



**BOWLING GREEN CITY SCHOOLS  
HIGH SCHOOL PROGRAM OF STUDIES  
2019-2020**

**BOWLING GREEN HIGH SCHOOL**

530 West Poe Road

Bowling Green, OH 43402

(419)354-0100

***BOBCAT PROUD***

# BOWLING GREEN HIGH SCHOOL PROGRAM OF STUDIES

## TABLE OF CONTENTS

Message from Executive Director of Teaching & Learning.....	3
District Vision and Core Values.....	4
BGHS registration contact information.....	5
Program Planning & Counseling .....	6
Scheduling Process and Policies .....	7
Academic Assist Period, Study Halls and Grading System, Athletic Eligibility.....	8-9
Graduation Requirements .....	10-11
Diploma Options & Requirements.....	11-14
Sample Course Progressions .....	15-18
Career Technical Education – Penta Career Center.....	19
Credit Flexibility .....	19
College Credit Plus, Support Services & Career Advising.....	20
Course Descriptions .....	Beginning on Page 21
English.....	21
Social Studies.....	24
Science.....	26
Math.....	29
Health & Physical Education.....	30
Agricultural Education.....	31
Fine Arts & Yearbook .....	32
Business, Computer Science, & STEAM.....	37
World Languages.....	39
Family & Consumer Sciences.....	41
Career Readiness Co-op.....	41
PENTA.....	42

## Message from the Executive Director of Teaching & Learning

Dear Bowling Green High School Family,

Welcome to the High School Program of Studies for Bowling Green City Schools! We hope you will use this document as a reference and a guide as you plan your high school sequence of courses. We intend to provide students and parents both general and specific information about course offerings and services at Bowling Green High School, Penta Career Center, and in alternative programs. In our efforts to achieve clarity and conciseness, we have written brief, objective descriptions of many of the elements of the high school program.

Students have many choices as they pursue their interests and expand their experiences. The student, parents, and the school counselor should work together to plan the four years of high schools and make appropriate revisions along the way. The student's long range goals and interests as well as the very important requirements for graduation should guide the decision-making. The 2018-2019 Program of Studies supports that process. Contact with the Offices of Counseling Services and Administration will reveal many other supports. For example, the school provides intervention in many subject areas in which students are preparing for Ohio's State Tests.

We encourage you to maintain communication with your school by attending parent information sessions, back-to-school events, and other scheduled opportunities. You may also call and schedule an individual appointment.

We hope you take advantage of the many opportunities available to you during your years in high school.

Sincerely,



Dr. Ann M. McCarty

Executive Director of Teaching & Learning

# BGCS Vision and Mission Statement



## VISION

Provide excellent instruction and equitable opportunities for each student.

## MISSION

Bowling Green City Schools is committed to high academic expectations and extracurricular opportunities in an inclusive, caring, safe, and healthy environment. We empower and support our teachers to be responsive to each student through a challenging and engaging curriculum. We partner with families and community to ensure student success.

## CORE VALUES

- Accountability
- Compassion
- Courage
- Creativity
- Integrity
- Respect
- Responsibility
- Service

## HIGH SCHOOL ADMINISTRATIVE & COUNSELING STAFF CONTACT INFORMATION

Main High School Office: (419) 354-0100

Principal: Jeff Dever – Extension 1001

Assistant Principal: Dan Black – Extension 1002

Counseling Office Secretary- Kathy Hershberger: Ext. 1010

<b>Counselor</b>	<b>Advising Students with last names beginning with:</b>	<b>Extension</b>	<b>Email</b>
Doug Niekamp	A-F	1012	dniekamp@bgcs.k12.oh.us
Alana Sigg	G-N	1013	asigg@bgcs.k12.oh.us
Amanda McBride	O-Z	1011	amcbride@bgcs.k12.oh.us

## WEBSITES

BGHS Website: <http://www.bgcs.k12.oh.us/1/Home>

BGHS Counseling Website: <http://www.bgcs.k12.oh.us/1/Content/guidance>

# PROGRAM PLANNING AND COURSE SELECTION CONSIDERATIONS FOR STUDENTS AND PARENTS

## ACADEMIC PROGRAM PLANNING

A successful high school experience depends on setting and accomplishing a series of short-term and long-term goals. Academic planning is an important task that will help students achieve their future educational and career goals. A four-year plan and yearly revision of this plan should be established to ensure that students will complete the courses needed to implement their post-graduation plans. A careful review of the Program of Studies will familiarize parents and students with curriculum offerings and school services and facilitate planning of comprehensive programs to meet both graduation and personal requirements. The Counseling department can assist in answering questions related to planning and programs.

### Guidelines/Suggestions for Course Planning

- Bowling Green City Schools encourages all students to enroll and succeed in advanced courses or college credit plus options. Successful participation in advanced courses instill in students a sense of accomplishment, improved study skills, and a foundation for success in subsequent advanced courses and for life beyond school. It is not, however, enough for students to simply desire to enroll in advanced courses. A solid foundation of knowledge and skills is imperative and is a great predictor of success in advanced courses.
- Courses with insufficient enrollment or staffing will either be combined or canceled. Please be sure to review your choices and plan for alternate classes should it be necessary.
- Students interested in Early Graduation or Early-Out must meet with a counselor and fulfill the specific requirements outlined in the policy statement and course request form.
- **Be sure to read the *prerequisites*** listed for each course in the Program of Studies.

## SCHOOL COUNSELING SERVICES

Bowling Green High School offers a professionally trained counseling staff to assist students with their personal, social, academic and career development. The counselors are available to meet with students about their individual concerns throughout the school year. In addition, they work together with students, parents and teachers on shared goals. The counseling staff has access to resources and information which can assist students in many ways; therefore, it is important for each student to establish a positive relationship with his/her counselor.

The Bowling Green High School counseling staff offers the following services through individual and group counseling, classroom presentations, workshops, computerized information systems, and community referrals:

- Orientation for new students and parents
- Individual counseling on personal and social concerns
- Referral service to local counseling services
- Career and life planning
- Academic planning
- Post-secondary educational planning
- Job search assistance
- Academic support including tutoring, study skills, test preparation, etc.
- Assistance with college applications, transcripts, financial aid and scholarships
- Information about personal, leadership, academic and career development opportunities

## SCHEDULING PROCESS

There are seven periods in the school day at BGHS. **All students must schedule a minimum of 12 semesters of class (equal to 6 periods of class for both semesters).** Courses that do not meet minimum enrollment figures will not be offered.

**FRESHMEN** must be enrolled in **English, World History, Science** and **Math**. Students are highly encouraged to schedule the **Health** and **Physical Education** requirements into their high school schedules as soon as possible.

**SOPHOMORES** must be enrolled in **English, American History, Science** and **Math**. Many sophomores who did not take **Health** and **Physical Education** as freshmen choose to complete them as sophomores.

**JUNIORS** must be enrolled in **English, Economics, Science,** and **Math**.

**SENIORS** must be enrolled in **U.S. Government, English 12** and **Math (if they have not already earned 4 credits of Math).**

1. Counselors will meet with students in groups to discuss course selection and academic planning.
2. Parents and/or students may meet individually with a counselor if so requested.
3. Students and their parents will decide on a schedule and students' parents will sign the Course Request Form.
4. Students are expected to take a minimum of six courses and a maximum of one study hall (unless in a special program) each semester.
5. Students will be informed of the days in August during which they will pick up their schedules, pay school fees and be photographed for student I.D.'s.

## SCHEDULE CHANGE POLICY

Students and parents are asked to carefully select the courses that will best meet the needs of the student. Counselors are available to help with this process. Parents and /or students may schedule an appointment with a counselor to receive assistance.

Course selections are used immediately to make staff assignments for the coming year and to determine when courses will be offered. **FOR THESE REASONS, ALL REQUESTS ARE CONSIDERED FINAL AND MAY ONLY BE ADJUSTED if one of the following criteria is met:**

### REASONS ACCEPTABLE FOR A CLASS CHANGE:

1. The course the student requested was canceled or it was offered at a time that would not fit into the student's schedule.
2. The student became part of a specialized group (such as C.B.I. or Special Education) and adjustments need to be made.
3. A medical, emotional or family emergency indicates that a change is in the best interest of the student.
4. The student followed the recommendations of the teacher and guidance staff but is determined to have been misplaced in one or more classes.
5. The student has recently moved into the school district and is determined to have been inappropriately placed in one or more classes.
6. The student has not met the prerequisite for a scheduled course.
7. The student fails the first semester of a yearlong course and the teacher, parent and student feel that he or she should drop the second semester to pick up another course.
8. The senior student fails a course required for graduation first semester and needs to drop a second semester course in order to repeat the required course during second semester.
9. The computer did not balance the study halls giving the student two study halls one semester and none the other.

**PLEASE NOTE: Except for the reasons listed in the Schedule Change Policy, no schedule changes will be made once the school year begins. SCHEDULES ARE FINAL AND CANNOT BE CHANGED.**

## ACADEMIC ASSIST PERIOD (AA Period)

The academic assist period is time built into the school day where students have the opportunity to receive extra academic support from teachers. This occurs twice a week.

## STUDY HALLS

Time management becomes one of the most valuable, and sometimes hardest lessons during high school. Students are able to sign up for a full schedule, but also remember that athletic seasons and extracurricular events may create stress due to classroom requirements. Students may want to consider leaving room in their schedule for a study hall to allow them time to complete homework at school, work with a tutor in English, math, science or social studies in our Tutor Lab, and to allow them to use their after school hours for employment or extra-curricular activities. However, not having a study hall would give students the opportunity to sign up for more electives and/or college preparatory classes.

*When filling out the registration sheets, please indicate which semester(s) a student is requesting a study hall.*

## GRADING SYSTEM – Class of 2022 and beyond

Bowling Green High School has a weighted system for GPA on a 5.0 scale. See the course listing in this guide to identify which honors and advanced placement courses are weighted.

Grade	Grade Range	Conversion Equivalent	Honors Conversion Equivalent	AP Conversion Equivalent
A+	97-100	4.0	4.5	5.0
A	90-96	4.0	4.2	4.7
B+	87-89	3.5	3.7	4.2
B	80-86	3.0	3.2	3.7
C+	77-79	2.5	2.7	3.2
C	70-76	2.0	2.2	2.7
D+	67-69	1.5	1.7	2.2
D	60-66	1.0	1.2	1.7
F	50-59	0	0	0

## GRADING SYSTEM – Class of 2019-2021

Bowling Green High School has a weighted system for GPA on a 4.0 scale. See the course listing in this guide to identify which honors and accelerated courses are weighted. GPA is computed by quality points divided by credits attempted in all courses.

<u>Honors</u>	<u>Regular</u>	
H 93+	(N/A)	5 pts
A 85-92.9	A 90+	4 pts
B 77-84.9	B 80-89.9	3 pts
C 70-76.9	C 70-79.9	2 pts
	D 60-69.9	1 pt
F 69 & below	F 59 & below	0 pt



## ATTENTION ATHLETES

In order to be eligible for a sport in grades 9-12, a student must be currently enrolled and must have been enrolled in school for the preceding grading period. During the preceding grading period, the student must have received passing grades in a minimum of five one-credit courses or the equivalent, which count toward graduation and have a 2.0 quarter G.P.A. Physical Education and Weight Training do not qualify toward this requirement. NCAA Division I and II Athletics require a minimum of academic core courses for college athletic eligibility. Student athletes should keep this in mind when registering for classes. See the Registration Guide for eligible courses and more information regarding OHSAA eligibility requirements and NCAA requirements can be found at [www.ohsaa.org](http://www.ohsaa.org) or by contacting the Athletic Director.

*The Bowling Green Area School District does not discriminate with regard to race, color, national origin, sex, or handicap in its educational programs, hiring, awarding contracts, or in any aspect of its operation.*



## GRADUATION REQUIREMENTS

Students will need to meet the state of Ohio's testing requirements for graduation. Please see a counselor for more information.

### Graduating Classes of 2018 and beyond

The graduation requirements for the classes of 2018 and beyond include curriculum and one of three options to show readiness for next steps in college and careers. Any student graduating from BGHS will be required to complete the **Core Curriculum** under the state requirements. This reflects BGHS's expectations beyond the minimum state requirements. The credits shall be distributed as follows:

Subject Area Curriculum	Credit Requirement	State Minimum	End of Course Tests
English Language Arts (English in grades 9,10,11,12)	4 credits	4 units	English I, English II
Mathematics [note 1] (Includes 1 credit of Algebra II)	4 credits	4 units	Algebra I [note 7], Geometry
Science [note 3] (1 Physical, 1 Life and 2 advanced sciences)	3 credits	3 units	Biology
Social Studies [note 4] (World History, American History, Social Studies elective, U.S. Government)	3.5 credits	3 units	American History, American Government
Physical Education [note 2]	0.5 credit (0.25 per semester)	½ unit	
Health	0.5 credit	½ unit	
Electives [note 5]	5.5 credits	5 units	
Other Requirements [note 6] -Economics & Financial Literacy - Fine Arts	Economics course  1.0 credit (fine arts)	Instruction in economics  1 unit (fine arts)	
	<b>22.0 credits total</b>		

#### AND MEET ONE OF THE FOLLOWING THREE OPTIONS:

Option 1	Option 2	Option 3
Students earn a <b>cumulative passing score of 18 points</b> , using even end-of-course state tests. To ensure students are well rounded, they must earn a minimum of four points in math, four points in English, and six points across science and social studies.	<b>Industry credential and workforce readiness.</b> Students earn 12 points through a State Board of Education approved, industry recognized credential or group of credentials in a single career field and achieve a <b>workforce readiness score</b> on the <b>WorkKeys</b> assessment. The state of Ohio will pay one time for those who take the WorkKeys assessment.	<b>College admission test.</b> Students earn "remediation-free" scores in English language arts and mathematics on a nationally recognized admission exam. The state of Ohio will pay one time for all 11 <sup>th</sup> grade students in the classes of 2018 and beyond to take the exam free of charge.

Please see the Ohio Department of Graduation website for more information on alternative pathways to graduation: <http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements>

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

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

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

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

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

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

7 **The State Board of Education** may decide to include an algebra II end-of-course examination in place of the algebra I end-of-course exam beginning for students entering ninth grade on or after July 1, 2016

## HONORS DIPLOMA REQUIREMENTS

### Diploma with Honors – College Prep Curriculum

**Students must fulfill all but one criterion (unless it is a minimum graduation requirement) of the following to receive the Diploma with Honors**

1. Four units of English.
2. Four units of Math, including Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four-year sequence of courses that contain equivalent content.
3. Four units of Science including 2 units of advanced, inquiry lab based science (ex. Physics and Chemistry, Anatomy, AP Biology, AP Chemistry).
4. Four units of Social Studies
5. Three units of World language, including at least two units in each language studied.
6. One unit of Fine Arts
7.  $GPA \geq 3.5$  on a 4.0 scale
8.  $ACT \geq 27$  /  $SAT \geq 1280$

### Diploma with Honors- Career-Technical Curriculum

**Students must fulfill all but one criterion of the following (unless it is a minimum graduation requirement) to receive the Diploma with Honors**

1. Four units of English.
2. Four units of Math, including Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four-year sequence of courses that contain equivalent content.
3. Four units of Science including 2 units of advanced, inquiry lab based science (ex. Physics and Chemistry, Anatomy, AP Biology, AP Chemistry).
4. Four units of Social Studies.
5. 2 units of one world language
6. Four units of electives in Career-Technical courses.

7. Field experience documented in a portfolio specific to the student's area of focus.
8. Comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus.
9. Earn an industry-recognized credential or achieve proficiency benchmark for appropriate Ohio Career-Technical Competency Assessment or equivalent.
10. GPA 3.5 on a 4.0 scale
11. ACT  $\geq 27$  / SAT  $\geq 1210$ ; WorkKeys: 6 or higher on Reading for Information and 6 or higher on Applied Mathematics

## STEM Honors Diploma

**Students must fulfill all but one criterion of the following (unless it is a minimum graduation requirement) to receive the Diploma with Honors**

1. Four units of English.
2. Five units of Math, including Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four-year sequence of courses that contain equivalent content.
3. Five units of Science including 2 units of advanced, inquiry lab based science (ex. Physics and Chemistry, Anatomy, AP Biology, AP Chemistry).
4. Three units of Social Studies.
5. Three units of World language, including at least two units in each language studied.
6. 1 unit of Fine Arts
7. Two units of electives with a focus in STEM
8. Field experience documented in a portfolio specific to the student's area of focus.
9. Comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus.
10. GPA 3.5 on a 4.0 scale
11. ACT  $\geq 27$  / SAT  $\geq 1280$

## Arts Honors Diploma

**Students must fulfill all but one criterion of the following (unless it is a minimum graduation requirement) to receive the Diploma with Honors**

1. Four units of English.
2. Four units of Math, including Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four-year sequence of courses that contain equivalent content.
3. Three units of Science including 1 unit of advanced, inquiry lab based science (ex. Physics and Chemistry, Anatomy, AP Biology, AP Chemistry).
4. Three units of Social Studies.
5. Three units of World language, including at least two units in each language studied.
6. 4 units of Fine Arts
7. Two units of electives with a focus in fine arts
8. Field experience documented in a portfolio specific to the student's area of focus.
9. Comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus.
10. GPA 3.5 on a 4.0 scale
11. ACT  $\geq 27$  / SAT  $\geq 1280$

## Social Science and Civic Engagement Honors Diploma

Students must fulfill all but one criterion of the following (unless it is a minimum graduation requirement) to receive the Diploma with Honors

1. Four units of English.
2. Four units of Math, including Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four-year sequence of courses that contain equivalent content.
3. Three units of Science including 1 unit of advanced, inquiry lab based science (ex. Physics and Chemistry, Anatomy, AP Biology, AP Chemistry).
4. Five units of Social Studies.
5. Three units of World language, including at least two units in each language studied.
6. 1 unit of Fine Arts
7. Two units of electives with a focus in fine arts
8. Field experience documented in a portfolio specific to the student's area of focus.
9. Comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus.
10. GPA 3.5 on a 4.0 scale
11. ACT  $\geq$  27 / SAT  $\geq$  1280

## Seal of Biliteracy

A Seal of Biliteracy recognizes graduating seniors who can demonstrate high levels of proficiency in English and at least one other language. Students must be a senior or a junior in good standing within 15 months of graduating. Students should see their guidance counselor for more information. The following requirements must be met:

**Meet one of the English language arts proficiency requirements:**

- a. Earned a proficient level or higher on Ohio's required state tests for high school English language arts I and II;
- or**
- b. Earned a remediation-free score on the English and reading sections of the ACT or SAT; or
  - c. Earned a proficient level or higher on an Ohio Department of Education-approved alternative assessment (TerraNova or Iowa Test); or
  - d. Earned a score of proficient or higher on the Ohio English Language Proficiency Assessment (OELPA).

**Meet one of the foreign language proficiency requirements:**

- a. Passed an Advanced Placement (AP) foreign language examination with a score of 4 or higher; or
- b. Passed an International Baccalaureate (IB) foreign language examination with a score of 5 or higher; or
- c. Attained a score of Intermediate High or higher in comprehension, speaking, reading and writing the foreign language based on the American Council on the Teaching of Foreign Languages Proficiency Guidelines found at
- d. Qualified for proficiency-based credits through Ohio's credit flexibility program and attained a score of Intermediate High or higher in comprehension, speaking, reading and writing based on the American Council on the Teaching of Foreign Languages Proficiency Guidelines using assessments approved by the Ohio Department of Education; or
- e. Attained a score equivalent to Intermediate High or higher on the American Council on the Teaching of Foreign Languages Proficiency Guidelines in interpersonal signing, presentational signing and demonstrating understanding of American Sign Language on an American Sign Language assessment approved by the Ohio Department of Education; or
- f. Attained a score equivalent to Intermediate High or higher on the American Council on the Teaching of Foreign Languages Proficiency Guidelines in interpretive reading and presentational writing on a classical language assessment approved by the Ohio Department of Education.

## FOUR-YEAR COLLEGE PREPARATORY MAJOR – CORE CURRICULUM

This curriculum includes **the recommended core requirements** for four-year college preparation in Ohio. Institutions in other states recommend a similar curriculum. Highly selective colleges and universities may require up to four years of credits in the core areas.

**Many two-year technical and community colleges do not require the college preparatory curriculum;** however, students interested in attending a two-year college are encouraged to take as many college preparatory courses as possible

<b><u>SUBJECT AREAS</u></b>		<b><u>Recommended</u></b>
<b>English</b>	Eng 9/Hons Eng 9 Eng 10/Honors Eng 10 Eng 11/AP Language Eng 12 or AP Eng. Lit. & Comp.	<b>4.0 or 5.0</b>
<b>Mathematics</b>	Algebra I Geometry or Honors Geometry 9 Alg II/Trig or Honors Alg II/Trig Alg III w/ Trig or Honors Pre-Calculus Calculus or AP Calculus AB	<b>4.0 or 5.0</b>
<b>Science</b>	Science 9 Biology/Honors Biology Two additional higher level science credits (Chemistry, Physics, AP Biology, AP Chemistry, Anatomy)	<b>4.0</b>
<b>Social Studies</b>	World History American History/ S.S. Elective/Economics/ U.S. Government/Psychology	<b>4.0</b>
<b>Fine Arts</b>	Art/Music/Drama	<b>1.0</b>
<b>World Language</b>	French/Spanish	<b>4.0 or 5.0</b>
<b>Health</b>		<b>0.50</b>
<b>Physical Education</b>		<b>0.50</b>
<b>Electives</b>		<b>3.50+</b>

## SAMPLE COURSE PROGRESSIONS

It is helpful to consider the 6-12 progression of coursework when selecting courses. The pathways are flexible and movement is not limited to staying in one path. Students may accelerate as they are ready to do so.

### ELA Progression – BGMS to BGHS

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 6	English 7	English 8	English 9	English 10	English 11	English 12
			World Culture Studies <i>(one credit English and one credit social studies)</i>			
Honors English 6	Honors English 7	Honors English 8	Honors English 9	Honors English 10	AP English Language & Composition	AP English Literature & Composition
			Honors World Culture Studies <i>(one credit English and one credit social studies)</i>			

### Math Progression – BGMS to BGHS

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Math 6	Math 7	Math 8	Algebra I	Geometry	Intermediate Algebra	Algebra II/Trig
					Algebra II/Trig	Probability and Statistics
						Algebra III w/Trig
Math 7 for 6 <sup>th</sup> Grade	Math 8 for 7 <sup>th</sup> Grade or Algebra I (HS credit)	Algebra I (HS credit) or Geometry (HS credit)	Algebra II/Trig	Algebra III/Trig	Calculus	AP Calculus
			Honors Algebra II/Trig	Honors Pre-Cal	AP Calculus	CCP Course Options

### Science Progression – BGMS to BGHS

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Science 6	Science 7	Science 8	Physical Science or Honors Biology (10 <sup>th</sup> grade course)	Biology or Honors Biology or AP Biology or Physical Science or Chemistry	Chemistry and/or Environmental Science and/or Field Biology and/or AP Biology and/or Chemistry and/or Anatomy & Physiology (A & B – each 1 semester)	Physics and/or Anatomy & Physiology (A & B – each 1 semester) and/or Field Biology and/or Environmental Science and/or Chemistry and/or AP Chemistry

### Social Studies Progression – BGMS to BGHS

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Social Studies 6	Social Studies 7	Social Studies 8	World History or World Culture Studies <i>(one credit English and one credit social studies)</i>  Contemporary Issues <i>(additional elective)</i>	American History  Contemporary Issues and/or Psychology <i>(additional electives)</i>	Economics <i>and</i> Geography or American Culture Studies or Psychology	U.S. Government <i>and</i> Geography or American Culture Studies or Psychology
Social Studies 6	Social Studies 7	Social Studies 8	Honors World History or Honors World Culture Studies <i>(one credit English and one credit social studies)</i>	Honors American History	AP U.S. History	AP American Government



## Performance Fine Arts Progression – BGMS to BGHS

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Choir 6	Choir 7	Choir 8	Men's Choir or Women's Choir	Men's Choir or Women's Choir or Chorale or Madrigal Singers	Men's Choir or Women's Choir or Chorale or Madrigal Singers	Men's Choir or Women's Choir or Chorale or Madrigal Singers
Band 6	Band 7 or Beginning Band and/or Jazz Band 7	Band 8 or Beginning Band and/or Jazz Band 8	Band (Marching Band & Concert or Symphonic Band)  Jazz Ensemble (additional elective)  AP Music Theory	Band (Marching Band & Concert or Symphonic Band)  Jazz Ensemble (additional elective)  AP Music Theory	Band (Marching Band & Concert or Symphonic Band)  Jazz Ensemble (additional elective)  AP Music Theory	Band (Marching Band & Concert or Symphonic Band)  Jazz Ensemble (additional elective)  AP Music Theory
Orchestra 6	Orchestra 7	Orchestra 8	Concert Orchestra	Concert Orchestra or Chamber Orchestra	Concert Orchestra or Chamber Orchestra	Concert Orchestra or Chamber Orchestra
	Spotlight on Communication	Spotlight on Communication <i>(if not taken in 7<sup>th</sup> grade)</i>	Social Issues Theater and/or Public Speaking <i>(see below*)</i>	Shakespeare Through Performance and/or Public Speaking <i>(see below*)</i>	Shakespeare Through Performance and/or Public Speaking <i>(see below*)</i>	Shakespeare Through Performance and/or Public Speaking <i>(see below*)</i>

\*Theater Design, Acting/Directing: Improv offered alternate years for grades 9-12

The pathways are flexible and movement is not limited to staying in one row. Students may accelerate or change interest as they are ready to do so. However, please note that performance course selection may be determined by audition.

## Art Progression – BGMS to BGHS

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Art 6	2D Art Intro	2D Art Advanced	Beginning Art	Intermediate Art	Art Exploration	Advanced Art
	and/or	and/or	and/or	and/or	and/or	and/or
	3D Art Intro	3D Art Advanced	Advertising /Graphic Design	Advertising /Graphic Design	Advertising /Graphic Design	Advertising /Graphic Design
Art 6	2D Art Intro	2D Art Advanced	Beginning Art	Intermediate Art	Advanced Art	Senior Studio
	and/or	and/or	and/or		and/or	
	3D Art Intro	3D Art Advanced	Advertising /Graphic Design	Art Exploration		

## STEAM Progression – BGMS to BGHS

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
STEAM 1  and/or  Tech 101	STEAM 2  and/or STEAM 3  and/or Intro to Computer Programming Concepts  and/or Intro to Digital Media  and/or Everyday Engineering	STEAM 2  and/or STEAM 3  and/or Intro to Computer Programming Concepts  and/or Intro to Digital Media  and/or Everyday Engineering	STEAM Foundations  and/or Computer Science  and/or Computer Programming	STEAM Foundations  and/or Computer Science  and/or Computer Programming	Computer Science  and/or Computer Programming	Computer Programming  and/or AP Computer Science
<b>Sample Path:</b> STEAM 1 and Tech 101	STEAM 2 and Everyday Engineering	STEAM 3 and Computer Science Intro	STEAM Foundations	Computer Science	Computer Programming	AP Computer Science

These courses are **in addition** to coursework in math, science, and the arts. The pathways are flexible and movement is not limited to staying in one row. Students may accelerate as they are ready to do so.

## World Language Progression – BGMS to BGHS

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
	FLEX	French I <small>(high school credit)</small>	French II	French III	BGSU CCP French <small>(1<sup>st</sup> course – taught at BGHS)</small>	BGSU CCP French <small>(2<sup>nd</sup> course – taught at BGHS)</small>
		Spanish I <small>(high school credit)</small>	Spanish II	Spanish III	Spanish IV	Spanish V
FLEX	French I <small>(high school credit)</small>	French II <small>(high school credit)</small>	French III	BGSU CCP French <small>(1<sup>st</sup> course – taught at BGHS)</small>	BGSU CCP French <small>(2<sup>nd</sup> course – taught at BGHS)</small>	Additional CCP
FLEX	Spanish I <small>(high school credit)</small>	Spanish II <small>(high school credit)</small>	Spanish III	Spanish IV	Spanish V	Spanish CCP Course

## CAREER/TECHNICAL EDUCATION MAJOR - PENTA CAREER CENTER

The **Penta County Career Center** provides high school sophomores, juniors and seniors with a marketable skill so they may be better trained in a particular career/technical interest when entering the work force. Penta provides job training as a part of the high school program. Penta graduates plan to either seek immediate employment or continue their education through an apprenticeship program, a technical, two or four-year college or university. Four-year college applicants must complete the **Core Curriculum**.

To earn a BGHS diploma while enrolled in a Penta program, a student must earn the requirements listed below and meet the state testing requirements. In addition, to earn a *Career Passport*, students must successfully complete a Penta program. It is required that sophomore students considering going to Penta have a minimum of 6 core credits. Freshmen considering the sophomore **Exploratory Program** must have a minimum of 3 full credits in core courses.

**Please see the end of the course descriptions in this booklet for more information**

### Minimum Requirement

#### Subject Area if completing a PENTA program

English 9, 10, 11, 12	4.0
Mathematics	4.0
Science (1 Physical & 1 Biological)	3.0
Social Studies	3.0
Health	0.5
Physical Education	0.5
Electives	7.0
<b>TOTAL</b>	<b>22.0</b>

## ADMINISTRATIVE PROCEDURES – CREDIT FLEXIBILITY

Credit flexibility options are designed for those students who demonstrate the ability, interest, and maturity to accept personal responsibility for their learning in a selected curricular area and have the opportunity to pursue it outside of Bowling Green High School with a Bowling Green Board of Education-approved program. The purpose of the credit flexibility option is to develop learners who plan their own research, learning objectives, and a plan whereby they will attain those objectives outside of the traditional classroom. The policy will provide a personalized educational opportunity for all students in which they will identify, acquire, and demonstrate the proficiency of their knowledge through standards to earn graduation credit. Students will engage in activities beyond the boundaries of traditional classroom settings requiring specific work or “seat time”, by taking part in an alternative learning experience in which they will demonstrate achievement of identified learning standards. Students will be required to complete a Proposal for Credit Flexibility Form in which they will identify their educational goals, identify the standards they will demonstrate, and create a timeline for completion. Students may work independently or with a credit flexibility partner. Individuals and organizations wishing to partner with the student in an instructional plan will need to seek approval from Bowling Green High School.

### **Credit Flexibility Requirements:**

1. Approved, written plan or agreement between the student, high school guidance counselor, principal, parents, possible off-site program provider, and a Bowling Green High School teacher of record.
2. Grades will be reported to the guidance office and will be recorded on the student’s report card and transcript.
3. All credit flex classes must be submitted by the last day of school prior to the following school year. Otherwise, the plan will not be approved.

### **How to Apply for a Credit Flexibility Program:**

1. Receive Credit Flexibility Packet from Counselor and complete the agreement. Return the proposal to Counselor when completed.
2. A conference must be scheduled to evaluate the proposal and be signed by the student, parent/guardian, teacher of record, counselor, and principal.
3. All proposals must be submitted by the last day of school prior to the following school year.
4. Student is responsible for completing all aspects of the plan, as agreed upon, including quarterly assessments and timelines to receive a grade and credit.

## EDUCATIONAL OPTIONS and SUPPORT SERVICES

### College Credit Plus (CCP)

College Credit Plus, formerly PSEOP, is a free program that allows eligible 7-12 grade students to enroll in non-remedial college courses at a college or university in Ohio in order to earn both high school and college credit. Students participate in College Credit Plus (CCP) by being admitted into a college or university. Students must meet the institution's criteria for acceptance and apply to that institution by the deadlines set forth by that institution. College courses may be taken on campus of the instruction, on line through the institution, or at the high school as a dual enrollment course (for select courses only). CCP is not an Advanced Placement (AP) course and students are responsible for their own transportation and related expenses. Interested students and parents must attend an information meeting at the beginning of the second semester and sign an intent form in order to participate in CCP for the following school year. **Students who have not received this form of CCP counseling and signed the Intent Form will not be able to participate in CCP.** A list of current CCP classes taught at BGHS will be available in the counseling office. . The Letter of Intent form must be turned in to your school counselor by **March 31<sup>st</sup>**. After April 1<sup>st</sup>, permission is needed from the school district superintendent.

---

### Special Education Support Services

Bowling Green High School provides a comprehensive continuum of special education services designed to address the individual needs of 9<sup>th</sup> to 12<sup>th</sup> grade students identified as having disabilities. Students are identified to receive special support services through a formal process of referral, identification and placement conducted by a multidisciplinary team. Appropriate placement is based on a team decision following a review of the individual's needs.

---

### Career Based Intervention (CBI)

Career Based Intervention (CBI) is a program for students ages 17+. CBI improves the employability of students who qualify. Students have on the job training, related classroom work and academic classes in English, mathematics and social studies. Students are required to work or volunteer 15 hours per week at a Penta-approved job. Transportation must be available for daily travel to and from school and work. CBI is a Penta program in BG.

---

### Summer School

Requirements have been established for summer school. Students must gain approval from a counselor and an administrator before initiating this option. Most courses are offered on line. See your guidance counselor for other options.

## CAREER ADVISING

As career choices become more complex, one of the most difficult challenges you will face is identifying career options that are in line with your personal interests and abilities. If you are having difficulty determining where your interests and abilities lie, we have several options to help you learn more about yourself and the world of work. After you complete those activities, you will be in a better position to evaluate your current and future plans so that you can select courses that will prepare you for those job possibilities.

As a Bowling Green student, you have many opportunities to learn more about yourself and about future job possibilities, through **Career Exploration**. In grades 7 & 8, you take *Ohio Career Information System* (OCIS) Career interest inventories. Your interest inventory results are occupations grouped by **clusters**, which is a way of organizing information. Each cluster of occupations shares a common function, such as health care. Clusters direct you toward occupations that may be of interest to you.

We want to help you connect your patterns of career interests with preparation courses or programs offered through the Bowling Green School District. By using the information found from doing these activities, you will be prepared to take advantage of the tremendous number of opportunities within your reach.

# COURSE DESCRIPTIONS

“#” means NCAA approved course.

An “H” indicates honors/accelerated courses on a 5.0 scale.

## ENGLISH

### 901005 ENGLISH 9 #

**Grades: 9**

**Credit: 1.0**

*Prerequisite: None*

The study of language arts skills is integrated through reading and writing activities. Literature is selected from drama, fiction, nonfiction, and poetry. Reading, writing, listening and speaking activities evolve from the exploration of the literature. Through small and large group discussions, journal responses, student presentations, projects, and critical and creative essays, students are encouraged to relate personal experiences, analyze themes, and critically evaluate the literature. A study of vocabulary is addressed through workbooks and/or literature.

### 901085 HONORS ENGLISH 9 # H

**Grades: 9**

**Credit: 1.0**

*Prerequisite: Enrollment in Honors English 9 is based upon teacher recommendation and a grade point average of no less than 3.0 in English. In making recommendations, teachers consider students who demonstrate the following: high ability and achievement in reading, writing and thinking; high level of task commitment while managing longterm assignments; good work habits, and the ability to work independently. Positive and cooperative attitudes also are considered. Students will also be required to sign a statement of intent.*

In addition to the curriculum described for English 9, Honors English 9 level students will be expected to:

- Write at a higher standard as measured by a more rigorous rubric than the general curriculum
- Learn through concurrent, multiple tasks as opposed to linear activities
- Read literature that is more challenging than the general curriculum
- Engage in higher level thinking skills as students apply, analyze, synthesize and evaluate information.
- Write formal synthesis papers demonstrating competency in documentation, organization and analysis.

### 901100 WORLD CULTURE STUDIES #

**Grades: 9**

**Credit: 1.0**

*Prerequisite: None*

*World Studies is a cross-curricular course which counts as one credit of social studies (World History) and one credit of English (English 9). This will be offered in a “double-block” period but conducted as a single integrated course.*

The study of language arts skills is integrated with an introduction to the major political, social, and cultural events in global history, starting with the Enlightenment and ending with global events in the Twentieth Century. Through small and large group discussions, journal responses, student presentations, projects, and critical and creative essays, students are encouraged to relate personal experiences, analyze themes, and critically evaluate literature. Students will interpret and create maps, graphs, charts, examine current events, and analyze primary and secondary sources in order to gain a better understanding of how history has shaped our world

### 901180 HONORS WORLD CULTURE STUDIES #

**Grades: 9**

**Credit: 1.0**

*Prerequisite: Enrollment in Honors World Culture Studies is based upon teacher recommendation and a grade point average of no less than 3.0 in English and Social Studies 8. In making the recommendations, teachers consider students who demonstrate the following: high ability and achievement in reading, writing and thinking; high level of task commitment while managing long term assignments; good work habits, and the ability to work independently. Positive and cooperative attitudes are also considered. Students will also be required to sign a statement of intent and complete a summer reading assignment.*

**Honors World Studies is a cross-curricular course which counts as one credit of social studies (World History) and one credit of English (English 9). This course will be offered in a “double-block” period but conducted as a single integrated course.**

The study of language arts skills is integrated with an introduction to the major political, social, and cultural events in global history, starting with the Enlightenment and ending with global events in the Twentieth Century. Through small and large group discussions, journal responses, student presentations, projects, and critical and creative essays, students are encouraged to relate personal experiences, analyze themes, and critically evaluate literature. Students will interpret and create maps, graphs, charts, examine current events, and analyze primary and secondary sources in order to gain a better understanding of how history has shaped our world.

In addition to the curriculum described for World Studies, Honors World Studies students will be expected to:

- Write at a higher standard as measured by a more rigorous rubric than the general curriculum
- Learn through concurrent, multiple tasks as opposed to linear activities
- Read literature that is more challenging than the general curriculum

#### **902005 ENGLISH 10 #**

**Grades: 10**

**Credit: 1.0**

*Prerequisite: English 9*

Literature, vocabulary, and written and oral communication skills are integrated in this course. Selections from poetry, short stories, novels, plays and non-fiction are read. Vocabulary study and practice in written and oral communication stem from the literature units. Students learn to write in a variety of situations for a variety of audiences with a focus on learning to support their opinions with ample evidence in a logical and organized fashion. Grammar usage and punctuation skills are studied as an integral part of the writing, revising and proofreading process. Critical thinking and reading skills are practiced in a study of the various materials read. Students will practice the skills required for research and complete several research oriented projects throughout the year.

#### **902085 HONORS ENGLISH 10 # H**

**Grades: 10**

**Credit: 1.0**

*Prerequisite: English 9 and instructor signature.*

***Students will read selections from an assigned list the summer before beginning the course.***

In addition to the curriculum described for English 10, Honors English 10 students are expected to do the additional following Honors level activities:

- Learn how to use research libraries (BGSU) and are required to apply that knowledge to process of writing a research paper. This includes recognition of and use of peer reviewed material.
- Read books from an assigned list the summer before grade 10 and throughout the year. Students analyze selections independently in a timed writing. Reading selections are generally above a tenth grade reading level. Analysis topics include archetypal patterns, literary traditions in cultural and historical contexts, as well as the social setting, stylistic elements, etc.
- Write formal synthesis papers in addition to the major research paper. Student writing must demonstrate competency in documentation, organization, analysis, and application of appropriate rhetoric in addition to the usual conventions of academic writing. Writing rubric standards are substantially more rigorous than English 10 rubric standards.

#### **903005 ENGLISH 11 #**

**Grades: 11**

**Credit: 1.0**

*Prerequisite: English 10.*

This required course exposes the student for the first time to an in-depth study of our American heritage in literature. Chronologically and/or thematically, the course encompasses all forms of literature from 1600 to the present. Several novels will be read in addition to the text. The integrated writing assignments are intended to give composition practice to both college-bound and non-college bound students. Expressive, informative, persuasive, and imaginative writing are practiced in both paragraphs and longer pieces, with an emphasis on awareness of audience, organization, and development. Punctuation, standard English usage, sentence structure, and word choice are studied as an integral part of the composition and revision process. This course is a prerequisite for English 12 and Advanced Placement English.



## SOCIAL STUDIES

"#" means NCAA approved course.

An "H" indicates honors/accelerated courses on a 5.0 scale.

### **601000 WORLD HISTORY #**

**Grades: 9**

**Credit: 1.0**

*Prerequisite: None*

An introduction to the major political, social, and cultural events in global history. Starting with the Enlightenment the course traces significant developments in both Western and non-Western civilizations. Emphasis is placed on the fast paced and complex changes that occurred in the Twentieth Century. This course helps students to trace some of their own heritage by examining their cultural origins. It also helps students to understand global diversity by becoming familiar with non-Western cultures. This course is highly recommended for any student who wants to better understand the world in which he/she lives.

### **601085 HONORS WORLD HISTORY #**

**Grades: 9**

**Credit:**

**1.0**

*Prerequisite: An "A" in Social Studies 8 and an "A" in English 8 or an "A" in Extra-Challenge English 8.*

The course description is the same as World History with additional requirements as required by the Bowling Green City School system and the Ohio Department of Education. They are:

1. Quarterly research papers of various topics dealing with the historical period
2. Tests and analysis that require more of an understanding of the time period
3. Additional assignments that will have the student learn more complex issues
4. Other assignments or learning experiences that the teacher deems appropriate

### **601100 WORLD CULTURE STUDIES #**

**Grades: 9**

**Credit: 1.0**

*Prerequisite: None*

*World Studies is a cross-curricular course which counts as one credit of social studies (World History) and one credit of English (English 9). This will be offered in a "double-block" period but conducted as a single integrated course.*

The study of language arts skills is integrated with an introduction to the major political, social, and cultural events in global history, starting with the

Enlightenment and ending with global events in the Twentieth Century. Through small and large group discussions, journal responses, student presentations, projects, and critical and creative essays, students are encouraged to relate personal experiences, analyze themes, and critically evaluate literature. Students will interpret and create maps, graphs, charts, examine current events, and analyze primary and secondary sources in order to gain a better understanding of how history has shaped our world

### **601180 HONORS WORLD CULTURE STUDIES #**

**Grades: 9**

**Credit: 1.0**

*Prerequisite: Enrollment in Honors World Culture*

*Studies is based upon teacher recommendation and a grade point average of no less than 3.0 in English and Social Studies 8. In making the recommendations, teachers consider students who demonstrate the following: high ability and achievement in reading, writing and thinking; high level of task commitment while managing long term assignments; good work habits, and the ability to work independently. Positive and cooperative attitudes are also considered. Students will also be required to sign a statement of intent and complete a summer reading assignment.*

**Honors World Studies is a cross-curricular course which counts as one credit of social studies (World History) and one credit of English (English 9). This course will be offered in a "double-block" period but conducted as a single integrated course.**

The study of language arts skills is integrated with an introduction to the major political, social, and cultural events in global history, starting with the Enlightenment and ending with global events in the Twentieth Century. Through small and large group discussions, journal responses, student presentations, projects, and critical and creative essays, students are encouraged to relate personal experiences, analyze themes, and critically evaluate literature. Students will interpret and create maps, graphs, charts, examine current events, and analyze primary and secondary sources in order to gain a better understanding of how history has shaped our world.

In addition to the curriculum described for World Studies, Honors World Studies students will be expected to:



- Write at a higher standard as measured by a more rigorous rubric than the general curriculum
- Learn through concurrent, multiple tasks as opposed to linear activities
- Read literature that is more challenging than the general curriculum

### **612000 AMERICAN HISTORY #**

**Grades: 10**

**Credit: 1.0**

*Prerequisite: World History*

This is a survey course which stresses the social, economic and political growth of the United States. This course will study the period post-reconstruction to the present. Emphasis is placed on trying to gain a concept of past and present problems of the United States.

### **612005 HONORS AMERICAN HISTORY #**

**Grades: 10**

**Credit: 1.0**

*Prerequisite: World History and recommendation from World History Teacher*

This course will cover United States history from its colonial period to the present. Through this time period the class will focus on the overall understanding and changes that have occurred in such areas as: politics, diplomacy, culture, economic, and social aspects of the United States. This course will accomplish this by teaching students how to read, understand, analyze, and interpret a vast variety of sources. One of the main goals of this course is to give students enough historical context that they will be able to connect various aspects of history to one another and to see the overarching connections between them.

### **603300 INTRO TO PSYCHOLOGY**

**Grade: 10-12**

**Credit: 0.5**

**Prerequisite:** American History

This course focuses on human behavior and why an individual thinks, feels, and reacts to certain stimuli. Major emphasis will be placed on: What is Psychology, Research Methods, How the Brain Works, Learning, Personality, Human Development, Memory, and Psychological Disorders. Upon completion of this course, students will demonstrate the ability to: Understand the nature of human beings, both as individuals and as members of social groups; Apply critical thinking skills and be aware of the need for careful, objective

evaluation of psychological ideas; Employ the various methods of psychological inquiry; Recognize and apply psychological principles as a body of knowledge relevant to the student's life and culture; Acknowledge that psychology explores behavior and mental processes of both human and non-human animals. *Please note the nature of the field of psychology may require discussions of mature topics.*

### **603100 ECONOMICS & FINANCIAL LITERACY**

**Grades: 11-12**

**Credit: 0.5**

*Prerequisite: None*

Everyone needs the ability to manage personal finances on a day to day basis as well as financial literacy to be an educated consumer in the global market. You will learn how to manage savings, checking, investments, retirement funds, insurance policies, and credit cards as well as how to use and plan for banking services, investing, retirement funds and insurance - skills you will need throughout your life. You will also learn major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

### **612085 ADVANCED PLACEMENT U.S. HISTORY #**

**Grade: 11-12**

**Credit: 1.0**

*Prerequisite: Instructor signature. Summer assignments will be required. Failure to complete summer assignment will result in removal from the course.*

The AP U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods. The course is taught at college level curriculum. A summer assignment will also be required.

### **603200 GEOGRAPHY #**

**Grades: 11 and 12**

**Credit: 0.5**

*Prerequisite: None*

A semester course open to all interested juniors and seniors. This class will provide an introduction to the cultures and lifestyles of different nations, cultural and ethnic groups and peoples. An emphasis will be placed on analyzing both the commonality and

diversity within national, regional, and global settings. Students will also gain a knowledge of geographic locations, patterns, and processes in order to show the interrelationship between the physical environment and human activity, and to explain the interactions in an increasingly interdependent world.

**603500 AMERICAN CULTURAL STUDIES #**

**Grades: 11 and 12** **Credit: 0.5**

*Prerequisite: None*

This semester class will focus on all aspects of American culture, both past and present. The class will provide a framework to access and evaluate American culture in a variety of forms. Emphasis will be placed on issues of free speech and the social impact of differing cultures in America throughout history. Students will also learn about the effects of culture on American's values and belief systems, as well as the history and development of different aspects of American culture throughout the years.

**624010 UNITED STATES GOVERNMENT #**

**Grade: 11-12** **Credit: 0.5**

*Prerequisite: None but this course is for students in the senior class*

This required course at grade level 12 will stress both the theory & practice of the American federal government & its structure organization. Problems relating to the functioning of the executive, legislative & judicial branches will be studied.

Interstate relations, nominations & elections, & civil rights are to be discussed. Major political issues & problems confronting today's citizens will be dealt with extensively. Emphasis will be placed on citizen rights & responsibilities.

**601500 CONTEMPORARY ISSUES #**

**Grades: 9-10** **Credit: 0.5**

*Prerequisite: None*

This is an elective course that will primarily be offered to freshman and sophomores. The course will use various sources such as CNN Student News, UpFront Magazine and other media outlets to discuss national and global current events and issues. This course would provide a foundation for students to become more media savvy and literate, allowing them to further their studies in future social studies classes both in high school and college.

**624015 AP GOVERNMENT #**

**Grades: 12** **Credit: 1.0**

*Prerequisite: Instructor signature.*

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

**SCIENCE**

"#" means NCAA approved course. An "H" indicates honors/accelerated courses on a 5.0 scale.

**721005 PHYSICAL SCIENCE**

**Grades: 9-10** **Credit: 1.0**

*Prerequisite: None; A calculator is required.*

This is a lab-based course. Participation in all class sessions is critical. Much of the class time is spent in laboratory sessions conducting investigations, collecting and interpreting data, and arriving at conclusions. Throughout the course, the student is challenged to understand the principles of physical science, including basic physics and chemistry. Major themes include the nature of science and technology, forces, motion, waves, energy, atomic structure, chemical reactions, processes that shape the earth, and interaction of energy and matter.

**712025 BIOLOGY #**

**Grades: 10-12** **Credit: 1.0**

*Prerequisite: Physical Science*

Students explore the structure and characteristics of living things, including microorganisms, plants and animals. Major areas of study include: biochemistry; cell structure and processes; heredity and genetics; a survey of the kingdoms of living things. The relationship of the study of biology to current social, scientific and ecological issues is included. Laboratory investigations comprise a major portion of classroom work. Participation in all labs, including dissections, is required for course credit.

**732085 HONORS BIOLOGY # H**

**Grades: 9-10** **Credit: 1.0**

*Prerequisite: For upcoming 10<sup>th</sup> graders, recommendation/approval by Physical Science teacher.*

*\*Grade 9 students who register for honors biology should have successfully completed Algebra I in grade 8 and have the recommendation of their science teacher.*

Honors Biology is designed for the sophomore science student who is willing to do independent research to enrich his/her science experience. This course is distinguished as an honors class because students will complete independent research in addition to required coursework. Students in Honors Biology follow the same curriculum as regular biology but over the year will develop independent research projects, write technical papers, and possibly participate in local and regional science competitions. Participation in all labs, including dissections, is required for course credit.

### **713005 ENVIRONMENTAL SCIENCE**

**Grades: 11-12**

**Credit: 1.0**

*Prerequisite: Biology recommended*

Environmental science incorporates biology, chemistry, physics and physical geology and introduces students to key concepts, principles and theories within environmental science.

Investigations are used to understand and explain the behavior of nature in a variety of inquiry and design scenarios that incorporate scientific reasoning, analysis, communication skills and real-world applications.

### **713205 FIELD BIOLOGY**

**Grades: 11-12**

**Credit: 1.0**

*Prerequisite: Completion of Physical Science and biology*

This course will introduce students to techniques used in the life sciences for data collection and incorporate this data into project based learning. This includes investigating interdependent relationships in ecosystems and sustainability. Students will be introduced to local flora and fauna of native ecosystems and will develop studies in environmental science based on data collection. This course replaces Ecology, Botany and Zoology. This course is a field course that will involve several outdoor labs and required field trips. Students should have a genuine interest in environmental concerns and in learning about how ecosystems function or are impacted by human

activity. Dissections of animals and plants will be required.

### **723005 CHEMISTRY #**

**Grades: 10-12**

**Credit: 1.0**

*Prerequisite: A grade of "C" or higher in Geometry and in Biology and completion of or concurrent enrollment in Algebra II/Trig/Intermediate Algebra. A Scientific calculator is necessary.*

Chemistry presents a sound treatment of the basic principles of the composition of matter and the changes that matter undergoes. The student will gain knowledge of the broad concepts and models upon which modern chemistry is based, such as the make-up and structure of the atom, the combining of atoms to form molecules, the arrangements of the elements in the periodic table, why and how chemical reactions take place, and the mole. The language of chemistry, equation writing and chemical problems are stressed. Chemical theories and principles are tested in the laboratory. The course attempts to help students understand ordinary chemical and scientific phenomena which they will encounter in everyday activities and to appreciate the role of the chemist and the chemical industry in the development of our technological society.

### **712005 ADVANCED PLACEMENT BIOLOGY #H**

**Grades: 11-12**

**Credit 1.0**

*Prerequisite: Students must have earned at least an A in Biology/Honors Biology AND Chemistry. Students may be co-enrolled in Chemistry with instructor approval. Instructor approval is required.*

The AP Biology curriculum is designed to be equivalent to that of a first year general college biology course. The course provides instruction in the following content areas: Big Idea 1: The process of evolution drives the diversity and unity of life. Big Idea 2: Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis. Big Idea 3: Living systems store, retrieve, transmit, and respond to information essential to life processes. Big Idea 4: Biological systems interact, and these systems and their interactions possess complex properties. The course also includes a rigorous hands-on laboratory component that is comparable to a college-level laboratory experience including: (physical

manipulations, procedures and processes, data collection and analysis, reporting skills and techniques). Students will acquire competency in performing higher level calculations, using mathematics as the basis for the formulation of biological principles in preparation for the AP Biology exam given to all students in May.

#### **714115 ANATOMY AND PHYSIOLOGY A #**

**Grades:11-12**

**Credit: 0.5**

*Prerequisite: Teacher signature required. "C" or better in chemistry or concurrent enrollment in chemistry and teacher signature.*

The course of study will provide students with an understanding and appreciation of the structure and function of the human body. Anatomy includes discussions, laboratory work, field experience as allowed, and dissections of a cat. This course is designed to meet the needs of students who desire a better understanding of the human body, especially those planning to pursue health related careers. Body systems in this course include the following: Body Tissues, Integument, Muscular, Skeletal and Endocrine.

#### **714125 ANATOMY AND PHYSIOLOGY B #**

**Grades:11-12**

**Credit: 0.5**

*Prerequisite: Teacher signature required. "C" or better in chemistry or concurrent enrollment in chemistry and teacher signature.*

The course of study will provide students with an understanding and appreciation of the structure and function of the human body. Anatomy includes discussions, laboratory work, field experience as allowed, and dissections of a brain, heart and kidney. This course is designed to meet the needs of students who desire a better understanding of the human body, especially those planning to pursue health related careers. Body systems in this course include: Nervous system with focus on Brain, Blood and Cardiovascular, Respiratory, Digestive, Urinary, Reproductive and Lymphatic.

#### **734105 PHYSICS #**

**Grades: 12**

**Credit: 1.0**

*Prerequisite: Prerequisites: A grade of "C" or higher in both Chemistry and Algebra II/Trig is required. Students must also be concurrently enrolled in either Algebra III/Trig or Calculus. A scientific calculator is necessary, graphing calculator preferred.*

This course provides a thorough introduction to physics. It is the equivalent of a first-semester algebra--based college physics course. Topics include kinematics (describing motion), mechanics (explaining motion), energy, gravitation, harmonic motion, waves, fluids, and thermodynamics. Strong algebra and geometry skills are a must. A major goal of the course is for students to develop the ability to generate linguistic, graphical, and mathematical representations of the physical phenomena that they investigate. Students will conduct investigations in small groups, collect and analyze data using current technology, and present findings to peers. Critical thinking, problem solving, and technical writing skills will be developed in this course. Therefore, it is appropriate for any college-bound student or any student preparing for a technical career.

#### **734005 AP CHEMISTRY #**

**Grade: 11-12**

**Credit: 1.0**

*Prerequisite: Grades of "B" or better in Chemistry and Algebra II/Trig and concurrent enrollment in Physics and Algebra III/Trig or Calculus. Instructor approval required.*

The AP Chemistry curriculum is designed to be equivalent to that of a first year general college chemistry course. The course provides instruction in the following content areas: the structure of matter (atomic theory, atomic structure, bonding), the states of matter (gases, liquids, solids, solutions), chemical reactions (types, stoichiometry, equilibria, kinetics, thermodynamics), descriptive chemistry (periodic relationships), and laboratory (physical manipulations, procedures and processes, data collection and analysis, reporting skills and techniques). Students will acquire competency in performing higher level chemical calculations, using mathematics as the basis for the formulation of chemical principles in preparation for the AP Chemistry exam given to all students in May. The course also includes a rigorous hands-on laboratory component that is comparable to a college-level laboratory experience.

## MATH

"#" means NCAA approved course. An "H" indicates honors/accelerated courses on a 5.0 scale.

### **801205 ALGEBRA I #**

**Grade: 9**

**Credit: 1.0**

*Prerequisite: 8th grade teacher recommendation*

This course gives the student numerous opportunities to apply his/her understanding and skills to various problem solving situations. Review activities help the student to maintain his/her previously learned skills.

### **801385 HONORS GEOMETRY # H (FRESHMAN)**

**Grade: 9**

**Credit: 1.0**

*Prerequisite: 8th grade Algebra I and a grade of B or better.*

The primary new idea is learning the logic of proofs. The principles of intuitive, inductive and deductive reasoning are discussed. In addition to the curriculum described for geometry, students in freshman geometry are encouraged to develop their critical thinking skills through challenging problems, an in-depth study of proof, and an extended problem solving project. A scientific calculator is highly recommended.

### **801305 GEOMETRY #**

**Grades: 9-10**

**Credit: 1.0**

*Prerequisite: A grade of C or better in Algebra I. A scientific calculator is recommended.*

The primary new idea is learning the logic of proofs. The principles of intuitive, inductive and deductive reasoning are discussed. Concepts of Algebra I will be reviewed and reinforced.

### **812085 HONORS ALGEBRA II/ TRIGONOMETRY # H**

**Grades: 10**

**Credit: 1.0**

*Prerequisite: - Recommendation of Honors Geometry (801385) instructor and a grade of C or better in Honors Geometry. A TI-84 graphing calculator is required.*

Theoretical mathematical concepts as well as practical applications are covered. Additional topics not covered in Algebra II/Trigonometry include: matrices, vectors and sequences and series. Honors Algebra II/Trig is a prerequisite to Algebra III with Trigonometry and to Honors Pre-Calculus.

### **813205 ALGEBRA II/TRIGONOMETRY #**

**Grades: 11-12**

**Credit: 1.0**

*Prerequisite: A grade of C or better in Geometry (801305) or completion of Intermediate Algebra (813105). Student must have either a scientific calculator or a graphing calculator. A graphing calculator is highly recommended (TI-84 recommended). Theoretical mathematical concepts as well as practical applications are covered. Algebra II/Trigonometry is one prerequisite for Computer Science I and II, and Algebra III with Trigonometry.*

### **814105 PROBABILITY AND STATISTICS**

**Grades:11-12**

**Credit:1.0**

*Prerequisite: Algebra I, Algebra II and Geometry*

This course is an elementary introduction to the practice and application of probability and statistics. Students will learn to gather, summarize, and draw conclusions from the data. This course will include applications of statistical software and analysis This course will help students continue to usefully apply their mathematical knowledge in a range of situations, whether their continued study leads them toward college or career readiness. At the end of the course, the student should be a critical consumer of this information

### **813105 INTERMEDIATE ALGEBRA #**

**Grades: 11**

**Credit: 1.0**

*Prerequisite- Algebra 1 and Geometry (801305). Student must have a scientific calculator.*

This course will cover algebraic concepts in preparation for Algebra II/Trig. The course is designed for a high school junior who intends to take Algebra II/Trig.as a senior, or a senior who is finishing his/her math requirement.

### **803485 HONORS PRE-CALCULUS # H**

**Grades: 11**

**Credit: 1.0**

*Prerequisite: A grade of C or better in Honors Algebra II/Trigonometry (812085) and a graphing calculator.*

This course continues the development of mathematical concepts introduced in Honors Algebra II/trigonometry with emphasis on discrete mathematics and linear algebra. This course is also the prerequisite for calculus. Additional topics not covered in Algebra III with Trig include an introduction to limit theory, probability and statistics as well as additional work with vectors.

**804205 ALGEBRA III WITH TRIGONOMETRY #****Grades: 12** **Credit: 1.0**

*Prerequisite: A grade of C or better in Honors Algebra II/Trig (812085) or Algebra II/Trig (813205). A graphing calculator is highly recommended*

This course is designed for the college preparatory student who is planning on entering a four-year college. Algebra II topics will be reviewed and expanded upon, additional trigonometric concepts are covered as well as work with real world problem solving applications from business, science and the social sciences.

**804405 CALCULUS #****Grades: 12** **Credit: 1.0**

*Prerequisite: Algebra III w/ Trig*

This is an introductory class consisting of advanced Pre-Calculus and later Calculus concepts. The student can expect to learn concepts that they would learn in a college Calculus I course. A graphing calculator is highly recommended.

**804485 ADVANCED PLACEMENT CALCULUS AB # H****Grade: 12** **Credit: 1.0**

*Prerequisite: Teacher approval (Room 112) and Honors Pre-Calculus OR Algebra III with Trig*

The Advanced Placement Calculus AB course is devoted to topics in differential and integral calculus. The course covers topics in these areas, including concepts and skills with limits, derivatives, definite and indefinite integrals, and the Fundamental Theorem of Calculus. Students will learn to approach calculus problems and concepts when they are represented graphically, numerically, analytically, and verbally and to make connections amongst these representations, all in preparation for the AP Calculus AB exam in May. Please note: A graphing calculator is required for this course as students will be using various technological tools to solve problems, experiment, interpret results and support their conclusions.

**HEALTH & PHYSICAL EDUCATION****441000 HEALTH****Grades: 9-12** **Credit: 0.50**

*Prerequisite: None*

*NOTE: It is strongly suggested that Health be taken during Grades 9 or 10.*

Health is a semester course that is required to comply with state standards for graduation. Course content includes the following topics: social and mental health, mental illness, growth and development, drugs and alcohol and their effects on the body, human sexuality and growing up responsibly, CPR and first aid, infectious and non-infectious diseases. Much time will be spent on developing skills that will help students make healthy choices. Decision making, building self-esteem and relationships, communication, and learning responsible behavior are stressed. Students should be prepared for in-class discussions and activities. The internet will be used as a source for some in class projects and research. Bobcat Plus has also been included in the course content. This will be team taught by the instructor and a Bowling Green police officer.

**441315 (MALES) PHYSICAL EDUCATION – (1<sup>ST</sup> SEM)****441325 (MALES) PHYSICAL EDUCATION – (2<sup>ND</sup> SEM)****441215 (FEMALES) PHYSICAL EDUCATION – (1<sup>ST</sup> SEM)****441225 (FEMALES) PHYSICAL EDUCATION – (2<sup>ND</sup> SEM)****Grades: 9-12** **Credit: 0.25**

*Prerequisite: None*

*All students are required to take **two** semesters of Physical Education classes in grades 9 – 12 in order to complete their .50 credit requirement.*

The aim of the physical education program is to provide a variety of team and individual activities designed to prompt students to make healthy daily choices in their individual pursuit of wellness. Students will be evaluated based on the following areas: participation/attitude, proper dress, written assignments/tests, skill tests/evaluations.

**442015 WEIGHT TRAINING 1st semester****442025 WEIGHT TRAINING 2nd semester****Grades: 9-12****Credit: 0.25**

*Prerequisite: Physical Education class recommended prior to enrolling for the best results.*

Emphasis for this course will be twofold: proper weight training three days a week and abdominal and back training two days a week. Evaluation will consist of class attendance, participation, and attitude.

## **AGRICULTURAL EDUCATION**

**211005 AGRI, FOOD, NATURAL RESOURCES****Grades: 9-10****Credit: 1.25**

*Prerequisite: None*

This first course in the career field is an introduction to Agricultural and Environmental Systems. Students will be introduced to the scope of the Agricultural and Environmental Systems career field. They will examine principles of food science, natural resource management, animal science & management, plant & horticultural science, wood science, and bioscience. Students will examine the FFA organization and Supervised Agricultural Experience programs. Throughout the course, students will develop communication, leadership and business skills essential to the agriculture industry. This course is for both college prep and non-college prep students.

**212005 ANIMAL SCIENCE & TECHNOLOGY****Grades: 10****Credit: 1.25**

*Prerequisite: Agri, Food, Natural Resources or with instructor approval*

Students will identify and apply principles and routine husbandry practices to production animal populations. Topics will include principles of nutrition, feed utilization, animal welfare, selection and management of facilities and herd populations. Students will apply knowledge of production animal care to enhance animal growth, selection of breeding stock, and management practices. Throughout the course, students will develop management plans reflecting practices for care and legal compliance. Students will also experience metal working and welding. This course is for both college prep and non-college prep students.

**213005 MECHANICAL PRINCIPLES****Grades: 11-12****Credit: 1.25**

*Prerequisite: None*

Students will engage in the mechanical principles utilized in animal and plant production systems. They will learn electrical theory, design, wiring, hydraulic and pneumatic theory, along with metallurgy in relation to hot and cold metals. Students will apply knowledge of sheet metal fabrication applicable to the agricultural industry along with identify, diagnose, and maintain small air-cooled engines. Throughout the course, students will learn critical components of site and personal safety as well as communication and leadership skills. This course is for both college prep and non-college prep students.

**213400 SCIENCE AND TECHNOLOGY OF FOOD****Grades: 11-12****Credit: 1.25**

*Prerequisite: None*

Students will examine the research, marketing, processing and packaging techniques applied to the development of food products. Learners will examine nutrient content and their chemical makeup, while applying principles of chemistry to the development of food products. They will examine and implement food safety, sanitation, and quality assurance protocols. Government regulations and food legislation will be examined and the implications to food science and technology will be identified.

## **213300 AGRICULTURAL NATURAL RESOURCES AND ENVIRONMENTAL SCIENCE**

**Grades: 11-12**

**Credit: 1.25**

*Prerequisite: None*

This is a college level course designed to help prepare students for the many careers in natural resources and environmental management. It will include those areas of natural resources as under the biology, law enforcement, minerals, land reclamation, soil and water conservation, habitat construction, hunting and trapping certification and fishing. Pesticide use with emergency response control measures, soil structure, erosion, water shed development, pollution, water and air quality will also be included. Farm and landowners' responsibilities will be discussed. This course is for both college prep and non-college prep students.

## **214215 BUSINESS MGMT AG/ENVIRONMENTAL SCIENCE SYSTEMS**

**Grades: 12**

**Credit: 1.25**

*Prerequisite: None; Notes: 214215 Bsn Mgmt is a **Companion Class** with 214225 Co-Op Ag. If you sign up for 214225 you may also sign up for 214215. If you sign up for Ag Business, you may choose whether or not to do the Co-op.*

Agriculture business deals with subject areas that will prepare students to enter and advance in an agriculture business. The study will include entrepreneurship, business management, job training, human relations in business, selling and salesmanship, advertising and promotion, leadership, horticulture, merchandising, and marketing agricultural products. Current issues of agriculture and new agri-science technology will also be studied. This course is for both college prep and non-college prep students.

## **214225 CO-OP AGRICULTURE**

**Grades: 12**

**Credit: 2.0**

*Prerequisite: Instructor approval*

The agriculture work experience program in agriculture education is offered to students who are enrolled in agriculture business class. Students who qualify for the program are released each day to receive training in an Ag related business in the community which will give them experience as an employee.

## **FINE ARTS (Arts, Drama, Music) and YEARBOOK**

### **411005 BEGINNING ART**

**Grades: 9-12**

**Credit: 1.0**

*Prerequisite: None*

This course focuses on the elements and principles of design as they relate to a variety of both 2- and 3-dimensional media. Three different instructors will introduce students to the following 12-week long units of study: drawing-painting-photoshop, ceramics-sculpture and metals printmaking. Students are expected to demonstrate a knowledge and understanding of art vocabulary and concepts as well as respond to and discuss the work of artists studied in class. There will be regular outside sketchbook assignments in addition to tests, quizzes and other written work throughout each grading period.

### **412005 INTERMEDIATE ART**

**Grades: 10-12**

**Credit: 1.0**

*Prerequisite: A final average of 80 percent or higher in Beginning Art*

In this class, students will continue to develop skills for personal expression by exploring a new variety of both 2- and 3-dimensional media, again in 12-week long units of study. In **DRAWING & PAINTING**, students will explore the landscape, still-life and human form using watercolor, acrylic, Photoshop and various dry media. **CERAMICS & SCULPTURE** students will be introduced to the potter's wheel and will learn how to make their own slips and glazes. Various firing methods and decoration techniques will also be covered. In **METALS** they will learn various soldering techniques and continue to hone their fabrication skills to create pieces that are more conceptual in nature. In **PRINTMAKING**, students will explore basic screen and intaglio processes. All students will be challenged to stretch their imaginations to create work that goes beyond a literal or realistic representation of subject matter.



Regular outside drawing assignments will reinforce concepts presented in class and/or serve as preliminary work for major studio pieces. There will be quizzes, tests and other written work throughout the year.

#### **413005 ADVANCED ART**

**Grades: 11-12**

**Credit: 1.0**

*Prerequisite: Beginning Art and a final average of 80 percent or higher in Intermediate Art*

This course is designed for both college and non-college-bound students who have an above average interest/ability in art and are serious about continuing to improve their art skills as well as developing a personal style. **DRAWING & PAINTING** students will work in advanced Photoshop techniques in addition to large scale acrylic and mixed media pieces with an emphasis on portraiture and architectural drawing. **SCULPTURE & CERAMICS** students will focus on the form and function of three-dimensional works. They will also explore the meaning behind their work and will write artist statements for their pieces. **PRINTS** students will explore the woodcut and advanced screen processes in addition to more complicated **METALS & JEWELRY** techniques. Regular outside drawing and writing assignments will enrich the classroom experience as well as contribute to the student's portfolio of work. Problems in aesthetics and criticism will be presented for discussion and debate.

#### **414005 SENIOR STUDIO**

**Grades: 12**

**Credit: 1.0**

*Prerequisites: Beginning Art, Intermediate Art and a final average of 90 percent or higher in Advanced Art*

Students enrolled in this course need to be self-motivated, self-directed learners and able to plan, manage and focus their time efficiently and productively. Each student must choose two or three **different** areas of study for 12-weeks at a time throughout the year. Required projects in each area will be designed to promote and develop higher level thinking and problem-solving skills as well as a more professional and polished approach to craftsmanship and presentation. Other expectations include: maturity in the control and handling of media, attention to details and a demonstrated confidence in the technical skills required to successfully complete each piece. Students will also be required to plan, prepare for, publicize and participate in the annual "Senior Show" in May.

NOTE: This course can NOT be taken PASS/FAIL. Also, CCP students **must** schedule their college courses around the senior studio class schedule.

#### **413000 ART EXPLORATION**

**Grades: 10-12**

**Credit: 1.0**

*Prerequisite: Beginning Art*

Do you like to make stuff? Then this is the class for you. Art Exploration (Art X) uses non-traditional materials to make art. Plastic bags become inflatable sculpture; oatmeal containers become pinhole cameras; drawings come to life with stop-motion, blocks of wood take shape through carving. This is a class for students who are interested in different types of art and learning new techniques.

#### **411200 ADVERTISING/GRAPHIC DESIGN**

**Grades: 9 – 12**

**Credit: 1.0**

*Prerequisite: None*

This is a basic course in advertising and graphic design with an emphasis on communication through the use of concepts, typography and imagery. Students will meet with clients and complete real world assignments for the high school and the community. Projects will focus on layout and the ability to use the art elements and principles of design to communicate ideas. Along with traditional methods, students will use contemporary graphic design technologies including the Adobe Photoshop Suite and digital cameras. Final projects include but are not limited to advertisements in the form of t-shirts, postcards, tickets and posters.

#### **451000 SOCIAL ISSUES THEATRE**

**Grades: 9-12**

**Credit: 0.5**

*Prerequisite: None*

This class is designed for a diverse group of students who want to explore current issues that are important to them. Categories include, but are not limited to: peer pressure, anger management, parent/teen relationships, stereotyping, and risks associated with alcohol consumption and drug abuse. A typical class day includes personal reflection through writing and drama-based activities that examine the issue(s). The course culminates in a workshop that class members facilitate for peers; the workshop features an open-ended scene devised and performed by students in the Social Issues Theatre class. Students present points of view, practice written, verbal and non-verbal

communication skills, develop self-confidence, and gain respect for the perspectives of others.

### **451205 THEATER DESIGN**

**Grades 9-12**

**Credit 0.5**

*Prerequisite: None. Offered alternate years.*

Are you curious about theatre but don't like the spotlight? This course will give you insight into the behind-the-scenes process of theatre production. Topics of the course include: designing and constructing a full set for the Drama Club's fall play, operating stage rigging and lighting equipment, designing and constructing costumes and properties, and stage managing. The course will feature several guest teachers. Most classes will be held in the new performing arts center's scene shop, lighting booth, and on stage. This hand-on course will give you life skills as well as theatre training, and the opportunity to contribute to a live public performance.

Students will explore concepts of scenery, props, costume, make-up, lighting and sound design. Students will learn the responsibilities of the theatre designer. Students will design and construct the visual components of at least one full-scale BGHS Drama Club production. Several of these productions, featuring student design work, have received invitations to perform at the state Thespian conference. The course is very hands-on and requires a lot of teamwork. Included are guest speakers and a field trip to a local theatre.

### **451305 ACTING/DIRECTING: IMPROVISATION**

**Grades:9-12**

**Credit: 0.5**

*Prerequisite: None. Offered alternate years.*

Have you admired the actors on "Whose Line Is It, Anyway?" In this course, you will learn basic acting and directing skills through the experience of improvisation. Theatre games—verbal and non-verbal—will teach you to create scenes, on-the-spot. With your classmates, you will create a short play through improvisation and showcase the improve techniques that you have learned in an end-of semester public performance. This course builds self confidence, develops quick thinking, strengthens communication skills, and teaches you to become a self-reflective learner.

### **452100 SHAKESPEARE THROUGH PERFORMANCE**

**Grades: 9-12**

**Credit: 0.5**

In this course, students explore Shakespeare's plots and characters through improvisation and by

interpreting scene segments and monologues vocally and physically. Through collaborative projects, students investigate themes. Course participation includes attending a live performance, viewing films, and welcoming guest presentations. Students actively engage with Shakespeare's plays through teamwork, critical analysis, and on-your-feet investigation.

### **452000 PUBLIC SPEAKING**

**Grades: 9-12**

**Credit: 0.5**

*Prerequisite: None*

This communication course is highly recommended for all students. Students will participate in activities that help them choose topics, form outlines, write introductions and conclusions, include details, and practice delivery techniques that make a speech come "alive." The speaking style is extemporaneous (relying on note cards, not memory) and the major speeches include the informative speech, the speech to persuade, the eulogy and the toast.

### **421005 BAND**

**Grades: 9-12**

**Credit: 1.0**

*Prerequisite: Director approval. Prior experience in the school band program is also required, in addition to an audition for those who are not currently members.*

Band is organized into two primary components: Concert Band (2, 3, and 4th quarters), and Marching Band (Summer and 1st quarter). The marching band begins rehearsing two weeks before school starts in preparation for performances at the varsity football games and selected parades/festivals. All band students participate in the marching season with a few select exceptions, as approved by the directors. At the end of marching band, members audition to form the Symphonic Band, Concert Band whose concert seasons run from November through May. There are many opportunities for additional enrichment and service, such as solo and ensemble competition, Jazz Band, Pep Band, and select bands at the district, state, national, and international levels. There are a variety of reasons one may choose to study music through band performance: 1) the self-discipline learned from study and practice, 2) a source of enjoyment enhancing the quality of life, 3) the development of social skills learned through cooperative efforts, 4) a creative outlet, 5) a possible career choice, 6) the gratification that comes from recognition by responsive audiences, and 7) the opportunity to serve school and community. In

return, band performance can provide an unusual means for understanding the inner self, and a unique knowledge of our heritage through the study of master works which are hallmarks of our civilization.

#### **432285 ADVANCED PLACEMENT MUSIC THEORY**

**Grades: 10-12**

**Credit: 1.0**

*Prerequisite: None*

The AP Music Theory curriculum is designed to be equivalent to that of a first year college music theory course. The course goal is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. Aural and visual skill development is the major focus. Students will be required to read, notate, write, sing, and listen to music. Students will acquire competency in musical terminology, notation skills, composition skills, score analysis, and aural skills in preparation for the AP Music Theory exam given to all students in May, which includes a performance based assessment in sight singing.

#### **423305 JAZZ ENSEMBLE**

**Grades: 9-12 Semester or Full year      0.5 or 1.0**

*Prerequisite: All woodwind, brass, and percussionists must be enrolled in band class. Exception: Piano, guitar, and bass guitar students must be approved by the teacher.*

We are fortunate to have the opportunity to study and perform jazz music in a curricular setting. The focus of this class will be to immerse ourselves in jazz through playing and performance. Performances will offer opportunities of interpretation, improvisation, style recognition, reflection, self-assessment, and appreciation for jazz. Innovation and evolution are at the core of studying jazz. Creativity will be encouraged through improvisation and student leadership in large groups as well as small combos. Students will be challenged to leave their comfort zone, trust one another, lead, listen, and empathize. Hearing live performances and listening to guest artists will provide opportunities for future growth. Students will develop an understanding of jazz history, famous jazz artists, and jazz styles as it has evolved from 1890 to the present.

#### **421105 CHAMBER ORCHESTRA**

**Grades: 9-12**

**Credit: 1.0**

*Prerequisite: Audition/Selection by Director*  
The Chamber Orchestra is an advanced string ensemble, comprised of grades 10-12. Membership is by an audition during the previous year. Students placed in the Chamber Orchestra will perform advanced orchestral literature designed to further their skills in musicianship including tone production, technique, intonation, music reading, analyzing music, and studying historically significant styles of literature. Attendance at scheduled performances is required and is part of the grade during each grading period. All members are encouraged to study privately and participate in honors ensembles outside of the school orchestra.

#### **422005 CONCERT ORCHESTRA**

**Grades: 9-12**

**Credit: 1.0**

*Prerequisite: Audition/Selection by Director*  
The Concert Orchestra is a string ensemble, comprised of grades 9-11. Freshmen who participated in the middle school orchestra will automatically be accepted into this ensemble. Sophomore and Junior Orchestra students will be placed into Concert or Chamber orchestra based on the ensemble most appropriate for their current level of playing. Members of the Concert Orchestra will perform music designed to further their skills in musicianship including tone production, technique, intonation, music reading, analyzing music, and studying historically significant styles of literature. Attendance at scheduled performances is required and is part of the grade during each grading period. All members are encouraged to study privately and participate in honors ensembles outside of the school orchestra.

#### **431100 MEN'S CHOIR**

**GRADES: 9-12**

**Credit: 1.0**

This is a non-auditioned choir for men in grades 9-12. The choir performs a wide variety of music that provides a foundation for further high school singing. While not required, it is recommended that students wishing to become a member of the Chorale or the Madrigals take this class in preparation for these auditioned groups. Students in Men's Choir will

learn fundamental skills such as: music reading, sight-reading, vowel alignment, tone production, blending and balance, musical and text interpretation, and exploration of the historical aspects of music. **Attendance at scheduled performances is required and is part of the grade during each grading period.** Note: The selection of choral music is based upon its historic and musical significance and at times will have religious text.

#### **431105 WOMEN'S CHOIR**

**GRADES: 9-12**

**Credit: 1.0**

This is a non-auditioned choir for women in grades 9-12. The choir performs a wide variety of music that provides a foundation for further high school singing. While not required, it is recommended that students wishing to become a member of the Chorale or the Madrigals take this class in preparation for these auditioned groups. Students in Women's Choir will learn fundamental skills such as: music reading, sight-reading, vowel alignment, tone production, blending and balance, musical and text interpretation, and exploration of the historical aspects of music. **Attendance at scheduled performances is required and is part of the grade during each grading period.** Note: The selection of choral music is based upon its historic and musical significance and at times will have religious text.

#### **432005 CHORALE**

**Grades: 10-12**

**Credit: 1.0**

*Prerequisite: Audition by Director*

The Chorale is an advanced large choir, comprised of grades 10-12. A wide variety of music performed includes some of the more demanding literature in the choral repertoire to further skills in musicianship including: tone production, music reading, sight singing, blending and balance, ensemble singing and studying historically significant styles of literature. Membership is by a simple audition that requires no preparation, during **January and February** of the previous year. Students placed in the Chorale will generally have some choir and sight-singing experience. While not required, it is recommended that a student wishing to become a member of the Chorale participate in Men's or Women's Chorus in preparation for this auditioned group. **Attendance at scheduled performances is required.** Note: The selection of choral music is based upon its historic

and music significance and at times will have religious text.

#### **432105 MADRIGAL SINGERS**

**Grades: 10-12**

**Credit: 1.0**

*Prerequisite: Audition*

The Madrigals are a highly select performing ensemble of 16-20 auditioned singers. This ensemble will perform extensively throughout the year. They focus on the performance of many styles of music from Renaissance to Vocal Jazz while furthering their skills in musicianship including: sight-singing, analyzing music, blend and balance, ensemble singing, tone production, music interpretation, and studying historically significant types of literature. There may be monetary responsibilities in the form of purchasing performance attire and possible trip costs. **Attendance at scheduled performances is required.** Note: The selection of choral music is based upon its historic and music significance and at times will have religious text.

#### **461005 YEARBOOK**

**Grades: 10-12**

**Credit: 1.0**

*Prerequisite: See instructor for an application and interview before scheduling.*

The yearbook course runs all year. The class is responsible for all aspects of the production of the school annual. Students develop their, writing, layout, design, advertising, and photography skills. Students will use technology to prepare and manage the yearbook. This class may require work outside of class to complete deadlines and layouts.

## BUSINESS, COMPUTER SCIENCE & STEAM

### 050400 STEAM FOUNDATIONS #

**Grades: 9-10**

**Credit 0.5**

*Prerequisite High interest in STEAM fields*

***This course is currently a science elective.***

This multidisciplinary course will explore the STEAM fields - Science, Technology, Engineering, Art & Design, and Math - using a project based approach to the critical skills of STEAM literacy. These critical skills include creativity, innovation, collaboration & teamwork, communication, self-evaluation, peer evaluation, problem solving, and critical thinking. Students will use applied math and science skills to explore engineering design and the use of technology for solution based learning.

### 451205 THEATER DESIGN

**Grades 9-12**

**Credit 0.5**

*Prerequisite: None. Offered alternate years.*

Are you curious about theatre but don't like the spotlight? This course will give you insight into the behind-the-scenes process of theatre production. STEAM principles are a part of this course including working through the design process in a collaborative setting. Topics of the course include: designing and constructing a full set for the Drama Club's fall play, operating stage rigging and lighting equipment, designing and constructing costumes and properties, and stage managing. The course will feature several guest teachers. Most classes will be held in the new performing arts center's scene shop, lighting booth, and on stage. This hand-on course will give you life skills as well as theatre training, and the opportunity to contribute to a live public performance.

Students will explore concepts of scenery, props, costume, make-up, lighting and sound design. Students will learn the responsibilities of the theatre designer. Students will design and construct the visual components of at least one full-scale BGHS Drama Club production. Several of these productions, featuring student design work, have received invitations to perform at the state Thespian conference. The course is very hands-on and requires a lot of teamwork. Included are guest speakers and a field trip to a local theatre.

### 323005 COMPUTER SCIENCE

**Grades: 9-12**

**Credit 0.5**

*Prerequisite: None*

This STEAM based class will explore multiple aspects around technology. The focus will be on introduction to how computers work, computational thinking, and 3D design. The class will introduce computer science through a project based learning environment, including developing business ideas and potential solutions to problems in our community and world. Students will develop a better understanding of careers and skills needed to thrive in this global technology driven economy.

### 320005 COMPUTER PROGRAMMING

**Grades: 9-12**

**Credit 0.5**

*Prerequisite: Exploring Computer Science is recommended*

A STEAM based course, students will build on their understanding of computer science. Programming and applying computational thinking skills will be enhanced. Students will focus on the problem solving skills, applying solutions to their world. Students will be introduced to Microsoft Visual Studio and programming through different MS venues.

### 311005 BUSINESS MANAGEMENT

**Grades: 9-10**

**Credit: 0.5**

*Prerequisite: None*

Why do some business startups become the next Google or Apple and others never even open their doors? Students will be introduced to the principles of successful business and entrepreneurship through marketing, management, communication, human resources and business law. Applications at the corporate and global level will be explored by analyzing entrepreneurial opportunities including new technologies, competition and the global economy. Students will apply these principles to developing a successful business plan through problem solving and critical thinking skills. Explorations include the use of technology as a business tool, ethics and social responsibilities, marketing plans, and goal setting.

**030100 BUSINESS ACCOUNTING & MICROSOFT EXCEL****Grades: 10-12****Credit: 1.0***Prerequisite: None*

Get a head start in the business world! All business degrees (whether a 2-year or 4-year degree program) require coursework in accounting. Why not learn the basic concepts in high school and get a jump start on college? This one-year course will teach the basics of double-entry accounting, along with the reports and financial statements that accounting departments prepare in the everyday business world. Involving both manual and computer-based techniques, this course is essential for students who plan on pursuing a career in a business field. Students will also learn Microsoft Excel to explore the use of spreadsheets in business, finance and other applications.

**603100 ECONOMICS & FINANCIAL LITERACY****Grades: 11-12****Credit: 0.5***Prerequisite: None*

Everyone needs the ability to manage personal finances on a day to day basis as well as financial literacy to be an educated consumer in the global market. You will learn how to manage savings, checking, investments, retirement funds, insurance policies, and credit cards as well as how to use and plan for banking services, investing, retirement funds and insurance - skills you will need throughout your life. You will also learn major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

**323085 ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES****Grades: 10-12****Credit: 1.0***Prerequisite: Algebra I*

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to

broaden participation in computer science for use in a diversity of majors and careers.

**244300 MARKETING MANAGEMENT I AND DECA College Credit Plus: 5 – Owens Community College****Grade: 11-12****Credit: 1.0**

Marketing Foundations is a marketing course that provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem solving, and critical thinking skills as they relate to advertising/promotion/selling, distribution, financing, marketing-information management, pricing, and product/service management. Instructional strategies may include computer/technology applications, real and/or simulated occupational experiences, and projects in marketing functions such as those available through the DECA program of co-curricular activities. This course is the prerequisite for Marketing Management. This class offers students the opportunity to receive college credits. See Mrs. Maxey for an application to enroll in this course.

**244000/244100 MARKETING MANAGEMENT II AND DECA & MARKETING CO-OP****College Credit Plus: 6 – Owens Community College****Grade Level: 12****Credit: 4.0****Prerequisite: Marketing Management I**

Marketing Management is a marketing course that builds upon the foundations of marketing and applies the functions of marketing at an advanced level. The marketing management course provides an opportunity for college-bound students to study marketing with an emphasis on the functions of marketing in a managerial setting. All students will be required to prepare and present a marketing project utilizing the decision-making process. Additional instructional areas include leadership, management skills, and risk management. Instructional strategies may include project-based and research-based activities requiring critical thinking and problem solving skills, computer/technology applications, real and/or simulated occupational experiences, and projects in the marketing functions such as those available through the DECA program of co-curricular activities. This class offers students the opportunity to receive college credits. In addition, through a

partnership between an employer and the marketing instructor, students will work an average of 10 hours per week at an approved business experience where they will be evaluated on employability skills, progress on the job,

recordkeeping, and assigned connecting activities and projects.

## WORLD LANGUAGES

"#" means NCAA approved course

### DROP/ADD POLICY FOR LEVEL I WORLD LANGUAGE STUDENTS:

**Level I (ONLY)** Spanish and French students may drop their Level I world language course without penalty through the end of 1<sup>st</sup> quarter. After this date, Level I students will follow the school policy on Dropping a Class," found in the school handbook.

#### 511005 SPANISH I #

**Grades: 9-12**

**Credit 1.0**

*Prerequisite: An English grade of "C" or better is a good indication of readiness. Good study habits are essential because of the extensive memorization required. Spanish is NOT required for graduation from high school but is required for an unconditional admittance to university. Some universities require even more than two years of the same language. Three years study of the same language is one of the requirements for the honors diploma. A "D" in Spanish will prohibit the student from advancing to the next level.*

This is an introductory, proficiency oriented course which has as its primary goal the development of elementary skills in reading, writing, speaking, and listening for the novice. A variety of instructional techniques will be used to enhance learning and interaction within the classroom. The study of Spanish speaking countries; the people, culture and geography is included.

#### 512005 SPANISH II #

**Grades: 9-12**

**Credit 1.0**

*Prerequisite: Spanish I grade of C or better.*

Spanish II continues emphasis on student communicative ability and proficiency. Students will participate in the target language in a variety of task based activities and projects to further develop skills in writing, speaking, listening, and reading. The focus of Hispanic culture continues through the use of lectures, videos, and projects with an emphasis on Spain.

#### 513005 SPANISH III #

**Grades: 10-12**

**Credit 1.0**

*Prerequisite: Spanish II grade of C or better or upon the recommendation of the third year teacher.*

The third year is an advanced study beginning with a review of high- frequency vocabulary and structures from the first two years. The curriculum has an emphasis on student communicative ability and on oral proficiency. Also the student has increased practice in the skills of listening, reading, and writing. The focus of Hispanic culture continues through the use of lectures, videos, and projects with an emphasis on Latin America.

#### 514005 SPANISH IV #

**Grades: 11-12**

**Credit 1.0**

*Prerequisite: Spanish III grade of B or better or with instructor approval*

Taught predominantly in the target language, Spanish IV utilizes a variety of textual, visual and aural realia as the vehicle for further lexical and grammatical study. This course provides a thorough review of all simple and compound verb tenses culminating in an extensive study of the subjunctive moods and complemented by a historically critical analysis of current events affecting the Spanish-speaking world.

#### 515005 SPANISH V #

**Grades: 12**

**Credit 1.0**

*Prerequisite: This course offered upon sufficient student demand and available staffing.*

#### 521005 FRENCH I #

**Grades: 9-12**

**Credit 1.0**

*Prerequisite: An English grade of a "C" or better is a good indication of readiness. Good study habits are essential.*

First-year French is designed to introduce basic spoken and written French, as well as to explore the present life-style of French-speaking people around the world, especially in France and Canada. Oral work based on daily situations is particularly emphasized, with use of audio and video tapes to increase fluency and listening ability.

**522005 FRENCH II #****Grades: 9-12****Credit 1.0**

*Prerequisite: French I grade of C or better or instructor approval*

The second year of French provides greater depth in understanding contemporary French by building upon the skills and knowledge developed in French I. Students will demonstrate an oral and written command of the survival skills necessary to function appropriately in the target culture. Students will engage in cultural study both implicitly and explicitly in order to develop a realistic, up-to-date awareness of French culture and an in-depth understanding of their own, thereby progressing towards a more mature vision of the world.

**523005 FRENCH III #****Grades: 10-12****Credit 1.0**

*Prerequisite: French II grade of C or better or instructor approval*

French III continues to develop and build upon the language skills and knowledge obtained in French II while providing a more intensive study of vocabulary and grammar. Through an integrated approach to language study, students encounter an atmosphere of variety, vitality, communication and challenge. Culture is both implicitly and explicitly studied. Students will work to improve their ease and accuracy of communication in French.

**525105 BGSU INTERMEDIATE FRENCH I 2010****Credit: 1.0**

*Prerequisite: French III grade of C or better and acceptance into the BGSU CCP program. View CCP requirements on p.13*

Students will continue to work on oral and written communication and make use of a range of media in order to explore and arrive at an understanding of the diverse Francophone cultures within and beyond the borders of France. Students are expected to master a novice level of proficiency and to start developing proficiency in the Intermediate Low range on the ACTFL scale. Students will engage daily in classroom conversation as well as online activities

outside the classroom. Therefore, daily computer access is mandatory. This course fulfills one requirement towards the BG Perspectives and one requirement towards the International Perspectives, both mandatory requirements for any student seeking a baccalaureate degree from Bowling Green State University. Three semester hours from BGSU will be granted upon successful completion of the course.

**525205 BGSU INTERMEDIATE FRENCH I 2020****Credit: 1.0**

*Prerequisite: Successful completion of BGSU Intermediate French I 2010 or a French IV grade of C or better and acceptance into the BGSU CCP program. View CCP requirements on p.14*

Students will continue to work on oral and written communication and make use of a range of media in order to explore and arrive at an understanding of the diverse Francophone cultures within and beyond the borders of France. Students are expected to master the Intermediate Low range of proficiency and to start developing proficiency in the Intermediate Mid-range on the ACTFL scale. Students will engage daily in classroom conversation as well as online activities outside the classroom. Therefore, daily computer access is mandatory. This course fulfills one requirement towards the BG Perspectives and one requirement towards the International Perspectives, both mandatory requirements for any student seeking a baccalaureate degree from Bowling Green State University. Three semester hours from BGSU will be granted upon successful completion of the course.



## **FAMILY & CONSUMER SCIENCES**

### **231000 PRINCIPLES OF FOOD**

**Grades: 9-10 Credit: 0.63**

In this course, students will gain knowledge in food selection criteria and apply preparation methods to promote a healthy lifestyle. Students will apply cooking methods, ingredient selection and nutritional information in the context of selected food dishes. Throughout the course, basic food safety and sanitation techniques will be emphasized.

### **233000 GLOBAL FOODS**

**Grades: 11-12 Credit: 0.63**

In this course, students will compare cuisines, ingredients and preferred cooking methods of

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

### **223200 CHILD DEVELOPMENT**

**Grades: 11-12**

**Credit:0.63**

*Prerequisite: none*

Provide students with knowledge of how parents and child care providers meet the needs of infants and young children to provide for healthy growth and development. A laboratory experience with preschool children is conducted during the semester.

## **SKILLED LABOR /CAREER READINESS CO-OP CREDIT PROGRAM**

### **244120 Career Readiness Co-Op**

**Grades: 12**

**Credit: 0.25 - 2 max (dependent on amount of work hours)**

Prerequisites: Student must be in good academic standing, be independent, motivated and have a strong work ethic.

The Bowling Green High School Career Readiness Co-op establishes partnerships with local businesses to provide real world work experience where students are able to apply the knowledge and skills they have learned throughout their high school career. The course will allow students the opportunity to learn from master craftsmen, industry certified, and skilled trade workers that will result in on the job training, graduation credit, and could lead to early career placement.

Students will be given release time from school to go to work. Potential job placements will be arranged prior to the course starting. Students will have to meet and interview with prospective placements prior to the placement becoming official. Placements must offer a job in a skilled trade position.

The teacher of record from the high school will conduct periodic meetings and check in's with the student and with the employer. Placement presentations and proof of working hours will be due at the end of each semester in order to attain a grade/credit.

## **PENTA CAREER CENTER PROGRAMS**

### **About Penta & Career Technical Information**

Penta offers a focused, career-oriented education to prepare students for college, a career, the military, or wherever their paths may lead. In addition, students learn what is expected in the world of work. Students at Penta benefit from hands-on training in programs grouped under 14 career fields.

### **Academics at Penta**

Penta prepares students for careers and post-secondary education by offering challenging academic courses in an 85-minute block format. The courses are aligned with Ohio's K-12 academic content standards. Through their academic courses, students participate in a variety of project-based learning experiences. Some of the academic courses offered include: Advanced English; American History; Government; World Issues; Anatomy & Physiology I & II; Environmental Science; Physics; Chemistry; Algebra I & II; Geometry; and Pre-Calculus.

### **College Credits**

The majority of Penta's programs offer Dual Enrollment options through Owens Community College. Dual Enrollment enables students to earn college credit at NO COST while still in high school. By earning transcribed college credit students get a jump-start on college. Check with Penta for more information on all college credit options, which can lead to time and/or money-saving post-secondary opportunities.

### **Business & Industry Certifications**

In many Penta programs, students have the opportunity to earn important business and industry credentials while in high school. After successfully completing an exam, students may qualify for program-specific certifications or state licenses. These credentials indicate to employers that students have the skills necessary for immediate employment.

### **Scholarships**

All students are eligible to apply for post-secondary scholarships. Each year, Penta students earn scholarships through colleges and universities, service organizations, foundations, schools, career-technical student organizations, and through many other sources. Scholarship opportunities are posted regularly at [www.pentacareercenter.org](http://www.pentacareercenter.org) and through the Student Services & Admissions Office.

### **Student Activities**

Students are encouraged to continue to participate in extracurricular activities at their member schools. While attending Penta, students become members of career-technical organizations including: Business Professionals of America (BPA); SkillsUSA; FFA; Family, Career, and Community Leaders of America (FCCLA); Future Educators Association (FEA); HOSA: Future Health Professionals; and DECA. Throughout the school year, many students compete in local, regional, state, and national contests sponsored by these organizations. Students can also get involved in the Penta Student Leadership Council and the National Technical Honor Society.

### **How To Apply**

Applying to Penta Career Center is easy for high school students residing in one of Penta's 16 member school districts. Students can apply online by visiting [www.pentacareercenter.org](http://www.pentacareercenter.org) and following the instructions under "How to Apply." For further questions, contact your member school guidance counselor or call the Penta Student Services and Admissions office at **419-661-6480**.

**Attend Penta as a Sophomore**

Penta offers the Sophomore Exploratory program for students who are interested in exploring career-technical fields on Penta’s campus. In this year-long program, sophomores will explore two career areas, earn academic credits, and receive small group and one-on-one career and life skills mentoring. At the conclusion of this program, students will have the tools and knowledge necessary to make informed choices regarding their future educational, career and life plans. As part of the admissions process for this program, students will participate in a Career Assessment prior to acceptance into the program. To begin the application process, visit [www.pentacareercenter.org](http://www.pentacareercenter.org) and click on “Admissions” or “Apply Now.”

**Career Assessment**

Penta offers Career Assessment to assist students in realistic planning for the future by helping them discover their interests, abilities, career preferences, and learning styles. Certified Career Assessment staff work with individual students to support them in determining options for their high school education and beyond. Students interested in enrolling at Penta as a sophomore will complete a Career Assessment. High school students at other grade levels can request a Career Assessment by contacting their school counselor.





