



EDUCATE-EMPOWER-IMPACT

**CRESTVIEW HIGH SCHOOL  
CURRICULUM BOOK  
2019-2020**

The mission of Crestview High School is to educate students so that they develop into independent, responsible, productive adults.

# ***COURSE SUMMARY***

<b>DEPARTMENT/COURSE</b>	<b>GRADE</b>	<b>CREDIT</b>	<b>FEE</b>	<b>PAGE</b>
<b><u>ART</u></b>				
Drawing/Painting	9-12	1	\$15.00	7
Ceramics/3D Design	9-12	1	15.00	7
Art 2	10-12	1	15.00	8
Art 3	11-12	1	15.00	8
Art 4	12	1	15.00	9
<b><u>COMPUTER/TECHNOLOGY</u></b>				
Computer Productivity Tools	9	½	None	9
Discovering Technology	10-12	1	None	10
AP Computer Science	11-12	1	None	10
STEM 1	9-12	1	None	11
STEM 2	10-12	1	None	11
<b><u>ENGLISH</u></b>				
Accelerated English 1	9	1	None	12
English 1	9	1	None	13
Accelerated English 2	10	1	None	13
English 2	10	1	None	14
Accelerated English 3	11	1	None	14
English 3	11-12	1	None	15
English 4	12	1	None	16
AP Language Composition	11-12	1	None	17
AP English Literature and Composition	12	1	None	17
Speech/Creative Writing(elective)	9-12	1	None	18
<b><u>WORLD LANGUAGE</u></b>				
Spanish 1	9-12	1	None	19
Spanish 2	10-12	1	None	19
Spanish 3	11-12	1	None	19
Spanish 4	12	1	None	20
French 1	9-12	1	None	20
French 2	10-12	1	None	20
French 3	11-12	1	None	21
French 4	12	1	None	21
<b><u>HEALTH AND PHYSICAL EDUCATION</u></b>				
Health	10-12	½	None	22
Physical Education	9	½	None	22
Fitness/Wellness	10-12	1	None	22
<b><u>FAMILY AND CONSUMER SCIENCES</u></b>				
Foods and Nutrition	10-12	1	15.00	23
Interior Design	10-12	1	15.00	23
Adventures in Family Life	9-12	1	15.00	23

<b>DEPARTMENT</b>	<b>GRADE</b>	<b>CREDIT</b>	<b>FEE</b>	<b>Page</b>
<b><u>MATHEMATICS</u></b>				
Algebra 1	9	1	None	24
Math Lab	9-11	1	None	24
Accelerated Geometry	10	1	None	25
Geometry	10	1	None	25
Accelerated Algebra 2	11	1	None	26
Algebra 2	11	1	None	26
Pre-Calculus	11-12	1	None	27
Statistics & Finite Mathematics	12	1	None	27
Calculus (Youngstown State)	12	1	None	28
<b><u>MUSIC</u></b>				
Band	9-12	1	30.00	29
Chorale	9-12	1	None	29
<b><u>SCIENCE</u></b>				
Biology 1	10	1	15.00	30
Anatomy/Advanced Biology	11-12	1	15.00	30
Integrated Physical Science	9	1	15.00	31
Physics	11-12	1	15.00	31
Chemistry	10-12	1	15.00	32
Chemistry 2	11-12	1	15.00	32
Introduction to Geology	10-11	1	None	33
Physical Geology	11-12	1	None	33
<b><u>SOCIAL STUDIES</u></b>				
Government	10	1	None	33
Psychology	11-12	1	None	34
World Issues/Current Events	12	1	None	34
AP World History	11-12	1	None	35
American History	9	1	None	35
Modern World History	11-12	1	None	35
History of American Pop Culture and Sports(elective)	9-12	1	None	36
<b><u>EDUCATION ELECTIVES</u></b>				
Yearbook	9-12	1	None	36
Theatre Exploration	9-12	1	None	37
Personal Finance/Career Exploration	12	1	None	37
Career Based Intervention	10	1	None	37
Crestview Work Study	11-12	3	None	38
Selected Topics in Music (Kent St.)	10-12	1.5	None	38
<b><u>COLUMBIANA COUNTY CAREER AND TECHNICAL CENTER</u></b>				
	11-12	10	TBA	39
<b><u>CLUBS AND ORGANIZATION</u></b>				
<b>COURSE OF STUDY</b>	9-12			39
<b>College Credit Plus</b>	7-12	TBA	None	40-41
				42-50

## **GENERAL INFORMATION**

### **ATHLETIC ELIGIBILITY**

In order to participate in interscholastic sports, a student must be registered for a minimum of 6 credits, and must pass the equivalent of 5 credits during the previous grading period and have a 1.25 G.P.A. This complies with the eligibility requirements of the Ohio High School Athletic Association.

### **ATTENDANCE**

Regular school attendance is necessary for academic success. Attendance is taken daily in each class, and is a requirement for course credit. Cases of excessive absence, tardiness, and truancy are referred to the Columbiana County Attendance Office.

### **AUDITING COURSES**

There are no provisions for auditing of courses. Students must register to receive a grade.

### **CLASS ASSIGNMENTS**

Class assignment is determined by the number of credits passed:

- 5 credits must be passed to be a Sophomore;
- 11 credits must be passed to be a Junior;
- 16 credits must be passed to be a Senior.

A student may make up failed courses through correspondence work, tutoring online, or retaking the class in order to graduate with his/her original class.

### **COURSE REQUIREMENTS**

In order to receive credit for a class, the student must meet the following criteria:

- A. Complete all of the established requirements of the course. Incomplete work will be dealt with accordingly to the established policy.
- B. Must pass two of the four nine weeks, one of these must be during the second semester.

### **EDUCATIONAL OPTIONS/CREDIT FLEXIBILITY**

Students may take courses under the Educational Options Program. These options are: tutoring, correspondence, on line, and summer school. All inquiries must be directed to the School Counselor's Office.

### **FEES**

Students will be required to pay a class fee for identified courses, as established by the Board of Education. These fees are for such items as repair and replacement of equipment and purchase of some course materials. These fees must be paid by the end of the first full week of the new school year. The building principal may grant extended time following written application. Course credit will not be issued if fees are not paid.

### **FULL-TIME STUDENT**

In order to be a full-time student, a student, not enrolled in a vocational program, must take a minimum of 5 credits each school year.

### **HONOR ROLLS**

Honor Roll students will be recognized for each nine week grading period. The honor roll will include the names of students who have earned a 3.0 GPA or higher with no failing grades or incompletes for each nine weeks.

#### **SPECIAL ACHIEVEMENT ROLL:**

The Special Achievement Roll will include all students with a 4.0 GPA average each nine weeks.

## **PARTIAL CREDIT**

In subjects requiring a year for completion, partial credit will be given for completion of one semester if:

- A. A student transfers to another school district.
- B. Prior arrangements are completed with the school principal.

## **POINT AVERAGE**

Point averages and class rank are computed at the end of every year for each student. The yearly grade for all subjects taken by a student during high school is used to determine the final point average and class rank. No student can earn above a 4.0 average.

Seven-Semester grade point average is calculated and projected for seniors.

## **COLLEGE CREDIT PLUS PROGRAMS**

All students 7-12 are eligible, if they meet requirements, to participate in the College Credit Plus Programs. Under these programs, students may enroll in college courses for college and high school credit. Counseling is provided to all interested students and their parents.

## **PROGRESS REPORTS**

Progress reports will be sent during the fifth week of each grading period to the parents of students in jeopardy of receiving a failing grade. All students will receive progress reports at school.

## **REPORT CARDS**

Report cards will be distributed on the Friday following the close of the grading periods. All fees and fines must be paid and emergency medical form on file before a report card is issued.

## **SCHEDULE CHANGES**

Please remember that each year Crestview's master schedule is created to accommodate students' course requests made during registration in the Spring semester of the previous year. Faculty members are employed, textbooks are purchased, and rooms are assigned on the basis of these requests. When a student registers for a class, he/she has the responsibility of remaining in the class and completing it. Crestview's schedule change policy dictates that only changes for an academic compelling reason will be allowed. Examples of academic compelling reasons are listed below. If you do not qualify for a change based on one of the reasons below, your request will not be considered.

- Gap in schedule (no class listed)
- Missing course that you are required to take this school year for graduation (note: 10th grade students will have the opportunity to take Personal Finance in years to follow in order to meet graduation requirements)
- Incorrect level of a class (example: Spanish 3 instead of Spanish 2)
- Schedule inaccuracy (example: two P.E. classes in one day, haven't met the prerequisite for a class, same elective on the schedule twice)

Note: Changing a student's schedule to accommodate a certain teacher is not permitted.

Keep in mind, alternate courses may be necessary to fulfill credit requirements or due to space and course placement. Only emergency class changes will be permitted during the first week of school.

## **SENIOR HONOR STUDENTS**

In order to qualify as a Senior Honor Student, a cumulative point average of 3.25 must be maintained in the first seven semesters of high school. Honor students will be recognized at Commencement. From this group, the "Top Ten" (the ten students with the highest average) are given recognition. A student attending Crestview High School, CCCTC, or post secondary program for less than two full years, or graduating in less than four years will be honored for academic achievement, but will not replace a student in the "Top Ten" list.

## **VALEDICTORIAN**

**Class of 2020, 2021**

The graduating Senior (s) with the highest seven-semester grade point average of 4.0. No student can earn above a 4.0 average

## **Pathway to Valedictorian beginning with the Class of 2022**

Crestview Local School District recognizes academic excellence and the motivation and dedication that is required of students who pursue a rigorous academic curriculum. A candidate for Valedictorian/Salutatorian exemplifies qualities of a student who pursues an education which is challenging and results in high achievement by the individual.

Any student wishing to be eligible for the honor of Valedictorian/Salutatorian must follow guidelines outlined in Crestview Board of Education policy and the Crestview Student Handbook along with completing the following:

- Enroll in all Accelerated/college preparatory class options that are available
- Be enrolled in Crestview Local School district for grades 11 and 12
- Meet the criteria for a Diploma with Honors as outlined by the Ohio Department of Education
- Enroll in a minimum of one Crestview Advanced Placement, or College Credit Plus course (at Crestview or off site) and receive/earn eligibility for college credit. (the AP exam must be passed with a minimum score of 3)
- Complete application for consideration of Valedictorian/Salutatorian status by the end of their Junior year
- Earn the highest cumulative seventh semester GPA in the graduating class. 4.0 is the maximum GPA
- Salutatorian will meet the Pathway to Valedictorian requirements with the second highest grade point average in the graduating class

## **SALUTATORIAN**

### **Class of 2020, 2021**

The graduating Senior with the second highest seven-semester grade point average below 4.0.

### **Class of 2022:**

- Salutatorian will meet the Pathway to Valedictorian requirements with the second highest grade point average in the graduating class

## **WITHDRAWAL**

Students withdrawing from a class after the first 6 weeks of school will receive a withdrawn failure and no credit. This will be recorded on the student's record. Students who withdraw from a class will not be permitted to "audit" the class.

## **ACADEMIC REQUIREMENTS**

Please see last page of Crestview Curriculum Handbook for Ohio Department of Education academic and testing requirements in order for students to earn a high school diploma in Ohio

## **NATIONAL HONOR SOCIETY**

Students are chosen to become members once a year in March. To be eligible a student must:

1. Be a junior or senior
2. Have a GPA of 3.2 as a junior or senior.

Eligible students make application to be considered for membership. A faculty council meets to review each candidate's application and rate on character, service, and leadership. No one will be chosen on grade point average alone. Students interested in becoming a member are encouraged to be involved in many activities and services, in and out of school, during their freshman and sophomore years

## **DIPLOMA WITH HONORS**

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

Ohio students have the opportunity to choose to pursue one of the following honors diplomas:

Academic Honors Diploma

International Baccalaureate Honors Diploma

Career Tech Honors Diplomas

STEM Honors Diplomas

Arts Honors Diploma\*

Social Science and Civic Engagement Honors Diploma

\*includes dance, drama/theatre, music and visual art

**All honors diplomas require 4 unit of English**

**Please see the attached chart, on the last page of this handbook, outlining these options.**

## **OHIO MEANS JOBS - READINESS SEAL**

Ohio high school students now can earn recognition by showing they are prepared to contribute to the workplace and their communities. The OhioMeansJobs-Readiness Seal is a formal designation students can earn on their high school diplomas and transcripts indicating they have the personal strengths, strong work ethic and professional experience that businesses need.

To earn the OhioMeansJobs-Readiness Seal, motivated high school students must demonstrate certain professional skills required for success in the workplace. Students work with at least three experienced and trusted mentors who validate the demonstration of these skills in school, work or the community.

The OhioMeansJobs-Readiness Seal is available for the graduated classes of 2018 and beyond.

To earn the OhioMeansJobs-Readiness Seal, each student must complete these steps:

1. Demonstrate proficiency\*\* in each of 15 identified professional skills.
2. Using the OhioMeansJobs-Readiness Seal Form, record how he or she demonstrated each professional skill. A student is only required to document how he or she demonstrated each skill in one of three possible environments--school, work, or community. But, the student cannot document all 15 skills in the same Environment, for example, school. At least two environments must be reflected among the demonstrated Skills.
3. Have each skill validated (confirmed) by at least one mentor. A mentor is an experienced advisor the Student trusts. A minimum of three mentors must be involved in the overall validation process and sign the form. By signing the form, each mentor is recommending the student to a prospective employer or higher Education provider.

## **COLLEGE REQUIREMENTS**

Ohio state universities have begun to place restrictions on "open admissions" policies. To be fully qualified for college admission, a student should successfully complete the following:

--English: 4 Units (including composition)

--Mathematics: 4 Units (including Algebra, Geometry and Algebra 2)

--Science: 3 Units (Two from upper level Science)

--Foreign language: 3 Units

--Social Studies: 3 Units

### **Career Center Requirements**

Eight (8) units of credit must be earned prior to students attending the Columbiana County Career and Technical Center. Students planning to enter the Career Center should complete the following requirements during the freshmen and sophomore years:

--English: 2 credits

--Science: 2 credits

--Math: 2 credits

--Social Studies: 2 credits

--Health: ½ credit

--Physical Education: ½ credit

## **GRADING SYSTEM**

### **Grading Scale**

The following scale is used to determine letter grades:

A	93-100
B	85-92
C	70-84
D	65-69
F	0-64

## **YEARLY AVERAGE**

Yearly average is determined by averaging the four nine weeks grades and the completion of all class requirements.

## **ART**

<b>Drawing/Painting</b>	<b>Art 2</b>
<b>3D Design/Ceramics</b>	<b>Art 3    Art 4</b>

Art courses are electives. As student interest in art has increased, the course offering has expanded. The courses are sequential, building on skills, technique, and fundamentals.

## **DRAWING/PAINTING**

This course offers students a wonderful opportunity to apply their creative ability in a constructive manner and to continue to improve their basic drawing and design skills which they have been working with in junior high art. Students are given projects that range from realistic to abstract. Media may include but is not limited to: pencil, colored pencil, charcoal, felt tip pen, scratch art, markers, tempera paint, acrylic paint, watercolor, and oil pastel. This course will also provide students with an introduction to three dimensional art forms

### **PERFORMANCE OBJECTIVES:**

The student will be able to:

1. Use media and processes to discover possibilities with two and three dimensional art, e.g., pencil drawing, painting, printmaking and sculpture.
2. Experiment with different art tools and materials to gain control of the medium.
3. Learn and utilize the elements and principles of art in creative problem solving situations.
4. Solve visual arts problems with originality, fluency, creative thinking and imagination.

### **EVALUATION:**

Student performance evaluation will be based on art production, reports, quizzes, homework, creative expression, attitude and effort.

**HOMEWORK REQUIREMENTS:** Homework will consist of a weekly sketch or preliminary drawing assignments, as well as the collection of various materials that will be used in class projects

**PREREQUISITE:** None

**CREDIT:** 1

**FEE:** \$15.00

## **3D DESIGN/CERAMICS**

This course offers students an introduction to 3 dimensional arts and their manipulation to create artwork that is functional or for display. Students will have the opportunity to learn to work with clay. They can become proficient in handbuilding, glazing, and firing techniques of stoneware clay. Other media may include but is not limited to: jewelry, bookmaking and binding, collage, pulp/mache construction, and cake art.

### **PERFORMANCE OBJECTIVES:**

The student will be able to:

1. Use media and processes to discover possibilities with three dimensional art.
2. Experiment with different art tools and materials to gain control of the medium.
3. Learn and utilize the elements and principles of art in creative problem solving situations.



4. Solve visual arts problems with originality, fluency, creative thinking and imagination.

**EVALUATION:** Student performance evaluation will be based on art production, reports, quizzes, sketch book, letter creative expression, attitude and effort.

**HOMEWORK REQUIREMENTS:** Homework will consist of a weekly sketch or preliminary drawing assignments, as well as the collection of various materials that will be used in class projects.

**PREREQUISITE:** None

**CREDIT:** 1

**FEE:** \$15.00

## **ART 2**

This course is a continuation of the building of a solid foundation in the basics of our visual arts program. Students are given projects that are more challenging to their creative ability. Students continue to work in all the flat media previously mentioned and in printmaking. The three-dimensional media of clay, metal, and wire are also included.

### **PERFORMANCE OBJECTIVES:**

The student will show a concentration in:

1. Demonstrating various elements of design.
2. Solve visual arts problems with originality, fluency, creative thinking and imagination.
3. Applying selected techniques of drawing.
4. Utilizing basic painting techniques.
5. Demonstrating various folding, pasting, and cutting techniques.
6. Utilizing various materials to create three dimensional forms.
7. Studying art history and appreciation.
8. Relating art to other art forms.
9. Integrating art with other subject areas.
10. Utilizing various tools and techniques to produce prints.

**EVALUATION:** Student performance evaluation will be based on art production, reports, quizzes, homework, creative expression, attitude and effort.

**HOMEWORK REQUIREMENTS:** Homework will consist of a weekly sketch assignment or preliminary drawing assignments.

**PREREQUISITE:** Drawing/Painting

**CREDIT:** 1

**FEE:** \$15.00

## **ART 3**

Students begin to develop their own styles, tastes, favorite media, and subject matter. The student will be allowed more freedom in the choice of materials used in the creation of assigned art projects than in Art II. They begin to enjoy the fruits of their two previous years of hard work. Projects are now looking more polished and professional. Because of the degree of difficulty, projects require more time and greater concentration. Stylization of drawing, painting and design are the goals of Art 3.

### **PERFORMANCE OBJECTIVES:**

The student will show a concentration and mastery in:

1. Demonstrating various elements of design.
2. Solve visual arts problems with originality, fluency, creative thinking and imagination.
3. Applying selected techniques of drawing.
4. Utilizing basic painting techniques.
5. Demonstrating various folding, pasting, and cutting techniques.
6. Utilizing various materials to create three dimensional forms.
7. Studying art history and appreciation.
8. Relating art to other art forms.
9. Integrating art with other subject areas.
10. Utilizing various tools and techniques to produce prints.

**EVALUATION:** Student performance evaluation will be used based on art production, reports, quizzes, homework, creative expression, attitude and effort.

**HOMEWORK REQUIREMENTS:** Homework will consist of a weekly sketch assignment or preliminary sketching for assigned projects.

**PREREQUISITE:** Drawing/Painting or 3D Design/Ceramics, Art 2

**FEE: \$15.00**

**CREDIT: 1**

## **ART 4**

This course is a mastery and reinforcement of the concepts and techniques used to produce works of art. The student will choose some areas of concentration and will be responsible for submitting project ideas in those areas, for independent study. Project ideas must be approved by the instructor. The student will also be given project assignments that meet the requirements of the performance objectives.

### **PERFORMANCE OBJECTIVES:**

The student will show a mastery and reinforcement in:

1. Demonstrating various elements of design.
2. Solve visual arts problems with originality, fluency, creative thinking and imagination.
3. Applying selected techniques of drawing.
4. Utilizing basic painting techniques.
5. Demonstrating various folding, pasting, and cutting techniques.
6. Utilizing various materials to create three dimensional forms.
7. Studying art history and appreciation.
8. Relating art to other art forms.
9. Integrating art with other subject areas.
10. Utilizing various tools and techniques to produce prints.

**EVALUATION:** Student performance evaluation will be based on art production, portfolio preparation, reports, quizzes, creative expression, art criticism, attitude, and effort.

**HOMEWORK REQUIREMENTS:** Homework will consist of sketch assignments and reports and projects.

**PREREQUISITE:** Drawing/Painting or 3D Design/Ceramics, Art 2, Art 3

**FEE: \$15.00**

**CREDIT: 1**

## **COMPUTER/TECHNOLOGY**

**Computer Productivity Tools     STEM**  
**Discovering Technology         STEM 2**  
**AP Computer Science**

The growth of the computer science field is reflected in Crestview's curriculum. All classes are taught on the personal computer, stressing both computer applications and subject knowledge.

## **COMPUTER PRODUCTIVITY TOOLS**

Computer Productivity Tools is a semester long, half credit class that will give the successful student beginning skills in word-processing, database, spreadsheet, video presentation applications, internet research, social media safety and netiquette.

### **PERFORMANCE OBJECTIVES:**

1. Students will use word processing programs to develop letters, reports, memorandums and forms.
2. Students will set up a database of names and addresses and merge fields into a form letter, and print the letters.
3. Students will set up a spreadsheet and produce a graph to match the data, enter formula and manipulate data.
4. Students will design and produce a presentation using powerpoint applications.

### **EVALUATION :**

Students will be evaluated on the professionalism of their work. A grade of A will be given for work with only minute errors, finished on or before a deadline, and completed to a professional standard.

**HOMEWORK REQUIREMENTS:**

Students will be given ample time to complete assignments in the classroom, however students are responsible for meeting assignment deadlines which may call for work outside the computer lab.

**PREREQUISITE:** None

**CREDIT:** ½-taken in association with Physical Education Class

**GRADES:** 9

**DISCOVERING TECHNOLOGY**

Discovering Technology is designed to prepare students for the technology knowledge that is necessary for success in college and the workplace. This course will provide activities to ensure that students are technologically literate and have the resources to learn and adapt to emerging changes in technology. The course will focus on the enhancement and assessment of student learning by engaging them in meaningful work with technology and exploration in the makerspace for creative design. The course instruction will reinforce both researching techniques and understanding the role that technology will play in the student's future.

**PERFORMANCE OBJECTIVES:**

Upon the successful completion of this course, students will have knowledge of:

1. Makerspace creation and design (video/audio production with green screen, robot creation, 3D design)
2. Coding/programming
3. Basic operation and concept skills of using technology (website creation, social networking and collaboration tools)
4. Social, ethical and human issues regarding Internet use.
5. Technology publishing tools and programs
6. Technology communication tools (video/audio production, social media, blog, and element of design)
7. Technology research tools (research skills, graphic organizers, searching, selecting and evaluating websites and databases)

**EVALUATION:**

Students will be evaluated using graded assignments and projects.

**HOMEWORK REQUIREMENTS:** Reading and writing assignments

**CREDIT:** 1

**GRADES:** 10, 11, 12

**AP COMPUTER SCIENCE**

Computer Science focuses on the introduction to computer programming. The Java programming language will be used to introduce students to the object-oriented approach for software development. No prior programming experience is required but students will need good problem-solving skills. They will also need a computer with the Java programming environment installed and access to the Internet since many assignments will be problems provided by online Java programming websites. Students will be prepared to take the AP Computer Science A Exam in May.

**Prerequisite:** *A grade of "C" or better in Algebra 2*

**Homework:**

Extensive time outside of class will be required for reading, homework assignments, preparation for tests, and writing programs for labs.

**Performance Objectives:**

The student will be able to

1. Write fundamental programming statements in the Java language.
2. Write declarations and decision structures, including if and if-else statements.
3. Write for and while loops.
4. Use good programming techniques to encapsulate code in methods.
5. Write entire classes to solve various problems.
6. Use the Array and ArrayList classes as data structures.
7. Implement inheritance and polymorphism into their programs.

**Evaluation:** Grades will be determined based upon scores earned on tests, labs which involve writing short programs, homework, and large-scale projects with multiple Java programs required.

**Credit:** 1

**Grades:** 11,12

## **STEM 1 Introduction to Engineering and Design**

STEM (Science, Technology, Engineering and Math) is a year-long class that challenges students to use their knowledge of science (the study of the natural world) and math (the science of numbers and their operations) to engineer technology (the study of the man-made world). The class consists of individual participation and collaborating on engineering teams to solve problems and create unique solutions using the design process. This class is designed to prepare students so that they may pursue a post-secondary education and career in STEM related fields.

### **PERFORMANCE OBJECTIVES:**

1. Students will use Autodesk Inventor to design computer aided drawings.
2. Students will utilize the design process to solve engineering activities and present their solutions using Microsoft Office applications
3. Students build projects to apply engineering standards and document their work.

### **EVALUATION:**

Students will be evaluated on participation rubrics which include in-class assignments, group and individual assignments and projects.

**PREREQUISITE:** None

**CREDIT:** 1

**GRADES:** 9, 10, 11, 12

## **STEM 2 Principles of Engineering**

STEM 2 is a year-long course that challenges students to use their knowledge of science and math to engineer technology. The class consists of individual participation and collaboration on engineering teams to solve problems and create unique solutions using innovation, creativity and design thinking. This class will allow the students to have real-life interaction with research, design and manufacturing equipment from inside the classroom, and turn virtual prototypes into reality. This class is designed to prepare students so that they may pursue a post-secondary education and career in STEM related fields.

### **PERFORMANCE OBJECTIVES:**

1. Students will use Autodesk Inventor to solve design challenges by creating prototypes and computer aided drawing.
2. Students will utilize the design process to solve engineering activities and present their solutions using Microsoft Office applications.
3. Students will assess their work and work of others, understanding that communication is essential.
4. Students build projects to apply engineering standards and document their work.
5. Students will build automated and robotic devices using RobotC to program the devices to operate.

### **EVALUATION:**

Students will be evaluated on participation rubrics which include in-class assignments, group and individual assignments and projects.

**PREREQUISITE:** STEM, completion of Algebra 1 with a grade of A or B

**CREDIT:** 1

**GRADES:** 10-12

## **ENGLISH**

<b>Accelerated English 1</b>	<b>English 1</b>
<b>Accelerated English 2</b>	<b>English 2</b>
<b>Accelerated English 3</b>	<b>English 3</b>
<b>AP Language Composition*</b>	<b>English 4</b>
<b>AP English Literature and Composition*</b>	<b>Creative Writing/Speech</b>

Currently, the State of Ohio requires four (4) years of English as a prerequisite for high school graduation. Therefore, Crestview High School requires four (4) years for graduation and issuance of a diploma. Students must be enrolled in an accelerated English course in the previous year to schedule advanced or AP courses. Students should consult with the English teachers prior to scheduling.

\*AP Language Composition and AP Literature adhere to the college grading scale of 90-100 A; 80-89 B; 70-79 C; 60-69 D; 59 and below F.

### **ACCELERATED ENGLISH 1**

This is a class specifically for the college-bound student. The course includes an exposure to a variety of literature and nonfiction texts to enhance close reading and analytical skills, the development of advanced foundational writing skills with a focus on argumentative writing through the writing process, the study of grammar and punctuation, and the development of vocabulary. Higher-level English grammar and writing skills are taught in the course. The longest paper required in this class will be 2-3 pages.

#### **PERFORMANCE OBJECTIVES:**

Students will be able to:

1. Analyze literary text through theme, complex characters, vocabulary, and structure.
2. Analyze informational text through the central idea, supporting details, vocabulary, and structure.
3. Use the writing process to plan, draft, revise, edit and publish polished writing.
4. Write well-organized arguments to support claims using valid reasoning and relevant evidence while addressing counterclaims in MLA format.
5. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately in MLA format, including a short research paper connected to class content.
6. Write narratives using effective technique, well-chosen details, and well-structured event sequences.
7. Initiate and participate effectively in a range of collaborative discussions and evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.
8. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, specifically sentence structure, comma usage, and basic revision strategies.<sup>1</sup>

#### **EVALUATION:**

Evaluation is based on quizzes, in-class participation, reading and writing assignments, tests, presentations, projects, and homework.

#### **HOMEWORK:**

Homework will include reading and writing related to the grade level standards. Accelerated students can expect 1-2 hours of homework per week.

#### **PREREQUISITES:**

1. Summer reading completed and acceptable performance on an assessment during the first week of school.
2. A minimum of a B average in 8th grade English.

**CREDIT:** 1

**GRADE:** 9

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<sup>1</sup>Performance Objectives are adapted from the 9th-10th grade Ohio Learning Standards for English Language Arts.

## **ENGLISH 1**

Along with meeting state standards, this course focuses on learning opportunities for students interested in technical or work-oriented paths. This course includes an exposure to a variety of literary and nonfiction texts to enhance close reading and critical thinking skills, the development of foundational writing skills and understanding of the writing process, the study of grammar and punctuation, and the development of vocabulary for practical real-world application. The summer reading theme will be communicated to students. The maximum length of a paper written in this course will not exceed 2 pages.

### **PERFORMANCE OBJECTIVES:**

Students will be able to:

1. Analyze fiction text through theme, complex characters, vocabulary, and structure.
2. Analyze nonfiction text through the central idea, supporting details, vocabulary, and structure.
3. Use the writing process to plan, draft, revise, edit and publish polished writing.
4. Write organized arguments to support claims using valid reasoning and relevant evidence and address counterclaims in MLA format.
5. Write five-paragraph informative texts to express complex ideas clearly and accurately in MLA format, including a short research paper connected to class content.
6. Write narratives using effective technique, well-chosen details, and purposeful sequences of events.
7. Initiate and participate in collaborative discussions, and evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.
8. Use standard English capitalization, punctuation, and spelling, specifically sentence structure, comma usage, and basic revision strategies.

**EVALUATION:** Evaluation is based on quizzes, in-class participation, reading and writing assignments, tests, presentations, projects and homework.

**HOMEWORK:** Homework will include reading and writing related to the grade level standards. The general English 1 student should typically expect less than 1 hour of homework per week.

**CREDIT:** 1

**GRADE :** 9

## **ACCELERATED ENGLISH 2**

This is a class specifically for the college-bound student. The course consists of refining writing skills, refining punctuation and grammar, developing vocabulary, and emphasizing critical thinking. Literature study includes poetry, novels, drama, short stories with an emphasis on interpretation and evaluation. The purpose of this course is to prepare students for both college writing and the AP-level courses available for juniors and seniors. The longest paper required in this class will be 3-5 pages.

### **PERFORMANCE OBJECTIVES:**

Students will be able to:

1. Analyze plot, character, theme, irony, and setting in short stories/drama/novels.
2. Use correct subject-verb agreement, pronouns, pronoun-antecedent agreement, correct basic mechanics and spelling.
3. Use phrases and clauses in writing, including correct punctuation and pronoun usage.
4. Develop a narrative, descriptive, expository, or persuasive essay of varying lengths.
5. Respond to the literature beyond the factual level by interpreting, evaluating and extending beyond the text.
6. Work independently to complete assignments.
7. Read multiple independent, grade-appropriate novels outside of class and complete assignments on these novels.
8. Use multiple technologies for publishing and sharing work.

### **EVALUATION :**

Evaluation will vary depending on assignments. The evaluation may include tests, writing assignments based on a rubric, projects, and oral presentations (both individual and group).

**HOMEWORK :**

Homework will include reading and writing related to the grade level standards. Accelerated students can expect 1-2 hours of homework per week.

**PREREQUISITES:**

1. Summer reading completed and acceptable performance on an assessment during the first week of school.
2. A minimum of a B average in accelerated English 1. Consult an English teacher if an accelerated course was not taken in the previous year.

**CREDIT:** 1**GRADE:** 10**ENGLISH 2**

Along with meeting state standards, this course focuses on learning opportunities for students interested in technical or work-oriented paths. The course includes exposure to a variety of literary and nonfiction texts geared toward the workplace and student interest. Students will further enhance their close reading and critical thinking skills, foundational writing skills and use of the writing process, grammar and punctuation skills, and development of vocabulary for practical real-world application. The summer reading theme will be communicated to students. The maximum length of a paper written in this course will not exceed 3 pages.

**PERFORMANCE OBJECTIVES:**

The students will be able to:

1. Use correct punctuation, correct subject and verb agreement, correct pronoun case, correct pronoun-antecedent agreement.
2. Use the writing process to develop multi-paragraph compositions.
3. Analyze plot, character, theme, irony, and setting in short stories/drama/novels.
4. Identify figurative language.
5. Develop vocabulary.
6. Write various types of letters and workplace correspondence.
7. Develop research skills to find, analyze, and evaluate outside sources to answer questions, enhance knowledge and understanding, and synthesize information provided.

**EVALUATION:** Based on quizzes and tests, in-class participation, reading and writing assignments both inside and outside of class.

**HOMEWORK:** Homework will include reading and writing related to the grade level standards. The general English 2 student should typically expect less than 1 hour of homework per week.

**PREREQUISITE:** English 1**CREDIT:** 1**GRADE:** 10**ACCELERATED ENGLISH 3**

Accelerated English 3 is designed specifically for college-bound juniors or seniors. It is a survey of literature and issues, a review of grammar, and study of vocabulary. In order to gain insight into the literature, to apply the rules of grammar, and to improve vocabulary, students will organize and write essays, research, complete readings with responses, and develop projects and presentations. The longest paper required in this class will be 8-10 pages.

**PERFORMANCE OBJECTIVES:**

The students will be able to:

1. Produce a thorough analysis of a literary text that considers how the author's choices about its overall structure, vocabulary, and other literary elements impact the overall meaning, style, or tone of the text.
2. Produce a thorough analysis of a complex set of ideas or sequence of events and explain how specific individuals, ideas, vocabulary, rhetoric or events interact and develop over the course of an informative text, including historical U.S. documents.
3. Use the writing process to plan, collaborate, draft, revise, update, edit and publish polished writing.

4. Write well-organized complex arguments to support precise, knowledgeable claims using valid reasoning and relevant evidence in MLA format.
5. Write a career-based research paper that examines and explains complex ideas, concepts, and information thoroughly by selecting the most significant and relevant facts, definitions, details, quotations, or other information and by using a variety of techniques including figurative language and domain-specific vocabulary in MLA format.
6. Write narratives using effective technique, well-chosen details, and well-structured event sequences to build toward a particular tone or outcome.
7. Initiate and participate effectively in a range of collaborative discussions including civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Students will also evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
8. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, specifically hyphenation and using syntax for effect.

**EVALUATION:** Students will be evaluated on compositions, daily assignments, class discussion, presentations, projects, vocabulary, quizzes, and tests.

**HOMEWORK:** Assignments will consist of reading and writing aligned with grade-level standards. Students in this course can expect 1-2 hours of homework a week.

**PREREQUISITES:**

1. Summer reading completed and acceptable performance on an assessment during the first week of school.
2. Accelerated English 2 with a minimum of a B average. Consult an English teacher if an accelerated course was not taken in the previous year.

**CREDIT:** 1

**GRADE:** 11

Performance Objectives are adapted from the 11th-12th grade Ohio Learning Standards for English Language Arts.

## **ENGLISH 3**

Along with meeting state standards, this course focuses on learning opportunities for students interested in technical or work-oriented paths. Students will be introduced to discipline-associated vocabulary development, standard grammar and mechanic conventions, workplace correspondence, literary response, and the development of writing abilities through the use of the writing process. Students will also develop projects and presentations that will prepare them for work-related success. The summer reading theme will be communicated to students. The maximum length of a paper written in this course will not exceed 2-3 pages.

**PERFORMANCE OBJECTIVES:**

The students will be able to:

1. Write a critical response to a fiction text that explains the author's purpose, its overall structure, vocabulary, and other literary elements that impact the overall meaning, style, or tone of the text.
2. Produce a critical response to nonfiction text, including historical U.S. documents, that considers central ideas or sequence of events and explains how specific individuals, ideas, vocabulary, rhetoric or events interact and develop over the course of the text.
3. Use the writing process to plan, collaborate, draft, revise, update, edit and publish polished writing.
4. Write organized arguments to support precise, knowledgeable claims using valid reasoning and relevant evidence in MLA format.
5. Write a work-based research paper that examines and explains complex ideas, concepts, and information thoroughly by selecting the most significant and relevant facts, definitions, details, quotations, or other information and by using a variety of techniques and domain-specific vocabulary in MLA format.
6. Write narratives using effective technique, well-chosen details, and well-structured event sequences to build toward a particular tone or outcome.



7. Initiate and participate effectively in a range of discussions including civil, democratic discussions and decision-making, as well as set clear goals and deadlines. Students will also evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.
8. Use standard English capitalization, punctuation, and spelling, specifically hyphenation and using syntax for effect.

**EVALUATION:** Students will be evaluated on compositions, daily assignments, class discussion, presentations, projects, vocabulary, quizzes, and tests.

**HOMEWORK:** Assignments will consist of reading and writing aligned with grade-level standards. Students in this course can expect an hour or less of homework a week.

**PREREQUISITES:** English 2

**CREDIT:** 1

**GRADE:** 11

Performance Objectives are adapted from the 11th-12th grade Ohio Learning Standards for English Language Arts.

## ENGLISH 4

Along with meeting state standards, this course focuses on learning opportunities for students interested in technical or work-oriented paths. Students will continue to study discipline-associated vocabulary, standard grammar and mechanic conventions, update workplace documents, and enhance their writing skills through extended literary responses and through the use of the writing process. Students will also develop projects and presentations that will prepare them for work-related success. The summer reading theme will be communicated to students. The maximum length of a paper written in this course will not exceed 5 pages.

### PERFORMANCE OBJECTIVES:

The students will be able to:

1. Write a critical response to a fiction text that explains the author's purpose, its overall structure, vocabulary, and other literary elements that impact the overall meaning, style, or tone of the text.
2. Produce a critical response to nonfiction text, including historical U.S. documents, that considers central ideas or sequence of events and explains how specific individuals, ideas, vocabulary, rhetoric or events interact and develop over the course of the text.
3. Use the writing process to plan, collaborate, draft, revise, update, edit and publish polished writing.
4. Write organized arguments to support precise, knowledgeable claims using valid reasoning and relevant evidence in MLA format.
5. Respond to the literature beyond the factual level by interpreting, evaluating and extending beyond the text.
6. Write narratives using effective technique, well-chosen details, and well-structured event sequences to build toward a particular tone or outcome.
7. Initiate and participate effectively in a range of discussions including civil, democratic discussions and decision-making, as well as set clear goals and deadlines. Students will also evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.
8. Use standard English capitalization, punctuation, and spelling, specifically hyphenation and using syntax for effect.<sup>2</sup>

**EVALUATION:** Students will be evaluated based on compositions, daily assignments, class discussion, oral reports, vocabulary, quizzes, and tests.

**HOMEWORK:** Assignments will consist of reading and writing aligned with grade-level standards. Students in this course can expect an hour or less of homework a week.

**PREREQUISITES:** English 3

**CREDIT:** 1

**GRADE:** 12

Performance Objectives are adapted from the 11th-12th grade Ohio Learning Standards for English Language Arts.

## **AP LANGUAGE COMPOSITION**

This class is designed to prepare the serious college bound student for college writing, including not only college freshmen English but expository and persuasive writing using MLA documentation that may be required in all classes. The course includes extensive writing, vocabulary enrichment, and the study of non-fiction literary pieces. The student taking this class must remain focused and be willing to devote time to research and writing to meet the criteria of college-level assignments. The exam score may qualify students for college credits in English which will be accepted at any college or university in the United States. Earning the required exam score of 3 or higher will result in the college credits at no expense to the student.

### **PERFORMANCE OBJECTIVES:**

Students will be able to:

1. Write descriptive, expository, persuasive essays based on rubrics.
2. Use MLA style for documentation.
3. Write with correct usage and mechanics.
4. Write with coherence and unity within and between paragraphs.
5. Enhance and use vocabulary appropriate for a college student.
6. Write a research paper of 1,800 to 2,000 words using primary and secondary sources.
7. Recognize the social, cultural, political foundations and ramifications of various time periods on the texts, which can include novels, non-fiction pieces, photos, graphics, movies, and non-textual pieces.
8. Respond to the assigned literature beyond the factual level by interpreting, evaluating and extending beyond text.

**EVALUATION:** Evaluation will include quizzes, tests, writing assignments based on a rubric, projects, and oral presentations (both individual and group).

### **PREREQUISITES:**

1. Summer reading completed and acceptable performance on an assessment during the first week of school.
2. A minimum of a B average in Accelerated English 2 or Accelerated English 3. Juniors who have not taken an Accelerated course may take this course in their senior year after completing Accelerated English 3 with a minimum B average.

**CREDIT:** 1

**GRADES:** 11, 12

## **AP ENGLISH LITERATURE AND COMPOSITION**

This course will practice and reinforce the close reading and critical analysis of a variety of texts similar to a collegiate introduction to the study of literature. Students will develop an understanding of how writers use language to convey meaning and entertain readers, as well as identify structure, themes, style and common rhetorical devices employed by the writers. This course is designed for the serious college bound student. The opportunity to take the AP college credit exam for this course will be provided for students currently enrolled in the course at no cost to the student. The exam score may qualify students for college credits in English which will be accepted at any college or university in the United States. A score of 3 can equate to three credit hours of college credit, and a score of 4 or higher can equate to six credit hours of college credit.

### **PERFORMANCE OBJECTIVES:**

Students will be able to:

1. Identify different genres and historical periods from antiquity to contemporary time, prompting extensive classroom discussions and a variety of written responses to the literature.
2. Personally respond to classic works, including online shared and personal reflections.
3. Interpret classic works, including analysis essays to uncover meanings.
4. Evaluate classic works, including the critique of techniques used and the explanation of inferences made about cultural and social values.
5. Write clearly and confidently about what students understand and why their interpretation is correct.

**EVALUATION:** Evaluation will include quizzes, tests, writing assignments, projects, informal writing, timed writing, coherent arguments in writing, historical perspectives, and proper citation of sources according to the MLA handbook.

**PREREQUISITES:**

1. Summer reading completed and acceptable performance on an assessment during the first week of school.
2. A minimum of a B average in AP Language and Composition. Students who have not taken AP Language will not be permitted to take this course.

**CREDIT:** 1

**GRADES:** 12

## **SPEECH/CREATIVE WRITING (elective credit)**

Speech and Creative Writing is a course for students who want to learn to think clearly and express themselves effectively before an audience as well as enhance their writing skills. This is a project based class. The course introduces the beginning speech student to a study of poise, voice, expression, eye contact, gestures, and speed in public speaking and beginning argumentation. Students will receive instruction in speech production, discussion and debate. Students will keep a writer's notebook for daily writing and experimentation. They will study models of good writing and experiment with poetry and prose through a variety of hands on projects. Students will provide and participate in a writing community, learning to assist each other through the writing process, from the search for ideas through revision and on to submission for publication.

**PERFORMANCE OBJECTIVES:**

The student will be able to:

1. Draft a memoir which includes images and a reflective conclusion.
2. Read, study, write and share short stories within a writing community.
3. Attempt to write a first draft of a novel or construct a multi-genre project.
4. Present a speech about how they have driven their own learning about a self-chosen topic through a Passion Project.
5. Demonstrate command of story structure through an altered children's book.
6. Draft and deliver a researched and organized speech about a cause they are personally invested in.
7. Study debate techniques, structure and rhetoric, and participate in team debates on current issues.
8. Study, write and perform spoken word poetry.
9. Draft an essay that considers, defines, and expresses personal beliefs and record a podcast.
10. Study the art of letter writing and draft and deliver a variety of well-written letters.

**EVALUATION:**

Students will be evaluated through their participation in and assessment of final projects.

**HOMEWORK REQUIREMENT:**

Class time will be provided for most assignments. Homework will occur only if work is not completed during class time.

**PREREQUISITES:** None

**CREDIT:** 1

**GRADES:** 9, 10, 11, 12

## **WORLD LANGUAGE**

**Spanish 1**

**French 1**

**Spanish 2**

**French 2**

**Spanish 3/Spanish 4**

**French 3/French 4**

College bound students are encouraged to take three years of study in foreign language. Courses are sequential.

## **SPANISH 1**

Spanish I introduces students to basic vocabulary and linguistic structures, as well as the culture of the Hispanic world. Emphasis is placed on acquiring language through listening and reading. Skills will be practiced through speaking and writing.

### **PERFORMANCE OBJECTIVES:**

Students will be able to:

1. Identify and utilize basic vocabulary.
2. Utilize regular and irregular verbs in the present and past tenses.
3. Demonstrate active listening skills while watching videos and listening to tapes of native speakers.
4. Answer questions, carry on simple conversations and retell simple stories.
5. Read with comprehension short passages.
6. Write short paragraphs.
7. Compare and contrast Spanish and American culture.

### **EVALUATION:**

Evaluation will be based on quizzes, homework assignments, tests, conversations, special assignments, and class participation.

### **HOMEWORK REQUIREMENTS:**

Homework assignments will include study, reading, and writing.

### **PREREQUISITE:**

A "B" average in English is recommended.

**CREDIT: 1**

## **SPANISH 2**

Spanish II reinforces and expands upon listening, speaking, reading, and writing skills learned in Spanish I.

### **PERFORMANCE OBJECTIVES:**

The students will be able to:

1. Utilize verbs in the present and past tenses.
2. Demonstrate active listening skills while watching videos and listening to tapes of native speakers.
3. Initiate conversations as well as tell and retell stories.
4. Complete a research project on a cultural topic.
5. Read with comprehension short stories.

### **EVALUATION:**

Evaluation will be based on quizzes, homework assignments, tests, conversations, special assignments, and class participation.

### **HOMEWORK REQUIREMENTS:**

Homework assignments will include study, reading and writing.

### **PREREQUISITE:**

A "B" average in Spanish 1 is recommended.

**CREDIT: 1**

## **SPANISH 3**

Spanish 3 emphasizes the use of advanced grammar structures, cultural topics, and readings.

### **PERFORMANCE OBJECTIVES:**

Students will be able to:

1. Utilize verbs in all tenses.
2. Interpret and discuss readings, including excerpts from authentic Spanish press and literature.
3. Complete a research project on a cultural topic in Spanish.
4. Write compositions.
5. Speak extemporaneously.
6. Perform research in the target language in preparation of oral and written reports on topics of interest.
7. Access authentic texts in the target language as well as English in order to compare diverse treatments of a current issue

### **EVALUATION:**

Evaluation will be based on quizzes, homework assignments, tests, conversations, special assignments, and class participation.

**HOMEWORK REQUIREMENTS:** Homework assignments will include studying, reading, and writing.

**PREREQUISITES:** A “B” average in Spanish 2 is recommended.

**CREDIT: 1**

## **SPANISH 4**

Spanish 4 reinforces and expands upon advanced grammar structures, readings, and current events.

### **PERFORMANCE OBJECTIVES:**

Students will be able to:

1. Utilize verbs in all tenses.
2. Interpret and discuss readings, including excerpts from authentic Spanish press and literature.
3. Complete a research project on a cultural topic in Spanish.
4. Write compositions.
5. Speak extemporaneously.
6. Perform research in the target language in preparation of oral and written reports on topics of interest.
7. Access authentic texts in the target language as well as English in order to compare diverse treatments of a current issue.

### **EVALUATION:**

Evaluation will be based on quizzes, homework assignments, tests, conversations, special assignments, and class participation.

**HOMEWORK REQUIREMENTS:** Homework assignments will include studying, reading, and writing.

**PREREQUISITES:** A “B” average in Spanish 3 is recommended.

**CREDIT: 1**

## **FRENCH 1**

French 1 introduces students to basic vocabulary and linguistic structures, as well as the culture of the francophone world. Emphasis is placed on acquiring language through listening and reading. Skills will be practiced through speaking and writing.

### **PERFORMANCE OBJECTIVES:**

Students will be able to:

1. Identify and utilize basic vocabulary.
2. Utilize regular and irregular verbs in the present and past tenses.
3. Demonstrate active listening skills while watching videos and listening to tapes of native speakers.
4. Answer questions, carry on simple conversations and retell simple stories.
5. Read with comprehension passages.
6. Write short paragraphs
7. Compare and contrast French and American culture.

### **EVALUATION:**

Evaluation will be based on quizzes, homework assignments, tests, conversations, special assignments, and class participation.

**HOMEWORK REQUIREMENTS:** Homework assignments will include study, reading, and writing.

**PREREQUISITE:** A “B” average in English is recommended.

**CREDIT: 1**

## **FRENCH 2**

French 2 reinforces and expands upon listening, speaking, reading, and writing skills learned in French 1.

### **PERFORMANCE OBJECTIVES:**

Students will be able to:

1. Utilize verbs in the present and past tenses.
2. Demonstrate active listening skills while watching videos and listening to tapes of native speakers
3. Initiate conversations as well as tell and retell stories.
4. Complete a research project on a cultural topic.
5. Read with comprehension short stories.

### **EVALUATION:**



Students are scheduled to take Health as sophomores, and Physical Education as freshmen and sophomores.

## **HEALTH**

Health is designed to give students a practical knowledge that will help them strive for high quality lives.

### **PERFORMANCE OBJECTIVES:**

Students will be able to:

1. Identify three major areas of health risk factors.
2. Apply the principles of nutrition to eating habits and weight control.
3. Identify mental and physical benefits of exercise.
4. Discuss strategies for coping with stress.
5. Identify programs that help individuals with substance abuse.
6. Identify safety awareness.
7. Demonstrate first aid skills.

### **EVALUATION:**

Performance will be evaluated on test scores, homework assignments, outside readings and in class participation.

### **HOMEWORK REQUIREMENTS:**

Homework will include reading, writing tasks, and projects.

### **PREREQUISITE:**

None

**CREDIT: 1—This is a one semester class taken in association with Physical Education class.**

**GRADE: 10**

## **PHYSICAL EDUCATION**

Physical Education is a required course for all ninth and tenth graders. This course strives to provide each student with the opportunity to develop skills and understanding in a variety of sports activities that will serve them throughout life. Each student is also encouraged to develop desirable character and social qualities such as leadership, self-reliance, self-control, honesty and sportsmanship.

### **EVALUATION:**

Letter grade will be based on active class participation, projects, tests, journals, attitude, and sportsmanship.

**CREDIT: ½ (2 semesters) -- one semester in grade 9 and one semester in grade 10**

**GRADES: 9 ,10**

## **FITNESS/WELLNESS**

Fitness/Wellness is an elective course for students who have completed their physical education requirement. This course is designed to focus on making choices that promote wellness and good health. Students can assess their current levels of physical fitness and wellness, formulate goals to improve their current fitness levels and describe the principles involved in promoting and maintaining total wellness and physical fitness in daily living. In addition to physical fitness, the course will include principles of healthy nutrition and stress reduction. **OBJECTIVES:**

1. achieve and maintain a health enhanced level of physical fitness
2. monitor and adjust own fitness program to meet predicted/actual lifestyle changes
3. explore and practice wellness activities that promote physical health
4. work individually on skill improvement during seasonal activities.
5. improve knowledge and understanding of lifetime recreational activities.
6. design a plan achieve fitness goals.

### **EVALUATION:**

Evaluation is based on: tests, projects, and class assignments.

**CREDIT: 1 credit**

**GRADES: 10, 11,12**

## **FAMILY AND CONSUMER SCIENCES**

**Foods and Nutrition**

**Adventures in Family Life**

**Interior Design**

## **FOODS AND NUTRITION (formerly Creative Foods)**

This course will provide students with techniques of food preparation and basic nutrition. Topics will include: health issues, careers, consumerism, meal planning and preparation, and the use of kitchen technology. Laboratory experiences are centered on recipes using eggs, pasta, quick breads, yeast breads, pastry, garnishing, plate painting, table setting, etiquette, regional and foreign foods.

**PERFORMANCE OBJECTIVES:**

1. Make choices that promote wellness and good nutrition
2. Select and use equipment for food preparation
3. Evaluate basic cooking techniques
4. Evaluate factors that affect food safety
5. Develop decorating techniques for cakes and various desserts.

**EVALUATION:** Evaluation is based on: tests, projects, and in-class food lab preparation.

**HOMEWORK:** Homework will be based on skills from each unit.

**FEE: \$15.00**

**CREDIT: 1**

**GRADES: 10, 11, 12**

## **INTERIOR DESIGN**

This course is designed to give students the opportunity to explore methods and techniques that will assist them in choosing and decorating a living space.

The course will use technology to assist students in activities and research involving architectural styles of housing comparing floor plans of living spaces, designing living spaces within a budget, and completing decorating projects to individualize a living space. Students are required to complete a personal decorating project each semester. The personal project is purchased at the student's expense and completed by the student during class.

**PERFORMANCE OBJECTIVES:**

1. Compare and contrast the seven main types of housing
2. Determine the utility of a floor plan in relationship to a family needs.
3. Use the elements and principles of design to create a room plan with appropriateness, harmony, variety, unity, and function
4. Identify seven common color harmonies
5. Identify distinguishing features of the traditional styles of homes
6. Create accessories that complete total room design

**EVALUATION:** Evaluation is based on: tests, projects, and class assignments.

**FEE: \$15.00 for equipment and classroom materials**

**CREDIT: 1 credit**

**GRADES: 10, 11, 12**

## **ADVENTURES IN FAMILY LIFE**

This course is designed to study individuals, life relationships, social life and dating, marriage, family life, management of work and family, aging, and dealing with family crisis. Students will deal with nurturing human growth from conception to adolescence. Some topics included are: pregnancy, delivery, birth defects, child abuse, adoption, and pre-school. Students will also learn techniques to be used in creating a positive home environment, such as sewing, cost analysis and health issues. Students will look at the developmental stages of children and various parenting skills. Students will participate in the Empathy Belly and "Baby Think It Over" simulations. Students are required to buy their own materials for their sewing project.

**PERFORMANCE OBJECTIVES:**

1. Estimate cost of a wedding
2. List contraception methods
3. Give specific information about STD's
4. Report problems of single parents
5. Identify the cost of funerals.
6. Select and complete an individual sewing project

**EVALUATION:** Class notebook, test, in-class participation, speakers, movies, and class activities.

**HOMEWORK:** Reading from the textbook and magazines to complete assignments.

**FEE: \$ 15.00**

**CREDIT: 1**

**GRADES: 9, 10, 11, 12**



# **MATHEMATICS**

**Algebra 1**  
**Accelerated Geometry**  
**Pre-Calculus**

**Algebra 1 Math Lab (elective)**  
**Geometry**  
**Calculus**

**Accelerated Algebra 2**  
**Algebra 2**  
**Statistics & Finite Mathematics**

Currently, the State of Ohio requires four (4) years of Mathematics as a prerequisite for high school graduation for the class of 2014 and beyond. Two units are required for admission to the Columbiana County Career & Technical Center.

**Listed below are expectations for all students within mathematics courses:**

- Active participation, both in small and large groups, is expected.
- Assignments are expected to be completed and corrected in their entirety on a daily basis.
- Good attendance and study habits are essential for success.

## **ALGEBRA 1**

Algebra 1 is a required course for all high school students. It is a prerequisite course for other high school courses. Students will be involved in communicating information mathematically, solving problems from a real world context and justifying the solutions to problems. This is a rigorous course, with the expectations that students will complete homework on a daily basis, correct their own assignments, participate daily and get help when needed. The course is designed to provide students with every opportunity to be successful in and out of the classroom and to create student-centered lessons that focus on the Common Core State Standards. Students may earn Accelerated Algebra credit by completing tasks set forth by their algebra teacher. Such tasks may include: creating a portfolio, extending their thinking through non-core problems, and having deeper mathematical conversations with their peers and teacher.

### **PERFORMANCE OBJECTIVES:**

1. Functions
2. Linear Relationships
3. Simplifying and Solving
4. Systems and Equations
5. Sequences
6. Modeling Two-Variable Data
7. Exponential Functions
8. Quadratic Functions
9. Solving Quadratic and Inequalities
10. Solving Complex Equation

**EVALUATION:** Students will be evaluated by tests, quizzes, learning logs, team tests, team learning logs, team presentations, class preparation, participation, homework, and team discussions.

**CREDIT: 1**

**GRADE: 9**

## **MATH LAB - 1 credit - all year elective course**

Placement into the Math Lab will be based on teacher recommendation.

The ultimate goal of this course is to provide students assistance in learning and understanding mathematics in order to successfully complete their Algebra/Geometry requirement(s) in preparation for the State of Ohio End of Course Exam and future math courses. Students will receive reinforcement and assistance with skills as they directly relate to their course. Students will work with a variety of teaching materials such as computer programs, hands-on manipulatives, and websites in order to master topics. This course is designed so that all work could be completed in class.

**EVALUATION:** Students will be evaluated by tests, quizzes, class preparation, participation, in class assignments, and completion rate of current math class homework.

**CREDIT: 1**

**GRADE: 9-11**

## **ACCELERATED GEOMETRY**

This course is designed for those college bound students who have a strength in mathematics. Geometry is a required course for all high school students. It is a prerequisite course for Algebra II. Students will be working in teams to communicate information mathematically, solving problems from a real world context and justifying the solutions to problems. This is a rigorous course, with the expectations that students will complete homework on a daily basis, correct their own assignments, participate in their team daily and get help when needed. The course is designed to provide students with every opportunity to be successful in and out of the classroom and to create student-centered lessons that focus on the Common Core State Standards.

**PERFORMANCE OBJECTIVES:**

- |                                    |   |
|------------------------------------|---|
| 1. Shapes and Transformations      | 6. Congruent Triangles                  |
| 2. Angles and Measurement          | 7. Proof and Quadrilaterals             |
| 3. Justification and Similarity    | 8. Polygons and Circles                 |
| 4. Trigonometry and Probability    | 9. Solids and Construction              |
| 5. Completing the Triangle Toolkit | 10. Circles and Conditional Probability |

**EVALUATION:** Students will be evaluated by tests, quizzes, learning logs, team tests, team learning logs, team presentations, class preparation, homework, and team discussions.

**HOMEWORK REQUIREMENTS:** Assignments are given as needed throughout the lessons

**PREREQUISITE:** Successful completion of Accelerated Algebra 1 AND Teacher Recommendation.

**CREDIT: 1**

**GRADE: 9, 10**

## **GEOMETRY**

This is a class specifically for the career or college-ready student. Geometry covers the same topics covered in Accelerated Geometry at a slower pace. Geometry is a required course for all high school students. It is a prerequisite course for Algebra II. Students will be working in teams to communicate information mathematically, solving problems from a real world context and justifying the solutions to problems. This is a rigorous course, with the expectations that students will complete homework on a daily basis, correct their own assignments, participate in their team daily and get help when needed. The course is designed to provide students with every opportunity to be successful in and out of the classroom and to create student-centered lessons that focus on the Common Core State Standards.

**PERFORMANCE OBJECTIVES:**

- |                                    |   |
|------------------------------------|---|
| 1. Shapes and Transformations      | 6. Congruent Triangles                  |
| 2. Angles and Measurement          | 7. Proof and Quadrilaterals             |
| 3. Justification and Similarity    | 8. Polygons and Circles                 |
| 4. Trigonometry and Probability    | 9. Solids and Construction              |
| 5. Completing the Triangle Toolkit | 10. Circles and Conditional Probability |

**EVALUATION:** Students will be evaluated by tests, quizzes, learning logs, team tests, team learning logs, team presentations, class preparation, homework, and team discussions.

**HOMEWORK REQUIREMENTS:** Assignments are given as needed throughout the lessons

**PREREQUISITE:** Algebra 1

**CREDIT: 1**

**GRADE: 10**

## **ACCELERATED ALGEBRA 2**

This course is designed for those college bound students who have a strength in mathematics. Algebra II is a required course for all high school students. It is a prerequisite course for Pre-Calculus. Students will be working in teams to communicate information mathematically, solving problems from a real world context and justifying the solutions to problems. This is a rigorous course, with the expectations that students will complete homework on a daily basis, correct their own assignments, participate in their team daily and get help when needed. The course is

designed to provide students with every opportunity to be successful in and out of the classroom and to create student-centered lessons that focus on the Common Core State Standards.

Calculators are required (TI-83 or newer).

**PERFORMANCE OBJECTIVES:**

1. Visualize, express, interpret and describe, and graph functions (and their inverses, in many cases). Given a graph, students will be able to represent the function with an equation, and vice-versa, and transform the graph of several function families.
2. Use of variables and functions to represent relationships given in tables, graphs, situations, and geometric diagrams, and recognize the connections among these multiple representations.
3. Application of multiple algebraic representations to model and solve problems presented as real world situations or simulations.
4. Solving linear or quadratic equations in one variable, systems of equations in two variables, and linear systems of equations in three or more variables, including solving with graphical methods.
5. Use of algebra to rewrite complicated algebraic expressions and equations in more useful forms.
6. Rewriting rational expressions and arithmetic operations on polynomials.
7. The relationship between zeros and factors of polynomials.
8. Operations with complex numbers, and solving quadratic equations with complex solutions.

**EVALUATION:** Weighted Categories are as follows: Coursework/Homework 30%, Homework Quizzes and Tests 55%, Team Tests 15%

**HOMEWORK REQUIREMENTS:** Rate of three or four assignments per week

**PREREQUISITE:** Accelerated Algebra 1 and Accelerated Geometry or Algebra and Geometry with teacher recommendation

**CREDIT: 1**

**GRADES: 10, 11**

## **ALGEBRA 2**

This is a class specifically for the career or college-ready student. Algebra 2 covers the same topics covered in Accelerated Algebra 2 at a slower pace. Students will be working in teams to communicate information mathematically, solving problems from a real world context and justifying the solutions to problems. This is a rigorous course, with the expectations that students will complete homework, correct their own assignments, participate in their team daily and get help when needed. The course is designed to provide students with every opportunity to be successful in and out of the classroom and to create student-centered lessons that focus on the Common Core State Standards. Calculators are required (TI-83 or newer).

**PERFORMANCE OBJECTIVES: Please see objectives from Accelerated Algebra II**

**EVALUATION:** Weighted Categories are as follows: Coursework/Homework 40%, Homework Quizzes and Tests 45%, Team Tests 15%

**HOMEWORK REQUIREMENTS:** Rate of two or three or assignments per week.

**PREREQUISITE:** Algebra 1 and Geometry

**CREDIT: 1**

**GRADES: 11**

## **PRE-CALCULUS**

This college prep course will prepare the college bound student for a Calculus course. This is a rigorous course, with the expectations that students will complete homework, correct their own assignments, participate daily and get help when needed. The course is designed to provide students with every opportunity to be successful in and out of the classroom and to create student-centered lessons that focus on the Common Core State Standards. Calculators are required (TI-83 or newer).

**PERFORMANCE OBJECTIVES:**

1. Advanced Algebraic Concepts
2. The Nature of Graphs of Common Functions
3. Polynomial and Rational Functions
4. Trigonometric Functions and their Graphs
5. The Unit Circle
6. Analytical Trigonometry
7. Vectors and their Applications
8. Conic Sections
9. Exponential and Logarithmic Functions and the Stock Market
10. Matrices. Systems of Equations

**EVALUATION:**

Weighted Categories are as follows: Coursework/Homework 30%, Homework Quizzes and Tests 55%, Team Tests 10%, Projects 5%

**HOMEWORK REQUIREMENTS:** Daily assignments are given, mainly in the form of problem solving or IXL.

**PREREQUISITE:** 80% or better in Accelerated Algebra 2 or Algebra 2

**CREDIT: 1**

**GRADE: 11, 12**

**STATISTICS AND FINITE MATHEMATICS**

This is a class specifically for the career and college-ready student which offers an introduction to statistical reasoning and finite mathematics. Topics include collecting and summarizing data, sampling and randomness, describing distributions, linear regression, probability, correlations and hypothesis testing. Finite Mathematics is an introductory course covering mathematical ideas needed by students of business, social science, biology or fine arts. This course will prepare students for college or other career options.

**PERFORMANCE OBJECTIVES:**

1. Organizing and graphing data
2. Distributions: normal, individual scores, central tendency and variation
3. Correlation.
4. Statistical inference
5. Sampling variability and sampling distributions
6. Sets, Venn diagrams, tree diagrams
7. Probability: density functions, combinations, permutation measures, Bayes Theorem, Bernoulli processes
8. Random variables, expected value and standard deviation
9. Systems of linear equations, matrix algebra, Markov chains

**EVALUATION:** Students will be evaluated by quizzes, tests, in class work, homework and participation required.

**PREREQUISITE:** Algebra 1, Geometry and Algebra 2

**CREDIT: 1**

**GRADE: 12**

**CALCULUS**

Calculus is a dual enrollment course between Crestview High School and Youngstown State University through the Middle College Program. The Middle College program offers college level courses to students at Crestview High School with the ability for the student to earn both college and high school credit without leaving the Crestview High School building. Students who enroll will be issued an official Youngstown State transcript with no charge to students who successfully complete the course. Students will have the opportunity to earn 1 Credit at Crestview High School and earn 4 semester hours through Youngstown State University for the MATH 1571 Calculus I

course. The course will be taken for the duration of Crestview's school year vs one semester if taken on YSU campus. The course will follow YSU's Math Dept Syllabus and criterias. This course description is as follows: A detailed study of limits, derivatives, and integrals of functions of one and several variables with applications. All students enrolled in this course will be required to take YSU's Math Dept Final Exam at the end of the course in May and must meet a minimum score to receive credit through YSU. Students may take this course for Crestview high school credit only.

**PERFORMANCE OBJECTIVES:**

1. Understanding limits and continuity
2. Derivative rules
3. Applications of Derivatives
4. Integration
5. Applications of Integrals
6. Volume of irregular solids

**EVALUATION:** Exams, quizzes, class participation, and homework will be used to determine grade.

**HOMEWORK REQUIREMENTS:** Daily assignments are given

**PREREQUISITE:** B or better in Pre-Calculus

**CREDIT: 1**

**GRADE: 12**

## **MUSIC**

**Band**

**Chorale**

## **BAND**

High School Band is a performance based course where students have the opportunity to improve their skills on their instrument and advance their musicality. Students enrolled in this course will be required to participate in all aspects of the Band program including but not limited to Concert Band, Marching Band, Pep Band, Chamber Ensemble Performances, and Solo Performances. Students enrolled in this course must attend all performances and

rehearsals including Marching Band Camp (scheduled in August) and all other after school rehearsals. Only students enrolled in a performance based High School Music Class will be permitted to participate in events sponsored by the Crestview Music Department. Exceptions will be made only if the student plays an instrument that is not a regular part of the Crestview Music Department offerings and they take weekly private lessons on that instrument from a reputable instructor. Students must have Band as a section of their daily schedule in order to meet practice requirements unless attending CCCTC.

**PERFORMANCE OBJECTIVES:**

The students will be able to

1. Work to improve their individual performance skills on their instrument
2. Understand proper playing techniques specific to their instrument
3. Understand how to play as a member of a large ensemble
4. Understand how to play as a member of a small ensemble
5. Read music on sight
6. Understand musicality and how to play with emotion beyond notes and rhythms

**EVALUATION:**

1. Participation at all rehearsals and performance
2. Playing evaluations
3. Preparation of musical excerpts

**INSTRUMENT USAGE FEE: \$ 30.00**

**CREDIT: 1 --FULL YEAR**

**GRADES: 9-12**

## **CHORALE**

High School Chorale is a performance based course where students have the opportunity to improve their vocal performance skills and advance their musicality. Students enrolled in this course must attend all performances and rehearsals including events that take place outside of the regular school day. Only students enrolled in a performance based High School Music Class will be permitted to participate in events sponsored by the Crestview Music Department. Depending on the enrollment in this course students may be auditioned and divided into two different performing groups based on skill and experience. Chorale members not enrolled in Band may participate in Marching Band as members of the Color Guard.

**PERFORMANCE OBJECTIVES:**

Upon the successful completion of this course, students will:

1. Work to improve their individual vocal performance skills
2. Understand proper singing techniques
3. Understand how to perform as a member of a large ensemble
4. Understand how to perform as a member of a small ensemble
5. Read music on sight
6. Understand musicality and how to sing with emotion beyond notes and rhythms

**EVALUATION:**

1. Participation at all rehearsals and performance
2. Singing evaluations
3. Preparation of musical excerpts

**CREDIT: 1**

**GRADES: 9, 10, 11, 12**

## **SCIENCE**

**Biology 1**

**Anatomy/Advanced Biology**

**Chemistry**

**Chemistry 2**

**Physical Geology**

**Physics**

**Introduction to Geology**

**Integrated Physical Science**

Three credits of science are required to graduate from Crestview High School. Two credits are required for admission to the Columbiana County Career & Technical Center.

College bound students are encouraged to take four courses: Integrated Physical Science, Biology, Chemistry, and

Physics. Three credits are required for the Honor Certificate and “Open Admission”: requirements, two of which must be from biology, chemistry, and physics.

## **BIOLOGY 1**

The course will cover life processes, genetics, comparative anatomy, populations, and classification. Students will use the scientific method and participate in hands-on activities, laboratory experiments, dissections, projects and research.

### **PERFORMANCE OBJECTIVES**

1. Correctly use the microscope.
2. Correctly apply the scientific method.
3. Correctly follow lab procedures and instructions.
4. Work cooperatively in groups and with lab partner.
5. Accurately and thoroughly research a given topic.
6. Apply obtained knowledge to class discussions, questions, and tests.
7. Use technology equipment correctly.

### **EVALUATION:**

Grades are based on laboratory activities, homework questions, written tests, projects, and research. Each activity is assigned a certain number of points. The total points earned is divided by the total points possible to calculate the average.

### **HOMEWORK REQUIREMENTS:**

Homework includes reading assignments, questions, and research projects. Homework is collected for a grade.

**PREREQUISITE:** Successful completion of Integrated Physical Science.

**FEE: \$15.00**

**CREDIT: 1**

**GRADE: 10**

## **ANATOMY/ADVANCED BIOLOGY**

This course is designed for the student who is planning to continue his/her education in a health or biological related field. The majority of this course will cover the anatomy and physiology of the human body. The remainder of the course will cover biological topics such as botany, marine biology, ecology, water/soil testing and criminology. Students will participate in hands-on activities, laboratory experiments, projects and research.

### **PERFORMANCE OBJECTIVES:**

1. Correctly use the equipment during labs.
2. Correctly apply the scientific method.
3. Correctly follow lab procedures and instructions.
4. Work cooperatively in groups and with lab partner.
5. Accurately and thoroughly research a given topic.
6. Apply obtained knowledge to class discussions, questions, and tests.

### **EVALUATION:**

Grades are based on classroom participation, homework, laboratory experiments, projects, research, quizzes, tests, and a student-maintained notebook.

**HOMEWORK REQUIREMENTS:** Assignments will include vocabulary, anatomical coloring, observation, research and projects.

**PREREQUISITE:** Successful completion of Biology 1.

**FEE: \$15.00**

**CREDIT: 1**

**GRADES: 11, 12**

## **INTEGRATED PHYSICAL SCIENCE**

This course is required for all 9<sup>th</sup> graders.

Integrated Physical Science includes content from Chemistry, Physical Science, Biology and Earth Science. Students will develop an understanding of the relationships between these disciplines and apply them to real world issues. Students will engage in hands-on lab activities and use critical thinking skills.

### **PERFORMANCE OBJECTIVES:**

1. Explain photosynthesis, respiration of cells, osmosis, a food chain, and digestion.
2. Explain the difference between atoms, molecules, elements, compounds.

3. Describe the states of matter, endothermic and exothermic changes.
4. Describe how electricity works.
5. Newton's Laws of Motion
6. Describe the colors of the spectrum and how prisms work and electromagnetic spectrum.
7. Interpret various symbols on a weather map and explain how our weather occurs.
8. Plate Tectonics.

**EVALUATION:** Student performance will be evaluated on class participation, homework, labs, quizzes, updated notebook and test scores

**HOMEWORK REQUIREMENTS:**

Assignments will include vocabulary, class observations, labs, projects and problem solving.

**FEE: \$15.00**

**CREDIT: 1**

**GRADE: 9**

## PHYSICS

Physics is a physical science dealing with the relationship between matter and energy. Content taught will include measurement and problem-solving, linear and rotational motion, forces, energy, momentum, waves, sound, light, electricity, and magnetism. The course is designed to help students investigate and understand things that occur in everyday life and to prepare them for college science work. The course is loaded with math computations.

**PERFORMANCE OBJECTIVES:**

1. Given the laboratory apparatus, the student will be able to properly assemble it so as to investigate and record all necessary mathematical data necessary to achieve the goal for this particular lab.
2. Given a problem involving the basic mathematical functions of physics, the student will be able to calculate the correct answer.
3. Given a word problem, the student will be able to select and apply the proper formula and law so as the correct answer.
4. Given a sketch of a particular situation in the physical world, the student will be able to analyze the setup using the proper physics law and then answer a series of questions concerning the situation.
5. Given a graph the students will be able to analyze, interpret and make calculations.

**CLASS PHILOSOPHY:**

As a part of this class students will be required to read the textbook, take notes during class, complete homework assignments and projects in a timely manner, participate in classroom discussions and lab experiments as mature adults, and to complete all forms of assessment to the best of their ability.

**EVALUATION:**

The school's grading scale can be found in the student handbook. Grades in this class will be based on homework, quizzes, labs, and tests.

Homework: 5 points each

Quizzes: 10-15 points each

Labs: 15-50 points each

Tests: 50-70 points each

**PREREQUISITES:** Algebra I and Geometry. Physics is a senior level course but is open to junior students who are also enrolled in pre-calculus. Only serious students should take physics. It is a difficult course.

**FEE: 15.00**

**CREDIT: 1**

**GRADES: 11, 12**

## CHEMISTRY

Chemistry is a science dealing with the structure and composition of substances, the changes in composition, and mechanisms by which these changes occur. The major areas covered are matter and its changes, atomic structure, chemical formulas and equations, physical phases of matter, and solutions. The course is designed as a survey of chemistry for those students planning to go to post-high school training as well as for those who have a deep interest in the inner working of nature. A good knowledge of basic algebra is very helpful to students.

**PERFORMANCE OBJECTIVES:**

1. Given a written problem involving basic algebra, the students determine the answer.
2. Given a series of substances and laboratory equipment, the student will perform the proper experimental steps and



record his data.

3. Given a work problem the student will be able to select and apply the proper laws and formulas so as to arrive at the correct answer.

4. Given a graph, the student will be able to analyze, interpret and make calculations.

5. Given information about a chemical substance, the student will be able to identify the kind of material, and given a complete description of its properties and how it will interact with other substances.

**CLASS PHILOSOPHY:**

As a part of this class students will be required to read the textbook, take notes during class, complete homework assignments and projects in a timely manner, participate in classroom discussions and lab experiments as mature adults, and to complete all forms of assessment to the best of their ability.

**EVALUATION:**

The school's grading scale can be found in the student handbook. Grades in this class will be based on homework, quizzes, labs and tests.

Homework: 5 points each

Quizzes: 10-15 points each

Labs: 15-50 points each

Tests: 50-70 points each

**PREREQUISITE:** Algebra I. Students who are willing to work and be serious about the class will do fine in chemistry.

**FEE: \$15.00**

**CREDIT: 1**

**GRADES: 10, 11, 12**

## **CHEMISTRY 2**

Chemistry 2 has been designed specifically for those students who will be pursuing a degree in a science related field. This course will pick up where the first year chemistry left off. There will be more in depth discussions of solution/acid base chemistry, reaction rates, chemical equilibrium, oxidation-reduction reactions and organic chemistry.

**PERFORMANCE OBJECTIVES:**

1. Students will perform acid-base titrations to determine such things as the effectiveness of different antacid products or to verify the amount of an active ingredient in substances such as vitamin C tablet or aspirin.
2. Students will determine heats of formation/reaction for a given chemical reaction.
3. Students will study the underlying concepts associated with chemical equilibrium.
4. Students will also study oxidation-reduction reactions (half reactions, balance redox equations and their Relationship to batteries).
5. Students will also be introduced to organic chemistry including the importance of organic compounds in our world and the naming system for organic compounds.

**CLASS PHILOSOPHY:** As a part of this class students will be required to participate in all activities, complete all assignments in a timely manner, and participate in class discussions.

**EVALUATION:** The school's grading scale can be found in the student handbook. Grades in this class will be based on homework (5 points each); quizzes (10-15 points each); labs (15-50 points each) and tests (50-70 points each).

**PREREQUISITE:** Chemistry

**FEE: \$ 15.00**

**CREDIT: 1**

**GRADES: 11, 12**

## **INTRODUCTION TO GEOLOGY**

This course is a basic introduction to the concepts of Geology. Students will begin to understand how the earth works and how it supplies us with the energy and resources that we need. The course will also explore the forces that are constantly changing the Earth's surface and interior.

**PERFORMANCE OBJECTIVES:**

1. Earth's resources: coal, oil, natural gas, construction materials
2. Earth's interior
3. Plate tectonics
4. Geologic structures (folds, faults)

5. Earthquakes, volcanoes, mountains
6. Basic minerals and rocks
7. Weathering, erosion, mass wasting
8. Geologic history

**EVALUATION:** Based on homework, assignments, tests, projects, lab activities and Internet projects

**CREDIT: 1**

**GRADES: 11, 12**

## **PHYSICAL GEOLOGY**

Physical Geology is a college prep class that introduces students to the key concepts in geology. Students engage in investigations to understand and explain the behavior of nature in a variety of inquiry and design scenarios that incorporate scientific reasoning analysis, communication skills and real world application.

### **PERFORMANCE OBJECTIVES:**

Investigate the following topics:

1. Properties of minerals
2. Rock types
3. Earth History
4. Plate Tectonics
5. Earth's Resources
6. Oceans
7. Glaciers

**EVALUATION:** Based on tests, quizzes, and Internet projects

**CREDIT: 1**

**GRADES: 11, 12**

## ***SOCIAL STUDIES***

**Government**

**World Issues/Current Events**

**Psychology**

**American History**

**AP World History**

**Modern World History**

**History of American Pop Culture & Sports (elective)**

Three credits of Social Studies are required for graduation from Crestview High School: American History, Government, and World History. One Credit is required for admission to the Columbiana County Career & Technical Center.

Four credits are required for the Honor Certificate (two from History), and "Open Admission" requirement.

## **GOVERNMENT**

Government class is a study of how the American government came to exist, how government works and how it impacts our daily lives. Students will examine the following areas: basic principles outlined in the U.S. Constitution, structure and functions of the federal government, civic participation and involvement and Ohio's state and local governments. In addition, students will learn the fundamentals of financial literacy including personal income, money management, investing, and banking.

### **PERFORMANCE OBJECTIVES:**

Students in Government class should be able to :

1. Explain the similarities and differences of the political parties in the U.S..
2. Explain the importance of voting and the voting process..
3. Describe and analyze the U.S. Constitution, the Bill of Rights and the Amendments
4. Identify and explain the functions of each branch of government
5. Identify and explain the rights and freedoms of people
6. Identify how U.S. citizens can participate in the political process
7. Identify and describe wages, benefits and taxes
8. Analyze the costs and benefits of financial decisions
9. Develop a personal finance plan

**EVALUATION:** Students will be evaluated using the following: class assignments, quizzes, projects, homework, essay/writing assignments, tests

**HOMEWORK REQUIREMENTS:** Students will have some homework in the form of reading, writing assignments and project work  
**CREDIT: 1 GRADE: 10**

## **PSYCHOLOGY**

Psychology is about the study of people and behavior. Students will learn of different psychological schools of thought and various topics such as research, human development, memory, emotion, personality and psychological disorders.

Note: This is a course designed to prepare students for the humanities credit required by colleges and universities.

### **PERFORMANCE OBJECTIVES:**

Students in Psychology class should be able to:

1. Identify major historical and modern contributors to the field of Psychology.
2. Explain basic methods of psychological research.
3. Identify and describe the stages of development from infancy to old age
4. Identify and describe the parts brain, nervous system, eye and ear
5. Explain different types of personality and how they impact a person's thinking and behavior
6. Identify and explain the different views of intelligence.
7. Summarize the causes, symptoms and treatment of various psychological disorders.

### **EVALUATION:**

Students will be evaluated using the following: class assignments, quizzes, projects, homework, essay/writing assignments, tests

### **HOMEWORK REQUIREMENTS:**

Students will have some homework in the form of reading and writing assignments and project work

**CREDIT: 1**

**GRADES: 11, 12**

## **WORLD ISSUES/CURRENT EVENTS**

This course provides a practical consideration of some of the most important issues impacting the world today, including global business and economics, cross-cultural relations, international conflicts, current events, technological developments, worldwide organizations, planetary evolution and systems theory, etc. Students will investigate topics through a combination of interactive classroom lectures and discussion, multimedia presentations, online resources, and exercises.

### **PERFORMANCE OBJECTIVES:**

The students will be able to:

1. Understand school policy.
2. Recognize world problems.
3. Analyze decision making by our government cause effect.
4. Recognize different places.

**EVALUATION:** Pupil performance will be based on attendance, class participation, reports, homework, tests, and projects.

**HOMEWORK REQUIREMENTS:** Homework will consist of readings, answering questions in text or handbooks, and outside reading and worksheets.

**CREDIT: 1**

**GRADE: 12**

## **AMERICAN HISTORY**

American History is a required course that is offered to freshmen. This course is a study of the historical developments of the United States after 1865. Its major premise is the study of the ideals that have helped form the American government from the Reconstruction to the present.

### **PERFORMANCE OBJECTIVES:**

The student will be able to:

1. Define the basic concepts and generalizations that are to be developed in the study of American History.
2. Examine the "why" of history as well as the "what".
3. Problem solve, think critically, and make decisions.

4. Develop cognitive and affective learning skills.
5. Understand the nature and significance of traditional American values.

**EVALUATION:**

Pupil performance will be based upon class participation, attendance, oral and written reports, objective tests and essay tests, group discussion, and projects.

**HOMEWORK REQUIREMENTS:** Homework assignments include reading questions in the text, worksheets and short reports.

**PREREQUISITE:** None

**CREDIT:** 1

**GRADE:** 9

## **MODERN WORLD HISTORY**

This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements, world geography and the effects of global interdependence. We will use videos, internet resources, as well as primary and secondary texts to evaluate multiple perspectives and draw conclusions about the modern era of history.

**PERFORMANCE OBJECTIVES:**

The student will be able to:

1. Identify major countries, oceans, seas, and continents.
2. Explain the importance of history and know how it is studied.
3. Identify major historical events.
4. Understand the cause and effect of major world conflicts.
5. Understand how the past shapes the future.

**EVALUATION:** Students will be evaluated using objective tests, quizzes and graded homework. There will also be written essay assignments, projects, and oral presentations.

**HOMEWORK REQUIREMENTS:** Students will have regular homework assignments. They will consist of reading and writing assignments.

**CREDIT:** 1

**GRADES:** 11, 12

## **AP WORLD HISTORY**

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. Specific themes such as humans and the environment, cultures, expansion, conflict, economic systems and social structures from 600 B.C.E. to the present will be studied. This rigorous course is for students who both love history and possess a strong work ethic. The opportunity to take the AP college credit exam for this course will be provided for students currently enrolled in the course at no cost to the student. The exam score may qualify students for college credits in World History which will be accepted at any college or university in the United States. Earning the required exam score will result in the college credits at no expense to the student.

**PERFORMANCE OBJECTIVES:**

The student will be able to:

1. Identify major countries, oceans, seas, and continents.
2. Explain the importance of history and know how it is studied.
3. Identify major historical events.
4. Understand the cause and effect of major world conflicts.
5. Understand how the past shapes the future.

**EVALUATION:**

Students will be evaluated using objective tests, quizzes and graded homework. There are also some extra projects required such as oral presentations, notebook and projects.

**HOMEWORK REQUIREMENTS:**

Students will have regular homework assignments. They will consist of reading and writing assignments.

**CREDIT:** 1

**GRADES:** 11, 12

## **HISTORY OF AMERICAN POP CULTURE AND SPORTS, 1900 TO PRESENT (elective course)**

History of American Pop Culture and Sports is an elective course that is a study of the historical developments in pop culture and sports in the United States from 1900 to the present. It's major premise is the study of the role music, film and American sports have played in development of the culture of the people of the U.S.

### **PERFORMANCE OBJECTIVES:**

The student will be able to:

1. Define the basic concepts and generalizations that are to be developed in the study of American History in relation to pop culture
2. Examine the "why" of history as well as the "what"
3. Problem solve, think critically and make decisions
4. Develop cognitive and affective learning skills
5. Understand the nature and significance of American pop culture and sports in modern times

### **EVALUATION:**

Pupil performance will be based upon class participation, attendance, oral and written reports, objective tests and essay tests, group discussion and projects

### **HOMEWORK REQUIREMENTS:**

Homework assignments include reading text, answering questions, worksheets and short reports. Most homework will be given online through Google Classroom

**CREDIT: 1**

**GRADES: 9- 12**

## **EDUCATION ELECTIVES**

<b>Yearbook</b>	<b>Theatre Exploration</b>
<b>Personal Finance</b>	<b>Career Based Intervention</b>
<b>Crestview Work Study</b>	<b>Middle College Program</b>

## **YEARBOOK**

This course is designed to teach the skills necessary to produce the school yearbook. The year begins by planning the coverage for the school year and designing a theme, layout and design techniques, writing and editing copy, headlines and picture captions.. This course provides the study of and practice in gathering and analyzing information, interviewing, note taking and photography. Students will learn strategies of planning, marketing and distribution of the yearbook. .Students will learn good work habits and are responsible for all phases of yearbook publication.

### **PERFORMANCE OBJECTIVES:**

1. Apply the basic principles of page design and layout
2. Operate software
3. Write copy for captions and text
4. Shoot, select and crop photographs for layout
5. Execute a publication strategy

**EVALUATION:** Students will be assessed on meeting deadlines, selling ads, work ethic and the quality of work produced including layout design, writing copy and cropping photos.

**CREDIT: 1**

**GRADES: 9-12**

## **THEATRE EXPLORATION**

This course will help the student develop an appreciation and understanding of theatre through historical perspectives, comparison with other art forms, and primary acquaintance with practice and techniques of script interpretation, producing, directing, acting, and all aspects of design.

### **PERFORMANCE OBJECTIVES:**

1. Distinguish characteristics of theatre that differentiate it from other art forms
2. Describe the major components of the theatrical event (lighting, sound, staging, set design)
3. Describe the functions of the various theatre personnel
4. Define specific terms relating to the study of theatre

5. List and describe the parts of a play
6. Describe the different forms of drama

**EVALUATION:** Students will be evaluated using tests, quizzes, projects and class assignments.

**CREDIT: 1      GRADES: 9-12**

## **PERSONAL FINANCE/CAREER EXPLORATION**

Personal Finance class will cover money, credit, and resource management. These units will tie together pay, taxes, and banking. The unit on credit will thoroughly explain how to maintain a positive credit score and manage credit cards. We will finish the course with financial security and risk management. These units will explore retirement planning and all types of insurance everyone must have. The skill learned in personal finance will be applied to individual career exploration.

### **PERFORMANCE OBJECTIVES:**

1. Pay, benefits, taxes, budgets and financial records
2. Checking accounts and other banking services
3. Investing for your future
4. Credit records and laws
5. Property, liability, health and life insurance

### **EVALUATION:**

Students will be graded using tests, reports, class participation and graded assignments.

### **HOMEWORK ASSIGNMENTS:**

Homework will be reading and writing assignments according to class objectives.

**CREDIT: 1 credit**

**GRADE: 12**

## **CAREER BASED INTERVENTION (CBI)**

Career Based Intervention (CBI) is a program that focuses on career exploration and academic intervention for students identified as disadvantaged and having barriers to career and academic success. The program will include online credit recovery for students who have failed multiple courses along with academic supports for students to earn credits that will enable them to make positive academic and career choices. Career exploration through on site visits, research and digital methods will be a part of the course. Admission by application and administrative approval.

### **PERFORMANCE OBJECTIVES:**

Upon the successful completion of this course, students will:

1. Improve academic competence
2. Graduate from high school
3. Develop employability skills
4. Implement an Individual Academic and Career Plan (IACP)
5. Participate in a career pathway in preparation for postsecondary education and careers

**CREDITS: 1 for lab**

**GRADES: 10, 11**

## **CRESTVIEW WORK STUDY**

Crestview Work Study is a program that focuses on work-based learning and academic intervention for students identified as disadvantaged and having barriers to career and academic success. Admission to the program is through application which can be obtained from the School Counselor's department.

### **PERFORMANCE OBJECTIVES:**

Upon the successful completion of this course, students will:

1. Improve academic competence
2. Graduate from high school
3. Develop employability skills

4. Implement an Individual Academic and Career Plan (IACP)
5. Participate in a career pathway in preparation for postsecondary education and careers

**CREDITS: 2 for lab, 1 for related class**

**GRADES: 11, 12**

## **MIDDLE COLLEGE PROGRAM**

### **SELECTED TOPICS IN MUSIC**

Selected Topics in Music Selected Topics in Music is a dual enrollment course with Crestview High School and Kent State University through the Middle College Program. The Middle College program offers college level courses to students at Crestview High School with the ability for the student to earn both college and high school credit without leaving the Crestview High School building. All students who enroll will be issued an official Kent State transcript with no charge to students who successfully complete the course. Students will have the opportunity to earn 1.5 Credits at Crestview High School and 3 Credits through Kent State University. The first semester of the course will be The Understanding of Music taught through Kent State University. The course description from the Kent State University is as follows: This course is designed as a listening approach for the understanding of Western art music, folk, and jazz. Particular attention is paid to musical styles, forms, and compositional techniques as related to music history. Not open to KSU music majors. This course may be used to satisfy the Liberal Education Requirements. During the first semester of the course students will be required to attend two live performances of a “classical” nature. One must be a collegiate or professional performing group and the other may be a high school or community group. The instructor will attempt to organize opportunities for students to fulfill these requirements. The second semester will expand upon the material covered through the Kent State University portion of the course and include other topics such as world music, music and medicine, music and the brain, music and its role in society, music education, careers in music, and other topics. This is a year long course. Students may not withdraw or enroll after the first semester.

**PERFORMANCE OBJECTIVES** Students will:

1. Expand their knowledge of music as a field of study
2. Increase their understanding of music and its role in society, history, and culture
3. Gain a greater appreciation for music and those who perform, create, and interpret it
4. Examine how music relates to other fields

**EVALUATION:**

1. Exams
2. Reading Quizzes
3. Homework
4. Projects
5. In Class Participation
6. Concert Attendance

**CREDITS: 1.5 for Crestview, 3 Kent State University credits**

**GRADES: 10, 11, 12**

**CALCULUS-** Crestview and Youngstown State University dual credit-see course description pg.28

## **COLUMBIANA COUNTY CAREER AND TECHNICAL CENTER**

**The Columbiana County Career and Technical Center offers the following vocational programs. Students must have earned 8 credits prior to enrollment to attend ½ day lab. Minimum requirements to attend full**

**day classes are: 9<sup>th</sup> and 10<sup>th</sup> gr. English, 2 Math credits, 1 Science credit, 1 Social Studies credit, Health and Physical Education.**

Automotive Collision Technology  
Automotive Technology/Tech Prep  
Construction Technology/Tech Prep  
Health Academy/Tech Prep  
Cosmetology  
Culinary Careers  
Interactive Multimedia  
Welding & Fabrication  
Veterinary Science Technology  
Information Technology Academy  
Landscape & Environmental Design  
Precision & Machining Manufacturing

## **CRESTVIEW HIGH SCHOOL CLUBS AND ORGANIZATIONS**

Crestview students are encouraged to participate in the following organizations:

Academic Challenge

Drama Club

Spanish Club

Yearbook

National Honor Society

Computer Club

Math Club

FCC Club

Leo Club

Senior Class

Junior Class/Prom

Sophomore Class

Freshman Class

Art Club

Spirit Club

Student Council

French Club

Teen Institute

Chemistry Club

Big Brothers/Big Sisters

English Festival

Math Festival

Fall One-Act Plays

Spring Musical

Band (marching, concert, pep)

Choir

Drumline

Athletics

(Cheerleading, Football, Volleyball, Baseball, Softball, Girls and Boys Golf, Soccer, Basketball, Track, Wrestling, Bowling, Cross Country, Swimming)

See club advisor for details of participation.

## **CRESTVIEW HIGH SCHOOL COURSE OF STUDY**



**Students must earn 22 units of credit to graduate; including the following: English/Language Arts (4); Mathematics (4); Social Studies (3); Science (3); Health (1/2); Physical Education (1/2); Business/Technology, Fine Arts, or Foreign Language (and combination leading to 1 credit), Electives: ( 8).**

## **COLLEGE PREPARATORY COURSE – RECOMMENDED SEQUENCE**

### **FRESHMAN**

Accelerated English 1  
Accelerated Algebra 1  
Integrated Ph. Science  
American History  
Spanish 1 or French 1  
Phys. Ed/ Computer Tools  
Band/Chorale  
+ Electives

### **SOPHOMORE**

Accelerated English 2  
Accelerated Geometry  
Biology  
Spanish 2 or French 2  
Health /Phys. Ed  
Government  
+ Electives

### **JUNIOR**

AP Language Composition  
Accel Algebra 2  
Chemistry  
Anatomy/Adv. Biology  
Spanish 3 or French 3  
AP World History or Modern World History  
+ Electives

### **SENIOR**

AP English Literature  
Calculus or Pre-Calc  
Physics or Chemistry 2  
Spanish 4 or French 4  
World Issues  
Psychology  
+Electives

## **GENERAL COURSE – RECOMMENDED SEQUENCE**

### **FRESHMAN**

English 1  
Algebra 1  
Integrated Physical Science  
American History  
Phys. Ed./ Computer Tools  
Band/Choir  
+ Electives

**SOPHOMORE**

English 2  
Geometry  
Health / Physical Education  
Government  
Biology  
+ Electives

**JUNIOR**

American or World Literature  
Introduction to Geology  
World History  
Family/Consumer Sciences  
Algebra 2  
+ Electives

**SENIOR**

American or World Literature  
World Issues/Current Events  
Statistics  
Psychology  
Personal Finance  
+ Electives

**VOCATIONAL COURSE – RECOMMENDED SEQUENCE**

**\*Must have 8 credits minimum to be accepted at CCCTC**

**FRESHMAN**

English 1  
Algebra 1  
Integrated Physical Science  
Phys. Ed/Computer Tools  
American History  
Band/Choir  
+ Electives

**SOPHOMORE**

English 2  
Geometry  
Health/Physical Education  
Government  
Biology  
+Electrives

**JUNIOR**

**SENIOR**

1. Lab courses at CCCTC .  
Academic courses can be here at Crestview High School or at CCCTC.
2. Work Study and related courses in Career Connections program.
3. Two bus routes each day to CCCTC.

**WHAT IS COLLEGE CREDIT PLUS?**

H.B. 487 for College Credit Plus was signed into law June 16, 2014. H.B. 487 replaces Ohio's Post-Secondary Enrollment Options program (PSEO) and all alternative dual enrollment programs

previously governed by Ohio Revised Code Chapter 3365. All Ohio public secondary and public institutions of higher education (IHE) must participate.

The College Credit Plus Program provides students in grades 7-12 the opportunity to enroll, on a full or part-time basis, in nonsectarian courses for high school and/or college credit at any state-assisted college or university within Ohio, or any institution holding a certificate of authorization to award degrees issued by the Ohio Board of Regents. The program is intended to complement the high school preparatory curriculum and provide enriched educational opportunities to students that are beyond the opportunities offered by Crestview High School.

#### **PROCEDURES FOR COLLEGE CREDIT PLUS:**

- Crestview High School will provide information about the College Credit Plus program to students in grades 6-11 prior to the first day of March each school year.
- Students and parents should attend the College Credit Plus informational meeting held each year.
- A student and his or her parents must complete the “Intent to Participate” form prior to the first day of April if they plan to enroll the following school year.
- A student and his or her parents must sign the “Counseling” form prior to enrollment in the program, stating that they received counseling from Crestview High School. Attending the informational night counts as the counseling session. A student must apply and meet all admissions requirements of the college/university, which typically include ACT/SAT or college entrance exam scores.
- A student must be enrolled in both junior high/high school and college to participate.

#### **OPTIONS FOR COLLEGE CREDIT PLUS:**

Option A: Permits eligible students to enroll in college courses for college credit. Students electing this option will be required to pay all costs incurred; including tuition, books, materials, and fees.

Under this option, students can elect if the college course work completed is part of the high school transcript to count as credit toward graduation. Rationale for selecting this option would include: (1) high school class rank is not affected; (2) high school GPA is not affected; and (3) credits earned are assured of transferring to accepting institutions.

Option B: Permits eligible students to enroll in college courses for college and high school credit. Students electing this option will not be required to pay for tuition, books, materials, or fees.

Under this option, students may be awarded full college credit by the college or university the student attends post high school. Since the receiving institution typically has the authority to accept or deny transfer credit hours, it is always best to discuss the potential transfer of credit prior to enrolling in a course, rather than assuming the credit will automatically transfer.

#### **DELIVERY METHOD FOR COLLEGE CREDIT PLUS:**

College Credit Plus courses can be delivered in any of the following ways:

- Taken on the college campus with a college instructor

- Taken online with a college instructor or adjunct high school instructor
- Taken in the high school with a college instructor
- Taken in the high school with an adjunct high school instructor

**CREDIT POLICY OF COLLEGE CREDIT PLUS:**

- Completion of a 3, 4, or 5 credit hour course through CCP equates to 1 credit at the high school. A 2 credit hour course equates 0.67 credits, and a 1 credit hour course equates 0.33 credits.
- The maximum number of credits a student can take through college credit plus per year is 30.
- Students can find a 15 credit hour and a 30 credit hour pathway on the secondary school’s website.
- Students enrolled in a CCP course that is taken in place of a course that is tested must still take the state prescribed PBA and EOY assessments for that course, regardless of whether that course is consistent with the content standards of that course.
- If there is a dispute between Crestview’s Board of Education and the student regarding high school credits granted for a course taken at the college level, the student may appeal the Board of Education’s decision to the State Board of Education. The State Board of Education’s decision regarding any high school credits is final.

**FINANCIAL OBLIGATIONS OF COLLEGE CREDIT PLUS:**

- Students who choose to enroll under Option A are responsible for all financial obligations. The college or university shall notify the student about payment of tuition and fees in the customary manner followed by the institution. The student shall be responsible for payment of all tuition, materials, and fees.
- Students who choose to enroll under Option B and who successfully completes the course has no financial obligations. Students who choose to enroll under Option B and who fail to complete the course, whether through a formal class-drop process, non-attendance or failure, will result in all financial obligations for the course defaulting to the student or his/her parents. It is the responsibility of the college to notify the student, parent, and school district of participating student’s failure to complete the course(s).

**POTENTIAL BENEFITS OF COLLEGE CREDIT PLUS:**

- Expands the curriculum available to students.
- Provided opportunities for students to study “in depth” those areas of special interest or need.
- Allows students the opportunity to earn college credit while in high school.
- Allows students to experience college level studies prior to making final postsecondary plans.

**POTENTIAL CONSEQUENCES OF COLLEGE CREDIT PLUS:**

- Failure to complete or pass the college course will result in the student assuming all financial obligations for that course.

- Failure to complete or get into a college course could affect high school graduation if the course is necessary for completing local graduation requirements.
- Under option B, all grades received for college courses taken will be included on the high school transcript and calculated in the high school GPA and class rank.
- Participation in the program could conflict with mandatory high school state testing days and times, thus causing a hardship for the student.
- Participation in the program may involve increased time for travel and study, which could cause hardship if the student participates in extracurricular activities.
- College schedules and vacation times are usually different from the high school and could cause the student and his/her family conflict. Vacations planned to coincide with a college break will not be approved by the administration.

**ACADEMIC RESPONSIBILITY OF STUDENT:**

- Select courses necessary for high school graduation.
- Selects courses necessary to meet NCAA or NAIA sports eligibility requirements, should the student decide to pursue sports at the college/university level post high school graduation.
- Maintain the necessary credits (5 high school credit hours or 15 college credits per semester) for OHSAA sports eligibility should the student choose to participate in high school sports.
- Select courses that will transfer to the student’s intended college/university post high school graduation.
- Receive counseling from high school counselor and college academic advisor when selecting courses.
- Maintain the grades necessary to continue participation in the program.
- Communicate with the college professor when necessary. Staff members at the high school do not have access to student assignments or grades.
- Abide by the college/university’s attendance policies. Neither parents nor the local school district will receive notification regarding a student’s failure to report to class.

**How will my college credits transfer to other colleges or universities?**

It is the decision of each individual college/university to determine if the postsecondary courses a student takes in high school will transfer to their college/university. It is recommended that student’s consult with the admissions department at the college/university in which they plan to attend after graduation. Students can also visit [www.transfercredit.ohio.gov](http://www.transfercredit.ohio.gov) to see how credits can transfer.

**IS COLLEGE CREDIT PLUS FOR YOU?**

High School	College
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Usually told in class what you need to learn from assigned readings.	It is up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you have already read the material.
Structured environment. You attend school five days a week, daily schedule is routine, you begin and end school as a group, and you have mandated attendance.	You must manage your own time. The routine changes every day; classes may be online, face to face, or a combination of both and instructors are not necessarily going to hold you accountable for attendance.
You have teachers and parents as guides. Expectations are repeated often as reminders, and teachers hold students accountable.	You balance your responsibilities on your own. Students are treated as adults, expected to follow the course syllabus on their own, and to initiate contact if assistance is needed.
Grades are given for most assigned work, consistent homework may raise your grade, and testing is frequent and over small sections.	Tests are infrequent and cover a large amount of material, review sessions are rare, students must organize their study topics and prepare to be tested, and make up tests may not be available.
Assigned readings are often done in class, discussion is teacher led, and lessons are read and reviewed.	You will spend three hours outside the classroom on coursework for every hour you are in the classroom. There are substantial reading assignments outside the classroom.
You can potentially improve your grade with homework and extra credit.	Your grade is the result of your performance on tests and papers.

**DEADLINES:**

Students interested in participating in the College Credit Plus program must sign an “Intent to Participate” form by April 1<sup>st</sup> of the preceding school year. In addition, they must receive counseling and sign a “Counseling” form prior to enrollment in the program. Applying to the higher education institution is the responsibility of the student. The deadlines for those institutions must be followed as well. The Crestview High School counseling department is available to answer questions related to the College Credit Plus program. Official rules of College Credit Plus can be found on the Ohio Board of Regents website, [www.ohiohighered.org/college\\_credit\\_plus](http://www.ohiohighered.org/college_credit_plus).

**This form must be returned to your School Counselor  
by April 1<sup>st</sup> COUNSELING FORM  
***COLLEGE CREDIT PLUS*****

I hereby certify I have been counseled and agree to abide by all policies, procedures, and academic responsibilities related to the College Credit Plus Program. I understand that Crestview High School and the Crestview Local School's Board of Education have met all of the requirements set forth by law prior to my child attending the post-secondary institution of his/her choice for the upcoming school year.

Students who choose to enroll under Option B and who fail to complete the course, whether through a formal class-drop process, nonattendance or a failing grade, will result in all financial obligations for that course defaulting to the student or his/her parents. It is the responsibility of the college to notify the student, parent, and school district of a participating student's failure to complete the course(s).

I understand that the secondary institution has information available regarding College Credit Plus in the form of an Academic Guide, on their website, in the high school counseling office, and at their annual College Credit Plus information meeting. Complete rules of the College Credit Plus Program can be found at the Ohio Board of Regents website at [www.ohiohighered.org/college\\_credit\\_plus](http://www.ohiohighered.org/college_credit_plus).

\_\_\_\_\_ I hereby certify that I have received counseling from the secondary institution and agree to abide by the policies, procedures, and academic responsibilities of College Credit Plus.

\_\_\_\_\_ I have received notification where I can locate information regarding College Credit Plus.

Student Signature \_\_\_\_\_  
Date \_\_\_\_\_

Parent Signature \_\_\_\_\_  
Date \_\_\_\_\_

School Counselor \_\_\_\_\_  
Date \_\_\_\_\_



## Letter of Intent to Participate in College Credit Plus

PLEASE PRINT

Date \_\_\_\_\_  
AFTER APRIL 1, YOU WILL NEED PERMISSION FROM THE SCHOOL DISTRICT SUPERINTENDENT TO PARTICIPATE.

Student Name \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_

Home Address \_\_\_\_\_

PLEASE INDICATE PREFERRED METHOD OF CONTACT:

Parent Phone Number (Day) \_\_\_\_\_ (Evening) \_\_\_\_\_

Parent Email Address \_\_\_\_\_

Student Contact Info \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

I would like to declare my intent to participate in the College Credit Plus program. I understand that signing this form does not require that I participate during the coming school year and I may decide not to participate without consequence.

I also understand that it is my responsibility to notify my school if I do not gain admission to my selected institution of higher education or choose not to participate for some other reason.

In addition, I certify that I have received counseling about the College Credit Plus program concerning the rules and regulations for both my school and the college, and that I understand my responsibilities, the benefits and possible risks of participating in the College Credit Plus program.

Student Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_



Pathways that are exactly 15 or 30-credit hours may be achieved by selecting a variety of courses. Many courses could substitute for the above examples. Courses may be taken over a longer period of time and sometimes in a different sequence. College advisors and your high school counselor can help you explore your options.

Key to Tables: Y = Yes, n/a = not available at present

## Sample 30-Credit General Education Pathway

Semester or year I	Course	Credits	In the High School	On campus	On-line
ENG 1550	English Composition I	3	Y	Y	Y
MATH 1510 MATH 1571	College Algebra or Calculus I	4	Y	Y	n/a
CMST 1545	Communications Foundations	3	Y	Y	Y
BIOL 2601 or CHEM 1515	General Biology: Molecules and Cells or General Chemistry I	4	Y	Y	n/a
	Credit Hours	14			

Semester or year II	Course	Credits	In the High School	On campus at YSU	On-line
ENG 1551	English Composition II	3	n/a	Y	Y
ENG 2618	American Literature and Diversity	3	Y	Y	Y
PSYCH 1560	General Psychology	3	n/a	Y	Y
BIOL 2602 or CHEM 1516 or PHYS 1501	General Biology: Organisms and Ecology or General Chemistry II or Fundamentals of Physics	4	Y	Y	n/a
CMST 2610	Intercultural Communications	3	n/a	Y	Y
	Credit Hours	16			
	Total Pathway Credit Hours	30			

## Sample 15-Credit General Education Pathway

Semester or year I	Course	Credits	In the High School	On campus at YSU	On-line
ENG 1550	English Composition I	3	Y	Y	Y
MATH 1510 MATH 1571	College Algebra or Calculus I	4	Y	Y	n/a
CMST 1545	Communications Foundations	3	Y	Y	Y
	Credit Hours	10			

Semester or year II	Course	Credits	In the High School	On campus at YSU	On-line
ENG 1551	English Composition II	3	n/a	Y	Y
ENG 2618	American Literature and Diversity	3	Y	Y	Y
	Credit Hours	6			
	Total Pathway Credit Hours	16			



Criterion	Ohio Diploma	Academic Honors Diploma	International Baccalaureate Honors Diploma	Career Tech Honors Diploma	STEM Honors Diploma	Arts Honors Diploma (Includes dance, drama/theatre, music, and visual art)	Social Science & Civic Engagement Honors Diploma
<b>Math</b>	4 units, must include one unit of algebra II or equivalent	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content	5 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content <sup>4</sup>	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content
<b>Science</b>	3 units	4 units, including two units of advanced science <sup>2</sup>	4 units, biology, chemistry, and at least one additional advance science <sup>2</sup>	4 units, including two units of advanced science <sup>2</sup>	5 units, including two units of advanced science <sup>2</sup>	3 units, including one unit of advanced science <sup>2</sup>	3 units, including one unit of advanced science <sup>2</sup>
<b>Social Studies</b>	3 units	4 units	4 units	4 units	3 units	3 units	5 units
<b>World Languages</b>	N/A	3 units of one world language, or no less than 2 units of each of two world languages studied	4 units minimum, with at least 2 units in each language studied	2 units of one world language studied	3 units of one world language, or no less than 2 units of each of two world languages studied	3 units of one world language, or no less than 2 units of each of two world languages studied	3 units of one world language, or no less than 2 units of each of two world languages studied
<b>Fine Arts</b>	2 Semesters	1 unit	1 unit	N/A	1 unit	4 units	1 unit
<b>Electives</b>	5 units	N/A	N/A	4 units of Career-Technical minimum <sup>3</sup>	2 units with a focus in STEM courses	2 units with a focus in fine arts course work	3 units with a focus in social sciences and/or civics
<b>GPA</b>	N/A	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale
<b>ACT/SAT/WorkKeys<sup>1</sup></b>	N/A	27 ACT/1280 SAT <sup>8</sup>	27 ACT/1280 SAT <sup>8</sup>	27 ACT/1280 SAT <sup>8</sup> /WorkKeys (6 Reading for Information & 6 Applied Mathematics) <sup>7</sup>	27 ACT/1280 SAT <sup>8</sup>	27 ACT/1280 SAT <sup>8</sup>	27 ACT/1280 SAT <sup>8</sup>
<b>Field Experience</b>	N/A	N/A	Complete a field experience and document the experience in a portfolio specific to the student's area of focus <sup>5</sup>	Complete a field experience and document the experience in a portfolio specific to the student's area of focus <sup>5</sup>	Complete a field experience and document the experience in a portfolio specific to the student's area of focus <sup>5</sup>	Complete a field experience and document the experience in a portfolio specific to the student's area of focus <sup>5</sup>	Complete a field experience and document the experience in a portfolio specific to the student's area of focus <sup>5</sup>
<b>Portfolio</b>	N/A	N/A	Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's area of focus that is reviewed and validated by external experts <sup>6</sup>	Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's area of focus that is reviewed and validated by external experts <sup>6</sup>	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus that is reviewed and validated by external experts <sup>6</sup>	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus that is reviewed and validated by external experts <sup>6</sup>	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus that is reviewed and validated by external experts <sup>6</sup>
<b>Additional Assessments</b>	N/A	N/A	N/A	Earn an industry-recognized credential or achieve proficiency benchmark for appropriate Ohio Career-Technical Competency Assessment or equivalent	N/A	N/A	N/A

**NOTE: Items shaded in blue are changes that were made to the honors diploma system, including the entire STEM, Arts, and Social Science and Civic Engagement Honors Diplomas**

## NOTES:

For the Academic, International Baccalaureate, and Career Tech Honors Diplomas, students who entered the ninth grade between July 1, 2013 and June 30, 2017 may choose to pursue the diploma by meeting the requirements of these criteria or the previous criteria. Students entering the ninth grade on or after July 1, 2017 must meet these criteria.

Completion of any advanced standing program, which includes Advanced Placement, International Baccalaureate, College Credit Plus, and may include Credit Flexibility, can be counted toward the unit requirements of an Honors Diploma.

Students must meet all but one of the criteria to qualify for an Honors Diploma, and any one of the criteria may be the one that is not met.

Diploma with Honors requirements pre-suppose the completion of all [high school diploma requirements](#) in the Ohio Revised Code including:

½ unit physical education (unless exempted), ½ unit health, ½ unit in American history, ½ unit in government, and 4 units in English. The class of 2021 and beyond will need to have ½ unit in world history and civilizations as well.

<sup>1</sup> Writing sections of either standardized test should not be included in the calculation of this score. The Locating Information test is not included in the calculation of the WorkKeys score.

<sup>2</sup> Advanced science refers to courses 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 an entry-level college course (clearly preparing students for a college freshman-level science class, such as anatomy, botany, or astronomy).

<sup>3</sup> Program must lead to an industry recognized credential, apprenticeship, or be part of an articulated career pathway which can lead to post-secondary credit.

<sup>4</sup> The fifth mathematics and science credit for the STEM honors diploma may be fulfilled with a single course.

<sup>5</sup> Field Experience refers to experiential learning in either an internship or apprenticeship. Students will document their experiences by describing their understanding in a portfolio.

<sup>6</sup> The student portfolio is a collection of experiential learning and competencies based on the student's field experiences. Students will engage with professionals or scholars in the field while developing their own portfolio or ePortfolio of original work that documents their technical, critical and creative skills representative of their honors focus; students' work must be reviewed and evaluated by scholars or professionals within the field/area of study in which the students' work is focused, and the scholars or professionals must be external to the district staff; students will give a presentation to showcase the work and provide an analysis of it to the school and local community. If the student does not complete a field experience, the portfolio can be based on a collection of work related to the student's honors diploma area of focus.

<sup>7</sup> Students must score a minimum of a 6 on the Applied Mathematics WorkKeys Assessment and a minimum of 6 on the Reading for Information WorkKeys Assessment in order to meet the WorkKeys score requirement. The WorkKeys option applies only to the Career Tech Honors Diploma.

<sup>8</sup> These scores are based on the 2016 ACT and SAT assessments. Concordance tables outlining equivalent scores for past and future tests that differ from the 2016 versions will be published on the ODE website. Tables to concord SAT assessments taken prior to March 2016 can be found [here](#). Further information on test concordance can be found [here](#).