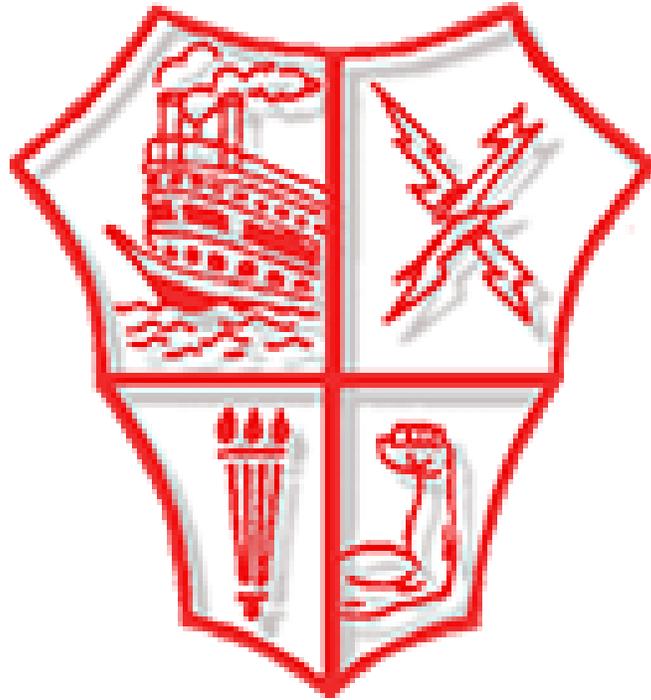


# NEW RICHMOND HIGH SCHOOL



REGISTRATION BOOKLET

2021 - 2022

*This scheduling booklet has been prepared as a resource for parents and students for planning a high school program. As you make these important decisions, you should consider the student's needs, interests, and career aspirations. School counselors are available to answer questions and provide further information.*

*New Richmond High School wants and needs the support of each parent to provide a quality educational program. We depend upon you to assist us in the growth, development and successes of your son or daughter. We can achieve this objective through mutual cooperation and respect.*

*As you review this document, feel free to contact the school counselors for answers to questions or concerns that you might have. We are here to serve you and are ready and willing to assist you in the development of an appropriate academic program for your child.*

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## GUIDANCE

### Academic Eligibility

All students must be officially enrolled in the New Richmond Exempted Village School District per district and OHSAA policies and procedures.

Academic – The New Richmond Board of Education has adopted the following. Students in grades 9-12: To be eligible, a student-athlete must have received passing grades in a minimum of five one-credit courses, or the equivalent, in the immediately preceding grading period (Note: Students taking College Credit Plus courses must comply with these standards along with those participating via state law that permits home educated, non-public, community and STEM school students to participate at public schools in the district of residence of the parents).

- Students in grades 9-12: To be eligible, a student-athlete must have received passing grades in a minimum of five one-credit courses, or the equivalent, in the immediately preceding grading period (Note: Students taking College Credit Plus courses must comply with these standards along with those participating via state law that permits home educated, non-public, community and STEM school students to participate at public schools in the district of residence of the parents).
- Students in grades 7-8: To be eligible, a student-athlete must have received passing grades in a minimum of five subjects in which enrolled the immediately preceding grading period. Students who are participating via state law that permits home educated, non-public, community and STEM school students to participate at public schools in the district of residence of the parents must also comply).
- For eligibility, summer school grades shall not be used to substitute for failing grades received in the final grading period of the regular school year or for lack of enough courses taken in the preceding grading period.
- Please note: Semester average and yearly average have no effect on eligibility.

If a student is academically ineligible, he/she must attend two hours of study tables per week in order to participate in a workout or practice that following week. In the case of summer practices and workouts, study tables are excused until the first day of school. Under no circumstances can an ineligible athlete participate in a game or contest.

NOTE: “Grading period” is defined as a 9-week period.

### Academic Letters and Honor Roll

Honor roll will be calculated by using grade point average. A student achieving a grade point average of 3.0 or better and having no “D” or “F” letter grades will be named to the Honor Roll. Students achieving a grade point average of 3.6 or higher will be named to the Honor Roll with Commendation. Students earning a grade point average of 4.0 or higher will be named to the Honor Roll with Distinction.

To qualify for the academic letter, students must have qualified for the Honor Roll each of the first three grading periods and the fourth grading period of the previous year. Students who qualify for the Honor Roll with Distinction will receive from the Board of Education a “Lamp of Knowledge” pin. Qualifiers in subsequent years shall receive a service bar to be attached to the academic letter.

### Auditing Courses

Students who wish to repeat a course for no credit must obtain permission from the principal or counselor and the teacher of the course before registering. Students who are auditing courses must participate in the class and complete the same requirements as all other students. Auditing students will receive grades on their report cards; however, both the report card and the permanent record will show that no credit was received for the course. Only courses being repeated may be audited. Audit grades will not be calculated into the student’s GPA.

### Building a Schedule

Students and parents are urged to carefully build a four-year high school program. This will help the student to have a program that will meet his/her goals. A worksheet has been provided at the front of this booklet showing the graduation requirements. By utilizing this sheet the freshman year and making the necessary modifications each succeeding year, the student can obtain a more meaningful high school program.

## College Credit Plus

Eligible students in high schools across the state of Ohio may participate in college credit plus at the college, technical college, and university level. To qualify, students must meet enrollment requirements set by the respective college. In most cases, HN credit will be awarded for these classes. The classes you may select are a function of both the classes required by NRHS for your grade level and the classes required by the partnering college/university for the major you plan to pursue after high school. You must work with your guidance counselor to determine the former and refer to the appropriate college/university curriculum guide to determine the latter.

The College Credit Plus program requires high schools to publish both 15 and 30 credit hour pathways, to assist students in identifying college courses they can enroll in based upon a particular major or academic area of interest. Students are not required to follow either pathway and may earn more than 30 credit hours or less than 15 credit hours. NRHS has established the following 2 sample pathways for your use:

### **15- Hour Pathway:**

ENGL1001 English Composition (EC)	3 semester hours
INTR 1010 Introduction to the Liberal Arts	3 semester hours
Any Statistics or college-level math	3 semester hours
History (HP)	3 semester hours
Foreign Language (DC)	3 – 5 semester hours
<u>Credit Total: 15 - 17 semester hours</u>	

### **30 – Hour Pathway:**

ENGL1001 English Composition (EC)	3 semester hours
INTR 1010 Introduction to the Liberal Arts	3 semester hours
Any Statistics or college-level math	3 semester hours
Any Quantitative Reasoning class	3 semester hours
History (HP)	3 semester hours
Historical Perspective (HP)	3 semester hours
Foreign Language (DC)	3 - 5 semester hours
Foreign Language (DC)	3 - 5 semester hours
Any Humanities or Fine Arts class	3 semester hours
Any Elective	3 semester hours
<u>Credit Total: 30 - 34 semester hours</u>	

NRHS will provide information about the College Credit Plus program by March 1. Participation in this orientation program is required. A student and his/her parent shall inform the high school principal in writing by April 1 of the student's intent to participate in the College Credit Plus program. Failure to do so will result in ineligibility to participate during the next academic year without permission of the superintendent (ORC 3301-44-03).

## College Visitation and Job Shadowing

Any student who has a definite appointment with a college admissions office or a job site may be granted up to three days each year of approved absences (providing students return verified college visit form) for college visitations. Clearance for such appointments must be made with the guidance office a minimum of two days prior to the day of the proposed absence.

It will be the responsibility of the student to make up work missed. For students planning to attend college, it is to his/her advantage to have selected two or three colleges to which she/he plans to apply by the beginning of the senior year. REQUESTS FOR VISITS TO LOCAL COLLEGES, UNIVERSITIES, OR JOB SITES WILL NOT BE APPROVED IF ARRANGEMENTS CAN BE MADE FOR AFTER SCHOOL OR WEEKENDS.

## Community Service

Community Service is intended to encourage students to be active and engaged members of their communities and to address important community issues. The Board of Education requires a minimum of 20 hours of non-paid community service to be performed by students during their 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade years.

## Course Changes

Schedule changes, in general, are discouraged. However, there may be circumstances in which a student will feel the need to change his/her schedule. In these cases, students must request a schedule change within the first 4 days of the semester by signing up at the guidance office. All scheduling changes will occur before the 10<sup>th</sup> school day of the semester. No schedule change will be made without the written approval of the parents and the endorsement of teachers, counselors, and the principal. Forms are available in the guidance office. **REQUIRED COURSES MAY NOT BE DROPPED OR POSTPONED. FULL CREDIT COURSES MAY NOT BE DROPPED MID-TERM.**

If a course is dropped after the 10-day period, the student will receive an automatic "WF" (withdrawn failing) on her/his transcript, regardless of the grade earned while in the course. No "WF" changes will be allowed without a parent/counselor conference. Students are reminded that a "WF" is treated as an "F" when grade point averages are calculated. Students may be enrolled in or return from the Grant Career Center after the first two weeks of school, but at no other time during the school year.

There are times when an English, math, or science teacher may feel that a student needs to be moved to a different level of his/her course. This may be done without the "WF" penalty providing proper schedule change procedure has been followed and everyone involved is in agreement. Examples of placement changes are: from Advanced English I to English I or from Advanced Geometry to Geometry.

## Credit Flexibility

Credit Flexibility is designed to broaden the scope of curricular options available to students and as such, aspects of learning can be customized around student's interests and needs. Students may earn credits by:

- Completing coursework,
- Testing out of or demonstrating mastery of course content, or
- Pursuing one or more educational options (e.g. online/distance learning, dual credit, educational travel, independent study, internships, music, art, individualized projects).

Students interested in exploring Credit Flex should obtain a credit flex application and handbook from the guidance department.

## Diploma / Academic Honors Diploma

Ohio high school students have the opportunity to earn either a regular high school diploma or an Academic Honors Diploma.

*What are the criteria for receiving a regular diploma?* The student must successfully complete the high school curriculum or individualized education program developed for the student by the high school and demonstrate proficiency on the End of Course tests in math, English language arts, science and social studies.

*What are the criteria for receiving an Academic Honors Diploma?*

The student must meet the same requirements established for the regular diploma plus the criteria for honors provided below.

The student who completes the college preparatory curriculum in high school shall meet all but one of the following criteria:

- Four units of mathematics that include Algebra I/Math 9, Geometry/Math 10, Algebra II/Math 11 or equivalent, and another higher-level course or a four-year sequence of courses that contain equivalent content
- Four units of science that include 2 units of advanced science
- Four units of social studies
- Either three units of one foreign language or two units each of two foreign languages
- One unit in fine arts
- Maintain an overall high school unweighted grade point average of at least 3.5 on a four-point scale up to the last grading period of the senior year
- Obtain a composite score of 27 on the ACT tests or a 1280 on the Scholastic Assessment Tests SAT

The student who completes at least two years of an intensive vocational or technical education curriculum in the high school shall meet all but one of the following criteria:

- Four units of mathematics that include Algebra I/Math 9, Geometry/Math 10, Algebra II/Math 11 or equivalent and another higher-level course or a four-year sequence of courses that contain equivalent content
- Four units of science that include two units of advanced science
- Four units of social studies
- Two units of one world language
- Four units of Career-Technical courses.
- Maintain an overall high school unweighted grade point average of at least 3.5 on a 4.0 scale up to the last grading period of the senior year
- Complete a field experience and document the experience in a portfolio specific to the student's area of focus
- 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
- Obtain a composite score of 27 on the ACT tests, 1280 on the Scholastic Assessment Tests SAT, or a 6 or higher on Reading for Information and a 6 or higher on Applied Mathematics
- Achieve the proficiency benchmark established for the appropriate Ohio Career-Technical Competency Assessment or the equivalent

### Early Completion/Graduation

New Richmond High School is a four-year institution, and as such, graduation in less than four years is discouraged for most students. In general, students who find themselves able to complete graduation requirements at the end of 3 1/2 years could well use the full senior year for purposes of maturing adequately to face the educational, vocational, and personal decisions that must be made after high school. Most students find their senior year the highlight of their high school career and should, therefore, be hesitant to leave early. Students who choose early completion/graduation will not be academically eligible to participate in any interscholastic activity during the winter or spring quarters.

Any student, however, who desires to partake in early completion/graduation in less than the normal four years of regular attendance shall comply with all the basic graduation requirements outlined above and, in addition, shall comply with the following requirements:

1. File a written request (on an approved form supplied by the school) from the student's parents to the principal. This request must be submitted at least one semester prior to the semester of early graduation.
2. Administrators, counselors, and parents will make final determination.
3. If the student intends to participate in the graduation ceremony, it is the student's responsibility to inform the principal of such and make the necessary arrangements. Student must complete any special requirements set by the principal in order to participate in the graduation ceremony.
4. Any student who completes requirements prior to the end of four years and withdraws early without proper approval (as outlined above) will automatically be excluded from participating in any senior activities from that point on (prom, graduation exercises, etc.)

Students graduating early forfeit their right to be the valedictorian or salutatorian of the class.

### Fees

All students will be required to pay a general fee to help cover costs of general supplies and student identification cards. **Some courses may require an additional fee.** The general fee is waived upon request for those students receiving ADC benefits. Legal documentation must be provided. Transcripts are free for current students. Graduates will pay \$5.00 per transcript copy and 3<sup>rd</sup> party verifiers will pay \$30.00 per request. Students taking Advanced Placement courses shall pay for any AP exams they take.

### Grade Point Average and Class Rank

Grade point average is determined by an accumulation of points divided by the number of credits attempted. All subjects are included in the grade point average. Semester grades will be the basis of computation. "Audit" grades are not included in the GPA. Grade point averages shall be computed at the end of every semester. Honors, CCP, and advanced placement classes receive additional weight:

Regular Classes	HONORS, CCP & AP Classes
A+ = 4.0	A+ = 4.5
A = 4.0	A = 4.5
A- = 3.7	A- = 4.2
B+ = 3.3	B+ = 3.8
B = 3.0	B = 3.5
B- = 2.7	B- = 3.2

C+ = 2.3	C+ = 2.8
C = 2.0	C = 2.5
C- = 1.7	C- = 2.2
D+ = 1.3	D+ = 1.3
D = 1.0	D = 1.0
D- = 0.7	D- = 0.7
F = 0	F = 0

Grades of D, D+ or D- will not be weighted.

Class rank is established by ranking the students numerically based on their GPA. If two or more students have the same overall average, they are ranked as being equal and the student next in rank is dropped places equal to the number tied.

### Grading System

Percentage grades are used by a teacher for computing final course grades and the following scale applies:

A+ = 100 – 97	B+ = 89 – 87	C+ = 79 – 77	D+ = 69 – 67	F = 59 – 0
A = 96 – 93	B = 86 – 83	C = 76 – 73	D = 66 – 63	
A- = 92 - 90	B- = 82 - 80	C- = 72 - 70	D- = 62 - 60	

Course grades are computed by averaging two nine-week percentage grades and the semester examination percentage grade. Nine weeks grades are worth 2/5 each of the semester grade, while the semester exam grade is worth 1/5. Of the three grading periods (1<sup>st</sup> quarter, 2<sup>nd</sup> quarter, and semester exam), the student must pass at least two in order to earn class credit, however, passing two of the three grading periods does not automatically make the final grade a passing mark. Both letter grades and percentages are recorded on report cards. Only the letter grade will be recorded on the transcript. Interim reports will be distributed at the end of 4 1/2 weeks and 13 1/2 weeks each semester.

**If a student is awarded extra credit and their nine-week percentage grade exceeds 100%, then the grade for that period will be reduced to 100% in order to meet our grading system. If a student receives a grade that is lower than 50%, that student’s grade will be raised to 50% only during 1<sup>st</sup> quarter and 3<sup>rd</sup> quarter; however, the 2<sup>nd</sup> quarter, 4<sup>th</sup> quarter and semester exam grades will not be adjusted.**

Example of final grade calculation:

First 9 Weeks		Second 9 Weeks		Exam		FINAL GRADE
87% (B+)		80% (B-)		96% (A)		
87 + 87 (2/5)	+	80 + 80 (2/5)	+	96 (1/5)	= 430 ÷ 5	= 86% (B)

**\*In the event that semester exams are not given on a school-wide basis, each quarter grade will count as 50% of the semester average.**

### Graduation Recognition

Graduating seniors with a weighted GPA of 4.0 or higher will be recognized at graduation with the designation, “Summa Cum Laude.” Graduating seniors with a weighted GPA between 3.8 – 3.9999 will be recognized at graduation with the designation, “Magna Cum Laude.” Graduating seniors with a weighted GPA between 3.5 – 3.7999 will be recognized at graduation with the designation, “Cum Laude.”

### Graduation Requirements

The following courses are the minimum requirements for all students:

Subject Areas	Required Credits
Social Studies Elective Class of 2021 and beyond - Modern World History	1
American Government	1
American History	1
English	4
Health	1/2

Mathematics	4
Fine Arts	1
Science	3
Physical Education	½
College & Career Readiness	½
Electives	3½
<b>TOTAL CREDITS REQUIRED</b>	<b>20</b>

1. Mathematics units must include 1 unit of Algebra II/Math 11 or the equivalent of Algebra II/Math 11.
2. Students who participate in interscholastic athletics or cheerleading for two full seasons or who participate in two full years of marching band are exempt from the physical education requirement. Students must take another course of at least 60 contact hours.
3. Science units must include 1 unit of physical sciences, 1 unit of life sciences, and 1 unit of advanced study in one or more of the following sciences: chemistry, physics, or other physical science; advanced biology or other life science; astronomy, physical geology, or other earth or space science.
4. Electives units must include one or any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education or English language arts, mathematics, science, or social studies courses not otherwise required.
5. All students must receive instruction in economics and financial literacy during grades 9-12.
6. Students following a career-technical pathway are exempted from the fine arts requirement.
7. Students must complete a minimum of 20 community service hours during their 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade years.

To earn a high school diploma in Ohio, you must complete the courses and requirements listed above and **then** choose a pathway to show that you are ready for college and/or career.

There are two options available for the class of 2020 and 2021

**Option 1:**

Satisfy **one** of the three **original pathways** to graduation that were in place when you entered high school. The pathways include:

**(1) Ohio State Tests** Students will earn at least 18 points on seven end-of-course exams (Algebra I/Math 9, Geometry/Math 10, Biology, American History, American Government, English I, and English II). Each test score earns you up to five graduation points. You must have a minimum of four points in math, four points in English and six points across science and social studies. State tests will be administered during the school year on a schedule as determined by the Ohio Department of Education.

**(2) Industry credential and workforce readiness** Students will earn a minimum of 12 points by receiving a State Board of Education-approved, industry-recognized credential or group of credentials in a single career field and earn the required score on WorkKeys, a work-readiness test. The state of Ohio will pay one time for you to take the WorkKeys test.

**(3) College and career readiness tests** Students will earn remediation-free scores in mathematics and English language arts on either the ACT or SAT.

**Option 2:**

Satisfy the **new graduation requirements** for the classes of 2023 and beyond.

**Demonstrating Competency** - Students will demonstrate competency in the foundational areas of English language arts and mathematics or through alternative demonstrations, which include College Credit Plus, career-focused activities or military enlistment.

**Demonstrating Readiness** - Students will demonstrate readiness for their post-high school paths by earning two seals that allow them to demonstrate important foundational and well-rounded academic and technical knowledge, professional skills, as well as develop key social and emotional competencies and leadership and reasoning skills.

At least one of the two seals must be Ohio-designed:

- OhioMeansJobs Readiness Seal (Ohio)
- Industry-Recognized Credential Seal (Ohio)
- College-Ready Seal (Ohio)
- Military Enlistment Seal (Ohio)
- Citizenship Seal (Ohio)
- Science Seal (Ohio)
- Honors Diploma Seal (Ohio)
- Seal of Biliteracy (Ohio)
- Technology Seal (Ohio)
- Community Service Seal (Local – defined below)
- Fine and Performing Arts Seal (Local – defined below)
- Student Engagement Seal (Local – defined below)

### **Community Service Seal**

(A School Board program of student recognition honoring those who have given of themselves for the improvement of the community). Community Service Seal shall be affixed to the student's diploma if the following criteria are met.

- Fifty (50) hours of community service is performed and recorded by the student and then verified during their high school career. These fifty hours should include the twenty hours completed for graduation.
- A written statement is made upon the completion of 50 hours. This statement summarizes the work that was done, what was learned from the service performed, and why you believe this service sets you apart to deserve a Community Service Seal.
- No more than 20 hours of service can come from a school-based organization/event. Ex. Community Basketball Camp, Food Drive, Egg Drop, etc.
- A supervising adult will verify all activities using an official "Community Service Log."

### **Fine and Performing Arts Seal**

Students must complete a minimum of four credits in the following Fine Arts course offerings at NRHS:

- Art Foundations
- Crafts
- Drawing and Painting I
- Drawing and Painting II
- Ceramics I
- Ceramics II
- Photography
- Advanced Art Portfolio
- Band I 9-12
- Audition Band II 10-12
- Audition Band III 11-12
- Audition Band IV
- Beginning Music Theory
- Advanced Music Theory Concert Choir
- Guitar I
- Guitar II
- Music in Film
- Percussion
- Adv. Percussion
- Percussion Popular Singers & Their Songs
- Survey of 20th Century Music
- Troubadours I
- Troubadours II
- Troubadours III
- International Thespian Society (Credit equivalent for Drama participation)

### **Student Engagement Seal**

Student recognition honoring those who have actively participated in school sponsored sports and/or clubs.

**Student Engagement seals will be earned based on participation in the following categories. The seal will be earned upon the completion of 8 accumulated and verified points.**

### **Student Clubs (.5 point per year)**

- Kind Club
- Spanish Club
- SADD

- Chemistry Club
- Ecology Club
- French Club

**Clubs (1 point per year)**

- Student Council
- NHS

**Athletics (1 point per year)**

- Girls basketball
- Boys basketball
- Football Cheerleading
- Basketball Cheerleading
- Wrestling
- Academic Team
- Swimming
- Bowling
- Football
- Volleyball
- Tennis
- Golf
- Cross Country
- Baseball
- Softball
- Track

**\*\*An additional point will be awarded to those holding captain or president positions in each area.**

Only those students, who have completely met the requirements for graduation as approved by the NREVSD Board of Education, will be permitted to participate in the commencement ceremony.

**Grant Career Center Requirements**

The students of New Richmond High School will have career-oriented programs available to them through the Grant Career Center. This specialized educational center is a joint venture of four school districts (Bethel-Tate, Felicity-Franklin, Williamsburg, and New Richmond) and is an extension of the curriculum of each of these schools. Its purpose is to prepare students during their junior and senior years for gainful employment through quality teaching of job skills and practical academic subjects. Transportation to Grant is provided by the New Richmond Exempted Village School District. Graduation requirements for Grant students (in addition to completing a Career Passport and successfully completing vocational program) are 21 credits.

Prospective Grant students who have credit deficiencies when enrolling must make-up all deficiencies prior to graduation in order to receive their high school diploma.

Seven units of credit or more can be earned each year at the Career Center. The breakdown of credits would be three for shop or laboratory experience, including related class, and four for academic subjects. Students have the opportunity to earn additional credit based on need and scheduled classes.

Since the Grant Career Center is an extension of the home school, all students who complete their course requirements at the Grant Career Center will receive a regular diploma from their home school. Students must receive 21 credits, pass all components of their vocational program (related and lab classes), and earn a minimum of 12 points by receiving a State Board of Education-approved, industry-recognized credential or group of credentials in a single career field and earn the required score on WorkKeys, a work-readiness test.

English	4 credits
Math	4 credits (including 1 unit of Algebra II)
Social Studies	3 credits (including 1 unit of American Government and 1 unit of American History)
Science	3 credits (1 unit of physical sciences, 1 unit of life sciences, and 1 unit of adv. study)
Health / P.E.	1 credit (½ credit each)

Students attending the Career Center are eligible to participate in sports and other extra-curricular activities offered at their home school. Students will also have the opportunity to participate in vocational club activities at the Career Center.

### **Two-Year Programs (taken during grades 11-12)**

- Allied Health Science
- Auto Collision
- Auto Service Technology
- Biotechnology (Honors)
- Cosmetology
- Criminal Justice
- Culinary Arts/Hospitality
- Early Childhood Education
- Engineering Design (Honors)
- Industrial Academy (Construction)
- Industrial Academy (Metal Fabrication)
- Informational Technology
- Large Animal Science
- Veterinary Science

*Note: A computer lab is available to all students at Grant Career Center.*

### **Method of Earning Credits**

Two nine- week grading periods constitute one semester. Interim reports will be issued after 4 ½ weeks of each grading period. Reports cards will be issued every nine weeks. Credit will be granted at the end of each semester upon completion of the semester course.

### **Planning a Course of Study**

Although the NRHS curriculum is not specifically tracked, students do need to be aware of the types of courses/programs offered and plan their courses of study appropriately. Students must realize that earning a diploma should be the result of a carefully planned path of class work that will provide the desired preparation for their future educational/vocational goals. Students should consider the reason for their class choices prior to making random course selections. Students should consult with teachers and their counselor to assist with the decision-making process.

Career development programs offered at our affiliate Grant Career Center are available to 11<sup>th</sup> and 12<sup>th</sup> grade students who meet certain requirements. For more information on these programs see pages 48 – 50.

The State of Ohio Board of Regents make strong recommendations to Ohio high school students regarding the curriculum that graduates should have followed in high school in order to be accepted to state universities in Ohio. Although there will always be some universities who will vary on their exact admission requirements, and certain college programs require different courses, New Richmond High School subscribes to the following recommendations for college readiness:

English	4 years
Fine Arts	1 year
Foreign Language	3 years
Mathematics (including Algebra I (Math 9), Geometry (Math 10), Algebra II (Math 11). A math class should be taken during the senior year).	4 years
Science (must include physical and biological).	4 years
Social Studies (including American History and American Government)	3 years

Since specific college and program requirements vary, it is essential that students seek guidance counselor aid as early in high school as possible for assistance in interpreting those requirements.

**Scheduling Procedure**

The following steps explain the overall process:

1. Students will review the on-line scheduling guide.
1. Students will seek the aid of teachers, counselors, and parents in determining the desired courses.
2. The appropriate teachers and counselor will approve initial course selections.
3. The final course selections will then be sent home for parent approval.
4. The principal will create the master schedule based upon the computer processed class requests.
5. Individual, computer-generated student schedules will be completed prior to the opening of the next school year.

**School Attendance / Schedule Load Requirements**

Most students will be assigned to courses all periods of the day. Students who are absent are required to make-up all work missed. Students will have an equal number of days in attendance to days absent (for each excused absence) to complete missed assignments for credit. Make-up opportunities will be provided by appointment with individual teachers.

**Summer School and Correspondence Schools**

Summer school and correspondence school credits will be accepted for graduation only if the principal and/or guidance counselor has given prior approval. Permission granting approval for correspondence courses may be obtained from the Guidance Office and will be considered only when extremely rare circumstances warrant. Arrangements should be made to make up deficient credits in summer school.

Required courses may not be taken for advanced credit in summer school or by correspondence. Credit will be accepted, with prior approval, for such courses only if the student is repeating a failed course.

**EXAMPLE GRADUATION PLAN  
FOUR-YEAR SCHEDULE**

**Ninth Grade**

**Requirements:**

- English
- Physical Education
- World History
- Biology
- Math
- Electives: (2 credits)

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**Tenth Grade**

**Requirements:**

- English
- Health
- American History
- Physical Science
- Math
- College & Career Readiness
- Electives: (2 credits)

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**Eleventh Grade**

**Requirements:**

- English
- Science
- Math
- American Government

Electives: (3 credits)

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**Twelfth Grade**

**Requirements:**

- English
- Math

Electives: (5 credits)

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**Students must complete only one full credit of a fine art during the four years to meet graduation requirements.**

## ART

Course	Grade	Credit	Prerequisite and/or Recommendation
Adv. Art Portfolio	11-12	1 HN	TA
Art Foundations	9-12	½	None
Ceramics I	9-12	½	Art Foundations
Ceramics II	10-12	½	Ceramics I / TA
Crafts	9-12	½	None
Drawing / Painting I	9-12	½	Art Foundations
Drawing / Painting II	10-12	½	Drawing / Painting I / TA
Photography	11-12	½	Art Foundations

### Advanced Art Portfolio

Prerequisite of A/B grades in Art Foundations, Drawing/Painting I & II, and approval of the instructor is required. This course is for the serious art student who wishes to complete a portfolio for study after high school or pursue the arts in more depth. **Fee - \$24**

### Art Foundations

This course is designed to provide the fundamental tools and concepts for all future studio work in art. Students will be expected to show competency in design and composition principles, color theory, drawing, and collage techniques. This course completes the foundation requirements for all other elective art classes. Homework is required. **Fee - \$10**

### Ceramics I

This semester course will cover basic hand-building techniques and beginning wheel throwing. Students will be introduced to a history of ceramics. Some homework required. Prerequisite – Art Foundations. **Fee - \$18**

### Ceramics II

This semester course will cover advanced hand building techniques. Prerequisite – Ceramics I. **Fee - \$18**

### Crafts

This is an introductory class that will cover the crafts of many cultures, such as book making, origami, and various other techniques. Cultural history and diversity will be integrated as a source of artistic inspiration for student work. **Fee - \$8**

### Drawing & Painting I

Drawing & Painting I is an in-depth studio course, which explores fundamental areas of painting as executed in various media including watercolor, tempera, and acrylic. Drawing exercises using various media will deal with perceived observations as well as conceptual problem solving. Students will be expected to learn about artists and styles of art while executing their own works. Homework is required. Prerequisite – Art Foundations. **Fee - \$15**

### Drawing / Painting II

This course will provide more in-depth studies in all painting media; watercolors, water base opaque paints, oils, and acrylics and mixed media with these paints. Since drawing ability is an essential tool, it is recommended that only advanced students consider this course. Students will be expected to learn about painters and styles of painting while executing their own works. Prerequisite – D & P I. **Fee - \$15**

### Photography

This is an introduction to photography, designed to use your developed skills to compose photographs digitally. There will also be an exploration of the history of photography and an introduction to Photoshop. Through various assignments, students will explore the possibilities of photographic communication and story telling. Some homework is required. A digital camera is strongly recommended. Prerequisite – Art Foundations. **Fee - \$15**

## BUSINESS

Course	Grade	Credit	Prerequisite and/or Recommendation
Accounting I	10-12	1	None
Business & Consumer	9-10	½	None
Computer Programming I	9-12	½	None
Computer Programming II	10-12	½	Computer Programming I / Math 9 / TA
Economics	11-12	½	None
Marketing	10-12	½	None
Personal Finance	10-12	½	None

### Accounting I

This is a beginning course in bookkeeping-accounting procedures covering the entire accounting cycle geared to a small service and merchandising operation. Course work culminates in the completion of a practice set in which the student maintains the completed records of a small retail business for a month. This course is especially important for students planning to pursue a business major in college and for students pursuing a career as a bookkeeper or accounting clerk.

**Fee - \$32**

### Business and the Consumer

The course is designed to develop a comprehensive appreciation of the American business system and the economic setting in which it functions. Concentration is focused on four areas: personal management, consumer economics, social economics, and occupational economics. The course entails all facets of business-related problems and decisions that the student will be confronted with both while in school and in the years following school.

### Computer Programming I

Computer Programming I is an introduction to the field of computer science. This is a semester class. Coding is a language that teaches problem solving, which is used in all aspects of technology. There is no previous coding experience necessary to be successful in this class. Topics covered include user/computer interactions, problem solving, programming with Python. Students will be using <http://www.codehs.com> to view and complete all assignments. Students will also view videos, examples, complete exercises, quizzes and tests. Students will also create their mini-program for their final project.

Modules:

This course is designed with a sequence of modules with a practical objective. Each module teaches concepts that are fundamental in learning computer science. Students watch short videos, examples and will complete their own exercises to demonstrate their understanding of the material. Each module contains a series of challenge problems for students to complete.

### Computer Programming II

Computer Programming II is a continuation from CP1 in the field of computer science. This is a semester class. Students will continue to use their problem solving skills and developing ore knowledge of various languages in computer programming. These languages include HTML, JavaScript and Python. Students will be using <http://www.codehs.com> to view and complete all assignments. Students will also use lessons and exercises provided by the teacher using the desktop computers provided by the school. Students will also view videos, examples, complete exercises, quizzes and tests. Students will also create their mini-program / animation for their final project.

Modules:

This course is designed with a sequence of modules with a practical objective. Each module teaches concepts that are fundamental in learning computer science. Students watch short videos, examples and will complete their own exercises to demonstrate their understanding of the material. Each module contains a series of challenge problems for students to complete.

**Economics**

The course will follow the standards established by the National Council for Economic Education. This course will give the students a greater understanding of economics ranging from the viewpoint of individuals or small businesses owners, to the global economy. Students will study the law of supply and demand, inflation and deflation cycles, labor unions, and how government finances and influences the economy. The course relates history and politics to the study of economics.

**Marketing**

This program is designed to give students a better understanding of marketing basics. The foundation of marketing includes understanding the marketing concept, and how it relates to business planning, developing a marketing plan, and promotional and pricing strategies. **Fee - \$23.50**

**Personal Finance**

This course introduces topics of budgeting, consumerism, and financial literacy. Students will understand the relationship of income level to supply and demand in the market, the roles of people in the economy, the consequences of choices affecting budgets, savings, credit, philanthropy, and investments, and the effect of interest rates on savers and borrowers. Students will also understand the basic economic problem of unlimited wants and limited resources. **Fee - \$25.25**

## COLLEGE AND CAREER PLANNING

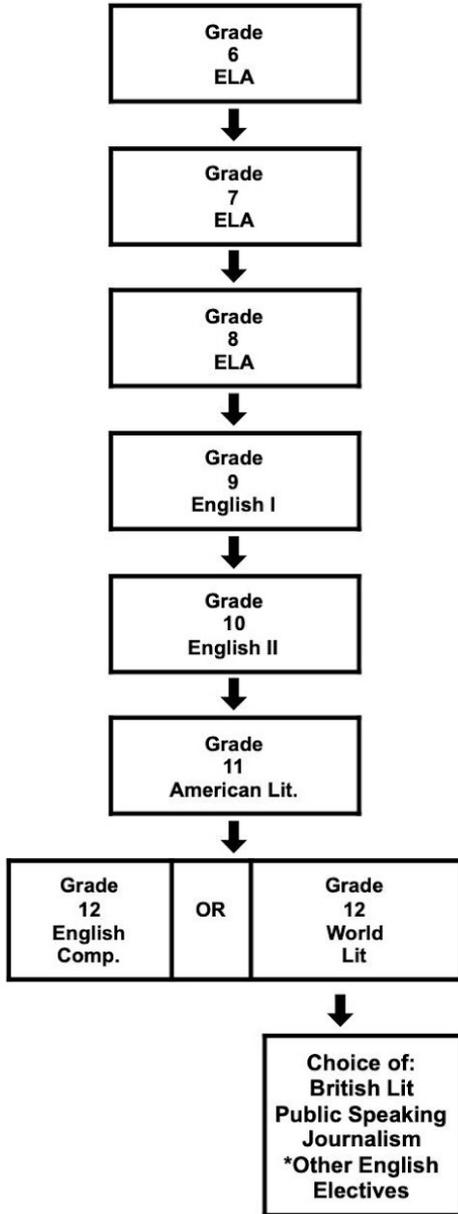
Course	Grade	Credit	Prerequisite
College & Career Readiness	10	½	N/A

### **College and Career Readiness:**

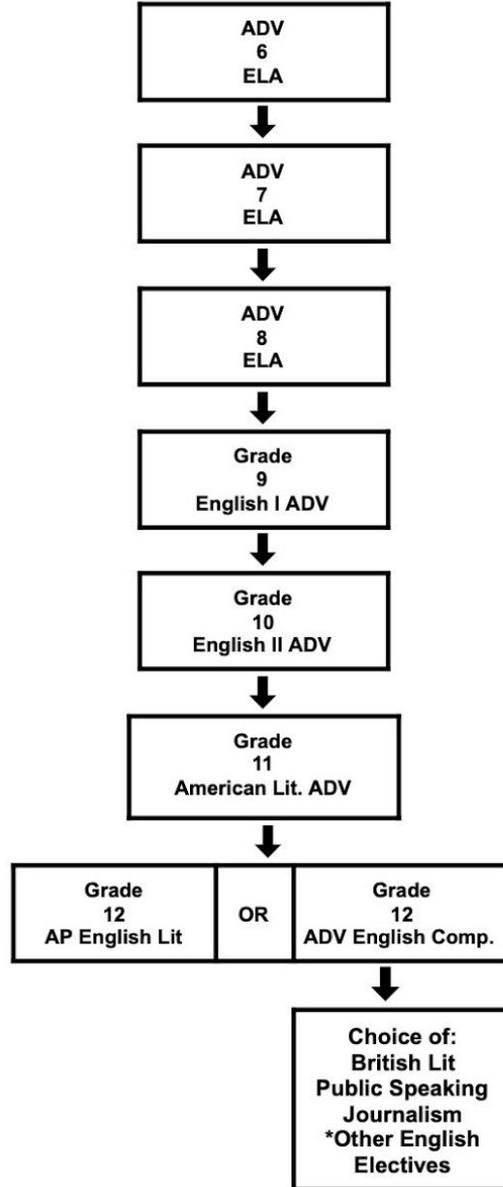
This one-semester course, will allow students to begin the continuous process of planning for their future and mastering basic skills needed for college and career success. This course will present high school students with helpful information in the form of direct instruction, personal and group research, presentations, entertaining and interactive games, activities, and quizzes in order to assist students as they prepare to exit high school. Whether their choice is college, technical school, military, or full-time employment, this course teaches basic skills needed to research and pursue every avenue. In addition to providing strategies for taking the ACT and SAT tests, this course provides an informative timeline to help students stay on schedule with required tasks for graduating from high school and entering the outside world. Consumer protection, establishing credit, managing money, buying a car and renting an apartment for the first time are a few of the topics covered throughout this course.

## SAMPLE Secondary English/Language Arts Pathways

### ENGLISH/ LANGUAGE ARTS



### ADVANCED ENGLISH/ LANGUAGE ARTS



**Please Note:** The New Richmond Exempted Village School District believes that as students grow and mature, they should be provided opportunities to achieve their maximum potential. These pathways are samples; when students demonstrate the desire and ability to accept greater academic challenges, they are encouraged to advance into more rigorous courses.

# ENGLISH

Course	Grade	Credit	Prerequisite and/or Recommendation
Advanced English I	9	1 HN	TA
Advanced English II	10	1 HN	Advanced English I
Advanced American Literature	11	1 HN	Advanced English II
Advanced English Composition	12	½ HN	Advanced American Literature
AP English Literature **	12	1 AP	Advanced American Literature / TA
English I	9	1 CP	None
English II	10	1 CP	English I
American Literature	11	1 CP	English II
English Composition	12	½ CP	American Literature
Horror In Literature	11-12	½ CP/HN	English I/English II
Journalism I	9-12	1 CP/HN	English I / Advanced English I / TA
Journalism II, III, IV	10-12	1 HN	Journalism I / TA
Music in Literature	11-12	½ CP/HN	English I/English II
Public Speaking	11-12	½ CP	
Public Speaking II	11-12	½ CP	Public Speaking I
Survey of British Literature	12	½ HN	Advanced American Literature / TA
Survey of World Literature	12	½ CP	American Literature
Writer's Craft	10-12	½ CP	English I

\*\* This course has a summer reading requirement

**Students at NRHS are required to successfully complete four years of English. All English courses are college preparatory in nature. Honors and Advanced Placement courses are taught more in-depth and are for the more advanced English student.**

In College Prep courses the following will apply:

- Read one complete work (novel or play) each semester
- Read additional poems, short stories, non-fiction each quarter
- Write one formal piece for the portfolio each quarter
- Vocab study
- Grammar study
- Homework graded, assigned as needed

In Honors courses, the following will apply:

- Read one complete work (novel/play) each quarter
- Read additional poems, short stories, non-fiction each quarter
- Write one formal piece for the portfolio each quarter
- Advanced, independent vocab study
- Advanced grammar study
- Homework assigned as needed, graded as appropriate

In AP courses, the following will apply:

- Read multiple complete works (12-14)
- Read additional short stories, non-fiction each quarter

- Write multiple pieces each quarter
- Intensive poetry study
- Completion of homework necessary to remain in course
- Grade based primarily on tests and formal writing

**To move from CP English to Honors English, students must have:**

1. Teacher recommendation
2. Average grade of A in current CP English class
3. Placement test in vocabulary and grammar
4. Four formal essays in writing portfolio with a grade of B or above

Parent Override must include a meeting with student, parent, counselor, and current teacher.

**Advanced English I**

Designed for the college bound freshman, Advanced English I will concentrate on the skills needed to proceed successfully in the advanced English curriculum. Emphasis is placed on an overview of multicultural literature, consisting of novels, short stories, essays, plays, poetry, and nonfiction. Equal emphasis will be placed on writing, speaking, and listening skills. In addition, there will be intensive vocabulary study. (Advanced English I begins a four-year vocabulary program.) Also, a unit on career investigation is a required segment of this course. NOTE: All students will be required to purchase two paperback novels and online vocabulary access.

**Fee - \$17 (Membean & Animal Farm)**

**Advanced English II**

Designed for college-bound sophomores, Advanced English II will concentrate on skills needed to proceed successfully in the advanced English curriculum. Literature study will include a variety of multicultural fiction, including novels, short stories, plays, and poetry, and nonfiction works, including essays, newspapers, etc. Emphasis will be placed on writing, career investigation, correct grammar and usage, and intensive vocabulary study. (Advanced English II continues a four-year vocabulary program.) Writing assignments will include informative, narrative, and argument essays and a poetry portfolio. Equal emphasis will be placed on the use of writing process strategies for prewriting, drafting, revising, editing, and publishing. A unit on career investigation is a required segment of this course. NOTE: All students will be required to purchase two paperback novels and online vocabulary access. **Fee - \$15 (Membean & To Kill a Mockingbird)**

**Advanced American Literature**

Designed for the college-bound junior, Advanced American Literature will concentrate on skills needed to proceed successfully in the advanced English curriculum. This course consists of a survey of multicultural American literature including fiction and nonfiction. It includes chronological units based upon trends and developments in American literature and their relationship with historical events. Emphasis will be placed upon using the writing process in responding to the reading of fiction, including novels, short stories, plays and poetry, and nonfiction works, including essays, newspapers, etc. The writer's portfolio will include reflective, persuasive, and college essays, a research paper, a literary analysis, and a proposal. In addition, there will be intensive vocabulary study. (Advanced American Literature continues a four-year vocabulary program.) NOTE: All students will be required to purchase two paperback novels and online vocabulary access. **Fee - \$21 (Membean & Great Gatsby)**

**Advanced English Composition**

This course continues to refine and expand the writing and communications skills learned in the first three years of Advanced English. Vocabulary study will be emphasized, as well as some advanced grammar skills. Writing projects will include a research paper, formal essays, and other short pieces. This course will focus on preparing students for college level English classes. **Fee - \$9 (Membean)**

**AP English Literature**

AP English Literature and Composition is designed to prepare students for the AP English literature examination. This course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

All students will be required to read two novels during the summer preceding the course. Additionally, each student will be required to purchase paperback novels for the course.

**AP Exam Fee \$85 (based on 2019-20 test fee) + \$9 (Membean)**

### **English I**

This course consists of a variety of topics necessary for the freshman student to proceed successfully in the English curriculum. Emphasis is placed on multicultural literature, including novels, short stories, plays, poetry, essays, and a variety of nonfiction and on sequential vocabulary study. Students will maintain writing portfolio and learn process strategies for prewriting, drafting, revising, editing, and publishing their work. Additionally, each student will be required to purchase a vocabulary workbook. **Fee - \$17 (Membean & Animal Farm)**

### **English II**

This course consists of a survey of multicultural literature. Emphasis is placed upon the study of poetry, short stories, plays, novels, and a variety of nonfiction. Students will work to improve their writing skills, often in response to literature studied. Additionally, each student will be required to purchase a vocabulary workbook. **Fee - \$15 (Membean & To Kill a Mockingbird)**

### **American Literature**

This course consists of a survey of American literature. It includes chronological units based upon developments in American literature and their relationship with historical events. Emphasis will be placed upon writing in response to the analysis of multicultural American fiction and nonfiction. The writer's portfolio will include a variety of writings such as persuasive, narrative, expository pieces and literary analysis. Additionally, each student will be required to purchase a novel and online vocabulary access. **Fee - \$21 (Membean & Great Gatsby)**

### **English Composition**

This course continues to refine grammar and editing skills and expand the writing and communications skills learned in the first three years of high school English. Vocabulary study will be emphasized, as well as some grammar skills. Writing projects will include a research paper, workplace writing, and other short pieces.

**Fee - \$9 (Membean)**

### **Horror in Literature**

Students will read classic, modern, and contemporary works with an emphasis on the historical development of the horror genre. Attention will be given to supernatural, psychological, and allegorical themes and tropes in such fiction, as well as relevant social and historical background information. The course will center on written fiction, with supporting references to horror in films and other media.

### **Journalism I**

This course is designed to develop journalistic writing skills in areas such as news, feature and sports writing, editorials, reviews and opinion polls. This is an intensive writing course, emphasizing the style and structure of journalistic prose, and ultimately, the production of the school newspaper, *The Messenger*. The course also includes basic graphic design skills and emphasizes the use of PageMaker desktop publishing software. Students will also be introduced to press history and press law, as well as digital photography, headline and caption writing and editing techniques. Students who wish to take journalism must submit a writing portfolio that includes an argument paper, a narrative or explanatory essay and an interview write-up, prior to the end of the school year.

### **Journalism II / III / IV**

This is an advanced journalism class that is a reinforcement of skills learned in Journalism I. Students enrolled in this class serve as senior members of the newspaper staff, assuming position of editorial leadership and responsibility. Writing, revising, critiquing, analyzing, and interpreting comprise the major segment of the course, with emphasis placed on press responsibility and the presses' position in modern society.

### **Music and Literature**

Students will study various pieces of literature including novels, short stories, essays, and poetry, and the connection to modern music. The course will incorporate multiple project-based assessments as well as traditional written assessments.

### **Public Speaking**

This course will introduce students to public speaking as an important component of their academic, work, and social lives. The course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Students will develop skills as fair and critical listeners of spoken information and persuasion. Students will study types of speeches (informative, persuasive, dramatic, and special occasion), read and listen to models of speeches, and prepare and present their own speeches to diverse audiences. Students will learn to choose speaking topics and adapt them for specific audiences, to research and support their ideas, how to incorporate visual and multimedia aids in presentations, and to benefit from listener feedback. Students will also learn about the ethics of public speaking, techniques for managing communication anxiety, and demonstrate the speaking, listening, and interpersonal skills necessary to be effective communicators in academic settings, in the workplace, and in the community.

### **Public Speaking 2**

This project-based course for students who have successfully completed the first semester of Public Speaking will focus on practical applications for public speaking. The focal point for this course will be the utilization of public speaking skills for the production of the Roar on the River broadcast in conjunction with the Digital Media/Makerspace courses. This course can be taken for repeat credit.

### **Survey of British Literature**

This course will offer a survey of British literature including selections from the Anglo-Saxon period to Romanticism. Authors will include Chaucer, Shakespeare, Milton and Swift. Selections will include fiction and non-fiction, short stories, drama, and poetry. This class is highly recommended for college-bound students.

### **Survey of World Literature**

This course will examine a variety of world literature, including short stories, nonfiction, drama, poetry, and novels (novellas). Selected works will encompass a variety of cultures, genders, races, writing styles, and time periods. Class discussions, written assignments, and vocabulary development will also be emphasized.

**Fee - \$9 (*Midwinterblood*)**

### **Writer's Craft**

Writer's Craft is a semester class that requires the successful completion of English I. Students will work through a self paced curriculum that results in multiple written pieces ready for publication in a student produced literary magazine: The Leo (name subject to change). Writer's Craft is designed for students to create original forms of descriptive writing including poetry, fiction, and nonfiction. Literary conventions, vocabulary development, creative writing techniques, and editing skills are explored throughout the semester. Click on the link to the right for tentative plans.

## FOREIGN LANGUAGES

Course	Grade	Credit	Prerequisite and/or Recommendation
French I	9-12	1 HN	
French II	9-12	1 HN	French I
French III	10-12	1 HN	French II
Spanish I	9-12	1 HN	
Spanish II	10-12	1 HN	Spanish I
Spanish III	10-12	1 HN	Spanish II
Spanish IV	11-12	1 HN	Spanish III

### French I

This course develops the student's communication skills through vocabulary acquisition and learning to understand grammatical structure. Students are engaged in activities in listening, speaking, reading and writing. Culture and civilization are taught in simplified lessons in the French language. (It is recommended that students have access to a French-English dictionary AND/OR mobile device with a translator) **Fee - \$14.70**

### French II

In this course students continue acquiring vocabulary and developing grammatical skills while expanding the use of these skills in written and oral communication. Students are introduced to literature, while culture is integrated into the units of study. Students begin to use their skills for self-expression and creative writing in the French language. (It is recommended that students have access to a French-English dictionary AND/OR mobile device with a translator). **Fee - \$14.70**

### French III

This course emphasizes the refinement of the grammatical skills learned in the first two years of French. Students focus on the development of conversational skills; enrich their reading skills through literature and the study of French civilization and culture in the French language. (It is recommended that students have access to a French-English dictionary AND/OR mobile device with a translator). **Fee - \$14.70**

### Spanish I

This course develops the student's communication skills through vocabulary acquisition and learning to understand grammatical structure. Students are engaged in activities in listening, speaking, reading and writing. Culture and civilization are taught in simplified lessons in the Spanish language.

### Spanish II

In this course students continue acquiring vocabulary and developing grammatical skills while expanding the use of these skills in written and oral communication. Students are introduced to literature, while culture is integrated into the units of study. Students begin to use their skills for self-expression and creative writing in the Spanish language.

### Spanish III

This course emphasizes the refinement of the grammatical skills learned in the first two years of Spanish. Students focus on the development of conversational skills; enrich their reading skills through literature and the study of Spanish civilization and culture in the Spanish language. (It is recommended that students have access to a Spanish-English dictionary AND/OR mobile device with a translator). **Fee - \$12.45**

### Spanish IV

In this course students broaden their knowledge of Spanish civilization, culture, and literature. Students follow a comprehensive program of study of the origins of Spanish civilization through the modern era. Selected literary works are examined and discussed. Class discussions center around literature, art, culture and self-expression in the Spanish language. (It is recommended that students have access to a Spanish-English dictionary AND/OR mobile device with a translator). **Fee - \$12.45**

## HEALTH & PHYSICAL EDUCATION

Course	Grade	Credit	Prerequisite and/or Recommendation
Health	9-10	½	None
Physical Education	9-10	½	None
Strength and Conditioning I	10-12	¼	P.E.
Strength and Conditioning II	10-12	¼	Strength and Conditioning I / TA
Strength and Conditioning III	11-12	¼	Strength and Conditioning II / TA
Strength and Conditioning IV	11-12	¼	Strength and Conditioning III / TA

### Health

This course is required for graduation and is developed for the purpose of having the student become more aware of his/her mental, physical, and social needs in relation to the interests and abilities of the student. Students will receive one-half credit for this semester class. During this class, the students will be instructed in requirements mandated by the State of Ohio. Those requirements are: AED, CPR, Teen Dating Violence, Organ Donation Education and Opioid Prevention.

### Physical Education

All students are required to take this course for graduation. Usually taken during the freshman year, it is co-educational. The course consists of instruction of team and individual sports, assessment of fitness skills, instruction in swimming techniques, and promotion and development of healthy fitness habits for improvement in the quality of each student's life. Fee \$5

### Strength and Conditioning I, II, III, IV

This is a high level P.E. course, which primarily focuses on overall physical enhancement and fitness levels through weight training and nutrition. Students will learn the proper biomechanics for executing a variety of core, auxiliary, Olympic, and explosive lifts, plus speed and conditioning activities; as well as, nutrition guidelines and standards.

**Students who participate in interscholastic athletics or cheerleading for two full seasons or two full years of Marching Band can opt to exempt their physical education requirement. Students who choose to exempt P.E. but who have not met the two-season/two-year requirement by the end of their junior year will be placed into a P.E. class during their senior year of high school.**

## INDUSTRIAL TECHNOLOGY

Course	Grade	Credit	Prerequisite and/or Recommendation
Digital Studio I	9-12	½	None
Digital Studio II	10-12	½	Digital Studio I / TA
Drafting I	9-12	½	None
Drafting II	9-12	½	Drafting I / TA
Home Maintenance / Repair	10-12	½	None
MakerSpace I	9-12	½	None
Robotics and Drones I	9-12	½	None
Robotics and Drones II	10-12	½	Robotics I / TA
Robotics and Drones III	10-12	1	Robotics II / TA
Robotics and Drones IV	10-12	1	Robotics III / TA
Woods I	9-12	½	None
Woods II	10-12	½	Woods 1 / TA
Video Game Design	10-12	½ or 1	
Yearbook	10-12	1	TA / Contract letter must be signed by parent and student

### Digital Studio I & II

The mission of the Digital Studio is to provide students interested in broadcast media the opportunity to learn all aspects of the business for newscasts, radio broadcasts, green screen, digital broadcast capabilities. High school students will master the basics of three-point lighting, video camera techniques, teleprompting, research, script writing, computer graphics, animation, videotape editing and performance techniques. They will help produce the weekly broadcast aired to students and staff at their school sites.

Students will also assist students and faculty in the development of webcasts, podcasts, and other products available to demonstrate learning in courses across the curriculum. The studio will provide students and faculty with access to cutting edge video, photo and graphics editing programs.

### Drafting I

Drafting I is an exploratory course that introduces the student to the basic processes and techniques of the language of industry. The students learn how to represent objects by orthographic and pictorial projection. **Fee - \$5**

### Drafting II

This course will teach the student to read and write the language of industry. The students learn how to represent objects by orthographic and pictorial projection. **Fee - \$5**

### Video Game Design

The CodeHS Video Game Design curriculum teaches the foundations of computer science and programming required to build their own video games in JavaScript. Students will learn how to code and finish the course having created over 5 text-based and graphical games. The entirely web-based curriculum is made up of a series of learning modules that cover the fundamentals of programming. Each module is made up of short video tutorials, example programs, quizzes, programming exercises, challenge problems, and practice problems. The course is designed for a year long class that meets 5 days per week, though schools implement it in a variety of ways. The Video Game Design course is an advanced, rigorous course designed for those familiar with the basics of JavaScript. The course is highly visual, dynamic, and interactive making it engaging for new coders. Students will combine many concepts of computer science to build several of their own games from scratch using JavaScript.

## **Home Maintenance / Repair**

This is a beginning course on basic home repair and maintenance. This course will cover basic tool use and safety issues, basic electrical, plumbing works, wall and ceiling repair, auto maintenance and roof and siding repair. Students will participate in lab situations covering the areas needed for proper home maintenance.

## **MakerSpace I**

Students will be trained in the aspects of a Makerspace and the capabilities available to develop projects. The Maker Space course consists of separate units that aim to move the student from more prescribed, controlled projects to open-ended, self-initiated work. The first few weeks will introduce students to the space, the materials, and some basic skills that will be useful in all future projects. The majority of the semester will be spent with the students doing self-guided work culminating in the presentation of their project to the Makerspace Advisory Board.

Using a design process of Empathize, Define, Ideate, Prototype and Test. Students will come up with a plan to create their own invention or creation. They will plan it, create it, and experiment with it as the prime mover in the project, taking ownership of the process, its successes and failures.

Students will be required to keep a record of their ideas, including visual records and notes on the process. At the end of the project each student will feedback to the class about what worked well and what was less successful in the course of the project. Examples of projects might include:

### **Documentary Film**

To get a deeper understanding of a particular time period or event, and to gain an appreciation for the challenges faced by historians, students could create their own documentary films. This would incorporate social studies and English language arts standards, as students would need to write a script for the documentary.

### **Design the Ultimate Roller Coaster**

Using a marble, duct tape, cardboard, and popsicle sticks, students must design a working roller coaster. This gets them working with the science concepts of force and motion. Taken one step further, students could also create a website for their roller coaster that requires them to write ad copy and combine text and images to attract visitors, which would draw on English language arts standards.

### **The Tiny House Project**

In this project, students design a tiny house, which gives them practice with the math concepts of volume, surface area, and proportional reasoning. More importantly, it also helps them understand math in a real-world context.

**As students evolve in their abilities to use the equipment and to design more complex projects, MakerSpace can be taken for repeat credit.**

## **Robotics and Drones I**

Students will begin to design, build, and program robots in Robotics and Drones I. General Robotics and Drones are covered in this course with emphasis being placed on beginning user/computer interactions, problem solving, and programming with concepts of variables, conditional statements, decision-making, and looping. Students will gain an understanding of the regulations, operating requirements, and procedures for safely flying drones. For this unit, hands-on experiences are provided utilizing VEX Robotics®, VEXcode, and lightweight and compact drones.

## **Robotics and Drones II**

Students in Robotics and Drones II will gain a deeper understanding of designing, building, and programming robots in this course. Students use tools such as the engineering design process, an engineering notebook, and VEX Robotics® programming software to invent and innovate. Students will learn how creative thinking and problem solving can change the world. This class will allow students to trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects. Lightweight and compact drones will be utilized focusing on more uses and applications of drone technology.

### **Robotics and Drones III**

Robotics III is a yearlong technology course that teaches students intermediate computer science programming skills to accomplish real life tasks using robots and drones. This course includes topics covered such as user/computer interactions, problem solving, and construction and programming of autonomous mobile robots with VEXcode for VEX Robotics® and specifically for VEX Robotics Competitions. Robotics III students will also utilize “Drones in School”, which is a unique educational program that develops skills in engineering, project management, entrepreneurship, graphic design and marketing. Drones in School is a comprehensive event that challenges students to go beyond their current skills through a fun and engaging process that wraps around the exciting sport of drone racing. Students will work hands-on in teams to design, build, program and document their progress with competition robots and drones.

### **Robotics and Drones IV**

Robotics IV is a yearlong technology course that teaches students advanced computer science skills to accomplish real life tasks using robots and drones. Students will focus on using the programming language Python. Python is an interpreted, high-level and general-purpose programming language. This course includes topics covered such as user/computer interactions, problem solving, and construction and programming of autonomous mobile robots with VEXcode for VEX Robotics® and specifically for VEX Robotics Competitions. Robotics IV students will also utilize “Drones in School”, which is a unique educational program that develops skills in engineering, project management, entrepreneurship, graphic design and marketing. Drones in School is a comprehensive event that challenges students to go beyond their current skills through a fun and engaging process that wraps around the exciting sport of drone racing. Students will work hands-on in teams to design, build, program and document their progress with competition robots and drones. Robotic IV students will also work closely with Robotics III students to mentor and guide them for VEX Robotics competitions and Drone competitions.

### **Woods I**

This course will teach the students to improve their skills with basic hand tools, learn the safe and proper use of major woodworking power tools, and learn about industrial process and materials related to woodworking. **Students are responsible for purchasing materials for projects in addition to class consumable materials fees. FEE: Market price based on project and type of wood**

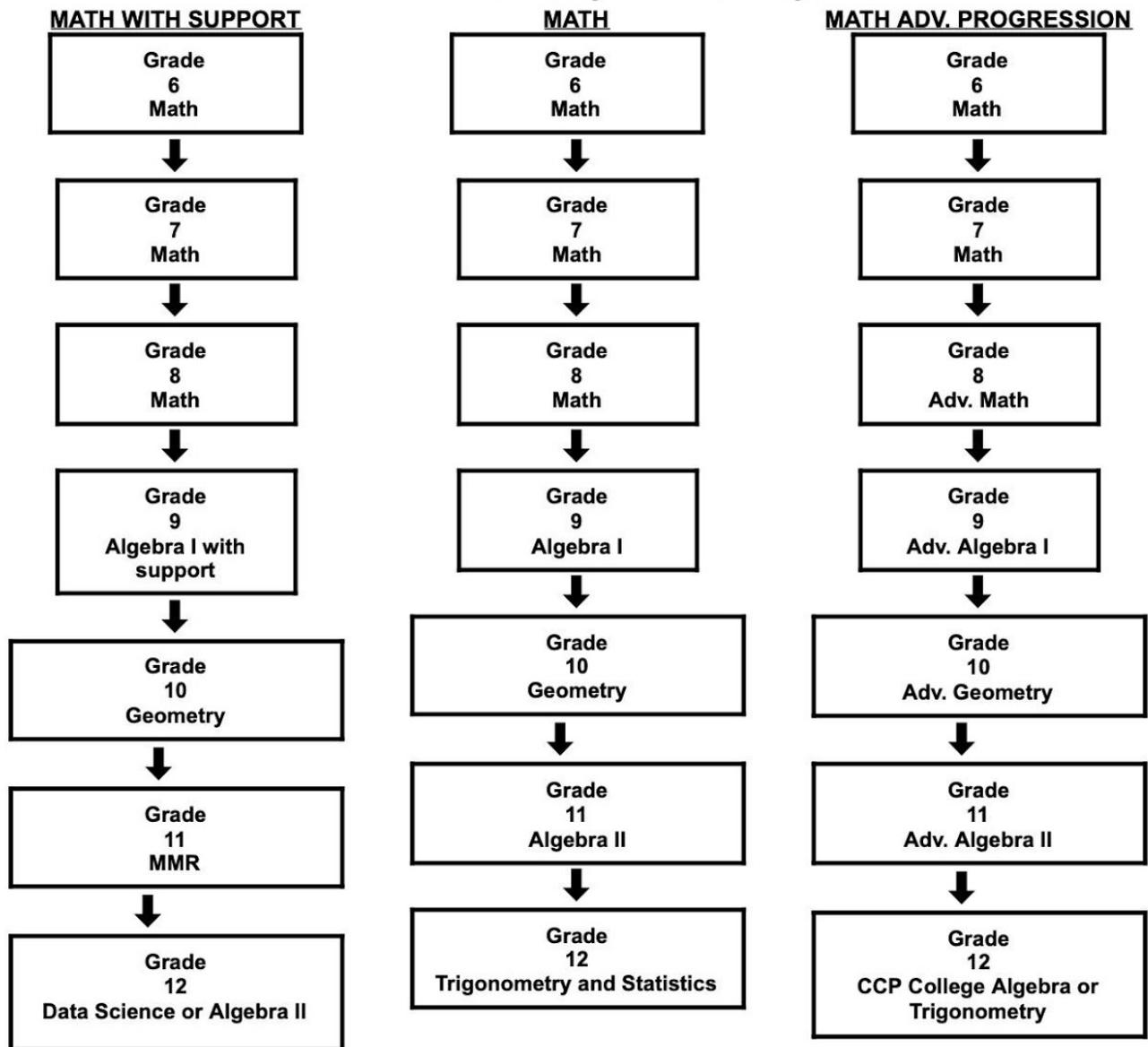
### **Woods II**

This class will teach the students more advanced principles and techniques of woodworking which includes skill on the woodworking power tools, and design and finishing of projects for today's living. **Students are responsible for purchasing materials for projects in addition to a class consumable materials fees. FEE: Market price based on project and type of wood**

### **Yearbook**

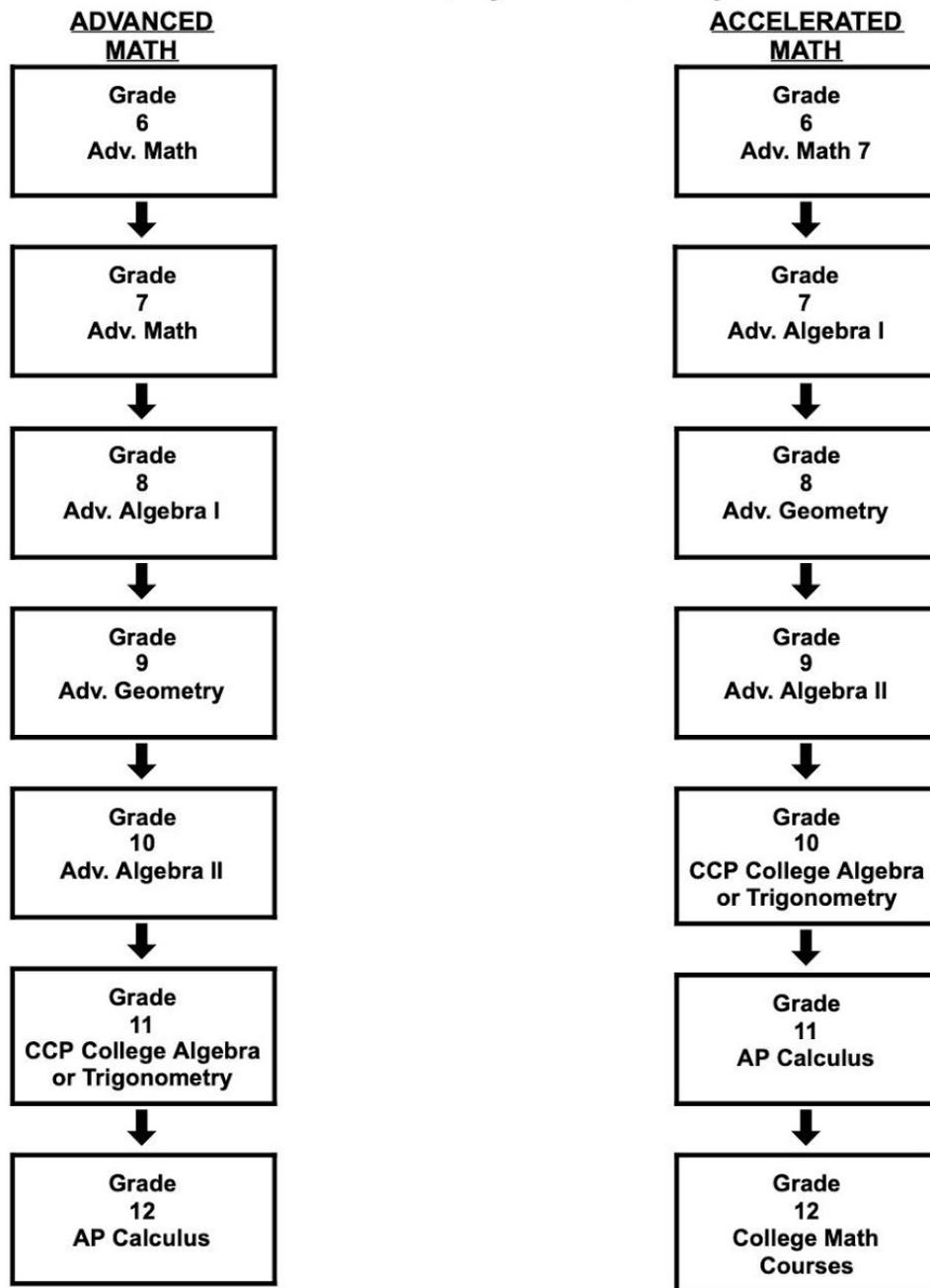
Students in this course learn journalistic, marketing, and media skills to produce the “NERIH” yearbook. This production-based course requires both in class and after school time. Students who work after school or are involved in time-consuming activities are encouraged to talk to the teacher before applying. **All students are required to sell advertising to help support the printing costs of the year.**

## SAMPLE Secondary Math Pathways



**Please Note:** The New Richmond Exempted Village School District believes that as students grow and mature, they should be provided opportunities to achieve their maximum potential. These pathways are samples; when students demonstrate the desire and ability to accept greater academic challenges, they are encouraged to advance into more rigorous courses.

## SAMPLE Secondary Math Pathways



**Please Note:** The New Richmond Exempted Village School District believes that as students grow and mature, they should be provided opportunities to achieve their maximum potential. These pathways are samples; when students demonstrate the desire and ability to accept greater academic challenges, they are encouraged to advance into more rigorous courses.

## MATHEMATICS

Course	Grade	Credit	Prerequisite and/or Recommendation
Conceptual Mathematics	9	1	Per Placement Request
Algebra I	9	1	None
Advanced Algebra I	8 - 9	1 HN	TA
Advanced Math 11	10 - 11	1 HN	Advanced Math 10 (minimum "B" average) / TA
Algebra III	11-12	½ CP	Algebra II
Applied Math	11-12	½	Algebra II
Calculus AP	12	1 AP	Pre-Calculus (minimum "B" average) / TA
Calculus	12	1 HN	Pre-Calculus
Geometry	10	1 CP	Algebra I
Advanced Geometry	9-10	1 HN	Advanced Algebra I / TA
Math 11	11	1 CP	Math 10
Pre-Calculus	11-12	1 HN	Advanced Algebra II / TA
Statistics	11-12	½ CP	Algebra II
Trigonometry	11-12	½ CP	Algebra II
Mathematical Modeling/Reasoning	11-12	1 CP	Math 10

**Students at NRHS are required to successfully complete four years of mathematics. All mathematics courses are college preparatory in nature with the exception of Applied Math. Honors and Advanced Placement courses are taught more in-depth and are for the more advanced math student.**

### Conceptual Mathematics

Students who struggle in Algebra 1 are more likely to struggle in subsequent math courses and experience more adverse outcomes. The Extra Support Materials are designed to help students who, for many possible reasons, need more support than it is possible to provide in their Algebra 1 course. Often, extra time is built into these students' schedules for mathematics, but their teachers struggle with how to use this time effectively. These materials review or establishes skills, understandings, and mathematical connections to put students in a better position to be successful in Algebra 1. **This course can be taken simultaneously with Algebra I but does not meet the Algebra I requirement.**

### Algebra I

This course is designed to follow the Math 8 course from the middle school and will help prepare students for other high school math courses, and then later college. This course is aligned with the common core state standards with primary emphasis on statistics, linear, exponential, and quadratics functions, as well as operations with polynomials. Topics will include order of operations, factoring, graphing equations and inequalities, solving systems of equations and interpreting data. **Fee - \$16.50**

### Advanced Algebra 1

This advanced course will help prepare students for high school CCP Precalculus/Calculus/AP Calculus. This course is aligned with the common core state standards with primary emphasis on statistics, linear, exponential, and quadratics functions, as well as operations with polynomials. Topics will include order of operations, factoring, graphing equations and inequalities, solving systems of equations and interpreting data. The pacing of this course will go faster or into more depth on topics than Algebra 1, providing a more challenging option for advanced level students. **Fee - \$16.50**

- It is recommended that students have a teacher recommendation to take this course.

### Advanced Math 11

This advanced course is the third of three integrated courses that will help prepare students for high school CCP Precalculus /Calculus/AP Calculus. This course is aligned with the common core state standards. Specific topics include: solutions of polynomial equations, statistics and probability distributions, the Law of Sines and the Law of Cosines,

radians, exponential and logarithmic functions, and applications. Students will be required to have access to a graphing calculator both in and out of class for assignments and assessments. **Fee - \$16.50**

- It is recommended that students have an average grade of 80% or better in Advanced Math 10 to take this course. Students that have an average grade of 95% or better in Math 10 may also take this course upon teacher/counselor approval.

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### **Algebra III**

Students completing this semester course will be well versed in solving equations and inequalities, linear relations and functions, systems of equations and inequalities, matrices, polynomials, quadratic functions and inequalities and polynomial functions. **Fee - \$16.50**

### **Applied Math**

This semester course will build on concepts previously learned and apply these concepts to everyday life. The course introduces a math concept, and then offers an opportunity to use the concept with real-world applications, workplace situations, and projects to enhance learning and understanding. **Fee - \$16.50**

### **Calculus AP**

This course is designed for the superior math student who plan to pursue a math-oriented career. Topics include: rate of change of a function, definition and application of the derivative, curve sketching, maximum and minimum problems, fundamental theorem of calculus, integration, application of the definite integral, and infinite series.

#### **AP Exam Fee \$85 (based on 2018-19 test fee)**

- It is recommended that students have an average grade of 90% or better in Pre-Calculus to take this course.

### **Calculus**

This course is designed to be a bridge to college level Calculus for those students completing Pre-Calculus but not wishing to take AP Calculus. Topics include a thorough review of Pre-Calculus, limits, derivatives, max and min problems, curve sketching, related rates, and scientific and financial applications of the derivative. (A graphic calculator is required.)

- It is recommended that students have an average grade of 80% or better in Pre-Calculus to take this course.

### **Geometry**

This course is designed to follow the Algebra 1 course and will help prepare students for other high school math courses, and then later college. This course is aligned with the common core state standards with primary emphasis is placed on learning geometry as a logical system rather than a collection of facts to be memorized. This development evolves from studying constructions, conjectures, proofs, and theorems. Topics include congruence, similarity, area, volume, dilations, and geometric figures. **Fee - \$16.50**

### **Advanced Geometry**

This advanced course is designed to follow Advanced Algebra 1, and will help prepare students for high school CCP Precalculus/Calculus/AP Calculus. This course is aligned with the common core state standards with primary emphasis are placed on learning geometry as a logical system rather than a collection of facts to be memorized. This development evolves from studying constructions, conjectures, proofs, and theorems. Topics include congruence, similarity, area, volume, dilations, and geometric figures. The pacing of this course will go faster or into more depth on topics than Geometry, providing a more challenging option for advanced level students. **Fee - \$16.50**

- It is recommended that students have an average grade of 80% or better in Advanced Algebra I (at the middle school) to take this course. Students that have an average grade of 95% or better in Algebra I may also take this course upon teacher/counselor approval.

### **Math 11**

This course is the third of three integrated courses and will cover material similar to the traditional Algebra 2 This course is designed to follow the Math 10 course and align with the common core state standards. Specific topics include: solutions of polynomial equations, statistics and probability distributions, the Law of Sines and the Law of Cosines, radians, exponential and logarithmic functions, simplifying rational expressions, working with complex numbers, radicals, and applications. **Fee - \$16.50**

### **Pre-Calculus**

This course is designed for the superior math student. Extensive use of a graphing calculator is required. Topics include: functions and their graphs, continuity and complex numbers, trigonometric functions and analytic trigonometry, conics, radical and logarithmic functions, matrices, solving higher order systems of equations, and graphing on the Polar Coordinate system. (A graphic calculator is required.) **Fee - \$16.50**

- It is recommended that students have an average grade of 80% or better in Advanced Math 11 to take this course. Students that have an average grade of 95% or better in Math 11 may also take this course upon teacher/counselor approval.

### **Statistics**

This semester course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to data manipulations, descriptive statistics, probability distributions, and basic inferential statistics. This course will include the use of technology, projects, cooperative group problem solving and writing. This course is designed to serve as an introduction for college bound students or an alternative for students interested in a practical math class.

### **Trigonometry**

This semester course includes topics traditionally taught as Trigonometry and Analytic Geometry. Topics include: trigonometric functions, graphs and inverses of trigonometric functions, trigonometric equations and identities, vectors, the unit circle, and solving all triangles. This class is designed to prepare students for an entry-level college math course or provide a bridge to pre-calculus. **Fee - \$16.50**

### **Mathematical Modeling and Reasoning**

The Mathematical Modeling and Reasoning course is an advanced quantitative reasoning course. Quantitative Reasoning is the application of basic mathematics skills, such as algebra, to the analysis and interpretation of quantitative information (numbers and units) in real-world contexts to make decisions relevant to daily life. Critical thinking is its primary objective and outcome. It emphasizes interpretation, representation, calculation, analysis/synthesis, assumptions and communication. The Mathematical Modeling and Reasoning course is designed to promote reasoning, problem-solving and modeling through thematic units focused on mathematical practices, while reinforcing and extending content in Number and Quantity, Algebra, Functions, Statistics and Probability, and Geometry.

## MUSIC / PERFORMING ARTS

Course	Grade	Credit	Prerequisite and/or Recommendation
Band I	9-12	1	Audition
Band II	10-12	1	Audition
Band III	11-12	1	Audition
Band IV	12	1	Audition
Beginning Music Theory	10-12	½	None
Advanced Music Theory	10-12	½	Beginning Music Theory / TA
Concert Choir	9-12	1	Audition
Guitar I	9-12	½	None (students must have access to a guitar)
Guitar II	10-12	½	Guitar I
Music in Film	10-12	½	None
Percussion	9-12	½	None
Adv. Percussion	10-12	½	Percussion
Popular Singers & Their Songs	10-12	½	None
Survey of 20 <sup>th</sup> Century Music	10-12	½	None
Troubadours I	10-12	1	Audition
Troubadours II	11-12	1	Audition
Troubadours III	12	1	Audition

### Band I, II, III, IV

The band can be described as a wind ensemble capable of performing wind literature of various styles. Any high school student in grades 9-12 is eligible to participate and may be accepted into membership upon completion of a successful audition. During the fall season, emphasis is placed on the marching program with performances at football games, and parades. The Concert Band performs at various concerts and assemblies and may participate in the district and state solo, ensemble, and full band competitions sponsored annually by the Ohio Music Educators Association.

### Beginning Music Theory (FALL SEMESTER ONLY)

Music Theory is the study of music and its notation. This course deals with the traditional western music theory, the beginning elements of music, and how they combine to form chord progressions. Students must have prior experience reading music, either through participation in a school ensemble or taking private lessons outside of the school day.

### Advanced Music Theory (SPRING SEMESTER ONLY)

Music Theory is the study of music and its notation. This course deals with the foundations and functions of harmony, and applying them to analyze musical works and create compositions. Students must have passed Beginning Music Theory or passed an entrance exam and have teacher approval.

### Concert Choir

Concert Choir is a mixed chorus that performs a wide variety of choral literature and studies beginning music reading and score study. The treble voices and the tenor/bass voices may rehearse separately, but usually perform together. Concert Choir is open to any interested 9th-12th grade students (returning students require director's permission).

They perform locally and in OMEA contests, and performances are a graded requirement of the class. **Fee \$20**

### Guitar I

This class is designed to teach the basics of guitar playing and note reading. Emphasis is placed on performance of ensemble music. Students must furnish their own instrument. **Fee \$7**

### Guitar II

This course is a continuation of Guitar I. Director approval is required. **Fee \$7**

**Music in Film**

Music in Film is a semester elective course that explores the relationship between images and sound in movies and how it has changed throughout history. Through studying the movies and music of prominent film composers, students will explore how what they hear influences what they see and how what they see influences what they hear.

**Percussion**

Students will learn the history, function, and performance of concert and marching percussion instruments. Students will be required to read music notation, perform both melodic and rhythmic examples, and participate in at least one concert per semester. **Fee - \$7**

**Advanced Percussion**

Advanced Percussion is designed for the student desiring to further their skills as a percussionist. Students will learn fundamental and advanced techniques on mallet, marching percussion, and concert percussion instruments. Music notation will be covered on all of the preceding instruments, as well. This course is designed as a performance group and students will be required to participate in out of school performances. **Fee - \$7**

**Popular Singers & Their Songs**

This course will discuss specific singers and their techniques used to produce their unique sounds. A study of literature will also be included.

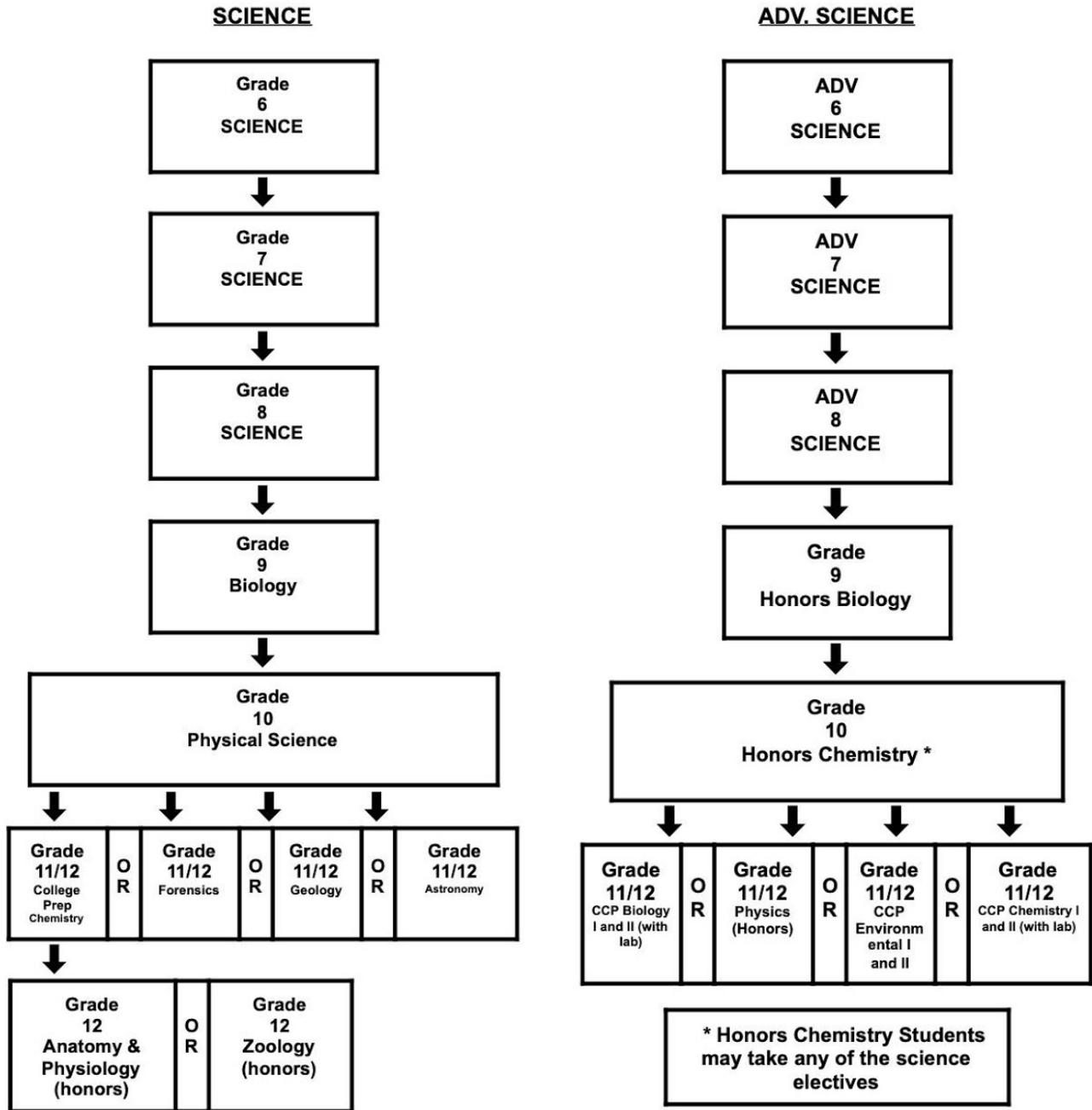
**Survey of 20<sup>th</sup> Century Music**

This course will study the origins of popular music throughout the 20<sup>th</sup> century and their influences on each other and the culture of America.

**Troubadours I, II, III**

Troubadours is a select mixed chorus that performs a wide variety of advanced choral literature and studies advance music reading and score study. Interested 10th-12th graders must complete an audition to participate. The Troubadours perform locally, in the Greater Cincinnati area, and in OMEA contests, and performances are a graded requirement of the class. **Fee \$20**

## SAMPLE Secondary Science Pathways



**Please Note:** The New Richmond Exempted Village School District believes that as students grow and mature, they should be provided opportunities to achieve their maximum potential. These pathways are samples; when students demonstrate the desire and ability to accept greater academic challenges, they are encouraged to advance into more rigorous courses.

## SCIENCE

Course	Grade	Credit	Prerequisite and/or Recommendation
Advanced Biology	9	1 HN	TA
Anatomy & Physiology	11-12	1 HN	Advanced Biology / TA
Astronomy	11-12	½ CP	Physical Science / Biology
Biology	9	1 CP	None
Capstone in STEAM Education	11-12	½ HN	T/A
Chemistry (CP)	11-12	1 CP	Physical Science / Biology / Algebra I or Math 9
Chemistry (Honors)	10-12	1 HN	Adv. Math 10 / Adv. Biology / TA
Env. Biology I – The Earth	11-12	1 HN	Biology / Advanced Biology
Forensics	11-12	½ CP	Physical Science/ Biology
Geology	11-12	½ CP	Physical Science / Biology
Physical Science	10	1 CP	Biology
Physics	11-12	1 HN	Advanced Algebra II
Zoology	11-12	½ HN	Biology

**Students at NRHS are required to successfully complete three years of science. All science courses are college preparatory in nature. Honors and Advanced Placement courses are taught more in-depth and are for the more advanced science student. The Science Department strongly encourages all college-bound students to take the equivalent of four or more years of science in order to be best prepared for college level science classes.**

### **Advanced Biology - Fee \$15**

This course is required for all freshmen but may also be taken by juniors or seniors that still need a life science credit. This course investigates the composition, diversity, complexity and interconnectedness of life on Earth. Fundamental concepts of heredity and evolution provide a framework through inquiry-based instruction to explore the living world, the physical environment and the interactions within and between them. Students engage in investigations to understand and explain the behavior of living things in a variety of scenarios that incorporate scientific reasoning, analysis, communication skills and real-world applications.

### **Anatomy and Physiology - Fee \$15**

Anatomy and Physiology is a two semester, science-elective course that includes a detailed study of many human body systems. Homeostatic balance, the relationship between structure and function, and the interrelationships between body systems are a focus throughout the course. This course is recommended for students interested in a health-related career, especially those students who plan to study medicine, nursing, physical therapy, and athletic training. The course may also be helpful for those students who plan to enter education as either a life science or physical education teacher.

### **Astronomy - Fee \$15**

This course will provide the student with an introduction to the concepts of modern astronomy, the origin and history of the Universe and the formation of the Earth and the solar system. Students will compare the Earth's properties with those of the other planets and explore how the study of astronomy has influenced human thought and action. The course gives a description of astronomical phenomena using the laws of physics. The course treats many standard topics including planets, stars, the Milky Way and other galaxies, black holes to more esoteric questions concerning the origin of the universe and its evolution and fate. Although largely descriptive, the course will occasionally require the use of sophomore-high level mathematics, including use and mastery of dimensional analysis and some trigonometric functions.

### **Biology - Fee \$15**

This course required for all freshmen but may also be taken by juniors or seniors that still need a life science credit. This course investigates the composition, diversity, complexity and interconnectedness of life on Earth. Fundamental concepts of heredity and evolution provide a framework through inquiry-based instruction to explore the living world, the physical environment and the interactions within and between them. Students engage in investigations to understand and explain

the behavior of living things in a variety of scenarios that incorporate scientific reasoning, analysis, communication skills and real-world applications.

### **Capstone in STEAM Education**

This class allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan and conduct a mentored, research-based investigation to address a research question.

Designed around six essential skills and their development—critical thinking and reasoning, critical reading, inquiry and research, experimental design, communicating publicly, and collaboration, this course will take students on a deep exploration of information important to them. Through the use of activity-, project-, and problem-based (APB) instructional design strategies using hands-on, real-world activities, projects, and problems, students will understand how the knowledge and skills they develop in the classroom may be applied in everyday life. The APB approach scaffolds student learning through structured activities and projects that empower students to become independent in the classroom and help them build skill sets to apply to an open-ended design problem. This approach provides students with unique opportunities to work collaboratively, identify problems, apply what they know, persevere through challenges, find unique solutions, and lead their own learning.

The course will culminate in an academic research paper of approximately 1,500-2,000 words and a presentation, performance, or exhibition with an oral defense.

### **Chemistry (CP) - Fee \$15**

This course is designed to realistically teach students about how the chemical concepts that surround them personally relate to the world in which we live. This course will allow students to incorporate their English and math skills into the science classroom. When students are done with this course, they should feel mentally challenged and have an understanding of how chemistry applies to their lives. It allows students to apply themselves in many different ways by becoming very involved in the topic. This course is a hands-on course that is designed with four purposes in mind. They are:

- ❖ To help students realize the importance of chemistry in their personal lives
- ❖ To use principles of chemistry to think more intelligently about current issues, science, and technology and chemical processes
- ❖ To develop lifelong awareness of the potentials and limitations of science and technology
- ❖ To enable students to become critical thinkers who are able to engage with others in a scientific manner

This Chemistry course is designed for students who have successfully completed Physical Science and a minimum of Math 10. Students taking Chemistry should be concurrently taking Math 11 or higher.

### **Chemistry (Honors) - Fee \$20**

This course is designed to realistically teach students about how the chemical concepts that surround them personally relate to the world in which we live. This course will allow students to incorporate their English and math skills into the science classroom. When students are done with this course, they should feel mentally challenged and prepared to take college level chemistry. It allows students to apply themselves in many different ways by becoming very involved in the topic. This course is a hands-on course that is designed with four purposes in mind. They are:

- ❖ To help students realize the importance of chemistry in their personal lives
- ❖ To use principles of chemistry to think more intelligently about current issues, science, and technology and chemical processes
- ❖ To develop lifelong awareness of the potentials and limitations of science and technology
- ❖ To enable students to become critical thinkers who are able to engage with others in a scientific manner

The Honors Chemistry course is designed for students who have successfully completed Advanced Biology and a minimum of Advanced Math 10. Students taking Honors Chemistry should be concurrently taking Advanced Math 11 or higher.

### **Environmental Biology - Fee \$15**

This Environmental course is a two semester, Honors science-elective designed to provide a well rounded and challenging academic experience for Juniors and Seniors. Environmental Science is designed to show thematic connections between a variety of science disciplines including biology, chemistry, and physics. It gives students a coherent and realistic picture of the applications of a variety of scientific concepts as they manifest in our environment.

The aim of this course to increase student knowledge of the environmental challenges of today, while continuing to cultivate scientific critical thinking skills. The course content deals with the study of ecosystems, biotic and abiotic factors in the environment, changes that take place (succession), populations, pollution, and use and conservation of natural resources and wildlife. Pre-requisites for this course are A/B average in other science courses.

- This course is also offered as part of the College Credit Plus program that will allow our students to simultaneously earn both New Richmond High School and University of Cincinnati credits without ever leaving our campus. Additional information on this program will be made available to enrolled students.

### **Forensics - Fee \$10**

In criminal cases forensic scientists are often involved in the search for and examination of physical traces that might be useful for establishing or excluding an association between someone suspected of committing a crime and the scene of the crime. This course is a one semester, science-elective designed to provide an exciting, multi-disciplinary approach to Forensics for Juniors and Seniors. Many different sciences are used during the forensic science process such as physics, chemistry, biology, genetics, and criminal justice to process crime scene evidence. This course will emphasize the use of lab techniques from these disciplines to process crime scene evidence and solve a variety of cases. This class is a lab intensive experience and good attendance is necessary.

### **Geology - Fee \$15**

Geology is a one-semester science-elective designed to provide a well-rounded view of Earth Science for Juniors and Seniors. This lab intensive science course will develop student understanding of the earth and the universe around it through the study of topics in plate tectonics, geologic time, rocks and minerals, local geology, meteorology, climatology, and oceanography.

### **Physical Science - Fee \$15**

The Physical Science course will have students demonstrate an understanding of the composition of physical systems and the principles that describe and predict physical interactions and events in the natural world. Topics will include the properties and structure of matter, chemical reactions and the conservation of matter, nature and transfer of energy, motion and the forces affecting motion, nature of light and wave interactions, a comprehensive use of the scientific process and data analysis. Topics will also include historical and physical geology, meteorology and astronomy.

### **Physics - Fee \$25**

Honors Physics encompasses an overall view of the physics world in collaboration with math formulas and principles, which aid in the understanding of most physics concepts. Students interested in Honors Physics should have a strong background in mathematics and be prepared to use the scientific process both in independent study and in-group scenarios. The math involved in Honors Physics includes:

- Algebraic formulas
- Multi-step equations
- Graphing data
- Scientific notation
- Dimensional analysis
- Vector addition in one and two dimensions
- Significant figure use
- Trigonometry functions

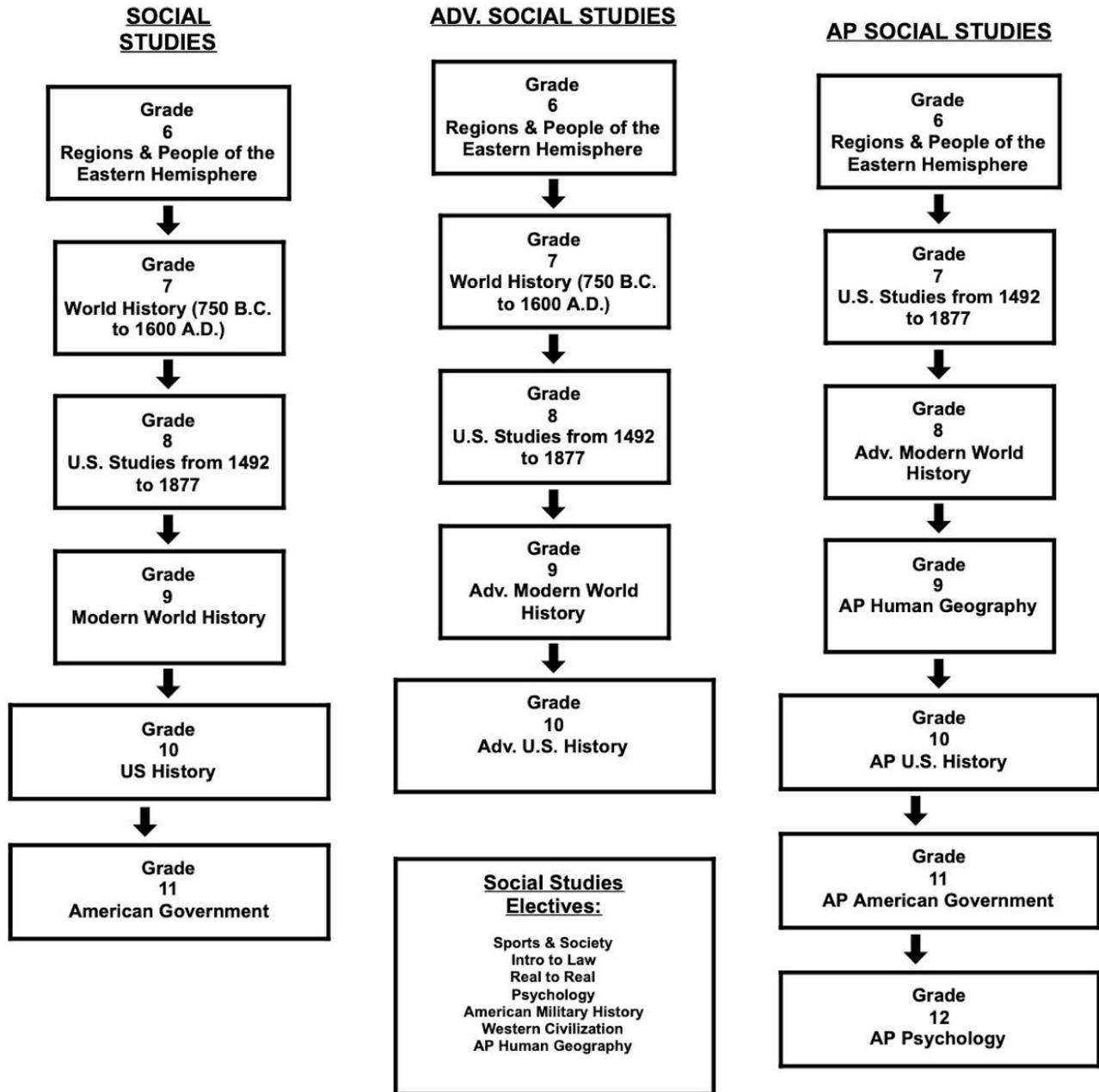
Students in Honors Physics will be expected to complete a minimum of one full lab report each semester. Written prompts and analysis of current events will be a weekly assessment. For students in Honors Physics, the overall grade will be determined from 60% test scores and quiz assessments, and 40% from projects, labs, homework, written analysis and classwork. Although not a requirement, it is suggested that students have taken Chemistry as a prerequisite for Honors Physics.

### **Zoology - Fee \$20**

Zoology is a one semester Honors science-elective designed to provide a well rounded and challenging academic experience for Juniors and Seniors. This course is a laboratory-based course that will address a review of biological principles and survey the nine major phyla of the Kingdom Animalia. Morphology, taxonomy, anatomy, and physiology will be investigated. Zoology is a lab intensive class. Students will have the opportunity to handle many specimens, and are required to complete multiple dissections. Comparative studies will be addressed during laboratory observations and dissections. Pre-requisites for this course are A/B average in other science courses.



## SAMPLE Secondary Social Studies Pathways



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## SOCIAL STUDIES

Course	Grade	Credit	Prerequisite and/or Recommendation
AP US History	10-12	1 AP	TA
Advanced American History	10	1 HN	TA
Adv. Modern World History	9	1 HN	TA
American Government	11	1 CP	None
American History	10	1 CP	None
American Military History	11-12	½ HN	None
American Sports & Society	11-12	½ CP	None
AP Government **	11	1 AP	TA
AP Human Geography **	10-12	1 AP	TA
Geography	9-10	½ CP	None
Intro to Law	10-12	½ CP	None
Modern World History	9	1 CP	None
Psychology	11-12	½ HN	None
Psychology II	11-12	½ HN	Psychology I
Real to Reel	9-10	½ HN	None
Western Civilization	11-12	1 HN	TA

\*\*This course has a summer reading requirement.

**Students at NRHS are required to successfully complete three years of social studies. All social studies courses are college preparatory in nature. Honors and Advanced Placement courses are taught more in-depth and are for the more advanced social studies student.**

### **AP US History**

Students study the cultural, economic, political, and social developments that have shaped the United States from c. 1491 to the present. They will analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. Skills **that will be developed throughout this course include** evaluating primary and secondary sources, analyzing the claims, evidence, and reasoning found in sources, putting historical developments in context and making connections between them, and coming up with a claim or thesis and explaining and supporting it in writing.

### **Advanced American History**

This course will examine the American experience from 1876 to the present. Emphasis will be placed on the civil rights movement, collapse of Communism, rise of European democracies, and current events. This course will include more in-depth research and writing.

### **American History**

This course will examine the American experience from 1876 to the present. Emphasis will be placed on the civil rights movement, collapse of Communism, rise of European democracies, and current events.

### **American Military History**

This is an honors level course intended to introduce students to a systematic study of military history at the pace and requirements of a college level history course. Students will study the causes of conflict, strategy & tactics, weapons, training, and logistics, the role of politics and economics as they affect military operations, major campaigns and battles, personalities, and the aftermath of war.

### **American Sports and Society**

Students will examine the history and continued popularity of sports in America. Sports are a fascinating and complex area of study with regard to American culture and history. This course intends to investigate sport's significance to our diverse society. Issues of race, gender, and class will be analyzed alongside a range of other topics. The aim of this course is for students to develop their skills of analysis, research, and critique as they work towards an understanding of sport's continuing centrality within American life and culture. With this course, students will be able to gain a greater perspective on why sports continue to play an important, yet always controversial, part in American life.

### **American Government**

This course is required for graduation. The course is designed to develop the knowledge and skills necessary for competent citizenship in a complex participatory democracy. The structures and functions of the three levels of government will also be examined. Also major emphasis will be placed on understanding the basic rights, freedom, and responsibilities American citizens have today and American's role in the world community. Completion of 20 hours of Community Service is required. If a student does not obtain the 20 hours, they will only be able to earn a D in this course.

### **Advanced 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 and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

This course will include in-depth research and writing.

### **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 and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

### **AP Government**

AP United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics.

**AP Exam Fee \$85 (based on 2019-20 test fee)**

### **AP Human Geography**

This course is designed to prepare students to take the AP Geography test. Emphasis will be placed on writing and research skills as well as developing a thorough understanding of the National Geography Standards. Students will be introduced to the systematic study of patterns and processes that have shaped human understanding, use and alteration of the Earth's surface. Students completing his course should be able to: \*Use and think about maps and spatial data, \*understand and interpret the implications of relationships between elements of place, \*recognize and interpret the relationships among patterns and processes, \*define regions and evaluate the regionalization process and \*characterize and analyze changing interconnections among places.

**AP Exam Fee \$85 (based on 2019-20 test fee)**

### **Geography**

Geography is a course dedicated to a study of the world around us. Students will acquire an introduction to geography which includes: major skills and concepts related to geography, the features that define the earth, the climate patterns of the earth, how to study peoples and cultures of the earth and how to use various geographic tools. Students will also analyze the cultural, physical, economic and political characteristics that define regions, geographic changes brought about by human activity, and the patterns and processes of movement of people, products and ideas. The final area to be addressed is current news about the area, this includes current living conditions, current news events, and how people there are interacting with their environment.

**Introduction to the Law**

This elective course is designed to introduce students to various aspects of the law. Through the textbook, research, class discussion, debates, simulations and mock trials, students will investigate the role that the law plays in American society. Mock Trail will be a related activity of the course.

**Psychology**

This course is designed to be a general introduction to the subject of psychology. Psychology is the scientific study of behavior; therefore, the course will be science oriented and will, when possible, utilize the scientific method. Emphasis will be placed on nomenclature, concepts, and past and present theories of psychological development. Major topics to be covered are introduction, intellectual development, learning, theories of development, sensation and perception, statistics, social psychology, and parapsychology.

**Psychology II**

This is an elective course for college bound juniors and seniors, designed to be a continuation of Psychology I. Topics to be covered include psychological disorders, therapies, motivation, emotion, theories of personality, development stages (childhood, adolescence), cognitive development, and stress and health.

**Real to Reel**

This is an honors level semester course examining popular films based on historical events. Students will critique films based on their historical accuracy. Students will examine films for their impact on popular perception of historical events. Additionally they will compare films made in different eras to compare our changing perceptions of historical events. Students will consider why historical films remain popular, how movies can be seen as reflections from the time they were produced as well as the time they depict, and how films can immerse us in the experience of the past in ways that written history cannot.

**Western Civilization**

This elective course will be for juniors and seniors. The course will begin with pre-history and will continue through the rise and development of modern Western governments. Emphasis will be placed on ideas and experiences that have shaped the Western world. This course is strongly recommended for college-bound students.

## COLLEGE CREDIT PLUS

(High school campus offerings)

Course	Credit
College Algebra	1 HN
College Trigonometry	1 HN
General Chemistry I	1 HN
General Chemistry Lab I	0.33 HN
General Chemistry II	1 HN
General Chemistry Lab II	0.33 HN
Biology I: Molecules, Cells, and the Foundation of Life	1 HN
Biology Lab I	0.33 HN
Biology II: Evolution, Physiology, and Ecology	1 HN
Biology Lab II	0.33 HN
English Composition	1 HN
Environmental Studies I	1 HN
Environmental Studies II	1 HN

### College Algebra

This course is offered through a partnership with UC - Clermont and students who qualify can earn 3 semester hours of college credit in addition to high school credit. Students will study linear, polynomial, rational, exponential, and logarithmic functions, systems of linear equations, systems of inequalities and modeling with functions. This course assumes prior exposure to these topics, and helps prepare students for the trigonometry and eventually the calculus sequence.

- It is recommended that students have an average grade of 90% or better in Advanced Math 11 to take this course.

Students must also attend the CCP informational meeting and have a Math Placement Test score of 430 or higher (or ACT MATH score of 25).

### College Trigonometry

This course is offered through a partnership with UC - Clermont and students who qualify can earn 3 semester hours of college credit in addition to high school credit. This course is for students who need trigonometry for calculus and/or physics. Topics covered include right triangle trigonometry, trigonometric functions and graphs, trigonometric identities, vectors, conic sections, and polar coordinates.

- It is recommended that students have an average grade of 90% or better in Advanced Math 11 to take this course.

Students must also attend the CCP informational meeting and have a Math Placement Test score of 550 or higher or have completed the CCP College Algebra prerequisite (or ACT MATH score of 26).

### General Chemistry I

This course is intended for students who expect to pursue further coursework in science or engineering. It involves the study of chemical nomenclature, stoichiometry, atomic structure, bonding theories, thermochemistry, periodic properties, solution calculations, and the gas laws.

### General Chemistry Lab I

Experimental work providing hands-on experience with concepts in fundamental chemistry, including chemical nomenclature, stoichiometry, thermochemistry, solution chemistry and related calculations, chemical bonding, and the gas laws, to accompany the corresponding lecture course CHEM1040. One laboratory period each week. The first offering of a two-part course sequence.

### General Chemistry II

This course serves as a continuation of CHEM 1040 and completes a broad overview of chemistry and chemical reactions for students who expect to pursue further coursework in science or engineering. It includes the study of intermolecular forces, properties of solutions, equilibrium, chemical kinetics, thermodynamics, electrochemistry and periodic patterns of reactivity.

### **General Chemistry Lab II**

Experimental work providing hands-on experience with concepts including the study of intermolecular forces, properties of solutions, equilibrium, chemical kinetics, thermodynamics, and electrochemistry, to accompany the lecture course CHEM1041. One laboratory period each week. The second offering of a two-part course sequence.

### **Biology I: Molecules, Cells, and the Foundation of Life**

This course is designed for Biology majors and students whose programs require a majors' level course in biology. This course introduces the fundamental characteristics of life, from the molecular to the cellular level, with an emphasis on structure-function relationships and placed in an evolutionary context. Topics covered include: chemicals of life, cell biology, bioenergetics, cell cycle, genetics, DNA replication, protein synthesis, and gene regulation.

### **Biology Lab I**

Biology I laboratory expands upon concepts introduced in lecture, and is designed to develop a student's ability to think, work, and write like a scientist. Tools and techniques will include work with microscopes, biochemical tests, and experimental design. Co-requisite: Biol 1081.

### **Biology II: Evolution, Physiology, and Ecology**

This course is designed for Biology majors and students whose programs require a majors' level course in biology. This course introduces the fundamental characteristics of life, from the cellular to the ecosystem level, with an emphasis on structure-function relationships and placed in an evolutionary context. Topics covered include: evolution, animal form and function, plant form and function, and ecology. Prerequisite: To take this course you must: Have taken the following Courses 15BIOL102 min grade C-, or 28BIOL102 min grade C-, or 34BIOL102 min grade C-, or BIOL1081 min grade C-.

### **Biology II Lab**

Biology II laboratory expands upon concepts introduced in lecture, and is designed to develop a student's ability to think, work, and write like a scientist. Lab topics will include evolution, plant and animal anatomy, and ecology. Co-requisite: BIOL 1082. Pre-Requisite: To take this course you must: Have taken the following Courses 15BIOL102 min grade C-, 15BIOL112 min grade C-, or 28BIOL102 min grade C-, or 34BIOL102 min grade C-, 34BIOL112 min grade C-, or BIOL1081 min grade C-, BIOL1081L min grade C-.

### **English Composition**

This course provides an introduction to expository writing, emphasizing the clear and concise expression of ideas in a variety of rhetorical modes.

### **Environmental Studies I**

This course introduces the fundamentals of environmental studies through an interdisciplinary examination of ecosystem structure and function. The course will examine human populations and societal differences in the production, use, and misuse of resources.

### **Environmental Studies II**

This course will be an in-depth examination of selected environmental issues introduced in Environmental Studies I. The course will provide greater detail on particular environmental problems and focus on possible solutions ranging from scientific and technological approaches to policy, regulation and the law. Students will participate in the analysis of the issue(s), synthesis and integration of the available information, and problem solving activities

## GRANT CAREER CENTER

Course	Grade	Credit
Allied Health Science	11-12	5.5
Auto Collision	11-12	5.5
Auto Service Technology	11-12	5.5
Biotechnology	11-12	5.5 HN
Cosmetology	11-12	5.5
Criminal Justice	11-12	5.5
Culinary/Hospitality	11-12	5.5
Early Childhood Education	11-12	5.5
Engineering Design	11-12	5.5 HN
Industrial Academy (Construction)	11-12	5.5
Industrial Academy (Metal Fabrication)	11-12	5.5
Large Animal Science	11-12	5.5
Information Technology	11-12	5.5
Veterinary Science	11-12	5.5

### Allied Health Science

The **Allied Health Science** program provides medical training for clinical health careers. This multi-disciplined program allows students to discover their strengths and interests in therapeutics, diagnostics, or medical office. Students can pursue opportunities to enter college programs and healthcare careers. Clinical training for the program occurs on campus in the medical lab, and off-site in clinical settings at local health care facilities. Students job shadow at local hospitals and medical facilities to explore a broad range of clinical health careers.

### Auto Collision

The **Auto Collision Repair** program is a National Automotive Technical Educational Foundation (NATEF) certified program taught by master certified Automotive Service Excellence (ASE) instructors. Program students participate in the Automotive Youth Educational System (AYES), an intern partnership among manufacturers, local dealerships, independent repair shops, and automotive parts and paint sales facilities. The program curriculum is the Inter-Industry Conference on Auto Collision Repair (I-CAR) Professional Development Program-Educational Edition (PDP-EE). We include additional instruction in custom paint and airbrush techniques.

### Automotive Service Technology

The **Auto Technology** instructor demonstrates to a student an engine task. The Automotive Service Technology program is NATEF/ASE certified by the National Institute for Automotive Service Excellence (ASE), and is a participating school for the Automotive Youth Educational Systems (AYES). AYES is a partnership among participating automotive manufacturers, participating local dealerships, and Grant Career Center. All participants work together to prepare and train entry-level automotive technicians.

### Biotechnology

The **Biotechnology** program focuses on the different aspects of the rapidly emerging and developing science of Biotechnology. The course is discovery-based, with an emphasis on the most current technology and developments in the field. Students focus on modern field usage of biotechnology as it is used in pharmaceutical companies, medical laboratories, environmental science, and agricultural applications. Students explore microbiology, anatomy and physiology, genetics, chemistry, forensics, environmental science, bioethics, molecular biology, and bioinformatics.

### Cosmetology

The **Cosmetology** program is a classroom-training program, plus a practical learning experience related to a variety of beauty treatments, including the care and beautification of the hair, skin, and nails. Students will be involved in the operation of Grant Career Center's Salon, which is open to the public. This two-year program allows students to complete

all competencies necessary to meet the State Board of Cosmetology requirements, including the 1,500 training hours needed to be eligible to take the State Board of Cosmetology Exam. Cosmetology students must pass all competencies with a 75% or better. Students must pass all courses during their two-year program.

### **Criminal Justice**

The **Criminal Justice** program is designed to prepare individuals to uphold the law of the State of Ohio and the Constitution of the United States. Students will learn techniques of crowd control, arresting, fingerprinting, and other police procedures. Students will learn to control stress through physical activity, and will complete fitness training as part of their program. A blend of safety, law enforcement, investigation, ethics, human relations, and equipment training offers an in-depth view into the world of criminal justice and public safety.

### **Culinary Arts/Hospitality**

The **Culinary Arts & Hospitality** program is an exciting and fast-paced career preparation program. Students learn basic knife skills, sanitation, workplace safety, professionalism, and use of tools and equipment. Students practice communication skills, management essentials, serving standards, cooking techniques and food preparation of stocks, sauces, soups, fruits, vegetables, potatoes, grains, proteins, desserts, as well as regional and global cuisine. Throughout the program students explore a variety of career opportunities within the restaurant and hospitality field. During the hospitality portion students will practice techniques focusing on front of house procedures to include dining room layout, event planning, event set up, catering, guest experience, table set up, and customer interactions.

### **Early Childhood Education**

The **Early Childhood Education** program prepares students for entry-level careers in childcare and preschool. Students in this program also have the opportunity to earn college credits that could be applied to further their education to earn an associates or bachelors degree in early childhood education. Students will learn about child development, childcare rules and regulations, teaching strategies, classroom environment, guidance techniques, and developing relationships with families. Early Childhood Education students participate in hands-on training with preschool and early elementary aged children. They prepare lessons and activities and teach concepts in literacy (reading and writing) and math, science, social studies through creative and hands-on methods.

### **Engineering Design**

The **Engineering Design** program develops the technical and academic skills necessary to communicate engineering ideas by using Computer Aided Design software on state-of-the-art equipment. This advanced study program prepares students to enter the field of Civil, Architectural, Mechanical, Electrical, or Computer Engineering Technology. Utilizing various manufacturing processes, students use CAD/CAM software to develop their designs into actual parts and products. Students complete the entire design cycle, from product inception to generating Computer Aided Machining (CAM) tool paths. After completing the design process, students machine and manufacture the final prototype product designs using the CNC Mill or CNC Lathe.

### **Industrial Academy (Construction)**

The **Industrial Academy (Construction)** program is NCCER accredited, and provides training in the manipulative skills necessary to obtain employment in construction/framing and finishing occupations. Credentials earned through the NCCER curriculum allow students to receive college and industry credits. Students receive in-depth, "on-the-job" experience through a two-year apprentice-training program. Instruction includes all types of wood and metal framing construction; a wide variety of exterior finishing and trim installation; interior trim and finishing; cabinet installation; and equipment care and maintenance. In addition to being trained as entry-level construction field workers, Grant Career Center students have the opportunity to earn up to 24 credit hours from Hocking College or Cincinnati State Technical and Community College. If students continue their education at Hocking College or Cincinnati State, they can continue their carpentry studies and receive an Associate Degree of Technical Studies in Carpentry/Construction Management.

### **Industrial Academy (Metal Fabrication)**

The **Industrial Academy (Metal Fabrication)** program incorporates "hands-on" welding experiences with technical instruction. This program is NCCER accredited. Students who meet the requirements are placed in a school-to-apprenticeship program. The apprenticeship program is an opportunity for highly qualified students to enter a structured placement and learning experience with greater Cincinnati employers. This program initiates a continuation of learning experiences past graduation and completion of the career training certification process culminating in journeyman status for successful students. The Ohio Bureau of Apprenticeship approves the program.

**Information Technology**

The **Information Technology** program is one of the most dynamic career areas involving the multi-faceted IT industry. Students have the opportunity to gain both knowledge and hands on experience with computers and networks. Students acquire the necessary skills to build, repair, and troubleshoot computers as well as installing, configuring, and troubleshooting of routers, switches, and wireless networks.

**Large Animal Science**

The **Large Animal Science** program prepares students to enter the Large Animal/ Agriculture industry with a special focus in the Equine field. This pathway offers numerous career opportunities including animal health care, horse breeding, training, and instructing. Students learn equine breeding, genetics, and nutrition while getting hands-on experiences in English and Western horseback riding, grooming, and livestock management. Students work with horses and other animal species on a daily basis to gain the knowledge and the skills needed to work in an equine and production livestock facility or be prepared for a college education.

**Veterinary Science**

The **Veterinary Science** program is designed to give you a head start towards a career in the Veterinary field. Veterinary science students handle and provide care for a variety of animals on a daily basis. The basic hands-on experience gives students comfort and confidence around a variety of different animal species. In the lab setting, students learn to restrain an animal, set up laboratory samples, assist in surgery, perform grooms on customer pets and create preventative health management plans. Students also study animal behavior, medical terminology and training practices.

## **EXTRA-CURRICULAR ACTIVITIES**

New Richmond High School takes pride in offering something for everyone in the way of extra-curricular activities. While many activities such as vocal/instrumental music, yearbook, and the school newspaper are a part of the curricular program, those that follow are offered as compliments to the curriculum. All students are encouraged to participate in the activity of their choice. All such participation is listed on the student's high school record.

### **Academic / Civic / Miscellaneous**

#### **Academic Team**

The Academic Team competes against league schools. Membership is open to all students in grades 9-12 and matches are held during the winter sports season.

#### **Art Club**

A club comprised of students in grades 9-12 interested in Visual Arts. Students will participate in art activities for our club, school, and community. Members will be an integral part in the planning and preparation of the annual Kaleidoscope of the Arts.

#### **Drama Production / Thespian Society**

An integral and essential part of the Fine Arts offering, these productions offer an opportunity for students to participate in the theater world as actors, actresses, dancers, singers, technicians, ushers, student directors, and instrumentalists. Membership in the Thespian Society is based upon participation in the various productions.

#### **French Club**

This club offers students the opportunity to learn more about the French language and culture through French cuisine, movies, the arts and student-led parties such as French Halloween and French Christmas.

#### **Hope Squad**

The Hope Squad is a school-based, peer-to-peer, suicide prevention program for students, with a three-year curriculum that emphasizes suicide prevention fundamentals, self-care and anti-bullying.

#### **Kind Club**

The purpose of KIND Club is to allow students the opportunity to experience the satisfaction of helping others while gaining an understanding of the work involved in community service and the intrinsic rewards gained. The club will organize and conduct community service activities and help promote a positive atmosphere in our school.

#### **National Honor Society**

Selected by a committee of staff members on the basis of scholarship (including a GPA of 3.7 or higher), leadership, character, and service.

#### **Office Aides**

Helping with functions in the general, guidance, athletic offices and Makerspace.

#### **Science Club**

A club comprised of students interested in taking an active role in countywide Science Challenge and various community projects such as Riverfront Clean-Up.

#### **Stage Crew**

A select group of students who are trained to operate the lighting, sound, and other technical equipment for the high school theater. These students are an integral part of all events taking place in the theater throughout the school year.

## Student Council

Student government consisting of elected officers and class representatives.

## Athletics

Students interested in participating in sports or sports related activities have a wide variety from which to choose:

	Varsity	Jr. Varsity	Freshmen
Athletic Aides*	✓	✓	✓
Baseball	✓	✓	
Basketball*	✓	✓	✓
Bowling*	✓	✓	
Cheerleaders	✓	✓	
Cross Country*	✓		
Football	✓	✓	✓
Golf*	✓	✓	
Soccer*	✓	✓	
Softball	✓	✓	
Swimming*	✓		
Tennis*	✓		
Track*	✓		
Volleyball	✓	✓	
Wrestling	✓	✓	

\* Offered for both boys and girls