $16

Project Lead the Way courses use activity-, project-, and problem-based curricula to allow high school students to apply what they know, identify problems, find unique solutions, and lead their own learning. Principles of Biomedical Science (PBS) is the first class in a progression of courses that allow students to investigate the roles of biomedical professionals as they study the concepts of human medicine, physiology, genetics, microbiology, and public health. Students in PBS explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person’s life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems. This course is a general elective that can be taken concurrently with a science course; it does not count as an advanced science credit.

**Human Body Systems**

**SC335**
- **Grade Levels:** 10, 11, 12
- **Course Length:** Year, 1 Period
- **Credits:** 1.00 General Science Elective
- **Approximate Cost:** $16

Project Lead the Way courses use activity-, project-, and problem-based curricula to allow high school students to apply what they know, identify problems, find unique solutions, and lead their own learning. Human Body Systems (HBS) is the second class in a progression of courses that allow students to investigate the roles of biomedical professionals as they study the concepts of human medicine, physiology, genetics, microbiology, and public health. Students in HBS examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases. This course is a general elective that can be taken concurrently with a science course; it does not count as an advanced science credit. Students can potentially earn articulated college credit for successful completion of HBS.

**Medical Interventions**

**SC337**
- **Grade Level:** 11, 12
- **Course Length:** Year, 1 Period
- **Credits:** 1.00 Advanced Life Science
- **Approximate Cost:** $16

Medical Interventions (MI) is the third class in a progression of courses that allow students to investigate the roles of biomedical professionals as they study the concepts of human medicine, physiology, genetics, microbiology, and public health. Students in MI follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. They explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. This course is a general (non-science) elective that can be taken concurrently with a science course. Students can potentially earn articulated college credit for successful completion of MI.

**Medical Terminology**

**SC338**
- **Grade Level:** 11, 12
- **Course Length:** Semester, 1 Period
- **Credits:** 0.67 and 2 semester college credit hours; Advanced Life Science
- **Approximate Cost:** $16

Pre-Requisite: Must meet CSCC course placement requirement.

College Credit Plus courses allow students to earn credit from both Westerville City Schools and Columbus State Community College while attending class on the high school campus. Medical Terminology (MT) provides an overview of medical language. Students in MT learn the basic principles for understanding the language emphasizing terms that are practical and commonly found in the day-to-day work of all allied health professions in many areas of medicine. Though facilitated by a secondary science teacher, the course is highly self-directed.

**Basic Concepts in Health Care**

**SC339**
- **Grade Level:** 11, 12
- **Course Length:** Semester, 1 Period
- **Credits:** 0.67 and 2 semester college credit hours; Advanced Life Science
- **Approximate Cost:** $16

Pre-Requisite: Must meet CSCC course placement requirement.

College Credit Plus courses allow students to earn credit from both Westerville City Schools and Columbus State Community College while attending class on the high school campus. Basic Concepts in Health Care provides a general introduction to health care in the U.S., including the history of Western medicine, legal and ethical issues, alternative medicine, safety issues, and the evolution of hospitals, medical education and insurance. The course will give students interested in pursuing a career in the health-related industry background information beneficial when pursuing further studies. Though facilitated by a secondary science teacher, the course is highly self-directed. Students will need to enroll in Columbus State Community College (CSCC) to participate. Dual credit will be provided for the CSCC course.

**Exploring Health Care Professions**

**SC520**
- **Grade Level:** 11, 12
- **Course Length:** Semester, 1 Period
- **Credits:** 0.34 and 1 semester college credit hours; Advanced Life Science
- **Approximate Cost:** $16

Pre-Requisite: Must meet CSCC course placement requirement.

College Credit Plus courses allow students to earn credit from both Westerville City Schools and Columbus State Community College while attending class on the high school campus. Exploring Health Care Professions allows students to explore and understand his/her personal and professional interest as a health professional. Students conduct research and interviews and develop presentations about the many career paths in the health fields. Though facilitated by a secondary science teacher, the course is highly self-directed.
College Credit Plus courses allow students to earn credit from both Westerville City Schools and Columbus State Community College while attending class on the high school campus. Laboratory Theory for Health-related Professions is designed to provide theoretical concepts (not laboratory techniques) for individuals in or pursuing health-related industries who may be interested in learning an additional set of medically related skills. Designed for students exploring medicine, nursing, phlebotomy (blood drawing), medical assisting, laboratory technology and other health-oriented industries, the background knowledge and skills acquired in the course will help students achieve basic laboratory testing competencies, enhance health-related positions. Though facilitated by a secondary science teacher, the course is highly self-directed. Students will need to enroll in Columbus State Community College (CSCC) to participate. Dual credit will be provided for the CSCC course.

Introduction to Medical Coding and Reimbursement

SC530
Grade Level: 11, 12
Course Length: Semester, 1 Period
Credits: 0.67 and 2 semester college credit hours; Advanced Life Science 1.250 Weighted grade
Pre-Requisite: Must meet CSCC course placement requirement.

College Credit Plus courses allow students to earn credit from both Westerville City Schools and Columbus State Community College while attending class on the high school campus. Introduction to Medical Coding and Reimbursement provides an overview of hospital-based and physician-based medical coding and reimbursement principles. Students will be introduced to the role of a medical coder, explore professions within the Health Information Management Technology field, and differentiate between the common types of managed care healthcare insurance plans. Though facilitated by a secondary science teacher, the course is highly self-directed. Students will need to enroll in Columbus State Community College (CSCC) to participate. Dual credit will be provided for the CSCC course.

Advanced Placement and International Baccalaureate Life Science Courses

AP Biology
SC304
Grade Levels: 10, 11, 12
Course Length: Year, 1 Period
Credits: 1.00 Advanced Life Science 1.25 Weighted grade
Recommended: Successful completion of Biology/Honors Biology, successful completion of one year of or concurrent enrollment in Chemistry/Honors Chemistry
Approximate Cost: $24 course fee; $92 AP test

Advanced Placement (AP) courses are designed to parallel the rigor of an introductory college course. AP Biology is a second full year in Biology where students cover topics with greater breadth and depth than in the first year course. Using four crosscutting themes, students will explore cellular energy and communication processes, evolution, genetics, information transfer, ecology and systems interactions. Students engage in a significant portion of investigative laboratory work integrated throughout the course and have opportunities to develop and record evidence of their communication skills through lab reports, summaries of literature and/or scientific investigations, and oral, written, or graphic presentations. The AP test is administered in May. Students can earn college credit or advancement in college coursework with qualifying scores.

AP Environmental Science
SC314
Grade Levels: 10, 11, 12
Course Length: Year, 1 Period
Credits: 1.00 Advanced Life Science 1.25 Weighted grade
Recommended: Successful completion of Biology/Honors Biology
Approximate Cost: $24 course fee; $92 AP test

Advanced Placement (AP) courses are designed to parallel the rigor of an introductory college course. Students in AP Environmental Science study interactions among and human influences on Earth systems, including natural resources and energy use and conservation, human and animal population dynamics, and environmental quality. AP Environmental Science involves "learning by doing" and incorporates scientific practices such as inquiry, experimental design, the use of models, data analysis, critical thinking, and using evidence to construct and communicate explanations. Students can expect to be using the outdoors as a learning environment when weather is appropriate. The AP test is administered in May. Students can earn college credit or advancement in college coursework with qualifying scores.

IB Biology SL
(1st Year) IB411S
(2nd Year) IB412S
Grade Levels: 11, 12
Course Length: 2 years
Credits: 1.0 per year Advance Life Science 1.125 Weighted Grade for SL 1.250 Weighted Grade for HL
Recommended: Passage of state assessments through sophomore year, and "B" average in previous two sciences
Location: Westerville South only
Approximate Cost: $24 course fee; $118 IB test (end of senior year)

International Baccalaureate (IB) courses are part of a two-year advanced science programme. Standard Level IB Biology and Higher Level IB Biology are rigorous courses designed to prepare highly motivated students for future scientific studies. IB Biology SL is a rigorous introductory course designed to prepare highly motivated students for future scientific studies. Throughout the two years students learn about cell and molecular biology, genetics, ecology, evolution and biodiversity, and human physiology. Students in IB Biology HL also explore nucleic acids, metabolism, cellular energy processes, plant biology and animal physiology. The second year concludes with the Group 4 project where students work in multi-disciplinary teams in a broad-based student-led investigation. Extensive experimental and laboratory work is given a high priority and assessment of projects, experiments and investigations carried out during the two year course will make up a significant portion of students’ final IB scores. Students are expected to take IB exams at the end of the course.

IB Sports, Exercise and Health Science SL
(1st Year) IB471S
(2nd Year) IB472S
Grade Levels: 11, 12
Course Length: 2 years
Credits: 1.0 per year Advance Life Science 1.125 Weighted grade for SL 1.250 Weighted grade for HL
Recommended: Passage of state assessments through sophomore year, and "B" average in previous two sciences
Location: Westerville South only
Approximate Cost: $24 course fee; $118 IB test (end of senior year)

International Baccalaureate (IB) courses are part of a two-year advanced science programme. Standard Level IB Sports, Exercise and Health Science is a rigorous introductory course designed to prepare highly motivated students for future scientific studies. Throughout the two years students learn about science that underpins physical performance, including anatomy and physiology, biomechanics, psychology, nutrition and evaluating fitness performance. The second year concludes with the Group 4 project where students work in multi-disciplinary teams in a broad-based student-led investigation. Extensive experimental and laboratory work is given a high priority and assessment of projects, experiments and investigations carried out during the two year course will make up a significant portion of students’ final IB scores. Students are expected to take IB exams at the end of the course.
Physical Science Courses

Chemistry

SC401
Grade Levels: 10, 11, 12
Course Length: Year, 1 Period
Credits: 1.00 Physical Science
Recommended: Successful completion of Algebra I or concurrent enrollment
Approximate Cost: $16

Students in Chemistry will explore matter, energy, atomic structure, chemical bonding, chemical equations, acids and bases, and stoichiometry (analyzing the outcomes of chemical reactions). Chemistry involves "learning by doing" and incorporates scientific practices such as inquiry, experimental design, the use of models, data analysis, critical thinking, and using evidence to construct and communicate explanations. Students in Chemistry are highly recommended for any student planning to pursue post-secondary education.

Honors Chemistry

SC402
Grade Levels: 10, 11, 12
Course Length: Year, 1 Period
Credits: 1.00 Physical Science
1.125 Weighted grade
Recommended: Successful completion of Algebra 1
Approximate Cost: $16

Students in Honors Chemistry will explore matter, energy, atomic structure, chemical bonding, chemical equations, and stoichiometry (analyzing the outcomes of chemical reactions). Honors Chemistry involves "learning by doing" and incorporates scientific practices such as inquiry, experimental design, the use of models, data analysis, critical thinking, and using evidence to construct and communicate explanations. Students in Honors Chemistry are highly recommended for any student planning to pursue post-secondary education.

Geology

SC411
Grade Levels: 10, 11, 12
Course Length: Year, 1 Period
Credits: 1.00 Advanced Physical Science
Approximate Cost: $16

Students in Geology will explore energy, matter, motion and forces that impact the systems and processes that form Earth's features, including volcanoes, earthquakes, glaciers, mountain building, weathering, erosion and plate tectonics. The impact of natural disasters on societies, as well as human impact on Earth's features, will also be studied. The course includes historical geology and evidence for the formation and composition of the universe, solar system, and Earth. Geology involves "learning by doing" and incorporates scientific practices such as inquiry, experimental design, the use of models, data analysis, critical thinking, and using evidence to construct and communicate explanations.

Physics

SC421
Grade Levels: 10, 11, 12
Course Length: Year, 1 Period
Credits: 1.00 Physical Science
Recommended: Successful completion of Algebra I and Geometry or equivalent
Approximate Cost: $16

Students in Physics will explore the transformation of energy in systems including motion, light, sound, waves, electromagnetism and heat; mathematical and practical application of physics concepts will be studied. Physics involves "learning by doing" and incorporates scientific practices such as inquiry, experimental design, the use of models, data analysis, critical thinking, and using evidence to construct and communicate explanations. Physics is highly recommended for any students planning to pursue post-secondary education.

Honors Physics

SC422
Grade Levels: 10, 11, 12
Course Length: Year, 1 Period
Credits: 1.00 Physical Science
1.125 Weighted grade
Recommended: Successful completion of Algebra II or concurrent enrollment
Approximate Cost: $16

Students in Honors Physics will explore the principles underlying the way the physical world works, exploring motion, forces, gravitation, electromagnetism, waves, light, and sound; mathematical and practical application of physics concepts will be studied. Students study topics in greater depth and with more mathematical analysis than in those in Physics. Honors Physics involves "learning by doing" and incorporates scientific practices such as inquiry, experimental design, the use of models, data analysis, critical thinking, and using evidence to construct and communicate explanations. Honors Physics is highly recommended for any students planning to pursue post-secondary education. A graphing calculator is recommended.

Materials Science

SC431
Grade Levels: 11, 12
Course Length: Year
Credits: 1 credit Advanced Physical Science
Recommended: Successful completion of Chemistry or Honors Chemistry
Approximate Cost: $16

Students in Materials Science learn about the nature of materials, specifically metals, ceramics, plastics and composites through creative and sometimes artistic hands-on activities. Materials Science involves "learning by doing" and incorporates scientific practices such as inquiry, experimental design, the use of models, data analysis, critical thinking, and using evidence to construct and communicate explanations. A significant portion of the course is lab-based. Guest speakers as well as field trips will be incorporated to include local universities and various industrial sites to gain appreciation for use of materials and need for development of new ones to execute 21st century technology.

Advanced Placement and International Baccalaureate Physical Science Courses

AP Chemistry

SC404
Grade Levels: 11, 12
Course Length: Year, 1 Period
Credits: 1.00 Advanced Physical Science
1.25 Weighted grade
Recommended: Successful completion of Chemistry/Honors Chemistry
Approximate Cost: $24 course fee; $92 AP test

Advanced Placement (AP) courses are designed to parallel the rigor of an introductory college course. AP Chemistry is a second full year in Chemistry where students cover advanced topics such as acids and bases, electrochemistry, equilibrium, kinetics, and thermochemistry. A significant portion of the course is lab-based. The AP test is administered in May. Students can earn college credit or advancement in college coursework with qualifying scores.
Advanced Placement (AP) courses are designed to parallel the rigor of an introductory college course.

AP Physics 2 (offered at Westerville South)
AP Physics 2 is an algebra-based, second full year in Physics. Students explore topics such as thermodynamics, electrostatics, electrical circuits, magnetism, optics and nuclear physics. A significant portion of the course is lab-based. The AP test is administered in May. Students can earn college credit or advancement in college coursework with qualifying scores.

AP Physics C: Mechanics (offered at Westerville Central and North)
AP Physics C: Mechanics is a calculus-based, second full year in Physics. Mechanics, with some engineering and research applications, includes vector math, linear, angular, and simple harmonic kinematics, dynamics, circular motion, momentum, work and energy, and gravity related topics. A significant portion of the course is lab-based. The AP test is administered in May. Students can earn college credit or advancement in college coursework with qualifying scores.

IB Chemistry SL (1st Year) IB421S (2nd Year) IB422S
Grade Levels: 11, 12
Course Length: 2 years (plus additional lab time)
Credits: 1.0 per year Advanced Physical Science
1.125 Weighted grade
Recommended: Passage of state assessments through sophomore year, and "B" average in previous two sciences
Location: Westerville South only
Approximate Cost: $24 course fee; $118 IB test (end of senior year)

International Baccalaureate (IB) courses are part of a two-year advanced science programme. Standard Level IB Chemistry is a rigorous introductory course designed to prepare highly motivated students for future scientific studies. Throughout the two-year programme students learn about measurement and data processing, atomic structure, the periodic table, chemical bonding and structure, stoichiometry, energy, thermochemistry, kinetics, equilibrium, acids and bases, organic chemistry and the application of chemistry to medicine and pharmaceuticals. The second year concludes with the Group 4 project where students work in multi-disciplinary teams in a broad-based student-led investigation. Extensive experimental and laboratory work is given a high priority and assessment of projects, experiments and investigations carried out during the two year course will make up a significant portion of students' final IB scores. Students are expected to take IB exams at the end of the course.

IB Physics HL (1st Year) IB431H (2nd Year) IB432H
Grade Levels: 11 and 12
Course Length: 2 Years
Credits: 1.00 per year Advanced Physical Science
1.250 Weighted grade
Recommended: Passage of state assessments through sophomore year, and "B" average in previous two sciences; successful completion of Algebra 2
Location: Westerville South only
Approximate Cost: $24 course fee; $118 IB test (senior year only)

International Baccalaureate (IB) courses are part of a two-year advanced science programme. Higher level IB Physics is a science of theory and explanation. In the first year students learn about measurement, motion analysis, energy, momentum, properties of matter, thermodynamics, electricity and waves. These topics will be studied through experimentation and the formation of models, both concrete and abstract, to explain physical phenomena. In the second year students focus on electromagnetism, atomic and nuclear physics, digital technology, and environmental aspects of physics (including global warming, energy usage and production), special and general relativity, and optics. The second year concludes with the Group 4 project where students work in multi-disciplinary teams in a broad-based student-led investigation. Extensive experimental and laboratory work is given a high priority and assessment of projects, experiments and investigations carried out during the two year course will make up a significant portion of students' final IB scores. Students are expected to take IB exams at the end of the course.
# Course Descriptions

## Social Studies (SS)

All students must take three units of social studies distributed over a combination of six required semester courses and/or three, full-year, Honors or Advanced Placement (AP) courses. All students will be scheduled for a minimum of two semesters of social studies in both grades 9 and 10. Students who wish to obtain an honors or IB Diploma are required to take four years of social studies.

### Sequence of Required Courses

1. American History I
2. American History II
3. Modern World History I
4. Modern World History II
5. U.S. Government I
6. U.S. Government II

<table>
<thead>
<tr>
<th>Course</th>
<th>Number</th>
<th>Grade</th>
<th>Length</th>
<th>Credit</th>
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<tr>
<td>American History I</td>
<td>SS111</td>
<td>9</td>
<td>Semester</td>
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<tr>
<td>American History II</td>
<td>SS112</td>
<td>9</td>
<td>Semester</td>
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<tr>
<td>Honors American History I &amp; II</td>
<td>SS113</td>
<td>9</td>
<td>Year</td>
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<tr>
<td>Modern World History I</td>
<td>SS201</td>
<td>10</td>
<td>Semester</td>
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<td>Modern World History II</td>
<td>SS202</td>
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<td>Semester</td>
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<tr>
<td>U.S. Government I: The Federal Government</td>
<td>SS301</td>
<td>11 12</td>
<td>Semester</td>
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<td>U.S. Government II: State, Local, and Economics</td>
<td>SS302</td>
<td>11 12</td>
<td>Semester</td>
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<tr>
<td>Psychology</td>
<td>SS501</td>
<td>11 12</td>
<td>Semester</td>
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<tr>
<td>Sociology</td>
<td>SS502</td>
<td>11 12</td>
<td>Semester</td>
<td>0.5</td>
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<tr>
<td>Contemporary World Issues</td>
<td>SS503</td>
<td>11 12</td>
<td>Semester</td>
<td>0.5</td>
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<td>Social Studies Workshop A</td>
<td>SS500A</td>
<td>9 10 11 12 9 weeks</td>
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<tr>
<td>AP World History</td>
<td>SS204</td>
<td>10 11 12</td>
<td>Year</td>
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<tr>
<td>AP U.S. Government and Politics</td>
<td>SS304</td>
<td>11 12</td>
<td>Year</td>
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</tr>
<tr>
<td>AP Comparative Government and Politics</td>
<td>SS305</td>
<td>11 12</td>
<td>Year</td>
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<tr>
<td>AP U.S. History</td>
<td>SS404</td>
<td>11 12</td>
<td>Year</td>
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<td>AP European History</td>
<td>SS414</td>
<td>11 12</td>
<td>Year</td>
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<tr>
<td>AP Psychology (pilot course for 2016-2017)</td>
<td>SS704</td>
<td>11 12</td>
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<td>11 12</td>
<td>2 Years</td>
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<td>11 12</td>
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<td>IB Information Technology in a Global Society</td>
<td>IB363S - IB364S</td>
<td>11 12</td>
<td>2 Years</td>
<td>1.0/yr.</td>
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An asterisk (*) after a course title means the class may be canceled if enrollment is not high enough to offer the class as planned. A plus (+) after a course title means a co/extra-curricular component may be offered with the class. However, if no supplemental contracts for 2016-2017 are offered, the co/extracurricular part of the course may be canceled.

American History I

SS111
Grade Level: 9
Course Length: Semester, 1 Period
Credits: 0.50

This course examines the history of the United States of America from 1877 to the Great Depression and New Deal. Through the State of Ohio College and Career Readiness Social Studies Standards in American History, students will learn about the political, economic, and social events of the course time period. In addition, historical thinking, introduced in earlier grades, will continue with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions. Students will understand how these perspectives and events came to pass and their meaning for today’s citizens with particular emphasis on application, synthesis, and student relevancy.

American History II

SS112
Grade Level: 9
Course Length: Semester, 1 Period
Credits: 0.50

This course examines the history of the United States of America from 1930-Present. Through the State of Ohio College and Career Readiness Social Studies Standards in American History, students will learn about the political, economic, and social events of the course time period. In addition, historical thinking, introduced in earlier grades, will continue with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions. Students will understand how these perspectives and events came to pass and their meaning for today’s citizens with particular emphasis on application, synthesis, and student relevancy.

Honors American History I & II

SS113
Grade Level: 9
Course Length: Year, 1 Period
Credits: 1.00
1.125 Weighted Grade

Honors American History is designed for students that have a high interest in understanding, analyzing, and critically thinking about historical events. In addition, students should demonstrate advanced and independent reading and writing skills, and also be willing to engage in critical discussions inside and outside the classroom. All Honors American History students will complete a course project that will integrate research, primary and secondary source analysis, authentic learning, and presentation skills. Enrollment is self-selected. Minority students are encouraged to enroll.

Through the State of Ohio College and Career Readiness Social Studies Standards in American History, students will learn about the political, economic, and social events of the course time period. In addition, historical thinking, introduced in earlier grades, will continue with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions. Students will understand how these perspectives and events came to pass and their meaning for today’s citizens with particular emphasis on application, synthesis, and student relevancy.

Modern World History I

SS201
Grade Levels: 10
Course Length: Semester, 1 Period
Credits: 0.50
Recommended: American History 1 & 2

This course examines world events from 1600 to 1945. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

Modern World History II

SS202
Grade Levels: 10
Course Length: Semester, 1 Period
Credits: 0.50
Recommended: American History 1 & 2

This course examines world events from 1945 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

U. S. Government I: The Federal Government

SS301
Grade Levels: 11, 12
Course Length: Semester, 1 Period
Credits: 0.50
Recommended: American History 1 & 2
Modern World History 1 & 2

United States Government I: The Federal Government will provide an in-depth study of the American Government system. Students will study the historical roots of the American federal system, how the system has changed over time, and how it compares to other forms of government. Students will also study the institutions of the US Government including: the Presidency, Congress, and the Supreme Court. They will develop an understanding of the rights and responsibilities of citizenship. Other integral course concepts include: political parties, voting, interest groups, and the impact of the media on government.

U. S. Government II: State, Local, and Economics

SS302
Grade Levels: 11, 12
Course Length: Semester, 1 Period
Credits: 0.50
Recommended: American History 1 & 2
Modern World History 1 & 2

United States Government 2: Comparative Government, Financial Literacy, and Economics will build on the student’s prior knowledge from United States and Global History 1-4 and United States Government 1. The first part of this course is an in-depth study of state and local governments and their relationship to the national government. This course will compare and contrast the different levels of government in the federal system. The second part of this course is a study of the basic concepts of the economic system of the United States. Students will learn how to evaluate the economic interactions among individuals, governments, businesses, and communities within domestic and international contexts.
Social Studies Electives

Psychology
SS501
Grade Levels: 11, 12
Course Length: Semester, 1 Period
Credits: 0.50

Psychology is an elective course that focuses on understanding, articulation and dissemination of psychology as a science. This course infuses perspectives on behavioral issues related to neurobiology, life-span, cognition and deviation. The course emphasizes active learning and provides a rigorous understanding preparing students for making daily life decisions. The course prepares students for an introductory college-level psychology class.

Sociology
SS502
Grade Levels: 11, 12
Course Length: Semester, 1 Period
Credits: 0.50

Sociology is an elective course that focuses on the systematic understanding of social interaction, social organization, social institutions, and social change. Major themes in sociological thinking include the interplay between the individual and society, how society is both stable and changing, the causes and consequences of social inequality, and the social construction of human life. Understanding sociology helps discover and explain social patterns and see how such patterns change over time and in different settings. By making vivid the social basis of everyday life, sociology also develops critical thinking by revealing the social structure and processes that shape diverse forms of human life.

Contemporary World Issues
SS503
Grade Levels: 11, 12
Course Length: Semester, 1 Period
Credits: 0.50

The dynamics of global interactions among nations and regions present issues that affect all humanity. Contemporary issues have geographic, political, economic, social, and historical components. Through the use of social studies skills and methods, students will explore how current global dynamics are impacted by our physical environment, human geography, 21st century communication, and globalization. Students can expect a variety of different instructional approaches, including the use of various types of texts, primary and secondary source documents, the use of 21st century technology, projects, and class discussion.

Social Studies Workshop A - OGT Focus
SS500A
Grade Levels: 9, 10, 11, 12
Course Length: 9 weeks, 1 Period
Credits: 0.25

This course is designed to provide instruction and practice toward successful completion of the Ohio Standards required for graduation. Students must also be enrolled in a yearlong Social Studies course until graduation requirements are met. This course satisfies elective credit only. It may be repeated up to 0.5 credit per year.

Advanced Placement and International Baccalaureate

AP World History
SS204
Grade Levels: 10, 11, 12
Course Length: Year, 1 Period
Credits: 1.00
Recommended: Honors American History
Credit Score: 1.250 Weighted grade
Approximate cost: $92 for the AP test (not required)

This course follows the guidelines and expectations established by the College Board for Advanced Placement World History. Critical analysis, in-depth writing, and reading skills are emphasized throughout the course. In addition, the course provides balanced global coverage, with Africa, the Americas, Asia, Oceania and Australia, and Europe all represented. AP World History provides unique opportunities for students to recognize how the study of history has been shaped by the findings and methods of other disciplines such as anthropology, archaeology, visual arts, literature, economics, geography and political science. The AP test is administered in May. Students can earn college credit or advancement in college coursework for qualifying scores.

AP U. S. Government and Politics
SS304
Grade Levels: 11, 12
Course Length: Year, 1 Period
Credits: 1.00
Recommended: Honors American History
Credit Score: 1.250 Weighted grade
Approximate cost: $92 for the AP test (not required)

This course follows the guidelines and expectations established by The College Board for Advanced Placement United States Government. Critical analysis, writing and research skills are emphasized. The AP test is administered in May. Students can earn college credit or advancement in college coursework for qualifying scores. Credit in this course may replace required credit in U. S. Government 1 and 2.

AP Comparative Government and Politics
SS305
Grade Level: 12
Course Length: Year, 1 Period
Credits: 1.00
Recommended: Honors American History
Credit Score: 1.250 Weighted grade
Approximate cost: $92 for the AP test (not required)

The Advanced Placement course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes.

In addition to covering the major concepts that are used to organize and interpret what we know about political phenomena and relationship, the course will cover specific countries and their governments including: China, Great Britain, Mexico, Nigeria, Iran and Russia. The AP test is administered in May. Students can earn college credit or advancement in college coursework for qualifying scores.

AP U. S. History
SS404
Grade Levels: 11, 12
Course Length: Year, 1 Period
Credits: 1.00
Recommended: Honors American History
Credit Score: 1.250 Weighted grade
Approximate cost: $92 for the AP test (not required)

This course follows the guidelines and expectations of The College Board for Advanced Placement United States History. Critical analysis, writing and reading skills are emphasized. The AP test is administered in May. Students can earn college credit or advancement in college coursework for qualifying scores.
AP European History
SS414
Grade Levels: 11, 12
Course Length: Year, 1 Period
Credits: 1.00
Approximate Cost: $92 for the AP test (not required)

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 Advanced Placement European History 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. The AP test is administered in May. Students can earn college credit or advancement in college coursework for qualifying scores. Course enrollment is self-selected.

AP Psychology (pilot course for 2016-2017)
SS704
Grade Levels: 11, 12
Course Length: Year, 1 Period
Credits: 1.00
Approximate cost: $92 for the AP test (not required)

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

IB History of the Americas HL
(1st Year) IB311H
(2nd Year) IB312H
Grade Levels: 11 and 12
Course Length: 2 Years
Credits: 1.00 per year
1.250 Weighted grade
Recommended: Passage of OGT Reading, Writing, and Social Studies, and "C" average in Social Studies
Location: Westerville South only
Approximate cost: $118 for IB test

History of the Americas is a two year course that requires students to make comparisons between similar and dissimilar solutions to common social, economic and political conflicts as well as make comparisons between, but not judgments of, different cultures, political systems and national traditions. Students will evaluate the relative successes and failures of diplomatic efforts throughout the Western world as well as increase their knowledge of and empathy for peoples living in different regions and contexts.

During the first year of the course, students learn the discipline of historical investigation through the practice of both the selection and interpretation of data and its critical analysis. Students also analyze the causes, practices and effects of war with specific focus on the U.S. Independence movement, the United States Civil War, World War I and World War II. Additionally, the origins of authoritarian and single party states in Cuba, Germany, Egypt and the USSR are studied.

In the second year, students evaluate case studies in diplomacy, including the Versailles Conference, the creation of Israel, US-China relations from 1976 to 1989. The course also evaluates independence movements in Central America, the growth of populist governments in Argentina and Brazil after World War II, the origins of the Cold War, Civil Rights and Social Movements during the 20th century as well as a study of the impacts of domestic policies in the region from 1949 to 2000. Students will complete an individual historical investigation during the first and second year of the course.

Students who successfully complete both years of this course meet the Ohio requirements of the one year Government course.

IB Psychology SL
IB331S
Grade Levels: 11, 12
Course Length: Year
Credits: 1.00
1.125 Weighted grade
Recommended: Passage of the OGT in Social Studies
Location: Westerville South only
Approximate cost: $118 for IB test

There are three main components of International Baccalaureate Psychology: Standard Level. The first component has four areas of study including the learning perspective, the cognitive perspective, the biological perspective and the dysfunctional perspective of psychology. The second component of the course is research methodology and how it fits into experimental studies done around the world. The third component is the completion of a simple experimental study. This involves replicating a psychological experiment already done by professionals while applying overall knowledge acquired throughout the course.

IB Information Technology in a Global Society (ITGS) SL
(1st Year) IB363S
(2nd Year) IB364S
Grade Levels: 11, 12
Course Length: 2 years
Credits: 1.0 per year
1.125 Weighted grade for SL
1.250 Weighted grade for HL
Recommended: Passage of the OGT in Social Studies
Location: Westerville South only
Approximate cost: $118 for IB test

This innovative two-year course lies within Group 3 which examines individuals and societies. The ITGS framework is modelled on a ‘triangle’. It uses an integrated approach, encouraging students to make informed judgments and decisions about the role of information and communication technologies in contemporary society. The ITGS triangle is composed of three strands, with interrelating topics within each. Strand one is social and ethical significance, which includes the discussion of social and ethical considerations related to IT developments, strand two is application to specified scenarios; those scenarios are used to address IT development in the specified themes, and strand three, IT systems, which is the terminology, concepts, and tools relating to IT developments.
Visual and performing arts education experiences are based on Ohio’s Learning Standards in the Fine Arts and through arts experiences:

1. Students will understand and appreciate the historical, social, political and cultural context of the arts in societies past and present.
2. Students will engage in the processes of creating and performing works of art.
3. Students will identify and discriminate among the formal, technical, and expressive aspects in visual and performing works of arts.
4. Students will understand why people create, value the arts, and consider differences in personal and community perspective regarding the arts.
5. Students will connect and apply learning in each art discipline to other academic disciplines and to relevant careers.

Every student must complete 1 credit of visual or performing arts to fulfill the Ohio Department of Higher Education’s recommended college core for state supported universities.
### MUSIC

<table>
<thead>
<tr>
<th>Course</th>
<th>Number</th>
<th>Grade</th>
<th>Length</th>
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<tr>
<td>Men’s Chorus *+~</td>
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<td>IB631S</td>
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<td>12</td>
<td>2 Years</td>
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<tr>
<td>IB Orchestra SL</td>
<td>IB641S</td>
<td>11</td>
<td>12</td>
<td>2 Years</td>
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</table>

An asterisk (*) after a course title means the class may be canceled if enrollment is not high enough to offer the class as planned. A plus (+) after a course title means a co/extra-curricular component may be offered with the class. However, if no supplemental contracts for 2016-2017 are offered, the co/extracurricular part of the course may be canceled. A tilde (~) after a course title designates that fundraising opportunities will be offered to offset the cost of the music program.

### ART

**Art Foundations**

**VP100**
- Grade Levels: 9, 10, 11, 12
- Course Length: Semester, 1 Period
- Credit: 0.50
- Approximate Cost: $12

Art Foundations is the entry level course in the Westerville City Schools High School Visual Art curriculum. It is recommended as the first art class in a sequence of classes. The course is designed to promote critical thinking skills through making artwork, research and aesthetic problem solving. Students are introduced to the history of art and the role of visual art in sociocultural development. Lessons are mainly project-based and designed to encourage students to make connections between visual art and other subject areas. Evaluation is based upon art-making, mastery of concepts, involvement and improvement.

**Digital Arts**

**VP151**
- Grade Levels: 9, 10, 11, 12
- Course Length: Semester, 1 Period
- Credit: 0.50
- Recommended: Art Foundations
- Approximate Cost: $25

This photography course is an introduction to digital photography, film and applicable computer programs. Students will learn to apply the elements and principles of design in the capture and enhancement of digital images. Photoshop, Illustrator and other arts-based computer programs will be introduced and used to create and communicate with photographic images. Students will utilize multimedia techniques to create their own visual and film productions. Evaluation is based upon art-making, mastery of concepts and computer programs, involvement and improvement. Art Foundations is highly recommended as a prerequisite. An appropriate camera is required.

**2-D Visual Art**

**VP152**
- Grade Levels: 9, 10, 11, 12
- Course Length: Semester, 1 Period
- Credit: 0.50
- Recommended: Art Foundations
- Approximate Cost: $25

2-D Art is designed for students who want to develop their drawing skills and their abilities to design in a two dimensional format. Students will develop their powers of observation and increase their understanding of compositional elements. Strong emphasis will be placed on visual perception, structural drawing and compositional design. The course will explore the artwork of successful artists, both past and contemporary. Students will learn to critique their own artwork and the work of others, using appropriate visual art vocabulary. Evaluation is based upon art-making, mastery of concepts, involvement and improvement. Art Foundations is highly recommended as a prerequisite for this course.
3-D Visual Art
VP153
Grade Levels: 9, 10, 11, 12
Course Length: Semester, 1 Period
Credit: 0.50
Recommended: Art Foundations
Approximate Cost: $25

3-D Art is designed for students who want to explore a variety of three dimensional media including but not limited to ceramics. Historical, cultural and social contexts will be explored through guided research. Students will be expected to analyze both professional and personal art through oral discussion and written reflections. They will develop an understanding of and appreciation for the artwork of different cultures and experiment with a variety of materials in creating works of art. Evaluation is based on aesthetic design, craftsmanship, art criticism and the knowledge of vocabulary and processes. Art Foundations is highly recommended as a prerequisite for this course.

Advanced Digital Arts
VP161
Grade Levels: 10, 11, 12
Course Length: Semester, 1 Period
Credit: 0.50
Recommended: Art Foundations
Approximate Cost: $25

This advanced photography course will focus on promoting personal artistic expression through the use of digital media including photography and film. Students will continue to refine skills with Photoshop, Illustrator and other arts based computer programs. A level of understanding of the processes and programs learned in the beginning Digital Arts course is expected. Projects will be more individualized. Evaluation is based upon art-making, mastery of concepts, involvement and improvement. The recommended prerequisites are Art Foundations and Digital Arts. An appropriate camera is required.

Advanced 2-D Visual Art
VP162
Grade Levels: 10, 11, 12
Course Length: Semester, 1 Period
Credit: 0.50
Recommended: Art Foundations, 2-D Art
Approximate Cost: $25

This Advanced 2-D Art class is designed for students who have successfully completed 2-D art and wish to continue to refine their skills. Students enrolled in Advanced 2-D art will utilize a variety of subject matter and explore their own ideas through the use of 2D materials. Strong emphasis will be placed on drawing and design. Evaluation is based upon art-making, mastery of concepts, involvement and improvement. The recommended prerequisites are Art Foundations and 2-D Visual Art.

Advanced 3-D Visual Art
VP163
Grade Levels: 10, 11, 12
Course Length: Semester, 1 Period
Credit: 0.50
Recommended: Art Foundations, 3-D Art
Approximate Cost: $25

Advanced 3-D Art is designed for students who have successfully completed 3-D Art and wish to continue to develop artistic skills with a variety of three dimensional media. The course will focus on the relationship of artistic materials to the scope and intent of each project. Students will investigate contemporary sculptures and new media. Students in Advanced 3-D art are expected to self reflect and to be able to work independently. Evaluation is based on aesthetic design, craftsmanship, art criticism and the knowledge of vocabulary and processes. Art Foundations and 3-D Art are the recommended prerequisites for this course.

Advanced Painting 1*
VP121
Grade Levels: 10, 11, 12
Course Length: Year, 1 Period/Day OR Semester, 2 Periods/Day
Credit: 1.00
Recommended: Art Foundations and 2D Art
Approximate Cost: $32

Advanced Painting 1 is a continuation of the concepts and drawing skills emphasized in 2D Art. Students will further develop their powers of observation, their understanding of compositional elements, and their ability to interpret the world around them. Color and color theory are an important focus. This course covers paint properties and techniques. It also explores past and contemporary artwork. Students learn to critique their own artwork as well as the work of others. Evaluation is based on aesthetic design, craftsmanship, art criticism, and the knowledge of vocabulary and processes. Successful completion of 2D Art is highly recommended before taking this course.

Advanced Painting 2*
VP122
Grade Levels: 10, 11, 12
Course Length: Year, 1 Period/Day OR Semester, 2 Periods/Day
Credit: 1.00
Recommended: 2D Art and Advanced Painting 1
Approximate Cost: $35

Painting 2 is an opportunity for the advanced art student to continue to develop his/her painting skills. Students will create original works of art that show an understanding of composition, paint techniques, and personal expression. The lessons promote an understanding of historical, cultural, and social contexts. The Advanced Painting 2 student is expected to work independently and develop a personal portfolio. Evaluation is based on aesthetic design, craftsmanship, art criticism, and the knowledge of vocabulary and processes. Successful completion of 2D Art and Advanced Painting 1 are highly recommended before taking this course.

International Baccalaureate
IB Visual Arts Standard Level A
SLA (2nd sem. junior year) IB6115
SLA (1st sem. senior year) IB6125
Grade Levels: 11, 12
Course Length: 2 semesters, 1 period
Credits: .5 per semester
IB Visual Arts Standard Level A
Grade Levels: 11, 12
Course Length: Year, 1 Period/Day OR Semester, 2 Periods/Day
Credit: 1.00
Recommended: Passage of OGT Reading and Writing
Required: Art Foundations
Location: Westerville South only
Approximate cost: $30
$118 for IB test

This year-long course satisfies a Standard Level Group 6 requirement for the International Baccalaureate Diploma. IB Visual Art has a studio and a research component. The course is recommended for students who have had previous success in making art. Students should also have an interest in the study of world cultures and an ability to work independently and meet deadlines. Each student will be responsible for planning, completing, and presenting an exhibition of original artwork, a process portfolio and a comparative study of two artists. Teacher-initiated assignments include studio projects, sketchbook assignments, artist research, collaborative critiques, and response papers. This course differs from IB Visual Art HL in its shorter time frame and level of expectation. The student will receive a Westerville South grade as well as an International Baccalaureate score. Evaluation is based on IB criteria. 2-D Art is the recommended prerequisite.

IB Visual Arts Standard Level B
SLB (2nd sem. junior year) IB6215
SLB (1st sem. senior year) IB6225
Grade Levels: 11, 12
Course Length: 2 Semesters, 1 period
Credits: .5 per semester
IB Visual Arts Standard Level B
Grade Levels: 11, 12
Course Length: Year, 1 Period/Day OR Semester, 2 Periods/Day
Credit: 1.00
Recommended: Passage of OGT Reading and Writing
Required: Art Foundations
MUSIC

**Concert Band Ensemble *++~**

**VP302**
- **Grade Levels:** 9, 10, 11, 12
- **Course Length:** Year, 1 Period
- **Credits:** 1.00
- **Recommended:** Audition and permission of instructor may be required.
- **Approximate cost:** $15 Sheet music fee

Concert Band is an introductory course to high school wind and percussion literature. Emphasis is placed on developing basic performance skills. Literature ranges from easy to moderate levels.

Students will gain basic instrumental, sight-reading and theory skills as they relate to instrumental music. This is a performance ensemble course that includes public performances outside the school day that support and extend learning in the classroom.

**Symphonic Band Ensemble *++~**

**VP303**
- **Grade Levels:** 9, 10, 11, 12
- **Course Length:** Year, 1 Period
- **Credits:** 1.00
- **Recommended:** Audition and permission of instructor may be required.
- **Approximate cost:** $15 Sheet music fee

Symphonic Band is an advanced course for wind and percussion literature. Emphasis is placed on performance of moderate to difficult literature that requires considerable skill. Students will gain advanced instrumental, sight-reading and theory skills as they relate to instrumental music. This is a performance ensemble course that includes public performances outside the school day that support and extend learning in the classroom.

**Jazz Ensemble *++~**

**VP305**
- **Grade Levels:** 9, 10, 11, 12
- **Course Length:** Year, 1 Period
- **Credits:** 1.00
- **Recommended:** Audition. Students are also expected to be members of Concert/Symphonic Band. Exceptions must be approved by instructor.
- **Approximate cost:** $15 Sheet music fee

The purpose of jazz ensemble is to study and perform music written for this idiom. Music in the tradition of Duke Ellington, Count Basie, Benny Goodman, Charlie Parker, Charles Mingus, Thelonius Monk and others will be covered. Students will be placed according to ability level and instrumentation. Students interested in improvisation will have the opportunity to develop this aspect of their playing. This is a performance ensemble course that includes public performances outside the school day that support and extend learning in the classroom.

**Marching Band *++~**

**VP310**
- **Grade Levels:** 9, 10, 11, 12
- **Course Length:** Year, 1 Period
- **Credits:** 1.00
- **Recommended:** Audition and permission of instructor may be required.
- **Approximate cost:** $15 Sheet music fee
- **Additional Fees:** $250-$400 (Students participating in Marching Band may incur additional costs payable to the Booster Organization for extracurricular activities.)

Marching Band is considered a co-curricular option in instrumental music and meets after school. After school extra-curricular practice time and band camp are required for marching band members. The marching band program encourages personal growth, self-discipline, responsibility, school spirit, and music education. Students are required to participate in performances outside the school day that support and extend learning in the classroom.
Orchestra Ensemble*++
VP320
Grade Levels: 9, 10, 11, 12
Course Length: Year, 1 Period
Credits: 1.00
Recommended: Audition and permission of instructor may be required.
Approximate cost: $15 Sheet music fee

Orchestra Ensemble is a large group ensemble for string players. Emphasis will be placed on developing instrumental skills to perform quality string literature from string ensemble, full orchestra and chamber music repertoire. Students will gain basic instrumental, sight-reading and theory skills as they relate to orchestra literature. This is a performance ensemble course that includes public performances outside the school day that support and extend learning in the classroom.

Women’s Chorus *++
VP401
Men’s Chorus *++
VP402
Grade Levels: 9, 10, 11, 12
Course Length: Year, 1 Period
Credits: 1.00
Approximate cost: $15 Sheet music fee

This ensemble is especially designed for the needs of new and beginner students. Various styles of choral and solo literature are studied. No audition is needed. All 9th graders are placed into these groups.

Concert Choir *++
VP403
Grade Levels: 9, 10, 11, 12
Course Length: Year, 1 Period
Credits: 1.00
Recommended: Audition and permission of instructor may be required.
Approximate cost: $15 Sheet music fee

Concert Choir is an introductory course for high school choral literature. Emphasis will be placed on developing vocal skills to perform quality choral literature. Students will gain basic vocal, sight-reading and theory skills as they relate to choral singing. This is a performance ensemble course that includes public performances outside the school day that support and extend learning in the classroom.

Symphonic Mixed Choir *++
VP404
Grade Levels: 9, 10, 11, 12
Course Length: Year, 1 Period
Credits: 1.00
Recommended: Audition and permission of instructor is required.
Approximate cost: $15 Sheet music fee

Symphonic Choir is an advanced course for choral literature. Emphasis is placed on performance of moderate to difficult literature that requires considerable skill. Students will gain advanced vocal, sight-singing and theory skills as they relate to choral singing. This is a performance ensemble course that includes public performances outside the school day that support and extend learning in the classroom.

Symphonic Women’s Choir *++
VP405
Grade Levels: 10, 11, 12
Course Length: Year, 1 Period
Credits: 1.00
Recommended: Audition
Approximate cost: $15 Sheet music fee

This course is for those wishing to sing in a large, select women’s choir. Emphasis will be on developing vocal skills to perform and on understanding and appreciating all styles of music. Students will gain basic vocal, sight-singing and theory skills as they relate to choral singing.

Notables, Soundsations and Jazz Central*++
VP410
Grade Levels: 9, 10, 11, 12
Course Length: Year, 1 Period
Credits: 1.00
Prerequisite: Audition required. Students are also expected to be members of Concert/Symphonic Choirs. Exceptions must be approved by instructor.
Approximate cost: $15 Sheet music fee, Performance Attire: $125

The most active and visible of the vocal music groups, these ensembles perform on a regular basis throughout the community and at festivals and concerts. The music covers a wide variety of styles from pop to Broadway, and jazz. As representatives of their respective buildings, these students are selected by a rigorous audition process. Students will be responsible for performance attire.

International Baccalaureate

IB Jazz SL**
IB631S
Grade Levels: 11, 12
Course Length: 2 years, 1 period
Credits: 1.00 per year
Location: Westerville South only
Approximate cost: $15 Sheet music fee
$118 for IB test

IB Jazz is designed as an overview of music theory, history, analysis and performance. The course will balance the performing and theoretical aspects of jazz band music. Students will be exposed to a broad spectrum of jazz music and its western and non-western antecedents, including but not limited to western music, African music, South American and Afro-Caribbean music, field chants, Negro spirituals, and ragtime. Opportunities are afforded students to creatively develop their knowledge, abilities, and understanding through performances in both an ensemble and solo recital. The IB Music Standard Level scores are based on an internally assessed performance, an externally assessed musical investigation paper and an exam.

IB Orchestra SL**
IB641S
Grade Levels: 11, 12
Course Length: 2 years, 1 period
Credits: 1.125 weighted grade
Location: Westerville South only
Approximate cost: $15 Sheet music fee
$118 for IB test

IB Orchestra is designed as an overview of music theory, history, analysis and performance. The course will balance the performing and theoretical aspects of orchestral music. Students will be exposed to a broad spectrum of Western music spanning 300 years. Opportunities are afforded students to creatively develop their knowledge, abilities, and understanding through performances in both an ensemble and solo recital. The IB Music Standard Level scores are based on an internally assessed performance, an externally assessed musical investigation paper and an exam.

IB Music - Wind Ensemble SL**
IB651S
Grade Levels: 11, 12
Course Length: 2 years, 1 period
Credits: 1.00
Location: Westerville South only
Approximate cost: $15 Sheet music fee
$118 for IB test

IB Music -Wind Ensemble is designed as an overview of music theory, history, analysis and performance. Students that have an aptitude and interest in instrumental music should take this class concurrently with one of our band ensembles. The course will balance the performing, and theoretical aspects of instrumental music. Students will be exposed to a broad spectrum of Western music spanning 300 years. Opportunities are afforded students to
creatively develop their knowledge, abilities, and understanding through performances in both an ensemble and solo recital. The IB Music Standard Level scores are based on an internally assessed performance, an externally assessed musical investigation paper and an exam.

**IB Music - Choir SL**

IB6615

Grade Levels: 11, 12  
Course Length: 2 Years, 1 period  
Credits: 1.00  
1.125 Weighted grade  
Approximate cost: $15 Sheet music fee  
Location: Westerville South only  
Approximate cost: $118 for IB test

IB Choir is designed as an overview of music theory, history, analysis and performance. The course will balance the performing and theoretical aspects of choral music. Students will be exposed to a broad spectrum of choral music in western society and international music. Students will also develop appropriate musical language and terminology to describe and reflect their critical understanding of musical examples from different countries, and/or different historical periods. Opportunities are afforded to students to creatively develop their knowledge, abilities, and understanding through performances in both an ensemble and solo recital.

The IB Music Standard Level scores are based on an internally assessed performance, an externally assessed musical investigation paper and an exam.

**All students enrolled in an IB music course will also be scheduled in the IB Music Theory and Analysis Course that will be offered 2 days a week over the year for .5 credits. For this portion of the course, student grades will be evaluated as an S or U.**
WORLD LANGUAGES (WL)

The goals of the world languages program are to help the students:

1. Communicate in languages other than English;
2. Gain knowledge and understanding of other cultures;
3. Connect with other disciplines and acquire information;
4. Develop insight into the nature of language and culture;
5. Interact with members of the target language communities.

Studies in American Sign Language, French, and Spanish are available to students in all Westerville high schools. While no world language credit is required for graduation from high school, a minimum of two years of study in one world language is recommended to meet college articulation requirements of most colleges and a third unit or more is suggested.

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<td></td>
</tr>
<tr>
<td>Honors Spanish 2</td>
<td>WL212</td>
<td>9</td>
<td>10 11 12</td>
<td>Year 1.0</td>
</tr>
<tr>
<td>Honors Spanish 3</td>
<td>WL213</td>
<td>10</td>
<td>Year 1.0</td>
<td></td>
</tr>
<tr>
<td>Honors Spanish 4*</td>
<td>WL214</td>
<td>11</td>
<td>Year 1.0</td>
<td></td>
</tr>
<tr>
<td>Honors Spanish 5*</td>
<td>WL215</td>
<td>12</td>
<td>Year 1.0</td>
<td></td>
</tr>
<tr>
<td>AP Spanish Language</td>
<td>WL225</td>
<td>12</td>
<td>Year 1.0</td>
<td></td>
</tr>
<tr>
<td>American Sign Language 1</td>
<td>WL401</td>
<td>9</td>
<td>10 11 12</td>
<td>Year 1.0</td>
</tr>
<tr>
<td>American Sign Language 2</td>
<td>WL402</td>
<td>10</td>
<td>Year 1.0</td>
<td></td>
</tr>
<tr>
<td>Honors American Sign Language 3</td>
<td>WL413</td>
<td>11</td>
<td>Year 1.0</td>
<td></td>
</tr>
<tr>
<td>Honors American Sign Language 4*</td>
<td>WL414</td>
<td>12</td>
<td>Year 1.0</td>
<td></td>
</tr>
<tr>
<td>IB Spanish SL</td>
<td>IB211S-IB212S</td>
<td>11 12</td>
<td>2 Years 1.0/yr.</td>
<td></td>
</tr>
<tr>
<td>IB Spanish HL</td>
<td>IB211H – IB222H</td>
<td>11 12</td>
<td>2 Years 1.0/yr.</td>
<td></td>
</tr>
<tr>
<td>IB Spanish ab Initio SL</td>
<td>IB221S – IB 222S</td>
<td>11 12</td>
<td>2 Years 1.0/yr.</td>
<td></td>
</tr>
<tr>
<td>IB French SL</td>
<td>IB231S -IB232S</td>
<td>11 12</td>
<td>2 Years 1.0/yr.</td>
<td></td>
</tr>
</tbody>
</table>
An asterisk (*) after a course title means the class may be canceled if enrollment is not high enough to offer the class as planned.

### Course Descriptions

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Grade Levels</th>
<th>Course Length</th>
<th>Credit</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>French 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WL101</td>
<td>9, 10, 11, 12</td>
<td>Year, 1 Period</td>
<td>1.00</td>
<td>Spanish 1</td>
</tr>
</tbody>
</table>

French 1 consists of the basic concepts of language, including listening, speaking, reading, writing, and culture. Daily work outside of the classroom is required. This consists of learning vocabulary and the language structure, practice exercises, and preparing for quizzes, tests, projects and/or presentations.

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Grade Levels</th>
<th>Course Length</th>
<th>Credit</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>French 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WL102</td>
<td>10, 11, 12</td>
<td>Year, 1 Period</td>
<td>1.00</td>
<td>French 1</td>
</tr>
</tbody>
</table>

French 2 builds upon the skills and objectives of French 1 through the introduction of new grammar structures, verb tenses, and vocabulary. Students should be aware that the course requires daily work outside of the classroom.

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Grade Levels</th>
<th>Course Length</th>
<th>Credit</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Honors French 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WL113</td>
<td>11, 12</td>
<td>Year, 1 Period</td>
<td>1.00</td>
<td>French 2</td>
</tr>
</tbody>
</table>

In Honors French 3, the students study grammar and vocabulary in more depth, as well as more advanced grammar and tenses. The emphasis is using French in conversations, analyzing literature, compositions and journal writing. Poetry and short stories are read and discussed, and the last quarter is spent reading a French novel. Students begin the study of French history and art. This course is conducted in French.

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Grade Levels</th>
<th>Course Length</th>
<th>Credit</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Honors French 4</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WL114</td>
<td>12</td>
<td>Year, 1 Period</td>
<td>1.00</td>
<td>Honors French 3</td>
</tr>
</tbody>
</table>

In Honors French 4, the students study French history, literature, art and music through the 20th century. Poetry, plays, short stories, and novels are read and discussed in the target language. There is a strong emphasis on the fluency of conversation. This course is conducted in French.

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Grade Levels</th>
<th>Course Length</th>
<th>Credit</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spanish 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WL201</td>
<td>8, 9, 10, 11, 12</td>
<td>Year, 1 Period</td>
<td>1.00</td>
<td>Spanish 2</td>
</tr>
</tbody>
</table>

Spanish 1 consists of the basic concepts of language, including listening, speaking, reading, writing, and culture. Daily work outside of the classroom is required. This consists of learning vocabulary and the language structure, practice exercises, and preparing for quizzes, tests, projects and/or presentations.

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Grade Levels</th>
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<th>Credit</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spanish 2</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>WL202</td>
<td>9, 10, 11, 12</td>
<td>Year, 1 Period</td>
<td>1.00</td>
<td>Spanish 1</td>
</tr>
</tbody>
</table>

Spanish 2 builds upon the skills and objectives of Spanish 1 through the introduction of new grammar structures, verb tenses, and vocabulary. Students should be aware that the course requires daily work outside of the classroom.

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Grade Levels</th>
<th>Course Length</th>
<th>Credit</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Honors Spanish 2</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WL212</td>
<td>9, 10, 11, 12</td>
<td>Year, 1 Period</td>
<td>1.00</td>
<td>Spanish 1</td>
</tr>
</tbody>
</table>

This course is academically rigorous and organized in much the same way as Spanish 2. Students in the course are expected to have a strong foundation for the language. The course builds upon the skills and objectives of Spanish 1 through the introduction of new grammar structures, verb tenses, and vocabulary. Students should be aware that the course requires daily work outside of the classroom.

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Grade Levels</th>
<th>Course Length</th>
<th>Credit</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spanish 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WL203</td>
<td>10, 11, 12</td>
<td>Year, 1 Period</td>
<td>1.00</td>
<td>Spanish 2</td>
</tr>
</tbody>
</table>

This course builds upon the skills and objectives of Spanish 2. Spanish 3 will place considerably more emphasis on the development of writing, reading, and speaking skills. Grammar will be studied in greater detail than in previous years. The student should be aware that the course requires a great deal of preparation outside of the classroom.

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Grade Levels</th>
<th>Course Length</th>
<th>Credit</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Honors Spanish 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WL213</td>
<td>10, 11, 12</td>
<td>Year, 1 Period</td>
<td>1.00</td>
<td>Spanish 2</td>
</tr>
</tbody>
</table>

This course is academically rigorous and organized in much the same way as Spanish 3. Students will be able to communicate in the language and will read short novels in Spanish. The course places considerably more emphasis on development of writing, reading, and speaking skills. Grammar is studied in greater detail than in previous years. Students should be aware that the course requires a great deal of preparation outside of the classroom. Instruction is predominantly in Spanish.

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Grade Levels</th>
<th>Course Length</th>
<th>Credit</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Honors Spanish 4</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WL214</td>
<td>11, 12</td>
<td>Year, 1 Period</td>
<td>1.00</td>
<td>Spanish 3</td>
</tr>
</tbody>
</table>

Honors Spanish 4 continues the previous objectives and stresses increased use of the language and grammar. Students are exposed to a variety of literary genres. Aspects of Spanish civilization, including geography, history, social development, and the arts are discussed. This course is conducted in Spanish.
Honors Spanish 5*
WL215
Grade Level: 12
Course Length: Year, 1 Period
Credit: 1.00
Recommended: Honors Spanish 4

Honors Spanish 5 continues the previous objectives and stresses increased use of the language. Students are exposed to a variety of literary genres. Aspects of Hispanic civilization, including geography, history, social development, and the arts are discussed. This course is conducted in Spanish.

American Sign Language (ASL) 1
WL401
Grade Levels: 9, 10, 11, 12
Course Length: Year, 1 Period
Credit: 1.00

ASL 1 students study deaf culture, the literature, as well as vocabulary and structure of ASL. Students will be made aware of opportunities in which to practice their skills within the local deaf community. Daily work outside of the classroom is required. This consists of learning vocabulary and the language structure, practice exercises, and preparing for quizzes, tests, projects and/or presentations.

American Sign Language (ASL) 2
WL402
Grade Levels: 10, 11, 12
Course Length: Year, 1 Period
Credit: 1.00
Recommended: ASL 1

ASL 2 is designed to develop more fully the study of deaf culture, literature, and linguistics of ASL. Students will be made aware of opportunities in which to practice their skills within the local deaf community. Students should be aware that the course requires daily work outside of the classroom.

Honors American Sign Language (ASL) 3
WL413
Grade Levels: 11, 12
Course Length: Year, 1 Period
Credit: 1.00
Recommended: ASL 2

This course utilizes an intensive, immersion approach to learning ASL and will focus on grammatical structure, vocabulary, manual alphabet, numbers, non-manual markers and other components of American Sign Language, as well as speaking and listening skill improvement. This comprehensive course is taught in American Sign Language.

Honors American Sign Language (ASL) 4 *
WL414
Grade Levels: 12
Course Length: Year, 1 Period
Credit: 1.00
Recommended: Honors ASL 3

Students in ASL 4 will expand their development of syntax, semantics, and pragmatics of ASL. This immersion-based class will include analysis of native speaker’s language use and creation of original works in ASL. The student should be aware that the course requires a great deal of preparation outside of class. This comprehensive course is taught in American Sign Language.

Advanced Placement and International Baccalaureate

AP Spanish Language
WL225
Grade Levels: 12
Course Length: Year, 1 Period
Credits: 1.00
Recommended: Honors Spanish 4
Approximate cost: $92 for the AP test (not required)

AP Spanish Language is designed to provide students with a learning experience equivalent to that of a college course in Spanish Language at the third-year college level. The course integrates aural/oral, reading, and composition skills; and includes the review of grammar. This course is conducted in Spanish. The AP test is administered in May. Students can earn college credit or advancement in college coursework for qualifying scores.

IB Spanish SL and HL
SL (1st Year) IB211S
HL (1st Year) IB211H
SL (2nd Year) IB212S
HL (2nd Year) IB222H
Grade Levels: 11 and 12
Course Length: 2 Years
Credits: 1.00 per year
1.125 SL Weighted grade
1.250 HL Weighted grade
Recommended: Passage of OGT Reading and Writing, and "C" average in Spanish 3 or Honors Spanish 2
Location: Westerville South only
Approximate cost: $118 for IB test

IB Spanish is a rigorous two-year course that focuses on the four major skills of learning a second language: listening, speaking, reading and writing. Development of the essential skills learned in previous Spanish courses will be extended through the use of authentic Hispanic texts, media, and realia. The investigation of other cultures in incorporated directly into the student’s language studies. These inquiries will provide students with another point of view on world events. IB Spanish students are evaluated through various teacher assessments, as well as IB assessments completed during the final year of the course. Students, with guidance from the instructor, will choose to take either the higher or standard level exam. The course will be conducted entirely in Spanish.

IB Spanish ab Initio SL
(1st Year) IB221S
(2nd Year) IB222S
Grade Levels: 11 and 12
Course Length: 2 Years
Credits: 1.00 per year
1.125 Weighted grade
Recommended: Passage of OGT Reading and Writing
Location: Westerville South only
Approximate cost: $118 for IB test

This is a two-year course beginning in the student’s junior year that focuses on the four major skills of learning a second language: listening, speaking reading and writing. Equal emphasis will be placed on each of the four linguistic skills.

The aims of this course are multiple. Students should develop the ability to communicate in speech and in writing in order to enable them to deal adequately with familiar and practical needs.

The incorporation of investigating other cultures in tied directly to the student's language studies. Students are expected to look outside of their worldview and achieve another point of view on world events.
### IB French SL
**Grade Levels:** 11 and 12  
**Course Length:** 2 Years  
**Credits:** 1.00 per year  
1.125 Weighted grade

**Recommended:** French 2  
**Location:** Westerville South only  
**Approximate cost:** $118 for the IB test

IB French is a rigorous two-year course that focuses on the four major skills of learning a second language: listening, speaking, reading and writing. Development of the essential skills learned in previous French courses will be extended through the use of authentic materials. The investigation of other cultures is incorporated directly into the student's language studies. These inquiries will provide students with another point of view on world events. IB French students are evaluated through various teacher assessments, as well as IB assessments completed during the final year of the course. Students, with guidance from the instructor, will choose to take either the higher or standard level exam. The course will be conducted entirely in French.