

Bexley High School Curriculum Handbook 2020-2021



Engage,
Equip,
Empower.

TABLE OF CONTENTS

TABLE OF CONTENTS	2
2020-2021 SCHOOL CALENDAR	7
ACADEMIC PLANNING	8
School Counseling Department	8
20-20-10 Policy	9
Sample Course Calculations	9
AP Course Participation	10
Class Rank	10
Course Load	10
Course Override Request	10
Grade Point Average (GPA) & Transfer Credit	11
Grading Scale	11
Grading Scale Weight	11
Scheduling: Timeline	12
Course, College & Career Planning Night	12
Course Requests for Incoming Freshmen	12
Course Requests for Upperclassmen	12
Scheduling: Course Change Request Procedures	12
Course Recommendation Override Form	13
Elective Change Form	13
Level Change Form	13
Educational Programs	13
College Credit Plus	13
Eastland-Fairfield Career & Technical Schools	14
Educational Options	14
Mosaic	14
Ohio Work Experience and Career Exploration Program (WECEP)	15
GRADUATION REQUIREMENTS	15
Credit Requirements	15
Graduation Pathway Requirement	16
Ohio's State Tests	16
Industry-Recognized Credential and Score on Workforce Readiness Test	17
College and Career Readiness Tests	17
ACADEMIC PROGRAM	18
ALLIED ARTS: BUSINESS	18
AP Economics BUS640	18
Business Law BUS629	18

Computer Word Processing & Technology TEC600	18
Entrepreneurship BUS605	19
Finance and Accounting Foundations BUS627	19
Online Personal Finance / Capstone BUS632EO	19
Personal Finance / Capstone BUS631	20
Technology Applications (The Google Experience) TEC610	20
ALLIED ARTS: FAMILY AND CONSUMER SCIENCES	20
Career Seminar CTA725	20
Food Science CTA733	21
Healthy Cuisine CTA734	21
Human Development CTA737	21
ALLIED ARTS: HEALTH & PHYSICAL EDUCATION	22
Health HTH855	22
Online Health HTH855EO	22
Physical Education I PHE840	22
Upper Level Physical Education Fitness for Life PHE870	22
Wellness HTH860	23
ALLIED ARTS: LEADERSHIP	23
Leadership Seminar ELE400	23
ALLIED ARTS: TECHNOLOGY EDUCATION	23
AP Computer Science A TEC635	23
AP Computer Science Principles TEC640	24
Robotics TEC714	24
STEM Engineering TEC715	24
Web Technologies TEC624	25
ENGLISH	25
Pathways	25
English 9 ENG100	26
Honors English 9 ENG103	26
English 10 ENG112	26
Honors English 10 ENG115	27
English 11 ENG137	27
AP English Language and Composition ENG144	27
English 12 ENG139	28
AP English Literature and Composition ENG175	28
Bexleo ENG945	28
Creative Writing ENG167	29
Journalism ENG154	29
Torch ENG950	29
FINE ARTS: ART	29
Ceramics FAR805	29
Drawing FAR814	30

Film/Video FAR804	30
Painting FAR811	30
Printmaking & Photography FAR812	31
Sculpture and Technology (3-D STEM Art) FAR807	31
Pre-AP Art History FAR829	31
AP Art History FAR830	32
Pre-AP Art and Design (Pre-AP Studio Art) FAR832	32
AP Art and Design (AP Studio Art) FAR835	32
FINE ARTS: MUSIC	33
AP Music Theory FAR940	33
Symphonic Band FAR900	33
Prism Band FAR 905	33
Jazz Ensemble FAR910	34
Bexley Camerata FAR916	34
Sinfonia Orchestra FAR915	34
Men's Glee Club FAR938	35
Women's Glee Club FAR936	35
Women's Chorale FAR939	35
Vocal Ensemble FAR937	36
FINE ARTS: THEATRE	36
Introduction to Theatre FAR920	36
Stagecraft FAR922	37
Theatre Ensemble FAR921	37
MATHEMATICS	37
Pathways	37
Traditional	38
Honors	38
Compacted / Accelerated Honors	39
Fortified	39
Algebra I MTH100	39
Honors Algebra I MTH110	39
Applied Algebra MTH101	40
ATL Algebra MTH125	40
Algebra I (Supported) MTH130	40
ATL S Algebra MTH130	40
Geometry MTH215	41
Honors Geometry MTH217	41
Algebra II MTH234	41
Advanced Functions and Trigonometry MTH235	42
Contemporary Math MTH294	42
Honors Precalculus MTH285	42
Precalculus with Limits MTH290	42

AP Calculus AB MTH240	43
AP Calculus BC MTH296	43
AP Statistics MTH242	43
Multivariable Calculus MTH298	43
SCIENCE	44
Pathways	44
Physical Science SCI300	45
Biology SCI320	45
Honors Biology SCI330	46
Chemistry SCI340	46
Honors Chemistry SCI345	46
Physical Geology SCI335	47
Physics SCI350	47
AP Biology SCI370	48
AP Chemistry SCI347	48
AP Environmental Science SCI371	48
AP Physics I SCI351	49
AP Physics II SCI355	49
SOCIAL STUDIES	50
Pathways	50
World Studies SOC500	50
Honors World Studies SOC501	51
AP World History SOC510	51
U.S. History SOC525	51
AP U.S. History SOC526	52
Government SOC530	52
AP United States Government and Politics SOC532	52
AP European History SOC535	53
AP Psychology SOC571	53
EVEN-YEAR SEMESTER ELECTIVES	53
American Sports History SOC550	54
Anthropology SOC555	54
Gender Studies SOC540	54
Human Geography SOC545	54
ODD-YEAR SEMESTER ELECTIVES	55
African American History SOC511	55
Holocaust Seminar SOC575	55
Psychology SOC570	56
World Religions SOC505	56
SPECIAL SERVICES: ENGLISH AS A NEW LANGUAGE	56
English as a New Language (ENL) I ENG162	56
English as a New Language (ENL) II ENG165	56

WORLD LANGUAGES	57
Pathways	57
French I FLR425	58
French II FLR430	58
French III FLR435	59
Honors French IV FLR437	59
AP French V FLR440	59
Latin I FLR445	59
Latin II FLR450	60
Latin III FLR455	60
Honors Latin IV FLR460	60
AP Latin V FLR461	61
Spanish I FLR400	61
Spanish II FLR410	61
Spanish III FLR415	61
Honors Spanish IV FLR420	62
AP Spanish FLR421	62

To provide educational experiences that engage, equip and empower each student

Board approved:
3.11.19
revised: 10.21.19

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5 Calamity Make-Up Days
June 4, 7, 8, 9, 10, 2021

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ACADEMIC PLANNING

Bexley High School students have the opportunity to pursue numerous course offerings across a wide range of academic subject areas, which is unique given the student population of Bexley High School. The administration, teachers, school counselors and support staff are committed to providing as many opportunities to each and every student, and as part of this commitment students need to carefully prioritize their individual academic goals and plans throughout their high school career.

Students and families are encouraged to regularly check the [Academic Scheduling: Information, Resources & Planning](#) site on the Bexley High School website.

School Counseling Department

In support of the Bexley City Schools' mission, the School Counselors provide a comprehensive, developmental counseling program to all students. Our programs are designed to help each student develop and enhance their academic, social/emotional, and college/career strengths in order to become responsible and productive citizens.

As part of the school counseling role, we believe it is important to connect students with the incredible resources available to each BHS student. Students are encouraged to regularly visit with their school counselor regarding any academic and non-academic needs and opportunities available in the school, community and beyond.

Students and families may also visit the [School Counseling](#) and [College Counseling](#) websites for information and resources available to all Bexley High School students.

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20-20-10 Policy

Students have the opportunity to earn a total of 100 points for a year-long course and 50 points for a semester-long course. Among the available points, 20 may be earned by passing each grading period (nine weeks) and 10 may be earned by passing a semester exam. In order to receive credit for a course, a student shall earn a minimum of 60 points for a year-long course and a minimum of 30 points for a semester course. Of the required 60 point minimum for a year-long course, a minimum of 30 points must be earned during the second semester.

Sample Course Calculations

In addition to the point value information provided above, the following point value calculation examples are provided to assist students and parents with calculating a course credit value:

Passing

Passing Year-Long Course Example

	1st Quarter	2nd Quarter	Exam	3rd Quarter	4th Quarter	Exam
Grade	D+	D-	F	F	D	D
Points	20	20	0	0	20	10
	Semester 1 Points	40		Semester 2 Points	30	
Total Points Earned: 70						

Passing Semester-Long Course Example

	1st Quarter	2nd Quarter	Exam
Grade	C	C	F
Points	20	20	0
Total Points		40	
Total Points Earned: 40			

Failing

Failing Year-Long Course Example

Writing Year Long Scores Example						
	1st Quarter	2nd Quarter	Exam	3rd Quarter	4th Quarter	Exam
Grade	D	D	D	F	D	F
Points	20	20	10	0	20	0
	Semester 1 Points	50		Semester 2 Points	20	
Total Points Earned: 70						

*Does not meet the 30 point minimum for semester 2

Failing Semester-Long Course Example

	1st Quarter	2nd Quarter	Exam
Grade	F	D	F
Points	0	20	0
Total Points		20	
Total Points Earned: 20			

*Does not meet the 30 point minimum for the semester

AP Course Participation

[Advanced Placement \(AP\)](#) courses offer students the opportunity to receive college credit for work completed in high school. All students enrolled in AP courses are required to take the AP exam at the end of the academic year; the cost of the test is paid for by the school district and there is no limit on the number of AP courses a student may take. Bexley High School offers the following Advanced Placement courses in the following disciplines:

Art History	Latin
Biology	Literature & Composition
Calculus AB	Music Theory
Calculus BC	Physics I
Chemistry	Physics II
Computer Science A	Psychology
Computer Science Principles	Spanish
Economics	Statistics
Environmental Science	Studio Art
European History	United States Government & Politics
French	United States History
Language & Composition	World History

Class Rank

Bexley High School does not list its students for college admissions. However, the school does maintain class rank information, which is released upon request for some scholarship applications and admission to U.S. military academies. BHS graduates with cumulative GPAs of 4.0 or higher are recognized at commencement according to the following:

Summa Cum Laude	3.9 and higher
Magna Cum Laude	3.89 – 3.75
Cum Laude	3.74 – 3.50

Course Load

Students are expected to take a minimum of six academic courses within the seven-period academic day. [The Ohio High School Athletic Association](#) (OHSAA) requires student-athletes to earn a passing grade in at least five, one-credit classes or equivalent. Physical Education is NOT counted towards these five credits.

Course Override Request

Students and families who differ with the educational teams' course recommendation(s) for the upcoming academic year may submit a request to override the recommendation and enroll in a course for which the student was not recommended. As a school district, we highly value and trust the

recommended course provides the best opportunity for the student to be successful within the content area, override requests will be approved based on both the student and parent / guardian agreeing with the decision.

All [Course Override Approval Forms](#) must be submitted electronically.

Grade Point Average (GPA) & Transfer Credit

The Bexley High School grade point average (GPA) is calculated at the conclusion of each semester by multiplying the semester credit value of each course by the point value of the grade earned; this figure is then divided by the total number of credits attempted for the semester. Only course grades earned from the following educational programs are used to calculate a student's GPA:

- Bexley High School
- Bexley Summer Academy
- College Credit Plus
- Eastland-Fairfield Career & Technical Schools
- Mosaic Program

Grading Scale

Bexley High School maintains the following schoolwide 10-point grading scale:

Percentage	Grade	Percentage	Grade
98-100	A+	77-79	C+
93-97	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-

Grading Scale Weight

Grade	Regular	Honors	AP
A+, A	4.0	4.5	5.0
A-	3.7	4.2	4.7
B+	3.3	3.8	4.3
B	3.0	3.5	4.0

B-	2.7	3.2	3.7
C+	2.3	2.8	3.3
C	2.0	2.5	3.0
C-	1.7	2.2	2.7
D+	1.3	1.3	1.3
D-	0.7	0.7	0.7
F	0.0	0.0	0.0

Scheduling: Timeline

In order to allow sufficient time for the school district to properly plan and attempt to accommodate and fulfill as many course requests as possible across all four grade levels in the high school, the scheduling process for the following academic year begins in early February. Students and families are encouraged to check the [Academic Scheduling: Information, Resources and Planning](#) page on the school website.

Course, College & Career Planning Night

The traditional start of the scheduling process begins with the Course, College & Career Planning Night presentation, which is hosted by the school counseling team to inform students and families about the scheduling process, graduation requirements and general course information. In addition to the school counselor presentation, students and families have the opportunity to speak directly with teachers across all subject areas to learn about course specific requirements and expectations.

Course Requests for Incoming Freshmen

During the month of February, current eighth grade students and families will meet individually with their assigned high school counselor to discuss educational and career goals as well as developing an initial academic plan for high school. Incoming freshmen will submit their course requests for freshmen year during these individual meetings.

Course Requests for Upperclassmen

During the month of March (typically the first week of the month), students who are currently in grades 9-11 will submit their course requests online through PowerSchool. Students are encouraged to schedule a time to meet with their assigned school counselor prior to the course request timeframe, but students are not required to do so.

Scheduling: Course Change Request Procedures

Students and families are strongly encouraged to evaluate course requests carefully prior to submitting them online or with their school counselor. By submitting a course selection request, students are

accepting the responsibility to fulfill all requirements for each of the courses they have requested. Last minute schedule change requests negatively impact the scheduling process and can have a direct impact on the course availability for the student making the request as well as other students and teachers who may be impacted by the potential change in class size.

Therefore, while a small number of situations or circumstances may merit approving a schedule change request in the student's best interest, not all schedule changes will be granted and no schedule change request is guaranteed to be approved.

All schedule change requests must be submitted electronically using the appropriate online form using the links below:

[Course Recommendation Override Form](#)

- requesting to override a course recommendation and enroll in a course that is above and beyond the course recommendation made by the teacher or educational team.

Example: teacher recommendation to enroll in *English 9*, student (with parent permission) would like to request to override the recommendation and enroll in *Honors English 9*.

[Elective Change Form](#)

- requesting to change from one elective to another, includes all World Languages as long as it is not a change in level.

Example: currently in *Business Law* and requesting to move to *Healthy Cuisine*.

[Level Change Form](#)

- requesting to move up / down in the same course / subject area.

Example: currently enrolled in *Honors Algebra I* and requesting to move to *Algebra I*.

Educational Programs

College Credit Plus

[Ohio's College Credit Plus](#) program provides free college credit courses to any Bexley student in grades 7 - 12 who demonstrates college readiness. Developed by the Ohio Board of Regents and the [Ohio Department of Education](#), College Credit Plus provides many college course options.

The School Counseling Team has created a [College Credit Plus Information & Planning Guide](#) for students and families to learn about the program, including expectations, requirements, benefits / limitations and additional responsibilities students accept when participating in the College Credit Plus program. Students and families should carefully read the reference guide and refer to the [College Credit Plus webpage](#) on the school website for general information and questions regarding the program and process for participating.

Eastland-Fairfield Career & Technical Schools

[The Eastland-Fairfield Career & Technical School District](#) is an extension of Bexley High School that provides high school students with academic opportunities across a wide range of career and technical programs. These programs are designed to help students prepare for future opportunities in either a college or career path setting. Students who enroll in a career center program continues to have the same flexibility and opportunities to pursue a post-secondary career at a college or university, along with the education and skills to enter directly into a specific career path.

Students and families are encouraged to visit the [Eastland-Fairfield Career & Technical Schools link](#) on our website for more information, including the program of study information.

Educational Options

The [Educational Options](#) program brings educators, students, parents and others together to provide opportunities for students to learn in an independent or individual setting based on the student's academic goals and/or need for flexibility with their schedule. Educational Options programs can include distance learning, educational travel, independent study, internship, mentorship, project portfolio, study abroad program or a tutoring program. All Educational Options programs are graded pass/fail and count towards graduation requirements.

Students interested in pursuing an Educational Options program must meet with their assigned school counselor to discuss the opportunities available and how to submit a proposal (if they decide to do so). The school counselor can provide information on how to submit a proposal using the online [Application and Action Plan for Educational Options Coursework Form](#).

Mosaic

The [Mosaic Program](#) is a project-based, integrated humanities curriculum available to juniors and seniors who are interested in an alternative to the traditional classroom experience. Students who are typically strong candidates for the program are: independent and original thinkers, intellectually curious who are creative or unique, interested in the arts and creative expression, motivated by 'real life' learning experiences, and committed to having a voice in making a difference.

Informational meetings are typically held in early February with applications and interviews conducted in March. Students accepted into the program are typically informed during the first week of April. All student applicant determinations are made by members of the Mosaic Program.

Each year, Mosaic students are eligible to earn the following course credits:

1.0 English

0.50 Art Appreciation (elective credit)

0.50 U.S. Government*

0.50 Integrated Social Studies (elective credit)

*Juniors participating in the Mosaic Program will earn a full-credit (half-credit each year) in U.S. Government by participating in the Mosaic Program during BOTH their junior and senior year. Students who participate in the Mosaic Program as a junior and choose not to participate in the program as a

senior are required to complete a full-year of U.S. Government at Bexley High School during their senior year.

Typically, juniors attending Mosaic will attend Bexley High School in the morning for periods 1-4 and then transition to Mosaic for the afternoon. Seniors attending Mosaic will attend Mosaic in the morning and return to Bexley High School for periods 4-7.

To learn more about the program, please contact your school counselor for more information or visit the [Mosaic Program website](#).

Ohio Work Experience and Career Exploration Program (WECEP)

The *Ohio Work Experience and Career Exploration Program (WECEP)* is designed to help Ohio high school students explore potential careers. Through an internship of at least 20 weeks, students have the opportunity to explore all aspects of the profession and gain a better understanding of the training needed to enter a career field. This internship program is not focused on one task, but provides students with a wide range of experiences within a career field.

To learn more about how the program works, student and business eligibility, and well as how students can apply, please visit the [Career Exploration Internship page](#) on the Ohio Department of Education (ODE) website and then schedule an appointment to meet with your high school counselor.

GRADUATION REQUIREMENTS

Bexley High School students are required to meet specific graduation requirements and standards to earn a [high school diploma in the State of Ohio](#). In preparing for post-secondary opportunities such as career, college, military service, etc. it is important for students and families to carefully evaluate course options each spring during the scheduling process for the upcoming academic year. Students and families are strongly encouraged to meet with their assigned school counselor and/or college counselor to discuss options, opportunities and goals.

Credit Requirements

Students are required to complete and earn a total of 21.0 credits within specific subject areas. Credit requirements are subject to change based on the standards set by the [Ohio Department of Education \(ODE\)](#) and the Bexley City School District Board Policy. The following requirements may be at times the same or different based upon these standards:

Credit Requirement by Content Area	Bexley High School Requirement	State of Ohio Requirement
English Language Arts	4.0	4.0
Mathematics	4.0	4.0
Science	3.0	3.0

Social Studies	3.0	3.0
Health	0.50	0.50
Physical Education*	0.50	0.50
General Electives**	6.0	5.0

****General Electives MUST INCLUDE the following:**

- One half-credit of [Personal Finance & Capstone](#)
- One full-credit of [Fine Arts](#)

*Students completing the Physical Education requirement using a Physical Education Waiver must complete an additional half-credit of a general elective towards the completion of the 21.0 credits required for graduation.

Students and families can view / download graduation requirements by visiting the following links:

[Class of 2021 & 2022](#)

[Class of 2023 & Beyond](#)

[Overview of Graduation Requirements by Graduating Class](#)

Graduation Pathway Requirement

In addition to meeting the above mentioned credit requirements, students must meet ONE of the following three pathways:

Ohio's State Tests

Students [earn a cumulative score of 18 points on seven end-of-course state tests](#). To ensure students are well rounded, they must earn a minimum of four points in Math, four points in English and six points across Science and Social Studies.

The seven End-of-Course (EOC) tests are:

- Algebra I and Geometry (Integrated Math I & II can be counted for students who are new to the district and have already completed one or both Integrated Math tests)
- English Language Arts I (class of 2021 and 2022 only) and English Language Arts II
- American (United States) History and American (United States) Government
- Biology

For each test, students earn one (1) to five (5) graduation points towards the 18-point pathway requirement:

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

College Credit Plus (CCP) courses or approved *Advanced Placement (AP)* test will satisfy the end-of-course graduation test requirement for *United States History*, *United States Government* and *Biology*. The college course grade earned under College Credit Plus or AP test score may earn graduation points in place of the end-of-course tests.

Industry-Recognized Credential and Score on Workforce Readiness Test

[Students earn an industry-recognized credential or a group of credentials](#) totally 12 points and earn the required score on the [WorkKeys](#) test. The State of Ohio will pay one time for those who take the WorkKeys assessment.

College and Career Readiness Tests

Students earn [remediation-free scores](#) in English Language Arts and Math on the [ACT](#) or [SAT](#), both of which are a nationally recognized college admission exam. Bexley High School administers the ACT during the spring of junior year for all students to provide students with an opportunity to meet this requirement.

Subject	ACT	SAT (taken prior to March 1, 2016)	SAT (taken after March 1, 2016)
English Language Arts	English subscore of 18 (or higher)	Writing 430 (or higher)	Evidence-Based Reading and Writing (EBRW) 480 (or higher)
	Entered high school after July 1, 2014, reading subscore of 22 (or higher)	Reading 450 (or higher)	
Mathematics	Mathematics subscore of 22 (or higher)	Mathematics 520 (or higher)	Mathematics 530 (or higher)

*As reflected on the Ohio Department of Education website

ACADEMIC PROGRAM

ALLIED ARTS: BUSINESS

AP Economics BUS640

Prerequisite: Algebra I or Honors Algebra I

Grade: 10 - 12

Year-Long / 1.0 credit

****Students will take both AP Microeconomics and AP Macroeconomics Exams****

This college-level course is designed to prepare students for taking both the AP Macroeconomics and AP Microeconomics exams. The course will be taught over a full year, with first semester covering primarily Macroeconomics and second semester covering the Microeconomics content. There will be many overlapping concepts.

The AP Macroeconomics portion of the class is designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Particular emphasis is placed on the study of national income and price-level, performance measures, stabilization policies, growth, financial sector and international economics. The purpose of the AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, with the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

Business Law BUS629

Prerequisite: None

Grade: 9 - 12

Semester / .5 credit

This business course allows students to explore the foundations of business law. The primary areas of focus include: current legal environment, online commerce, business ethics and international issues. Units of Study includes contracts, criminal and civil law, consumer protection, corporate taxes, wills and estates, property law, agency, employment contracts, unions, commercial paper, and credit obligations.

Computer Word Processing & Technology TEC600

Prerequisite: None

Grade: 9 - 12

Semester / .5 credit

This course is designed to teach students the theoretical approach to information technology and management information systems within a business/computer science environment. Practical business

computer applications will emphasize word processing, spreadsheets, databases, presentation software, and electronic commerce of the Internet.

Entrepreneurship BUS605

Prerequisite: None

Grade: 9 - 12

Semester / .5 credit

This course introduces the fundamentals of planning and executing a new business venture, opportunities and rewards of a small business, and entrepreneurship characteristics and competencies. The fundamentals of starting and operating a business, developing a business plan, obtaining financing, marketing a product or service, business technology and developing an effective accounting system will be covered. Students will receive real-world applications apply classroom learning with the operation of the school store.

Emphasis is on different forms of business organizations, including sole proprietorships, partnerships, corporations, joint ventures and not-for-profit enterprises. Other topics include the environment of business, globalization, e-business and technology as they affect the economy. A comparison is made between entrepreneurs and intrapreneurs (corporate entrepreneurs) who work for companies.

Finance and Accounting Foundations BUS627

Prerequisite: None

Grade: 9 - 12

Semester / .5 credit

Students will obtain fundamental knowledge and skills in accounting, banking services, corporate finance, insurance, and securities and investments. They will acquire knowledge of financial analysis and application, business law and ethics, financial technology, spreadsheets, and financial documents. Business technology will be emphasized. Employability skills, leadership and communications will be incorporated in classroom activities.

Online Personal Finance / Capstone BUS632EO

Prerequisite: None

Grade: 11, 12

Semester / .5 credit

This free online course supports development of personal financial and management skills and techniques. Students focus on becoming financially literate in order to become independent and financially successful. Course requires students to practice skills, such as budgeting, banking, savings and investments, insurance, credit, identity theft, buying consumer goods, renting an apartment, paying bills, buying a car, and buying a house.

For the Capstone students plan and conduct a program of independent study, which is dependent upon individual student interest and requires focus on an element of career search, educational opportunity, or creative endeavor. Both course work and Capstone completion are required to garner credit for the

course. Graduation is dependent upon successful completion of both the course and the Capstone Project. Students who are interested in learning more about the course should schedule an appointment their assigned school counselor.

Personal Finance / Capstone BUS631

Prerequisite: None
Grade: 11 - 12
Semester / .5 credit

This course supports development of personal financial and management skills and techniques. Students focus on becoming financially literate in order to become independent and financially successful. Course requires students to practice skills, such as budgeting, banking, savings and investments, insurance, credit, identity theft, buying consumer goods, renting an apartment, paying bills, buying a car, and buying a house.

For the Capstone students plan and conduct a program of independent study, which is dependent upon individual student interest and requires focus on an element of career search, educational opportunity, or creative endeavor. Both course work and Capstone completion are required to garner credit for the course. Graduation is dependent upon successful completion of both the course and the Capstone Project.

Technology Applications (The Google Experience) TEC610

Prerequisite: None
Grade: 9 - 12
Semester / .5 credit

Welcome to the world of Google! This course will complement our school's integration with the Google suite of software. This course is designed to introduce the student to basic Google tools and applications through the completion of real-world student-centered activities. Students will be prepared for learning and working in the 21st century through communication and collaboration tools. Students will acquire the essentials for using Google : Drive, Docs, Sheets, Slides, Forms and many of other Google products.

ALLIED ARTS: FAMILY AND CONSUMER SCIENCES

Career Seminar CTA725

Prerequisite: None
Grade: 9 - 12
Semester / .5 credit

This course focuses on developing problem-solving skills to support goal setting in career, personal and family relationships, wellness, and resource use. Students set goals related to responsible citizenry.

Case studies are used to lead students to reasoned actions and ethical decisions. Students complete individual career plans and a service learning project.

Food Science CTA733

Prerequisite: None

Grade: 9 - 12

Semester / .5 credit

This course emphasizes fundamental principles of food biology, chemistry and processing. Students study chemical reactions and changes that take place during preparation, processing and storage of food as well as effects on the quality and nutritional characteristics of these foods. Topics include chemistry of foods and food ingredients, especially the chemical and physical properties of water, proteins, fats, carbohydrates, and other food components. Course includes lab experiences.

Healthy Cuisine CTA734

Prerequisite: None

Grade: 9 - 12

Semester / .5 credit

This course includes study of fundamental principles of health, wellness and nutrition. Students develop strategies for making healthier food and lifestyle choices and use critical thinking and reasoning skills to ensure safe food handling practices. Students are challenged to evaluate consumer and industry food-related practices that sustain the environment. Other topics include the U.S. food system, relationships between diet and health, food processing, and select contemporary issues relating to nutrition, self-esteem, and food quality. Students conduct nutritional analyses of their diets using a computer software program.

Students can repeat course once for advanced credit (CTA736) with different advanced-level projects.

Human Development CTA737

Prerequisite: None

Grade: 9 - 12

Semester / .5 credit

Human development is the study of what makes humans unique from all other species on Earth. We will study the many distinct characteristics that define who we are from a physical, social, emotional, and intellectual point of view. Theories and factual content underlying current thinking and research are examined, as well as technological advances that affect everyone. We will study human development from conception to geriatrics. Exploration of each age range will involve hands-on learning opportunities that include collaboration with local organizations and universities.

ALLIED ARTS: HEALTH & PHYSICAL EDUCATION

Health HTH855

Prerequisite: None

Grade: 10 - 12

Semester / .5 credit

Students will understand the principles of health and wellness and its impact on a person's quality of life. Students will recognize the importance of physical activity, the basics of good nutrition and the mechanisms of the various body systems. Through practical activities students will be engaged in learning about their mental/emotional and social health including responsible decision making, goal setting, challenges of peer pressure and positive coping strategies for stress management. Health class is a state graduation requirement.

Online Health HTH855EO

Prerequisite: None

Grade: 10 - 12

Semester / .5 credit

This course is facilitated entirely online through Canvas. Students will understand the principles of health and wellness and its impact on a person's quality of life. Students will recognize the importance of physical activity, the basics of good nutrition and the mechanisms of the various body systems.

Through practical activities students will be engaged in learning about their mental/emotional and social health including responsible decision making, goal setting, challenges of peer pressure and positive coping strategies for stress management. Health class is a state graduation requirement. If you are interested in taking this course, please contact your school counselor for more information.

Physical Education I PHE840

Prerequisite: None

Grade: 9 - 12

Semester / .25 credit

In this course students will participate in daily physical activity. Students will understand the importance of regular physical activity for enhancing and maintaining personal health throughout the lifespan. Students will aim to achieve their appropriate age group fitness levels. Activities will include, but are not limited to: soccer, flag football, pickleball, volleyball, basketball, tennis, ultimate frisbee, speedball, floor hockey, badminton, weight lifting and fitness exercises.

Upper Level Physical Education Fitness for Life PHE870

Prerequisite: Physical Education I

Grade: 9 - 12

Semester / .25 credit

In this course students will participate in daily fitness activities. Students will understand the importance of regular physical activity for enhancing and maintaining personal health throughout the lifespan. Students will aim to achieve their appropriate age group fitness levels. Students will utilize the weight room to create and implement personal fitness plans.

Wellness HTH860

Prerequisite: None

Grade: 9 - 12

Semester / .5 credit

In this course students will closely examine how to achieve overall wellness. This class will consist of three days a week in the classroom and two days a week in the gym. Classroom sessions will focus on learning and putting into practice the multiple layers that can affect wellness. Students will examine the components of personal identity and mechanisms of effective communication. Students will identify stressors and create and implement positive coping strategies.

Students will also create a personalized 'goal action plan' and demonstrate the decision-making process. Two days a week the class will be in a movement space like the gym where students will participate in yoga, meditation and other low impact physical activities. Through the interconnectivity of the mind and body, students will gain awareness and strive to achieve wellness.

ALLIED ARTS: LEADERSHIP

Leadership Seminar ELE400

Prerequisite: None

Grade: 11 - 12

Semester / .5 credit

This course is designed to train and educate students about the leadership process, the history of leadership, and the impact that leaders have on those immediately around them as well as their larger community. Through guest presenters, students will have the opportunity to interact with some of the most influential leaders in Central Ohio. Finally, students will have opportunities to view leaders in traditional and non-traditional authentic settings and develop their own leadership skills.

ALLIED ARTS: TECHNOLOGY EDUCATION

AP Computer Science A TEC635

Prerequisite: Honors Algebra I or Algebra I with teacher recommendation

Grade: 11 - 12 or grades 9 - 10 with teacher recommendation

Year-Long / 1.0 credit

This course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object oriented and imperative problem solving and design using the Java programming language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

AP Computer Science Principles TEC640

Prerequisite: None

Grade: 9 - 12

Year-Long / 1.0 credit

AP CSP introduces students to the foundational concepts of computer science and explores the impact computing and technology have on society. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP CSP also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum. AP CSP complements AP Computer Science A and aims to broaden participation in the study of computer science.

Robotics TEC714

Prerequisite: None

Grade: 9 - 12

Semester / .5 credit

This is a foundational course in robotics and emphasizes both hardware, software and robot design. Students learn to use 3D CAD software to help design their robots and complete projects involving robot drive systems, gears, grippers, arms, and lifting mechanisms. Students will also learn how to program sensors to control a robot with remote control as well as autonomous operation (i.e., following pre-programmed instructions) using the Robot C programming language.

STEM Engineering TEC715

Prerequisite: None

Grade: 9 - 12

Year-Long / 1.0 credit

Do you enjoy problem solving and hands-on projects that require creative thinking? STEM Engineering gives students an opportunity to explore several types of Engineering disciplines through projects and engaging activities. This entry level course was designed with input from Bexley graduates who went on to pursue Engineering in college. The course includes Technical Drawing and Computer Aided Design (CAD), Mechanical Engineering, Electrical and Electronic Engineering, and General Engineering Mathematics. Students will focus on the problem-solving process as they work on multiple

projects which include puzzles, bridge building, 3-D printing, electronic keyboards, and Arduino systems and programming. These projects teach students how to communicate effectively and work as part of a team, while providing a solid foundation for the application of math and science in engineering.

Web Technologies TEC624

Prerequisite: None

Grade: 9 - 12

Semester / .5 credit

Have you ever wanted to create your own website? This course is designed to help students become proficient in creating web pages. This course includes a tutorial on HTML and CSS code to create rollover images and link maps. These tools are used to create pages and introduce basic Web 2.0 technologies, such as image slideshows, linking to YouTube, etc.

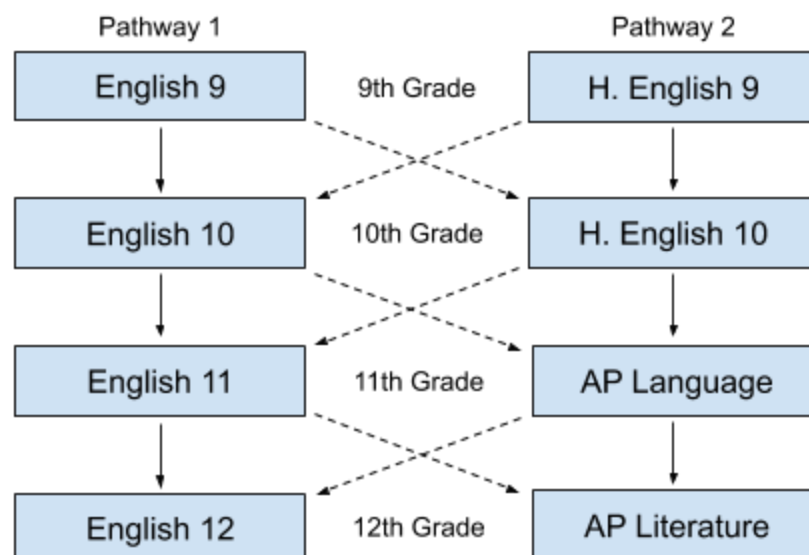
Students can repeat course once for advanced credit (TEC625) with different advanced-level projects such as animation, audio/video capabilities of HTML 5, javascript, php and advanced CSS techniques.

ENGLISH

Four credits of English are required for graduation. However, students attending the Career Center must earn three credits in English (the appropriate year courses in grades 9 and 10 at BHS and in grade 11 at the participating Career Center).

Students should expect to read and write frequently. All courses assist students with skills to help them do well on standardized tests, such as the SAT and ACT, and prepare them for real-world writing tasks.

Pathways



English 9 ENG100

Prerequisite: Teacher recommendation

Grade: 9

Year-Long / 1.0 credit

This course focuses on the foundational skills of English Language Arts: reading, writing, speaking, and listening. Students will gain proficiency in reading both nonfiction and fiction texts; along with a variety of poetry, short stories, and essays, full-length works may include *To Kill a Mockingbird*, *Of Mice and Men*, and *Romeo and Juliet*. Writing instruction emphasizes the writing process, organizational patterns, idea development, and grammar conventions. Students will practice writing well-developed paragraphs and multi-paragraph essays. Writing modes include narrative, argument, synthesis, and literary analysis. Vocabulary instruction emphasizes word parts and usage. Teachers may choose a thematic focus for the year. Summer reading is a requirement.

Honors English 9 ENG103

Prerequisite: Teacher recommendation

Grade: 9

Year-Long / 1.0 credit

Students entering this course should have a solid foundation in the English Language Arts skills of reading, writing, speaking, and listening. It is recommended that students are reading at or above grade level and have a solid grasp of writing conventions.

This course is recommended for students wishing to take Advanced Placement English in grades 11 and 12. Reading assignments focus on critical reading and analysis of increasingly complex nonfiction and fiction. Along with a variety of poetry, short stories, and essays, full-length works may include *To Kill a Mockingbird*, *Of Mice and Men*, *Romeo and Juliet*, *Pride and Prejudice*, *Antigone*, or other texts of merit. Writing instruction emphasizes the writing process, development of voice and style, sophistication of ideas, and grammatical correctness. Each quarter focuses on a major essay: narrative, argument, synthesis, and literary analysis. Teachers may choose a thematic focus for the year. Students are required to complete two texts for summer reading.

English 10 ENG112

Prerequisite: English 9 or Honors English 9

Grade: 10

Year-Long / 1.0 credit

This course builds on the foundational skills presented in English 9. Students will continue to improve their reading skills through close reading of both fiction and non-fiction texts. Along with a variety of poetry, short stories, and essays, full-length works may include *Lord of the Flies*, *Catcher in the Rye*, Shakespearean drama, and other works of merit. Students continue to use the writing process to craft multi-paragraph essays, including analysis, argument, synthesis, and research. Research skills are taught explicitly and with a focus on correct documentation of borrowed material. Teachers may choose

a thematic focus for the year. Students will take the Ohio State test (ELA II) in conjunction with this course. Summer reading is a requirement.

Honors English 10 ENG115

Prerequisite: English 9 with teacher recommendation or Honors English 9

Grade: 10

Year-Long / 1.0 credit

Students entering this course should have a solid foundation in the English Language Arts skills of reading, writing, speaking, and listening. It is recommended that students are reading at or above grade level and have a solid grasp of writing conventions.

This course is recommended for students wishing to take Advanced Placement English in grades 11 and 12. Reading assignments focus on critical reading and analysis of increasingly complex nonfiction and fiction. Along with a variety of poetry, short stories, epics, and essays, full-length works may include *Lord of the Flies*, a Shakespearean drama, and other texts of merit. Writing instruction emphasizes the writing process, development of voice and style, sophistication of ideas, and grammatical correctness. Major writing assignments include argument, synthesis, analysis, and research. Research skills are taught explicitly and with a focus on correct documentation of borrowed material. Teachers may choose a thematic focus for the year. Students will take the Ohio State test (ELA II) in conjunction with this course. Summer reading is required.

English 11 ENG137

Prerequisite: English 10 or Honors English 10

Grade: 11

Year-Long / 1.0 credit

This course explores American identity through a variety of fiction, non-fiction, poetry, and drama. Essential questions for the course include: "What is an American? What American identities are in harmony/conflict with each other? Is American opportunity a myth or reality? How have the promises of the American founding fathers been kept/broken in our history? How does American culture embrace / reject the individual who stands outside the mainstream?" Writing instruction focuses on refining skills in language and structure in various forms, including narrative, argument, research, response to literature, and rhetorical analysis. Summer reading is required.

AP English Language and Composition ENG144

Prerequisite: English 10 with teacher recommendation or Honors English 10

Grade: 11

Year-Long / 1.0 credit

This course prepares students with strong critical reading and writing skills for the AP exam in May. The course emphasizes argument in reading and writing through the study of rhetoric and continued development of close reading skills. Nonfiction is featured prominently alongside complex literary works to deepen understanding of how authors use the tools of language to achieve their purpose. Both in-class and out-of-class writing experiences develop students' abilities to write with control for a variety

of purposes. A yearlong research project culminates in an original argument paper in May. The level of difficulty of this course approximates to a first-year college composition course. Summer reading is a requirement. It is highly recommended that students entering this course are able to independently read complex texts that are above grade level, have a strong command of the English language, and enjoy analyzing language.

English 12 ENG139

Prerequisite: English 11

Grade: 12

Year-Long / 1.0 credit

The focus of English 12 is preparation for college-level and career composition and reading. Students engage in critical and close reading of a variety of fiction and non-fiction texts. Writing assignments include responses to text, argument, rhetorical analysis, literary analysis, and research. Students will gain confidence in their ability to evaluate and document sources to prevent plagiarism. This course emphasizes seminar-style discussions to assist students in developing skills for sophisticated conversations in both academic and work settings. Teachers may choose a thematic focus for the year. Summer reading is required.

AP English Literature and Composition ENG175

Prerequisite: English 11 and teacher recommendation or AP Language and Composition

Grade: 12

Year-Long / 1.0 credit

This course encourages the development of strong critical reading and writing skills for the AP exam in May. It emphasizes close reading and analysis of literature—including poetry, drama and prose—from the 17th century to the present. Both in-class and out-of-class writing experiences require students to develop and support effective arguments about literature. This course requires active classroom discussion. The level of difficulty of AP English Literature and Composition approximates a college level introductory literature course. Summer reading is a requirement. It is highly recommended that students entering this course are able to independently read complex texts that are above grade level, have a strong command of the English language, and enjoy analyzing language.

Bexleo ENG945

Prerequisite: None

Grade: 9 - 12

Year-Long / 1.0 credit

Bexleo is a year-long Pass/Fail graded co-curricular elective that meets 7th period every day. Students apply in February for admission to the program for the following year. Students accepted into the program use professional-quality camera equipment to photograph virtually all aspects of school life: classroom activities, assemblies, sports events, performing arts, homecoming, prom, etc. Photographs are shared on the website bexleo.org website and on social media. Students create the yearbook from scratch every year, designing the theme and layout, writing captions, and telling the unique story of each school year. Bexleo also creates and publishes the seasonal sports program. Students are

expected to take photos every week at school events. Bexleo is open to all grades and there are no pre-requisites except for a positive attitude and strong work ethic.

Creative Writing ENG167

Prerequisite: English 9

Grade: 10 - 12

Semester / .5 credit

The workshop class focuses on the production of original creative writing. Students practice and develop writing of poetry, fiction and nonfiction and develop ideas into completed works. Inspiration for pieces may come from photography, art and film, as well as from personal experience and the imagination. Students read and discuss models of good writing and learn from the work of professional writers.

Journalism ENG154

Prerequisite: English 9

Grade: 10 - 12

Semester / .5 credit

This course focuses upon the types of writing utilized in print and online news sources. Students learn about and discuss the law and ethics of journalism. Considerable work in writing news stories, features, editorials, and headlines gives students familiarity with writing in the news media. Journalism is required for those who wish to apply for The Torch and is strongly recommended for those who wish to apply for *Bexleo*.

Torch ENG950

Prerequisite: Application and successful completion of Journalism

Grade: 11 - 12

Year-Long / 1.0 credit

Torch is a yearlong Pass/Fail co-curricular elective that meets 7th period every day. Students apply in February for admission to the program for the following year. Torch is open to students in grades 11 and 12 who have completed the school's semester-long Journalism class. Students accepted into the program collaborate to produce a monthly newspaper. Staff members are expected to generate story ideas, regularly take story and photo assignments, and participate actively in the page design process, part of which takes place during three to four evenings a month after school. Students who wish to apply to be editors as seniors must successfully contribute to the writing and production process as staff reporters their junior year.

FINE ARTS: ART

Ceramics FAR805

Prerequisite: None

Grade: 9 - 12

Semester / .5 credit

This class focuses on basic ceramic hand-building methods (pinch, coil and slab). Students will explore a variety of finishing and glazing techniques as well as the incorporation of non-ceramic materials. An understanding and implementation of the elements and principles of design are an essential part of this course.

Students can repeat course once for advanced credit (FAR806) with different advanced-level projects.

Drawing FAR814

Prerequisite: None

Grade: 9 - 12

Semester / .5 credit

This class covers basic concepts of drawing (line, value and composition), and the proper use of drawing materials. Students explore and implement the elements of art and principles of design through their projects. Gesture, contour, and other drawing techniques enable students to work from life (looking at people and objects) as well as abstractly. Drawing media may include graphite, charcoal, pastels, ink, mixed media/ collage, watercolor, and acrylics.

Students can repeat course once for advanced credit (FAR814A) with different advanced-level projects.

Film/Video FAR804

Prerequisite: None

Grade: 9 - 12

Semester / .5 credit

This course is designed to provide an introduction to the four basic phases of filmmaking: development, pre-production, production, and post-production. This course develops higher-level thinking skills and art-related technology skills with an emphasis on film as an art medium. Students will work on short exercise and three larger projects, such as stop motion, short documentary, and a collaborative fiction piece. Students work on sound, composition, storyboarding, editing, lighting, and more.

Students can repeat course once for advanced credit (FAR809) with different advanced-level projects.

Painting FAR811

Prerequisite: None

Grade: 9 - 12

Semester / .5 credit

Painting focuses on exploring traditional media such as acrylic paint, ink, and watercolor, but also explores non-traditional media such as spray paint, stencils, and image transfers. Students learn to work both from life as well as more abstractly. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skills, art criticism, art history, and aesthetics.

Students can repeat course once for advanced credit (FAR811A) with different advanced-level projects.

Printmaking & Photography FAR812

Prerequisite: None

Grade: 9 - 12

Semester / .5 credit

This course introduces students to exploring photography and printmaking:

Printmaking: Students use various printmaking techniques to plan and create images for different print media. They explore various print surfaces, print editions, and mat finished work. Processes focus mainly on relief printing and may include collagraphs, monotypes, dry-point etching, wood or linoleum block printing, stencils, and silkscreen.

Photography: Students explore photography through digital cameras and Photoshop. They acquire basic concepts and skills and also become familiar with the functions of the various cameras and other photographic equipment.

Students can repeat course once for advanced credit (FAR813) with different advanced-level projects.

Sculpture and Technology (3-D STEM Art) FAR807

Prerequisite: None

Grade: 9 - 12

Semester / .5 credit

Sculpture and Technology provides an introduction to sculpture and 3-D product design. Students will explore various 3-D media and the artists and cultures that work with these media. With an emphasis on both art-related technology and studio production, this course is designed to develop higher-level thinking, art-related technology and design skills. Students work on individual and collaborative projects, use a 3-D printer and various sculpture materials, and learn to develop skills related to working as a professional artist.

Students can repeat course once for advanced credit (FAR808) with different advanced-level projects.

Pre-AP Art History FAR829

Prerequisite: None

Grade: 9 - 12

Year-Long / 1.0 credit

This course meets at the same time as AP Art History and introduces students to a comprehensive world survey of art history. Pre-AP students follow an abridged textbook and do not have to take the AP Art History exam. Reduced activities enable Pre-AP students to participate in every other way with the AP students. Refer to the AP Art History course description for more information about course content.

AP Art History FAR830

Prerequisite: None

Grade: 9 - 12

Year-Long / 1.0 credit

This exciting course is open to everyone (grades 9 through 12) and prepares students to take the Advanced Placement Art History examination. In this global, chronological survey spanning 30,000 years of art history, students view, discuss, read, and write about a wide range of art issues. Slide lectures and a flipped classroom approach complement our focus on class discussions, art projects, writing, and other activities to facilitate the study and analysis of the visual products of humanity across time. In addition, scavenger hunts, documentaries, primary source readings, and the Internet, enable students to make visual connections between periods and styles. Students may also visit local galleries and museums to further their studies.

Pre-AP Art and Design (Pre-AP Studio Art) FAR832

Prerequisite: full-credit of high school art class(es), a portfolio review by art teachers prior to admission, and teacher signature.

Grade: 11 - 12

Year-Long / 1.0 credit

This class meets at the same time as AP Art and Design and introduces students to developing an art portfolio. . Pre-AP students produce work at a slower pace and do not have to submit the AP Art and Design portfolio . Reduced activities enable Pre-AP students to participate in every other way with the AP students. Refer to the AP Art and Design course description for more information about course content.

AP Art and Design (AP Studio Art) FAR835

Prerequisite: one-year of HS art classes, a portfolio review by art teachers prior to admission, and teacher signature.

Grade: 12

Year-Long / 1.0 credit

This challenging college-level course prepares students to build an “AP” portfolio—the body of work that students submit when applying to college art and design programs—and provides an opportunity to receive college credit. Students work more independently and produce a heavier volume of high-quality work than those in a regular art course. They begin by choosing one of three AP portfolio types. From then on, students work on weekly projects to fulfill their portfolio requirements. Other class activities include matting and exhibiting work, entering regional and national student art shows, and visiting art galleries. In addition, students produce digital images of their work to send to AP and to use in college applications. This class is highly recommended for those who are planning to pursue a career in art, architecture, and design.

Students can repeat course once for advanced credit with different advanced-level projects.

FINE ARTS: MUSIC

AP Music Theory FAR940

Prerequisite: Current enrollment in a BHS music ensemble course and instructor signature.

Grade: 11 - 12

Year-Long / 1.0 credit

This course is designed to develop students’ ability to recognize, understand and describe materials and processes of music that are heard or presented in a variety of musical scores. Major topics include: (1) functional triadic harmony in four voice texture; (2) vocabulary including non-chord tones and secondary dominants; (3) tonal relationships and modulation to closely related key; (4) standard rhythms and meters, two voice contrapuntal techniques, examples of smaller forms; and (5) correct notational skills.

Attendance is required for some musical programs and performances. Enrollment in this course prepares students for the AP exam in May.

Symphonic Band FAR900

Prerequisite: Placement audition with instructor.

Grade: 9 - 12

Year-Long / 1.0 credit

The Bexley Symphonic Band is the entry-level BHS band ensemble. This group concentrates on building necessary technical skills for an intermediate performance level. The course meets daily and performance is assessed quarterly. Assessment of performance is based on performance tests, class participation, class preparation, home practice, and concert attendance. Membership is open to all students who play a band instrument. Bexley band members are encouraged to participate in OMEA solo and ensemble contest. On the decision of the director, members will be required to participate in OMEA large-group contest as an ensemble.

This course requires occasional rehearsals outside of the school day. Attendance at all performances is expected and is included as a part of a student’s grade. During the first grading period, the band

functions as a marching unit, and the remainder of the year it functions as a concert band. Ensembles are part of the band program and provide additional participation in musical activities, such as pep band, orchestra, jazz band, and music camp. The course requires full participation in daily rehearsals as well as in individual assessments. Attendance at ALL performances is required.

Prism Band FAR 905

Prerequisite: Placement audition with instructor or prior enrollment in band program.

Grade: 9 - 12

Year-Long / 1.0 credit

The Bexley Prism Band is the upper-level BHS band ensemble. Admittance to this group is audition only. This group concentrates on building necessary technical skills for an advanced performance level. The course meets daily and performance is assessed quarterly. Assessment of performance is based on performance tests, class participation, class preparation, home practice, and concert attendance. Bexley band members are encouraged to participate in OMEA solo and ensemble contest. On the decision of the director, members will be required to participate in OMEA large-group contest as an ensemble.

This course requires occasional rehearsals outside of the school day. Attendance at all performances is expected and is included as a part of a student's grade. During the first grading period, the band functions as a marching unit, and the remainder of the year it functions as a concert band. Ensembles are part of the band program and provide additional participation in musical activities, such as pep band, orchestra, jazz band, and music camp. The course requires full participation in daily rehearsals as well as in individual assessments. Attendance at ALL performances is required.

Jazz Ensemble FAR910

Prerequisite: Placement audition with instructor.

Grade: 9 - 12

Year-Long / 1.0 credit

Jazz Ensemble offers students the opportunity to perform in a variety of styles including swing, funk, bebop, and rock. Auditions will be held for Guitar, Bass, Piano, Drums, Vibraphone, Trumpet, Trombone, Alto Sax, Tenor Sax, and Baritone Sax. Students will be introduced to musical improvisation, jazz repertoire, performance psychology, jazz history, and music theory. Attendance at all performances is expected and included as part of a student's grade.

Bexley Camerata FAR916

Prerequisite: Prior enrollment in orchestra and placement audition with instructor.

Grade: 9 - 12

Year-Long / 1.0 credit

The Bexley Camerata is the entry-level BHS orchestra ensemble. This group concentrates on building necessary technical skills for an advanced performance level. The course meets daily and performance is assessed quarterly. Assessment of performance is based on performance tests, class participation,

class preparation, home practice, and concert attendance. Membership is open to all students who play a stringed instrument.

Bexley Camerata members are encouraged to participate in OMEA solo and ensemble contest. On the decision of the director, members will be required to participate in OMEA large-group orchestra state contest as an ensemble. This course requires occasional rehearsals outside of the school day. Attendance at all performances is expected and is included as a part of a student's grade.

Sinfonia Orchestra FAR915

Prerequisite: Prior enrollment in orchestra and placement audition with instructor.

Grade: 9 - 12

Year-Long / 1.0 credit

Bexley Sinfonia is the highest-level performance group in the orchestra program. The ensemble performs complex and difficult orchestral literature. The class meets daily and is assessed quarterly. Assessment criteria includes performance tests, class participation and preparation, home practice, and concert attendance. Membership is selective and based upon student audition. Music selection will cover a wide variety of styles and genres.

Bexley Sinfonia members are encouraged to participate in OMEA solo and ensemble contest and perform at OMEA large-group contests at the director's discretion. This class requires occasional rehearsals outside of the school day. Attendance at all performances is expected and is included as part of a student's grade.

Men's Glee Club FAR938

Prerequisite: Placement audition with instructor.

Grade: 9 - 12

Year-Long / 1.0 credit

Men's Glee Club is designed as an entry-level course in the vocal music program. Emphasis is on healthy tone production and developing the male voice. Membership will interest those seeking exposure to vocal works. Musical selection will consist of TB and TBB music, all of which cover a wide variety of styles and genres. Students may compete in OMEA contests and perform outside of school. Students are exposed to the elements of music theory, sight singing training, and vocal pedagogy. Course content emphasizes vocal and written tests in addition to daily rehearsals. Attendance at ALL performances is expected and included as part of a student's grade.

Women's Glee Club FAR936

Prerequisite: Placement audition with instructor.

Grade: 9 - 12

Year-Long / 1.0 credit

Women's Glee Club is designed as an entry-level course in the vocal music program. Emphasis is on healthy tone production and developing the female voice. Membership will interest those seeking exposure to vocal works. Musical selection consists of SA and SSA music, which cover a wide variety

of styles and genres. Students may compete in OMEA contests and perform outside of or inside of school. Students will be exposed to the elements of music theory, sight singing training, and vocal pedagogy. Course work emphasizes vocal and written tests in addition to daily rehearsals. Attendance at all performances is expected and included as part of a student's grade.

Women's Chorale FAR939

Prerequisite: Placement audition with instructor and prior enrollment in a vocal music course.

Grade: 10 - 12

Year-Long / 1.0 credit

Women's Chorale is one of the two highest-level choirs. Members are selected on the basis of a competitive audition, which rates voice quality, range, tonal accuracy, music reading ability, and general attitude and interest. Membership in this select group will interest those seeking exposure to serious vocal works on a competitive level. Musical selection will consist of SA, SSA and some SSAA music, all of which will cover a wide variety of styles and genres.

Students will compete in OMEA contests and perform outside school. Students will be exposed to the elements of music theory, sight singing training, and vocal pedagogy. Course work emphasizes vocal and written tests in addition to daily rehearsals. Two unexcused absences from performances could result in dismissal from the group. Attendance at ALL performances is expected and included as part of a student's grade.

Vocal Ensemble FAR937

Prerequisite: Placement audition with instructor and prior enrollment in a vocal music course.

Grade: 10 - 12

Year-Long / 1.0 credit

Vocal Ensemble is the highest level choir. Enrollment will be limited to 35 to 40 voices. Members are selected on the basis of a competitive audition, which rates voice quality, range, tonal accuracy, music reading ability, and general attitude and interest. Membership in this select group will interest those seeking exposure to serious vocal works on a competitive level. Musical selection will consist of SATB and some SSAATTBB music, all of which will cover a wide variety of styles and genres. Students will be exposed to the elements of music theory, sight singing training, and vocal pedagogy. Course work emphasizes vocal and written tests in addition to daily rehearsals.

As this is a select choir, students are expected to work with college level literature which will include mastery of advanced level sight-reading of music and basic music theory knowledge. Students will participate in rehearsals during lunch, after school (per the schedule provided in advance by the classroom teacher) and perform at [NAfME](#) & [ACDA](#) events and other public events. Two unexcused absences from performances could result in dismissal from the group. Attendance at all performances is expected and is included as part of a student's grade.

FINE ARTS: THEATRE

Introduction to Theatre FAR920

Prerequisite: None

Grade: 9 - 12

Semester / .5 credit

Students gain an awareness of the scope of theatre through hands-on experience with the theatre arts. Students receive a foundation in acting, theatre history, and some practical stagecraft. The focus is legitimate theatre and is basically a level one acting course. Students learn about auditions, monologue and scene study as well as script and character analysis. Students may attend matinees during the school day with their teacher and must also attend three professional or college performances on their own time.

Stagecraft FAR922

Prerequisite: Introduction to Theatre

Grade: 9 - 12

Semester / .5 credit

Students gain an understanding of the technical side of theatre arts through design, discussion and hands-on experience with technical theatre. Students explore foundations of lighting, set construction, costuming, theatre management, and business through hands-on experience in a theatre lab environment. Students are required to log 25 hours a quarter in practicum hours during work calls.

Theatre Ensemble FAR921

Prerequisite: Audition and completion of Introduction to Theatre

Grade: 10 - 12

Semester / .5 credit

Theatre Ensemble is an advanced level acting course and a performance-based class that expands the student's knowledge of the theatre arts through production of an ensemble theatre production. Character development and an intense study of the actor's experience within a play production is explored. The first part of the course involves a teacher-directed ensemble production. The second part of the course consists of student-directed one-act plays. Theatre Ensemble is a repeatable course and builds upon itself from semester to semester. After school hours are required for rehearsal as well as all performance dates. This class is audition based and supports the Bexley Theatre Arts season.

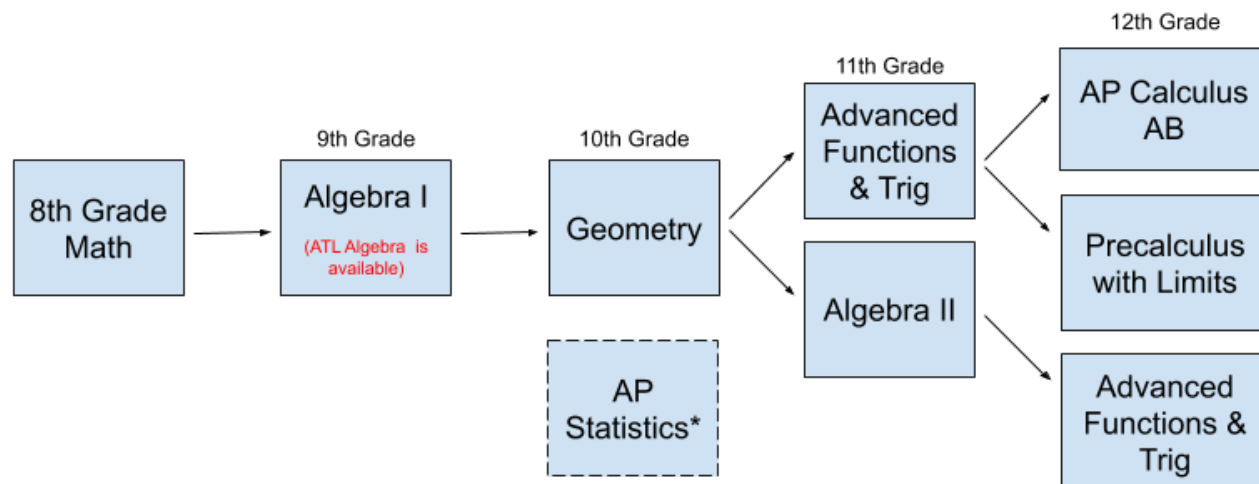
MATHEMATICS

Four credits of mathematics are required for graduation. Students should expect to explore and practice mathematics daily. All courses assist students with skills to help them do well on standardized tests,

such as the OST, SAT, ACT, and prepare them for real-world problem solving. All courses require students to have a TI-83/84 graphing calculator.

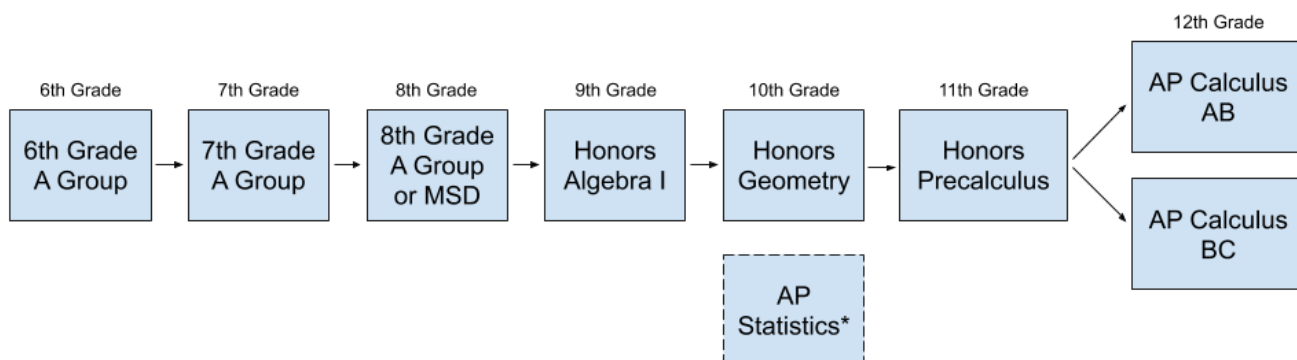
Pathways

Traditional



*AP Statistics can be taken anytime after the completion of Algebra I, and is often taken concurrently with another math course.

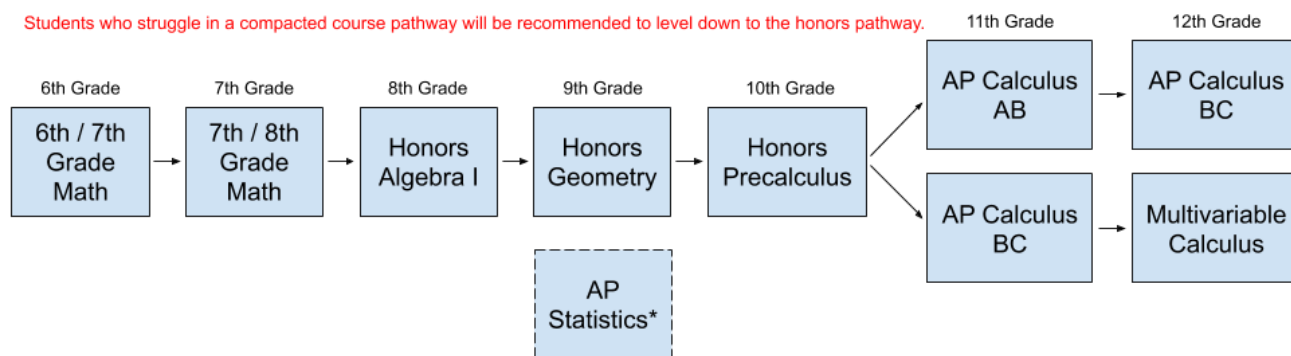
Honors



*AP Statistics can be taken anytime after the completion of Algebra I, and is often taken concurrently with another math course.

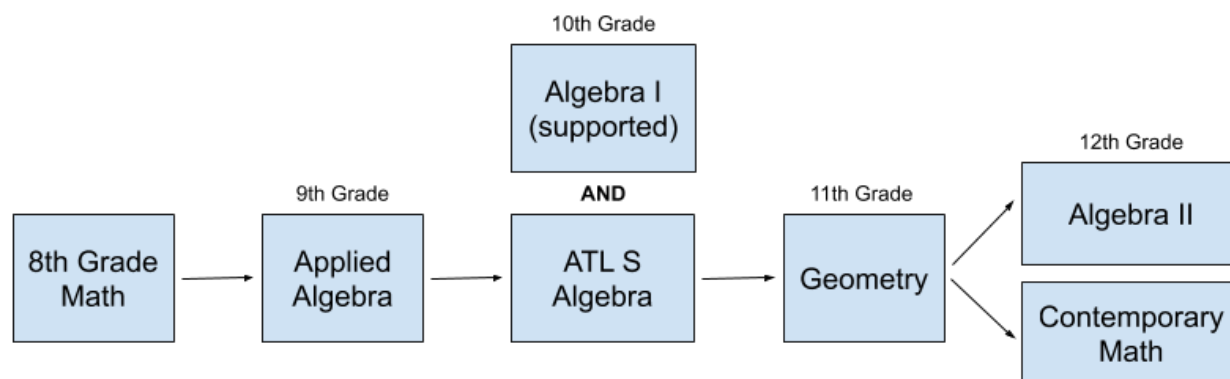
Compacted / Accelerated Honors

Students who struggle in a compacted course pathway will be recommended to level down to the honors pathway.



*AP Statistics can be taken anytime after the completion of Algebra I, and is often taken concurrently with another math course.

Fortified



Algebra I MTH100

Prerequisite: Math 8 and teacher recommendation

Grade: 9 - 12

Year-Long / 1.0 credit

This algebra course focuses on families of functions, including linear, quadratic, polynomial, radical, and exponential. Functions are represented using verbal descriptions, equations, tables, and graphs, and they are used to model real-world situations in order to solve problems. A TI-83/84 graphing calculator is required.

Honors Algebra I MTH110

Prerequisite: Math 8 and teacher recommendation

Grade: 9

Year-Long / 1.0 credit

This course examines the topics of Algebra I in greater depth and at a faster pace. Intended for the very capable, interested and motivated mathematics student, the course addresses additional topics such as piecewise functions and transformations. A TI-83/84 calculator is required.

Applied Algebra MTH101

Prerequisite: Math 8, teacher recommendation and administrative placement

Grade: 9

Year-Long / 1.0 credit

This is the first course of a two-year program designed to provide a solid foundation in algebraic skills and knowledge equivalent to that of Algebra 1. Upon completion of this course, students enroll in Supported Algebra 1. While it is intended for students who require additional support and a slower pace, rigor and depth are not sacrificed. Topics include: order of operations, solving equations, linear functions and systems, as well as exponents and inequalities. Placement in this program is based on administrator and teacher recommendation.

ATL Algebra MTH125

Prerequisite: Math 8, teacher recommendation and administrative placement

Grade: 9

Year-Long / 1.0 credit

Approaches to Learning (ATL) Algebra is an elective course that supplements Algebra 1. Students experience differentiated instructional methods and often are exposed to topics before they are seen in their accompanying Algebra 1 class. Additional practice problems and assessment preparation are also emphasized. Students may enroll for a semester $\frac{1}{2}$ elective credit or for the entire year and receive 1 full elective credit. Note: This course does not fulfill one of the four mathematics credits required for graduation. Placement in this class is based on administrator and teacher recommendation.

Algebra I (Supported) MTH130

Prerequisite: Applied Algebra, teacher recommendation and administrative placement

Grade: 10

Year-Long / 1.0 credit

Approaches to Learning (ATL) S (supported) Algebra is the second course of a two-year program and mirrors a traditional Algebra 1 course. Content is organized around linear, quadratic, and exponential functions and equations. An emphasis is also placed on arithmetic and geometric sequences and their connections to linear and exponential functions. Students enrolled in this course must also take Approaches to Learning for Supported Algebra 1 during the same year. Placement in this program is based on administrator and teacher recommendation.

ATL S Algebra MTH130

Prerequisite: Applied Algebra, teacher recommendation and administrative placement

Grade: 10

Year-Long / 1.0 credit

Approaches to Learning (ATL) S (supported) Algebra is an elective course that supplements Algebra 1. Students experience differentiated instructional methods and often are exposed to topics before they are seen in their accompanying Algebra 1 class. Additional practice problems and assessment preparation are also emphasized. Students enroll for the entire year and receive one full elective credit. Note: This course does not fulfill one of the four mathematics credits required for graduation. Placement in this class is based on administrator and teacher recommendation.

Geometry MTH215

Prerequisite: Algebra I and teacher recommendation

Grade: 10 - 12

Year-Long / 1.0 credit

Students study plane, solid and coordinate geometry applied to abstract concepts and real-world applications. Students develop reasoning and problem-solving skills through the study of logic and proof, similarity and congruence, angle relationships and parallel lines, triangles and trigonometry, and two- and three-dimensional figures, and probability. Skills acquired in Algebra I will be integrated into content. A TI-83/84 graphing calculator is required.

Honors Geometry MTH217

Prerequisite: Honors Algebra I and teacher recommendation

Grade: 9 - 10

Year-Long / 1.0 credit

This course covers the topics of geometry in greater depth and at a faster pace while challenging students to become independent learners. Various forms of logical proof are investigated while developing and applying postulates and theorems of two- and three-dimensional figures, transformations, probability, congruency, similarity, and coordinate geometry. A TI-83/84 graphing calculator is required.

Algebra II MTH234

Prerequisite: Geometry and teacher recommendation

Grade: 11 - 12

Year-Long / 1.0 credit

Algebra II is an alternative for those students not yet ready for the abstraction and the pace of Advanced Functions and Trigonometry. Students review topics from Algebra I and Geometry, extending their knowledge of linear relations and functions, solving equations, polynomials, statistics, exponential and logarithmic functions, absolute value functions and inequalities, and composite and inverse functions. The emphasis of this course will be on improving algebraic skills necessary for success in Advanced Functions and Trigonometry or college-level precalculus course. A TI-83/84 graphing calculator is required.

Advanced Functions and Trigonometry MTH235

Prerequisite: Geometry and teacher recommendation

Grade: 10 - 12

Year-Long / 1.0 credit

This course focuses on algebraic and trigonometric skills needed to be successful in an AP or college calculus course. Students take an in-depth look at families of functions, including polynomial, exponential, logarithmic, rational and trigonometric. Each type of function is represented using verbal descriptions, equations, tables and graphs. Additional topics may include trigonometric identities, probability, polar graphing, and conics. A TI-83/84 graphing calculator is required.

Contemporary Math MTH294

Prerequisite: Supported Algebra I and teacher recommendation

Grade: 12

Year-Long / 1.0 credit

This course is designed to improve algebra, geometry and problem-solving skills. The course includes factoring and equation solving; interval notation; absolute value; rational, quadratic, and exponential equations; absolute value and polynomial inequalities in one variable; linear inequalities in two variables; operations on radical expressions and expressions containing rational exponents; complex number system introduction; and problem-solving application and real-world modeling. Topics are taught using an approach that integrates algebraic, graphic and numeric methods whenever possible. Additional topics may include an introduction to statistics. A TI-83/84 graphing calculator is required.

Honors Precalculus MTH285

Prerequisite: Honors Geometry and teacher recommendation

Grade: 10 - 11

Year-Long / 1.0 credit

This course is an intensive study of functions and their graphs. Included are the trigonometric, inverse trigonometric, polynomial, exponential, logarithmic, and rational functions. Other topics covered are probability, complex numbers, polar graphing, conics, vectors, parametric equations and sequences and series. This course is intended for the very capable student. A TI-83/84 graphing calculator is required.

Precalculus with Limits MTH290

Prerequisite: Advanced Functions and Trigonometry and teacher recommendation

Grade: 12

Year-Long / 1.0 credit

This course is for students who have completed Advanced Functions and Trigonometry but are not yet ready for the rigor of AP Calculus. Students examine traditional precalculus topics such as trigonometry, vectors, coordinate systems, matrices, sequences & series, probability, analytic geometry, and limits. A TI-83/84 graphing calculator is required.

AP Calculus AB MTH240

Prerequisite: Honors Precalculus or Advanced Functions & Trigonometry and teacher recommendation

Grade: 11 - 12

Year-Long / 1.0 credit

This course is primarily concerned with developing an understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results and problems being expressed graphically, numerically, algebraically, and verbally.

The connections among these representations also are important. This course begins with an intensive review of precalculus. Specific course content is comprised of three main components: limits, derivatives and integrals. A TI-83/84 graphing calculator is required.

AP Calculus BC MTH296

Prerequisite: Honors Precalculus and teacher recommendation

Grade: 11 - 12

Year-Long / 1.0 credit

This challenging course is designed for students who thrived in the Honors Precalculus course and are interested in higher level math. In addition to covering the three main components covered in Calculus AB (limits, derivatives, and integrals), the Calculus BC curriculum includes series as well. The design of the course is similar to Calculus AB, but concepts are explored more deeply and at a faster pace. A TI-83/84 graphing calculator is required.

AP Statistics MTH242

Prerequisite: Algebra I and teacher recommendation

Grade: 10 - 12

Year-Long / 1.0 credit

This course is an accelerated study of the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data, Sampling and Experimentation, Anticipating Patterns Using Probability, and Statistical Inference. Computers and calculators are used extensively throughout this course to analyze real world data.

Content includes constructing and interpreting graphical displays of univariate and bivariate data, sampling methods, probability theory and distributions (binomial, geometric and normal), hypothesis testing, regression and correlation, and Chi-square and t- distributions. Topics also discussed are the Central Limit Theorem, Law of Large Numbers, confidence intervals, and tests for significance. A TI-83/84 graphing calculator is required.

Multivariable Calculus MTH298

Prerequisite: AP Calculus BC

Grade: 12

Year-Long / 1.0 credit

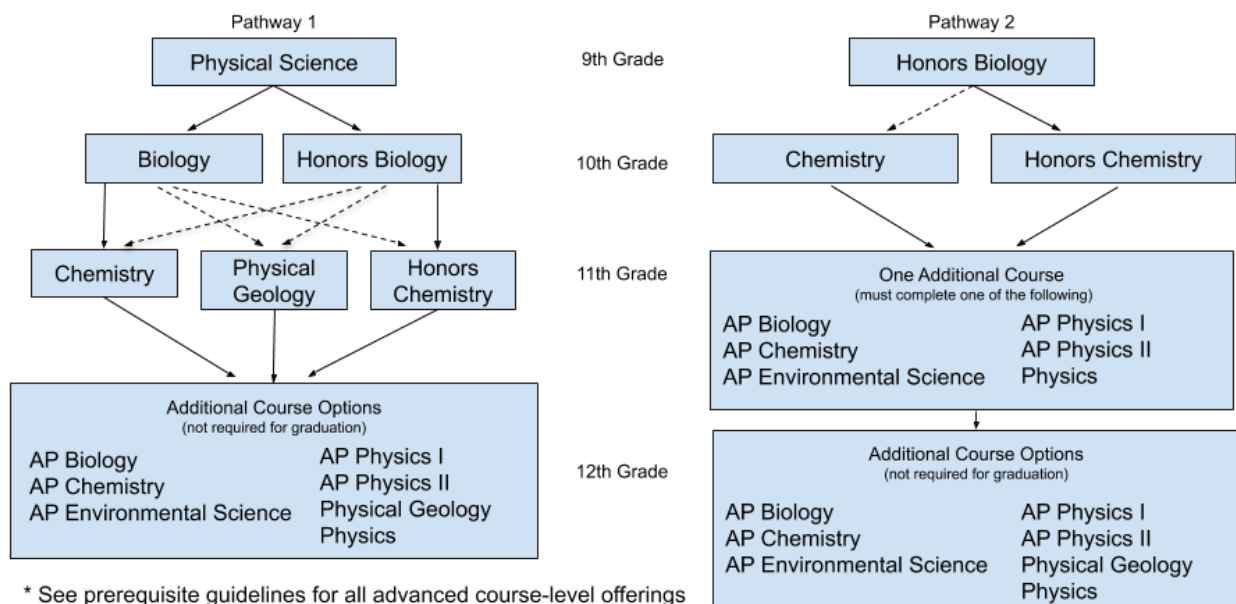
This challenging course is designed for students who have completed AP Calculus BC course and are interested in higher level math. The curriculum is equivalent to college courses in Calculus II and Calculus III. Topics include but aren't limited to: 3-D coordinate systems, vector functions, partial derivatives, extrema, double and triple integrals, vector fields, line integrals, Green's Theorem, and curl. Some single variable calculus concepts are reviewed and explored in more depth such as integration methods, polar graphs, and parametric equations. Students also study applications of calculus to the fields of probability, economics, and physics. A TI-83/84 graphing calculator is required.

SCIENCE

Three credits of science are required for graduation and 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: chemistry, physics or other physical science; advanced biology or other life science. Additionally, courses such as astronomy, physical geology or other earth / space sciences may be used to meet the advanced study requirement.

All students are encouraged to take physical science as a prerequisite for all science courses. Students who wish to accelerate to AP courses more quickly can double up on some science courses. Biology and Chemistry may be taken concurrently or, with teacher recommendation, Chemistry and AP Biology may be taken concurrently. Students are financially responsible for lab breakage. Biology, Chemistry and Physics students are required to have a graphing calculator.

Pathways



* See prerequisite guidelines for all advanced course-level offerings

** Solid arrows reflect recommended pathways and dashed arrows reflect additional pathway options (students are encouraged to discuss course options and pathways with their science teacher(s) as needed)

*** Students may 'double up' by electing to enroll in two science courses during the same academic year (refer to course prerequisites when evaluating options)

Physical Science SCI300

Prerequisite: Teacher recommendation

Grade: 9

Year-Long / 1.0 credit

This course provides a fundamental understanding of interrelationships between matter and energy. The course content establishes and supports a strong foundation for all future science courses and supports their general understanding as more informed consumers of science in their everyday lives. This course incorporates frequent laboratory activities that emphasize learning basic lab techniques, data collection, data analysis, and laboratory safety. Reading, writing and math skills learned in previous courses are utilized and further developed. Basic concepts of chemistry and physics will be introduced.

Biology SCI320

Prerequisite: Physical Science or teacher recommendation

Grade: 10

Year-Long / 1.0 credit

This course concentrates on the whole organism: its community and its contribution to and dependence upon the world of life. The emphasis is on the interrelationship of all living things. The course includes nine unifying biological themes: change of living things through time, diversity of type and unity of

pattern of living things, genetic continuity of life, the relationship between organisms and the environment, biological roots of behavior, the relationship between structure and function, maintenance of life in the face of change; science as inquiry; and intellectual history of biological concepts. A vertebrate specimen is dissected. Laboratory work is an integral part of this course. Students complete a dissection of a preserved specimen and are required to keep an organized notebook. Students take the OST End of Course test for Biology for Graduation credit.

Honors Biology SCI330

Prerequisite: Physical Science, enrolled in or completion of Algebra I, or teacher recommendation

Grade: 9 - 10

Year-Long / 1.0 credit

This course focuses on the content of biology at the level of organization of molecules. Honors Biology uses more chemistry to understand the biological processes, then Regular Biology. Honors Biology covers the same topics and labs as Regular Biology, but goes into more detail, using level thinking skills and more independent work, to develop a deeper understanding.

Biological themes include evolution, science and society, behavior, regulation and homeostasis, genetic continuity of life, classification, and science as inquiry. A variety of laboratory experiments are included throughout the year, with dissection of a preserved vertebrate specimen. Students learn basic measurement principles and mathematical techniques that are used in problem solving and lab work. A summer review packet is required. Students take the OST End of Course text for Biology for Graduation credit.

Chemistry SCI340

Prerequisite: Geometry, Biology (honors or regular) or comparable course, teacher recommendation

Grade: 10 - 12

Year-Long / 1.0 credit

This course is organized around a central theme: the properties of matter are a consequence of its structure. A working chemistry vocabulary is developed early through quantitative lab work. Students evaluate the function of chemistry in society and in their lives. They learn basic measurement principles and mathematical techniques that are used in problem solving and lab work. The study of structure includes the study of the atom, and subatomic particles. The periodic system of classification is explored. They learn about chemical bonds and the resulting molecular geometries. Students study the states of matter, reaction rates, equilibrium, acid/base chemistry, nuclear chemistry and organic chemistry.

Honors Chemistry SCI345

Prerequisite: Physical Science or Honors Biology; completion of Honors Algebra I with a B- or higher is recommended, or successful completion of Algebra I with teacher recommendation

Grade: 10 - 12

Year-Long / 1.0 credit

This course is an accelerated and enriched version of the Chemistry course. It is designed to prepare students for college chemistry. Topics are introduced and reinforced by a mixture of experiments, demonstrations, lectures, group work, and problem solving. The course blends theory, practical lab skills, and everyday applications. Activities are designed to promote critical thinking, questioning techniques, and an awareness of the environment. Topics of study include data analysis, atomic structure, periodic table, ionic compounds, covalent bonding, chemical reactions, mole concept, stoichiometry, kinetic theory, gases, solutions, thermochemistry, reaction rate, chemical equilibrium, acids and bases, and electrochemistry. All students take the ACT Quality Core End-of-Course exam. Honors Chemistry is recommended for students interested in taking AP Chemistry.

Physical Geology SCI335

Prerequisite: Physical Science, Biology (honors or regular) or comparable course, teacher recommendation

Grade: 10 - 12

Year-Long / 1.0 credit

****Course is not open to students who are currently enrolled in or have previously completed AP Environmental Science. Additionally, students cannot take Physical Geology to fulfill an advanced science requirement if they have followed the honors course sequence (Honors Biology in grade 9 or earlier, Chemistry or Honors Chemistry in grade 10 or earlier. Students can request the course as an elective (fourth science) but enrollment is not guaranteed.**

Physical Geology is a high school level course, which satisfies Ohio Core science graduation requirements of Ohio Revised Code Section 3313.603. This section of Ohio law requires a three-unit course with inquiry-based laboratory experience that engages students in asking valid scientific questions and gathering and analyzing information. Physical geology incorporates chemistry, physics and environmental science and introduces students to key concepts, principles and theories within geology. 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.

Physics SCI350

Prerequisite: Chemistry and concurrent with Advanced Functions and Trigonometry or higher, or teacher recommendation

Grade: 11 - 12

Year-Long / 1.0 credit

This course is a standard college preparatory laboratory-based introductory course. Students are responsible for familiarity with the metric system, knowledge of the atom, and scientific notation from previous courses. Concept development, problem solving and application of physics principles are central to learning. Major topics include: Newton's laws, motion in one and two dimensions, gravitation, energy, work, power, momentum, waves, electrostatics, DC circuits, magnetism, and optics.

AP Biology SCI370

Prerequisite: Physical Science, Biology or Honors Biology or comparable course; teacher recommendation based on a grade of B or higher in Chemistry

Grade: 10 - 12

Year-Long / 1.25 credit

This course provides an intensive study of selected topics for students planning on a biologically related field of study in college. The eight units of study are chemistry of life, cell structure and function, cellular energetics, cell communication and cell cycle, heredity, gene expression and regulation, natural selection and ecology. Three days of each week students meet for extended time (68 minutes) with the remaining days meeting for the regular class period of 48 minutes. Students are expected to come to class prepared and on time.

Students' success with this course resides with a significant portion of the course content covered independently by the student. Students document their course work in the form of a well-organized lecture and laboratory notebook that will be graded at the end of each quarter. Students are required to write a scientific paper each quarter and to prepare presentations using Excel® spreadsheets and Lab Quest II® with probes and computers with probes. A comprehensive exam is given each semester. Students may earn up to 10 semester hours of college biology class and laboratory credit depending upon their AP exam score and the college they are attending. This course is considered a college course of two to three semesters.

AP Chemistry SCI347

Prerequisite: Honors Chemistry or Chemistry, teacher recommendation and concurrent enrollment in Advanced Functions and Trigonometry, or Honors Pre-Calculus, Precalculus, or Calculus

Grade: 11 - 12

Year-Long / 1.25 credit

This course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. Three major goals include (1) to provide college-level chemistry instruction, (2) to provide college level laboratory experience, and (3) to prepare students for the AP Chemistry Exam. There is extensive use of technology in the lab and classroom activities. This class will meet for extended time during each week with a schedule determined by the teacher.

Students may earn up to 10 semester hours of college chemistry class and laboratory credit depending upon their AP exam score and the college they are attending.

AP Environmental Science SCI371

Prerequisite: Completion of Algebra I, Biology and Chemistry. Teacher recommendation based on a grade of B or higher in Chemistry.

Grade: 11 - 12

Year-Long / 1.0 credit

This course is the equivalent of a college introductory Environmental Science course with a laboratory. Laboratory work is completed both in the classroom as well as outdoors.

Students learn scientific principles, concepts and methodologies required to understand the inter-relationships of the natural world, required to identify and analyze environmental problems both natural and man-made, required to evaluate the relative risks associated with these problems, and required to examine alternative solutions for resolving or preventing problems. The course will cover the following topics and subject matter: Earth Systems and Resources; the Living World; Populations; Land and Water Use; Energy Resources and Consumption; Pollution; and Global Change.

There is extensive use of technology across laboratory and classroom activities. Students may earn five or more semester hours of college environmental science class and laboratory credit depending upon their AP exam score and the college they are attending.

AP Physics I SCI351

Prerequisite: Honors Chemistry, concurrently with Precalculus or higher.

Grade: 11 - 12

Year-Long / 1.0 credit

OFFERED DURING ODD YEARS (2021, 2023, etc.)

The AP Physics I course is designed to be the equivalent of the first semester of an introductory, algebra-based college course. This course is taught during an entire academic year giving time to master foundational physics principles while engaging in science practice to foster deeper understanding. This course will explore topics such as Newtonian mechanics, rotational motion, work, energy and power; mechanical waves and sound, optics and introductory, simple circuits.

AP Physics II SCI355

Prerequisite: Honors Chemistry, concurrently with Precalculus or higher.

Grade: 11 - 12

Year-Long / 1.0 credit

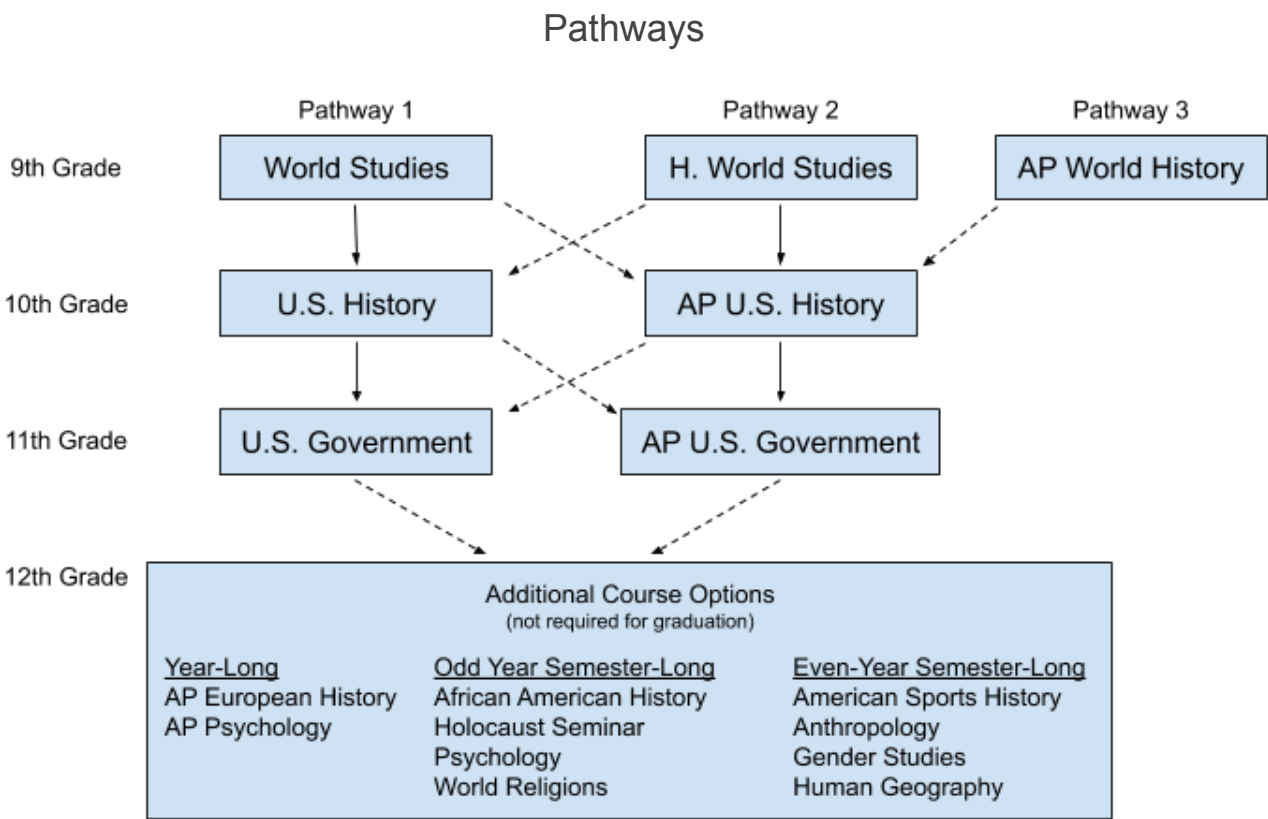
OFFERED DURING EVEN YEARS (2020, 2022, etc.)

The AP Physics II course is designed to be the equivalent of the second semester of an introductory, algebra-based college course. This course is taught during an entire academic year giving students time to master foundational physics principles while engaging in science practice to foster a deeper understanding.

This course will explore topics such as fluid statics and dynamics, thermodynamics, electrostatics, electrical circuits with capacitors, magnetic fields, electromagnetism, optics and quantum, atomic and nuclear physics.

SOCIAL STUDIES

Three credits of social studies are required for graduation. The credits must include one credit each of World Studies (for ninth graders), U.S. History (for tenth graders), and Government (for eleventh graders). Beyond required courses, students may take elective social studies courses that are either full-year or one-semester in length. One-semester elective courses are offered every-other year, which requires students to plan their course choices carefully.



World Studies SOC500

Prerequisite: None

Grade: 9

Year-Long / 1.0 credit

Strongly embedded in this course's survey of World History from the First Global Age to the present are foundational reading, writing, and analysis skills that are key to success in later history courses as well as to becoming an educated citizen. Students read and analyze primary and secondary documents; analyze current and historical maps, charts, and graphs; develop strong paragraphing and multi-paragraph writing skills; and actively participate in class discussions. This course is designed to meet state content standards and to prepare students for the State of Ohio's required tests for graduation in future courses. Students successfully completing this course may go on to either United States History or AP United States History.

Honors World Studies SOC501

Prerequisite: Teacher recommendation

Grade: 9

Year-Long / 1.0 credit

This course examines modern world history from Europe's Renaissance and the First Global Age through present day. Students develop skills in expository speaking, writing, and historical analysis. Students are expected to come into the course with strong reading and writing skills as well as the ability to work independently. Students endeavor to answer essential questions of history, such as why some countries are rich while others are poor and what causes the rise and fall of societies. Students successfully completing this course may go on to either United States History or AP United States History.

AP World History SOC510

Prerequisite: Teacher recommendation; summer reading required.

Grade: 9

Year-Long / 1.0 credit

This course is a survey of world history from 1300 to the present, with particular emphasis on the following themes: interaction between humans and the environment; the development and interaction of cultures; state building, expansion, and conflict; and the creation, expansion, and interaction of economic systems.

Similar to two additional Advanced Placement history courses (AP U.S. History and AP European History), this course is designed to teach critical, historical thinking skills: crafting historical arguments from historical evidence; chronological reasoning; comparison and contextualization; and historical interpretation and synthesis.

Eighth grade students considering this freshman-only, college-level course must carefully decide if it is appropriate for them. Students must have particularly strong reading and writing skills, as well as mature academic and coping habits. A recommendation from the student's eighth grade teacher is required. Students successfully completing this course may go on to either United States History or AP United States History.

U.S. History SOC525

Prerequisite: None

Grade: 10 - 11

Year-Long / 1.0 credit

This course gives students a broad introduction to major developments and events that have shaped American history from the beginnings of exploration to the present time. Course content focuses on recurring themes of American history, such as the tension between state and federal power, the extension of liberties and freedoms to an increasing number of citizens, the development of U.S. economic power, and the relationship of the U.S. to other countries.

The course requires students to develop fundamental skills in reading complex primary and secondary texts as well as the skill of writing analytical and argumentative papers. This course prepares students for the Ohio State test of US History. Students successfully completing this course may go on to take either Government or AP United States Government and Politics.

AP U.S. History SOC526

Prerequisite: Teacher recommendation; summer reading required.

Grade: 10 - 12

Year-Long / 1.0 credit

This course offers students a challenging college-level, analytical survey course in U. S. History. The scope and content of the course is different from that of U.S. History. This course begins with the colonial period and ends with contemporary events. Students should be committed to outside-of-class preparation. This includes reading of complex texts as well as original source material, essay writing, and other research that prepares students for class discussions. Class time is devoted to lecture/discussion activities, building verbal and written communication skills, and critical analysis and interpretation of broad historical trends and concepts.

It is recommended that students considering AP U. S. History have achieved solid A or B level grades in previous social studies and English courses; teacher recommendation from prior social studies courses is very strongly encouraged. This course satisfies the U.S. History graduation requirement. Students in this course do not take the Ohio State test of U.S. History; instead, they will take the AP exam in May. Summer reading is required in preparation for the course. Students successfully completing this course may go on to take either Government or AP United States Government and Politics.

Government SOC530

Prerequisite: U.S. History

Grade: 11 - 12

Year-Long / 1.0 credit

Students will survey the Constitutional underpinnings of American government, explore the history, structure, and function of the three branches of government, analyze the development of civil liberties and civil rights, and examine the role of political parties and interest groups in elections. The role of the individual within a representative democracy is emphasized.

This course emphasizes citizenship skills, such as the importance of voting, critically reading a variety of news sources, articulating one's opinion on issues, and deciding with which political party one agrees. Students will complete many individual projects that aim to teach the critical skills needed to be an informed and engaged citizen. Successful completion of this course prepares students for the Ohio State test in American Government.

AP United States Government and Politics SOC532

Prerequisite: Teacher recommendation; summer reading required.

Grade: 11 - 12
Year-Long / 1.0 credit

This course includes these topics: Constitutional underpinnings of the U.S. government; political beliefs and behaviors; political parties, interest groups, and mass media; institutions of national government: the Congress, the presidency, the bureaucracy, and the federal courts; public policy; and civil rights and civil liberties. Students must master the skills of developing arguments, analysis of sources, articulating various political perspectives, and application of conceptual knowledge to actual political practice.

Extensive reading and writing is required. Students should obtain a teacher recommendation from either their U.S. History or AP U.S. History teacher to sign up for this course. Students taking this course do not take the Ohio State test in American Government, but instead will take the AP examination in May.

AP European History SOC535

Prerequisite: U.S. History or AP U.S. History; summer reading required.

Grade: 11 - 12

Year-Long / 1.0 credit

This course is designed to help students develop thinking skills and factual knowledge necessary to deal with issues and materials in European History, 1450 CE to the present. Students learn to evaluate source material, weigh evidence, make historical interpretations, and detect historians' points of view. Students develop a heightened ability to think and express themselves clearly and persuasively, both orally and in writing.

This course prepares students to take the AP European History exam in May, so students should expect course demands to be largely equivalent to a full-year introductory college course. It is recommended that students have achieved A or solid B level grades in previous social studies and English courses. Students must complete a summer reading assignment prior to taking the course.

AP Psychology SOC571

Prerequisite: Summer reading required

Grade: 11 - 12

Year-Long / 1.0 credit

This course is designed to introduce students to the systematic and scientific study of behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Students must master acquisition of many psychological concepts and apply them to real-world situations. Writing assignments in this course strongly emphasize analysis and application.

EVEN-YEAR SEMESTER ELECTIVES

Beginning in 2020-2021, the following four elective courses will be offered each even year (2020, 2022, 2024, etc.):

American Sports History SOC550

Prerequisite: None

Grade: 10 - 12

Semester / .5 credit

Sport and play are integral to the American experience. This course examines sports as a cultural practice, examining sports through the lenses of business, gender, race, and class. The course will also examine sports at all levels, from schools to professional organizations. Students will be expected to read primary and secondary sources, conduct independent research, and develop sophisticated arguments on a wide variety of topics that relate to American sports history. Beginning in the 2020-2021 school year, this course will be offered every other year.

Anthropology SOC555

Prerequisite: None

Grade: 10 - 12

Semester / .5 credit

Anthropology is the study of human cultures. Through an analysis of ancient peoples, such as the Egyptians, Pre-Columbian peoples of the Americas, and others, students will analyze how societies are constructed, how people define themselves in relation to their world, and explore the meaning of their own existence as individuals and within groups. Students will be asked to analyze primary texts and artifacts in order to appreciate how human cultures have defined themselves and given their lives meaning in the ancient world. The course will develop strong argumentation, discussion, and research skills. Students will examine anthropological frameworks and methods that would be useful for students interested in careers in anthropology, archaeology, human evolution, and/or forensics. Beginning with the 2020-2021 school year, this course will be offered every other year.

Gender Studies SOC540

Prerequisite: None

Grade: 10 - 12

Semester / .5 credit

Gender studies examines the concept of gender throughout human history, exploring how ideas of femininity and masculinity have affected social organization, family structures, media, and economies over time. The course will utilize different approaches to studying gender, including perspectives of historians, sociologists, psychologists, and political scientists. Students are expected to read and analyze primary and secondary texts, engage fruitfully in class discussions, and conduct independent research. Beginning in the 2020-2021 school year, this course will be offered every other year.

Human Geography SOC545

Prerequisite: None

Grade: 10 - 12

Semester / .5 credit

Human Geography is the study of population dynamics in the context of geography. It explores how people have used the space around them by focusing on agriculture, urban settlement, regional economies, population distribution, cultural patterns, and economic exchanges. The course is modeled after the AP Human Geography course but will be taught in a semester as a regular-level course. Students will gain experience in mapping technology, analyze complex texts, engage in discussions about geographic problems, and conduct independent research on a topic that interests them. Beginning in the 2020-2021 school year, this course will be offered every other year.

ODD-YEAR SEMESTER ELECTIVES

Beginning in 2019-2020, the following four elective courses will be offered each odd year (2019, 2021, 2023, etc.):

African American History SOC511

Prerequisite: None
Grade: 10 - 12
Semester / .5 credit

African-American History will explore the meaning of the African-American experience from its African origins to the present. We will examine the central role African-Americans played in the building of the United States as well as their struggle to achieve full economic, political, and social equality. The course will utilize reading and discussing primary and secondary sources, student-driven research topics, and discussions of a few seminal films. Grades will come from participation in discussions, independent learning projects (topics and formats to be negotiated), weekly writing assignments (mostly short 1 to 2 paragraph reflections on what is being learned), presentations, and three exams (which the students will write themselves).

Holocaust Seminar SOC575

Prerequisite: None
Grade: 10 - 12
Semester / .5 credit

The causes and consequences of the Jewish Holocaust raise profound historical and moral questions that remain relevant today. Issues include the nature of cultural and ethnic conflicts, the origins and effects of racism, the ongoing challenge of genocide and the questions of human duties toward one another and the costs of remaining a “bystander” in the face of evil. The Jewish Holocaust will serve as a case study for student research, however, students may focus on other examples of past or present discrimination, racism or genocide.

This course involves active student participation. Students learn how to do historical research and how to write a research paper in stages. Activities include discussion, reading primary and secondary sources, viewing films, library and internet research, and class presentations.

Psychology SOC570

Prerequisite: None

Grade: 10 - 12

Semester / .5 credit

This course focuses on the study of human behavior. Students gain insight into the workings of the mind by examining human development, learning, personality, abnormal psychology, and techniques of therapy. Individual and group activities are used to apply the concepts covered in the text, and oral and written reports on outside readings are required. Class discussion is integral to this course. Starting with the 2019-2020 school year, this course will be offered every other school year.

World Religions SOC505

Prerequisite: None

Grade: 10 - 12

Semester / .5 credit

This course begins with a discussion of the concept of religion and then explores the beliefs, practices and organization of the major religions of the world, including Hinduism, Buddhism, Judaism, Christianity and Islam. Study of religions is largely through primary source readings, lectures, discussions, audiovisual presentations, speakers, and individual visits (outside of class time) to various religious services. It is not the purpose of this course to pass judgment on any or all religions but rather to look at them from both insider and a comparative/contrast perspective. Starting with the 2019-2020 school year, this course will be offered every other year.

SPECIAL SERVICES: ENGLISH AS A NEW LANGUAGE

English as a New Language (ENL) I ENG162

Prerequisite: Teacher recommendation

Grade: 9 - 12

Year-Long / 1.0 credit

This course focuses on basic communication skills in English so that the student may participate and succeed in academic content courses. Skills emphasized are listening, speaking, reading, writing, and basic grammar concepts necessary to succeed in English.

English as a New Language (ENL) II ENG165

Prerequisite: Teacher recommendation and knowledge of the English language beyond ESL I

Grade: 9 - 12

Year-Long / 1.0 credit

This course focuses on advanced English language skills. Further study on higher-level grammatical structures is emphasized. A continued development of listening and speaking with a stronger weight on reading and writing comprise this course.

WORLD LANGUAGES

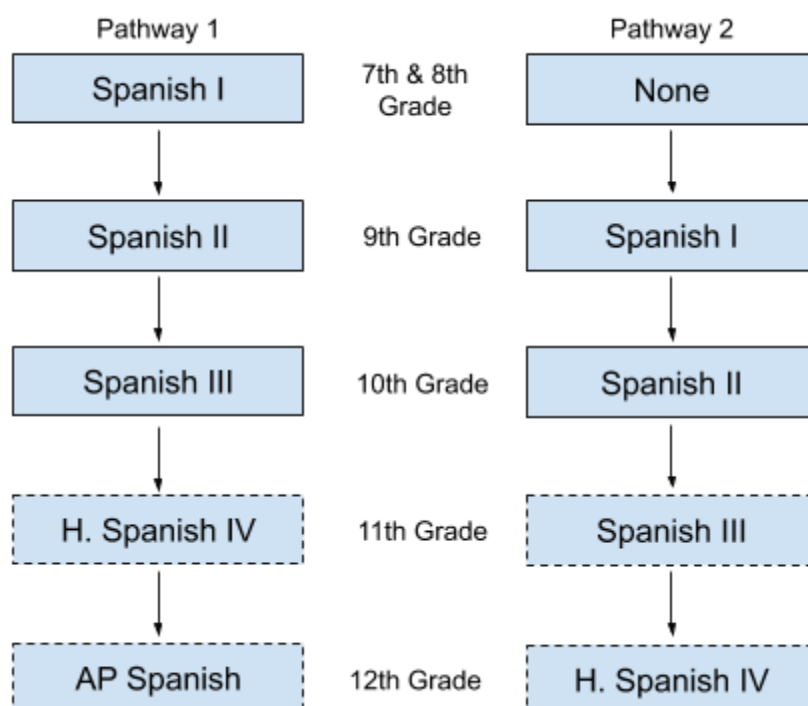
Bexley High School recommends students complete a minimum of two-years of the same world language during their high school career. While world language is not a graduation requirement, students are encouraged to complete world language coursework as part of providing a comprehensive academic experience in preparation for all post-high school opportunities.

All state colleges and universities in Ohio currently require students to complete two courses of the same world language. World language requirements may vary by private colleges and universities and may not be required at all for additional post-high school opportunities (military, art and design programs, theater programs, career programs, etc.).

Please note: Students who do not complete a world language course remain eligible to apply to state colleges or universities and can be admitted without the requirement; however, students will be required to complete the course work on campus as part of their undergraduate studies.

Students who successfully complete a Level One world language while in middle school are recommended to enroll in a level two course during their freshman year. Students do not receive high school credit for the middle school course, however, it provides the opportunity to complete a second and third level world language within the first two years of their high school career. Additionally, it provides students the opportunity to complete an AP level world language course prior to graduation.

Pathways



Note: the above pathways are using Spanish as an example. Please keep in mind Bexley High School offers French and Latin, which would follow similar pathways for students.

French I FLR425

Prerequisite: None

Grade: 9 - 12

Year-Long / 1.0 credit

This course focuses on basic communication skills. Vocabulary topics and grammar are presented in context. Students explore the culture of select French-speaking countries. Daily preparation, memorization, a willingness to participate orally, and consistent practice are essential for student success. In order to be prepared for the next language level, a student should test at a proficient level or higher on the year-end proficiency assessments (final exam).

French II FLR430

Prerequisite: French I or French 7th / 8th grade and teacher recommendation

Grade: 9 - 12

Year-Long / 1.0 credit

This course continues the development of the skills introduced in French I. Students study more advanced vocabulary and grammar and further develop their conversational and reading abilities. In

order to be prepared for the next language level, a student should test at a proficient level or higher on the year-end proficiency assessments (final exam).

French III FLR435

Prerequisite: French II and teacher recommendation

Grade: 10 - 12

Year-Long / 1.0 credit

Students build fluency on the foundation of the basic language skills acquired in beginning-level French. The course reinforces previously studied grammatical concepts and introduces advanced grammatical structures. Students expand their active vocabulary. Speaking and writing skills and further cultural study is emphasized. Much of the course is taught in French. In order to be prepared for the next language level, a student should test at a proficient level or higher on the year-end proficiency assessments (final exam).

Honors French IV FLR437

Prerequisite: French III and teacher recommendation

Grade: 11 - 12

Year-Long / 1.0 credit

This course is conducted in French and emphasizes the development of all aspects of the language. Students are evaluated on their ability to answer questions and to express their opinions and ideas in French. An intensive grammar study is an integral part of the course. Students study a variety of culturally authentic materials in French. At the conclusion of this course, students are prepared to take the SAT French Subject Area test. In order to be prepared for the next language level, a student should test at a proficient level or higher on the year-end proficiency assessments (final exam).

AP French V FLR440

Prerequisite: Honors French IV

Grade: 11 - 12

Year-Long / 1.0 credit

This course is comparable in content and difficulty to a full-year course in advanced French composition and conversation at the college level. The course is conducted entirely in French and seeks to develop proficiency with emphasis on active communication for students who already have a good command of the grammar and considerable competence in listening, reading, speaking, and writing the language. An extensive study of advanced grammar is an integral part of the class. Students read newspapers, magazine articles, and works of modern literature. Students engage in a variety of listening, speaking, reading, and writing activities, reflecting on material read and interests shared by the students and teacher. Summer work is required for this course.

Latin I FLR445

Prerequisite: None

Grade: 9 - 12

Year-Long / 1.0 credit

This course establishes the fundamental knowledge necessary for reading the Latin language. Students learn essential grammar, vocabulary, and Roman mythology, culture and history. After this course, students will be prepared to read more complex Latin sentences and explain central themes of Roman civilization. In order to be prepared for the next language level, a student should test at a proficient level or higher on the year-end proficiency assessments (final exam).

Latin II FLR450

Prerequisite: Latin I and teacher recommendation

Grade: 9 - 12

Year-Long / 1.0 credit

This course continues the study of Latin grammar. Emphasis is placed on grammatical forms, vocabulary, derivations, and the daily life of ancient people from throughout the Roman Empire. This course prepares students for more advanced reading of Latin literature and for more intense study of Roman civilization. In order to be prepared for the next language level, a student should test at a proficient level or higher on the year-end proficiency assessments (final exam).

Latin III FLR455

Prerequisite: Latin II and teacher recommendation

Grade: 10 - 12

Year-Long / 1.0 credit

This course completes the study of Latin grammar. The selected works of Eutropius, fairy tales, Cicero, Julius Caesar, Martial, Catullus, Ovid and other Roman authors are read and discussed. The finer points of grammatical syntax are addressed, and cultural and historical aspects of Roman literature and life are emphasized. In order to be prepared for the next language level, a student should test at a proficient level or higher on the year-end proficiency assessments (final exam).

Honors Latin IV FLR460

Prerequisite: Latin III and teacher recommendation

Grade: 11 - 12

Year-Long / 1.0 credit

This course is a pre-AP class on Ovid's *Metamorphoses* and Livy's *Ab Urbe Condita*. Reading selections in Ovid will focus on understanding Latin poetry, including poetic devices, elegiac meter, and hexameter. Prose selections provide review of key events in Roman history and focus on prose style. Coursework involves reading selections from Vergil and Caesar for comparison with Livy and Ovid. All elements of Latin grammar will be reviewed and extended. At the end of Honors Latin IV, a student should feel confident about taking the SAT Subject Area Test in Latin. In order to be prepared for the next language level, a student should test at a proficient level or higher on the year-end proficiency assessments (final exam).

AP Latin V FLR461

Prerequisite: Honors Latin IV and teacher recommendation

Grade: 12

Year-Long / 1.0 credit

This course will closely examine the poetry of Vergil's Aeneid in an attempt to prepare the student to take the AP test at the end of the year. Literary criticism of this Latin epic will be read, discussed, and analyzed. In tandem, we will read the AP selections from Julius Caesar's De Bello Gallico, paying close attention to prose writing style and the historical and cultural impact of Rome's invasion of Gaul. This course focuses on themes of literary techniques, Roman values, war and empire, leadership, views of non-Romans, history and memory, and human beings and the gods. Summer work is required for this course.

Spanish I FLR400

Prerequisite: None

Grade: 9 - 12

Year-Long / 1.0 credit

This course focuses on basic communication skills. Vocabulary topics and grammar are presented in context. Students explore the culture of select Spanish-speaking countries. Daily preparation, memorization, a willingness to participate orally, and consistent practice are essential for student success. In order to be prepared for the next language level, a student should test at a proficient level or higher on the year-end proficiency assessments (final exam).

Spanish II FLR410

Prerequisite: Spanish I or Spanish 7th/8th grade and teacher recommendation

Grade: 9 - 12

Year-Long / 1.0 credit

This course continues the development of skills established in Spanish I. Students study more advanced vocabulary and grammar and further develop their conversational and reading abilities. The culture of Spanish-speaking countries is further explored. Success in this course requires a knowledge of Spanish I vocabulary and grammar. Students should be able to conjugate regular and irregular present tense verbs, answer questions, and read and understand short passages in Spanish. In order to be prepared for the next language level, a student should test at a proficient level or higher on the year-end proficiency assessments (final exam).

Spanish III FLR415

Prerequisite: Spanish II and teacher recommendation

Grade: 10 - 12

Year-Long / 1.0 credit

Students build fluency, building on basic language skills acquired in beginning-level Spanish. This course reinforces previously studied grammatical concepts and introduces advanced grammatical structures. Students expand their active vocabulary. Speaking and writing skills and further cultural study are emphasized. Much of this course is taught in Spanish. In order to be prepared for the next language level, a student should test at a proficient level or higher on the year-end proficiency assessments (final exam).

Honors Spanish IV FLR420

Prerequisite: Spanish III and teacher recommendation

Grade: 11 - 12

Year-Long / 1.0 credit

This course is conducted in Spanish and emphasizes the development of all aspects of the language. Students are evaluated on their ability to answer questions and to express their opinions and ideas in Spanish. An intensive grammar study is an integral part of the course. Students study a variety of culturally authentic materials in Spanish. At the conclusion of this course, students are prepared to take the SAT Spanish Subject Area test. In order to be prepared for the next language level, a student should test at a proficient level or higher on the year-end proficiency assessments (final exam).

AP Spanish FLR421

Prerequisite: Honors Spanish IV and teacher recommendation

Grade: 12

Year-Long / 1.0 credit

This course is comparable in content and difficulty to a full-year course in advanced Spanish composition and conversation at the college level. The course is conducted entirely in Spanish and seeks to develop proficiency with emphasis on active communication for students who already have a good command of the grammar and considerable competence in listening, reading, speaking, and writing the language. An extensive study of advanced grammar is an integral part of the class. Students read newspapers, magazine articles, and works of modern literature. Students engage in a variety of listening, speaking, reading, and writing activities, reflecting on material read and interests shared by the students and teacher. Summer work is required for this course.