The logo of Upper Arlington Schools is a circular seal. It features a yellow outer ring. Inside the ring, the words "UPPER ARLINGTON" are written in a semi-circle at the top and "SCHOOLS" in a semi-circle at the bottom, both in a light grey font. In the center of the seal is a large, stylized yellow letter "U". Below the "U", the text "EST. 1918" is written in a light grey font.

Upper Arlington Online Academy Program of Studies 2024-2025

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Middle School Programming

Personalized Learning

In order to prepare our students for the world beyond our classrooms, it is essential that we personalize learning to provide them with the tools and the opportunities that will both enhance educational experiences and ensure their readiness for the next phase of their lives. The use of technology is a critical tool that will allow us to achieve this goal for every student.

Students in grades six through eight use iPads. The middle schools and high school follow a process of explaining district and classroom expectations of device care and use, and ensuring students understand digital safety and security. Teachers have and will use numerous digital resources, including: PowerSchool, Canvas, Edgenuity and Google Docs.

For more information about the program, please go to:

<http://www.uaschools.org/personalizedlearning>

Policies and Procedures

Acceleration

Academic acceleration may involve whole-grade acceleration or individual subject acceleration. Academic acceleration occurs when a student is not only doing the caliber of work necessary to be promoted to the next grade or enrolled in the next course in the academic sequence, but also demonstrates the ability to do the caliber of work required of students in that next grade level/subject/course. An acceleration evaluation committee will determine whether the student will be permitted to skip a grade level (i.e., whole grade acceleration), or take a subject at a higher grade level or skip a course in the usual and customary academic sequence (i.e., individual subject acceleration).

High School Credit Earned in Middle School

Students who successfully complete high school courses in middle school will be granted one high school unit of credit for each course completed. Credit will be awarded and calculated in cumulative grade point average upon entrance to the high school. Students may elect to retake the course at the high school. If a course is retaken, the grade earned in middle school will be removed from the transcript and from the calculation of the GPA and will be replaced by the grade earned at the high school.

Fees

The Board of Education has approved instructional fees for certain grade levels, courses, and for participation in the one-to-one technology program. Information regarding specific course fees can be found with the course description. Fees will be due at the beginning of the school year. Families may pay online using SPS EZPay at www.spsezpay.com/upperarlington or by a check made payable to Upper Arlington Schools.

Families with a financial need who cannot pay their fees should contact their counselor or building administrator.

Athletic Fees

There is a \$75 pay-to-participate fee per sport for students who participate in school-sponsored athletics. Fees must be paid after a team has been selected and before the first interscholastic contest.

Social Fees

Each school collects a social fee per grade level to provide social events during the school year. These events take different forms from class parties to off-campus events during the 8th grade year. By charging these fees at the beginning of the year students do not have to worry about buying tickets or providing additional funding for these events.

Technology Fee & Technology Protection Plan

The technology fee is \$50 for each student who participates in the program. Families may also choose to purchase coverage for their student's district-owned device through the technology protection plan. More information about the technology protection plan is available at www.uaschools.org/personalizedlearning.

Method of Determining a Grade Point Average (GPA)

A student's Grade Point Average (GPA) is determined by converting all semester letter grades to the numerical value assigned to these grades (see chart on this page) then adding these points to determine a total point value. The next step is to determine the total number of credits associated with the converted grades. Dividing the total point value by the total number of credits will provide the student's GPA. Courses taken for Audit, Pass/Fail and Satisfactory evaluations are not included in computing grade point average. Additionally, semester examinations are reported in numerical percentages and are to constitute 1/5 (20%) of a semester letter grade.

Standard Grading Scale Numerical Grade Percentage GPA

Grade	Percentage	Grade Point
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
E	Below 60	0.0

Honor Roll

The following procedures will be used in determining Honor Roll status:

1. A student will achieve Honor Roll status by earning an average of 3.5 GPA or higher
2. The student must not have any incomplete grades
3. Honor Roll status may be revised if an Incomplete is satisfactorily completed.

Athletic Eligibility

Participation in interscholastic teams is governed by athletic eligibility guidelines set forth by the Board of Education and the Ohio High School Athletic Association (OHSAA). Sixth grade students are not allowed to practice or play on interscholastic teams according to OHSAA rules. All beginning seventh graders are eligible to try out for fall sports. Winter and spring eligibility will be determined by the criteria outlined below.

The Board of Education requires all student-athletes to have earned a minimum 2.0 grade point average in the grading period immediately preceding their athletic season. The OHSAA requires that student-athletes receive passing grades in a minimum of five subjects for which the student received grades in the grading period immediately preceding their sport.

There is an athletic participation fee for each sport.

Please note: A student-athlete **MUST** be present for at least the second half of the school day (11:30 a.m. until 3:20 p.m.) to participate in a practice or contest on that school day.

In addition, students involved in co-curricular and extra-curricular activities must meet the academic requirements as indicated under the 2.0 policy below.

2.0 Policy

It is important that students meet the following academic requirements in order to participate in athletics, extracurricular or co-curricular activities in grades 7-12.

- A student must earn at least a 2.0 grade point average (GPA) in order to be eligible for participation.
- A student's eligibility will be determined according to his or her GPA for each quarter.

A student's eligibility will be determined by examining each quarter GPA independent of prior grading periods. The individual quarter GPA's value will be used by itself to determine a student's eligibility. Eligibility can be maintained, gained, or lost each grading period. Provisions may be made for individual students with special needs and/or extenuating circumstances. An eligibility board will review such situations on an individual basis and may waive certain requirements as appropriate. This provision is intended to meet unique situations of students with special or adjusted educational needs. The eligibility board will hear requests of students and/or parents in regard to special needs, extenuating circumstances such as long-term illness, and/or appeals regarding eligibility.

Art Courses

General Art

0.5 credit — Grade 6, 7, and 8

(1 period per day for 1 semester)

General Visual Art in Upper Arlington makes relevant connections across subject areas, promotes the use of technology, self-direction, formative assessment and provides a personally gratifying study of aesthetics, arts criticism and history. The Course of Study allows for varied entry points to student understanding in the arts, whether through observation, experimentation, reflection on personal and professional artworks, and the opportunity to express unique ideas. Students will have the opportunity to explore varied mediums (such as printmaking, ceramics, digital media and more) and develop their individual techniques in this standards-based course.

Global Language Courses

Novice Level Spanish

1.0 credit — Grade 7 and 8

(1 period per day for 2 years)

At the Novice Level, emphasis is on learners becoming proficient at a basic level in the three modes of communication (interpretive, presentational and interpersonal). Students are introduced to high-frequency vocabulary and grammatical structures and gradually build a foundation in order to understand and communicate in the target language. Students begin to create with the language, communicate with other students, and learn to speak and write about their personal interests and activities. By reading simple texts and listening to native speakers discuss familiar topics, students develop comprehension of authentic language as well as insight into cultural similarities and differences. Fundamental grammar concepts are introduced at this level to help students develop insight into the nature of language and to support effective communication. Students learn strategies to facilitate and enhance their language acquisition and help them become independent learners.

At the middle school level, Novice Level Global Language is taught over the course of two years. Students who successfully complete Spanish in both 7th and 8th grades will receive one (1) high school global language credit.

Language Arts and Reading Courses

English Language Arts 6

1.0 credit — Grades 6

(1 period per day for 1 year)

This course eases students' transition to middle school with engaging, age-appropriate literary and informational reading selections. Students learn to read critically, analyze texts, and cite evidence to support ideas as they read essential parts of literary and informational texts and explore a full unit on Lewis Carroll's classic novel *Through the Looking Glass*. Vocabulary, grammar, and listening skills are sharpened through lessons that give students explicit modeling and ample practice. Students also engage in routine, responsive writing based on texts they have read. In extensive, process-based writing lessons, students write topical essays in narrative, informative, analytical, and argumentative formats.

English Language Arts 7

1.0 credit — Grades 7

(1 period per day for 1 year)

Students grow as readers, writers, and thinkers in this middle school course. With engaging literary and informational texts, students learn to think critically, analyze an author's language, and cite evidence to support ideas. Students complete an in-depth study of Jack London's classic novel *White Fang* and read excerpts from other stories, poetry, and nonfiction. Explicit modeling and ample opportunities for practice help students sharpen their vocabulary, grammar, and listening skills. Students also respond routinely to texts they have read. In extensive, process-based writing lessons, students write topical essays in narrative, informative, analytical, and argumentative formats.

English Language Arts 8

1.0 credit — Grades 8

(1 period per day for 1 year)

In this course, students build on their knowledge and blossom as thoughtful readers and clear, effective writers. A balance of literary and informational texts engage students throughout the course in reading critically, analyzing texts, and citing evidence to support claims. Students sharpen their vocabulary, grammar, and listening skills through lessons designed to provide explicit modeling and ample opportunities to practice. Students also routinely write responses to texts they have read, and use more extensive, process-based lessons to produce full-length essays in narrative, informative, analytical, and argumentative formats.

Reading 6, 7, and 8

1.0 credit — Grades 6, 7, and 8

(1 period per day for 1 year)

OA's reading course is an opportunity for students to fall in love with reading! Students are expected to read something of their choosing (something outside of reading for classes) for an average of 30 minutes per day. This can look like a variety of materials - just as long as they are enjoying it! They will log the total minutes they spend doing this free reading each day and submit their log at the end of the week.

Mathematics Courses

Math 6

1.0 credit — Grades 6

(1 period per day for 1 year)

This course begins by connecting ratio and rate to multiplication and division, allowing students to use ratio reasoning to solve a wide variety of problems. Students further apply their understanding of multiplication and division to explain the standard procedure for dividing fractions. This course builds upon previous notions of the number system to now include the entire set of rational numbers. Students begin to understand the use of variables as they write, evaluate, and simplify expressions. They use the idea of equality and properties of operations to solve one-step equations and inequalities. In statistics, students explore different graphical ways to display data. They use data displays, measures of center, and measures of variability to summarize data sets. The course concludes with students reasoning about relationships among shapes to determine area, surface area, and volume.

Math 7

1.0 credit — Grades 7

(1 period per day for 1 year)

This course begins with an in-depth study of proportional reasoning during which students utilize concrete models such as bar diagrams and tables to increase and develop conceptual understanding of rates, ratios, proportions, and percentages. Students' number fluency and understanding of the rational number system are extended as they perform operations with signed rational numbers embedded in real-world contexts. In statistics, students develop meanings for representative samples, measures of central tendency, variation, and the ideal representation for comparisons of given data sets. Students develop an understanding of both theoretical and experimental probability. Throughout the course, students build fluency in writing expressions and equations that model real-world scenarios. They apply their understanding of inverse operations to solve multi-step equations and inequalities. Students build on their proportional reasoning to solve problems about scale drawings by relating the corresponding lengths between objects.

Pre-Algebra

1.0 credit — Grades 8

(1 period per day for 1 year)

This full-year course is designed for high school students who have completed a middle school mathematics sequence but are not yet algebra-ready. This course reviews key algebra readiness skills from the middle grades and introduces basic Algebra I work with appropriate support. Students revisit concepts in numbers and operations, expressions and equations, ratios and proportions, and basic functions. By the end of the course, students are ready to begin a more formal high school Algebra I study.

Algebra 1

1.0 credit — Grades 8

(1 period per day for 1 year)

This full-year course focuses on five critical areas: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. This course builds on the foundation set in middle grades by deepening students' understanding of linear and exponential functions and developing fluency in writing and solving one-variable equations and inequalities. Students will interpret, analyze, compare, and contrast functions that are represented numerically, tabularly, graphically, and algebraically. Quantitative reasoning is a common thread throughout the course as students use algebra to represent quantities and the relationships among those quantities in a variety of ways. Standards of mathematical practice and process are embedded throughout the course, as students make sense of problem situations, solve novel problems, reason abstractly, and think critically.

*Students who successfully complete this course will earn one (1) high school math credit.

Science Courses

Science 6

1.0 credit — Grades 6

(1 period per day for 1 year)

This course focuses on introducing students to scientific inquiry. Students will cover a variety of topics including Life Science, Earth Science, and Physical Science. After an overview of scientific principles and procedures, the course leads toward a basic understanding of geology and the rock cycle. Students will explore cells and heredity as well as human body systems. After working through these concepts, students will have experience with introductory chemistry and physics instruction.

Science 7

1.0 credit — Grades 7

(1 period per day for 1 year)

This Science 7 course expands students' knowledge and understanding gained through the Science 6 course. Students will cover a variety of topics including Life Science, Earth Science, and Physical Science. As students refine and expand their understanding of Life Science, they will apply their knowledge in investigations that require them to ask questions and explore the world around them. Students will explore interactions among living things, energy flow in ecosystems, matter, and the physical world.

Science 8

1.0 credit — Grades 8

(1 period per day for 1 year)

This Science 8 course expands students' knowledge and understanding gained through the Science 7 course. Students will cover a variety of topics including Life Science, Earth Science, and Physical Science. Throughout the course, students will also solve problems, reason abstractly, and learn to think critically. Students will focus on traditional concepts in chemistry and physics, explain the relationship between motion and forces, examine the interactions of Earth's systems and cycles, investigate the evidence that supports the theory that Earth has evolved, and explore the changes in organisms over time.

Social Studies Courses

Social Studies 6

1.0 credit — Grades 6

(1 period per day for 1 year)

In Social Studies 6, students study the Eastern Hemisphere, its geographic features, early history, cultural development and economic change. Students learn about the development of river civilizations in Africa and Asia, including their governments, cultures and economic systems. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products and ideas, and cultural diversity. Students develop their understanding of the role of consumers and the interaction of markets, resources and competition.

Social Studies 7

1.0 credit — Grades 7

(1 period per day for 1 year)

Social Studies 7 is an integrated study of world history, beginning with ancient Greece and continuing through global exploration. All four social studies strands (history, geography, government and economics) are used to illustrate how historic events are shaped by geographic, social, cultural, economic and political factors. Students develop their understanding of how ideas and events from the past have shaped the world today.

American History

1.0 credit — Grades 8

(1 period per day for 1 year)

The historical focus continues in the eighth grade with the study of the early years of the United States (the New World through Reconstruction). This study incorporates all four social studies strands into a chronological view of the development of the United States. Students examine how historic events are shaped by geographic, social, cultural, economic and political factors.

Wellness Courses

Health 7 - Required

0.5 credits — Grades 7

(1 period per day for 1 semester)

Health 7 provides students with the opportunity to explore their personal health while making connections to a healthy lifestyle. Students will obtain knowledge around the health triangle which includes their social, mental/emotional and social health. Students explore the effects of alcohol, tobacco and other drugs, and learn decision-making and refusal skills in how to avoid these harmful substances. Additional topics will also be addressed: the relationship spectrum, disease prevention, body systems, and basic hygiene for puberty and beyond.

Physical Education

0.5 credits — Grades 6, 7, and 8

(1 period per day for 1 semester)

OA PE encourages students to get active in whatever way fits them! Students are expected to complete an average of 30 minutes per weekday of some physical activity. This can be anything that they want from running around the house to jumping rope, to walking the dog, to riding a bike, or to whatever sports they might play. The goal is for students to be moving to keep their bodies healthy. Students will log what activity they do and for how long each day and turn the log at the end of the week.



Upper Arlington Online Academy
HS Program of Studies
2023-2024

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[Science Department Program of Studies](#)

[Social Studies Department Program of Studies](#)

[Wellness Department Program of Studies](#)

Graduation Requirements and Policies

Graduation Requirements

Students are encouraged to carefully plan a program of studies that will assist them in reaching their educational and future occupational goals. Course descriptions are designed to guide students in selecting the subjects that will lead them toward achieving these goals.

It is important that you select courses to ensure college and career readiness. We suggest that you:

- review all requirements for graduation;
- read the information given about each department;
- study the sequence charts which suggest course patterns that lead to specific education and/or career goals;
- talk to your current teachers; and
- talk to your school counselor about developing a 4-year academic plan.

Upper Arlington High School will make every effort to maintain current records and to keep students and parents informed about the status of progress toward completing the necessary coursework for graduation requirements. It is each student's and parent's responsibility to be acquainted with the necessary requirements to meet this goal. School counselors are always available to meet and assist your family with this endeavor.

Ohio High School Graduation Readiness Explained:

Earn two of the following diploma seals, choosing those that line up with your goals and interests. These seals give you the chance to demonstrate academic, technical and professional skills and knowledge that align to your passions, interests and planned next steps after high school.

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

- 1. OhioMeansJobs Readiness Seal (Ohio)** - Meet the requirements and criteria established for the readiness seal, including demonstration of work-readiness and professional competencies.
- 2. Industry-Recognized Credential Seal (Ohio)** - Earn a 12-point approved industry-recognized credential or group of credentials totaling 12 points in a single career field.
- 3. College-Ready Seal (Ohio)** - Earn remediation-free scores on the ACT or SAT.
- 4. Military Enlistment Seal (Ohio)** - Provide evidence that student has enlisted in a branch of the U.S. Armed Forces; or participate in an approved JROTC program.
- 5. Citizenship Seal (Ohio)** - A student can:
 - a.** Earn a score of proficient or higher on both the American history and American government end-of-course exams;
 - b.** Earn a score that is at least equivalent to proficient on appropriate Advanced Placement or International Baccalaureate exams; or

- c.** Earn a final course grade that is equivalent to a “B” or higher in appropriate classes taken through the College Credit Plus program.
- d.** Earn a final course grade that is equivalent to a “B” or higher in both an American History course and an American Government course offered by the student’s high school.
 - 1.** Earn a score to be determined on the Social Studies Alternate Assessment for Students with the Most Significant Cognitive Disabilities.
 - 2.** Students can mix and match options from the American History and American Government categories to earn this seal. For example: A student who earns a score of proficient on the Ohio State Test in American Government and a “B” in an American History course will qualify for the Citizenship Seal.

6. Science Seal (Ohio) - A student can:

- a.** Earn a score of proficient or higher on the biology end-of-course exam;
- b.** Earn a score that is at least equivalent to proficient on appropriate Advanced Placement or International Baccalaureate exams; or
- c.** Earn a final course grade that is equivalent to a “B” or higher in an appropriate class taken through the College Credit Plus program.
- d.** Earn a final course grade that is equivalent to a “B” or higher in an Advanced Science course;
 - Advanced science courses contain rigorous content appropriate for grades 11 and 12. An advanced science course builds on the concepts and skills developed in the physical science and biology courses detailed in Ohio’s Learning Standards for Science.
 - Appropriate advanced science courses include:
 - 1.** chemistry, physics or other physical sciences; advanced biology or other life sciences;
 - 2.** astronomy
 - 3.** physical geology or other Earth or space science; and
 - 4.** Advanced Placement (AP) or International Baccalaureate (IB) Earth, life or physical science courses.

7. Honors Diploma Seal (Ohio) - Earn one of six Honors Diplomas outlined here

- a.** Academic Honors Diploma;
- b.** International Baccalaureate Honors Diploma;
- c.** Career-Tech Honors Diploma;
- d.** STEM Honors Diploma;
- e.** Arts Honors Diploma;
- f.** Social Science and Civic Engagement Honors Diploma.

8. Seal of Biliteracy (Ohio) - Meet requirements/criteria, including proficiency requirements on assessments in world language and English.

9. Technology Seal (Ohio) - A student can:

- a.** Earn a score that is at least equivalent to proficient on an appropriate Advanced Placement or International Baccalaureate exam;
- b.** Earn a final course grade that is equivalent to a “B” or higher in an appropriate class taken through the College Credit Plus program; or

c. Complete a course offered through the district or school that meets guidelines developed by the Department. (A district or school is not required to offer a course that meets those guidelines.)

Additional information about Ohio designed seals may be located [here](#).

Locally (UAHS) Designed Seals:

10. Community Service Seal (Local) - A student may earn a Community Service Seal by completing a minimum of 60 hours of community service during high school in a high-quality community service experience.

11. Fine and Performing Arts Seal (Local) - A student may earn a Fine/Performing Arts Seal by earning at least 2 credits of approved fine arts program electives in either the visual or performing arts during high school.

12. Student Engagement Seal (Local) - Students may earn a Student Engagement Seal by participating in at least 2 extracurricular activities during high school. Eligible activities include participation in an athletic program (one sports season), recognized school club (must complete at least 30 hours of club participation), or performance/production (one full production). In order for participation to count toward earning the seal, students must participate in the entire scheduled season of the activity.

For additional information, see your counselor or visit www.education.ohio.gov and search graduation requirements Classes of 2024 and beyond.

Senior Odyssey

The Senior Odyssey Project is the culmination of each student's academic experience at Upper Arlington Online Academy. This is a genuine way for seniors to merge their interests, passions, and curiosities with their academic goals. Seniors are given the opportunity to demonstrate the autonomy, complexity and uniqueness of their Senior Odyssey Project in a variety of formats. Odyssey is awarded a half credit and is a pass/fail class.

Successful completion of the Senior Odyssey or Capstone Project is required for graduation.

Credit Earned in Middle School:

- Students who successfully complete high school courses while in middle school are granted high school credit.
- Credit will be awarded and calculated in cumulative grade point average upon entrance to the high school.
- Students may elect to retake a course taken in middle school. If a course is retaken, the grade and credit earned in middle school will be removed from the transcript and replaced by the grade and credit earned in high school. The new course grade is calculated into the GPA.
- Students must inform their high school counselor of intent to repeat a course.

Early Completion of Graduation Requirements:

- It is possible for a student to organize his/her schedule of studies to complete graduation requirements in less than the traditional four-year period. In such situations, the student may pursue any post-high-school option open to the regular four-year graduate.
- In the situation of 3-1/2-year completion, there is no mid-year graduation ceremony; however, a student is eligible and encouraged to return and participate in the graduation exercises of that year's class.
- If this option is exercised, it is the responsibility of the student and parent to make arrangements with their high school counselor to complete the early graduation form and to finalize details.
- We recommend that this meeting occur as soon as this option is being considered by a family.
- An Early graduation form must be completed by the family and signed by the principal. See your school counselor for the form.

Method of Determining Grade Point Average:

- A student's Grade Point Average (GPA) is determined by converting all semester letter grades to the numerical value assigned to these grades (see chart on this page) then adding these points to determine a total point value. The next step is to determine the total number of credits associated with the converted grades. Dividing the total point value by the total number of credits will provide the student's GPA.
- Courses taken for Audit and Pass/Fail are not included in computing grade point average. Additionally, semester examinations are reported in numerical percentages and are to constitute 1/5 (20%) of a semester letter grade.

Method of Determining Semester Grade:

Semester grades are calculated using both quarter grades and the exam grade. If for some reason there is not an exam grade then just the two quarter grades will determine the semester grade.

Semester Average with a Semester Exam:

Quarter 1: Percent Average $\times .4 =$ _____

Quarter 2: Percent Average $\times .4 =$ _____

+ Exam: Percent Average $\times .2 =$ _____

Total Equals Semester Average = _____

Example: If a student has an 85% quarter 1 average, a 74% quarter 2 average and an 83% exam grade their semester average would be found as follows:

Quarter 1: $85 \times .4 = 34$

Quarter 2: $74 \times .4 = 29.6$

+ Exam: $83 \times .2 = 16.6$

Semester Average = 80.2

Semester Average without a Semester Exam:

Quarter 1: Percent Average $\times .5 =$ _____

+ Quarter 2: Percent Average $\times .5 =$ _____

Total Equals Semester Average = _____

Standard Grading Scale

Grade	Numerical Percentage	GPA
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
E	Below 60	0.0

Standard Grading Scale

Grade	Numerical Percentage	GPA
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
E	Below 60	0.0

IB, AP and CCP Grading Scale

Grade		GPA
A+	4.0×1.2	4.8
A	4.0×1.2	4.8
A-	3.7×1.2	4.44
B+	3.3×1.2	3.96
B	3.0×1.2	3.6
B-	2.7×1.2	3.24
C+	2.3×1.2	2.76
C	2.0×1.2	2.4
C-	1.7×1.2	2.04

SUBJECT	SEMESTER GRADES	VALUE		CREDITS		POINTS
Course 1	B	3.0	x	0.50	=	1.500
Honors Course 2	B	3.3	x	0.50	=	1.650
Course 3	B	3.0	x	0.50	=	1.500
Public Speaking	B	3.0	x	0.50	=	1.500
Phys. Ed.	B	3.0	x	0.25	=	0.750
TOTALS				2.25		6.90

Points/Credits = GPA

$$6.900/2.25 = 3.067$$

Changing a Schedule During School Year:

- Core class and elective schedule changes take place the **first three days of each semester.**
- Only parent(s)/guardian(s) will be able to submit request(s) through an online form.
- Requests will be time stamped and processed in the order received.
- In addition, changes will be made as class size allows.
- See UAHS website for the date when the form will be available.

Class changes generally will be made for the following reasons:

1. Courses scheduled in conflict
2. A senior needs to make a change to meet graduation requirements
3. A technical error was made in the schedule
4. The course has been completed in summer school
5. A more appropriate level of a subject for the student is determined after discussion with student, family and teacher.

Dropping a course may endanger athletic eligibility.

Changing Programs

Online Academy provides multiple opportunities for enrollment. At the beginning of both semester 1 and semester 2, OA offers open enrollment for students who wish to enroll or unenroll from the online learning platform. Throughout the semester, students who are experiencing some kind of educational, physical, emotional, or mental crisis are able to participate in the rolling enrollment process in which the students educational team meets to determine what location of learning is more appropriate for the student. Students enrolled in OA who wish to take a hybrid approach to their learning are limited to taking a maximum of 2 unoffered courses a year in the building.

Dropping a Class:

- Students have the first six weeks of each semester to drop a course without penalty.
- If a student drops a course after the first six weeks, a withdraw fail (W/E) will appear on your transcript.
- *Please be advised, dropping a course may endanger athletic eligibility.*

Level Changes:

- A student may request a level change within the first six weeks of the school year.
- Level changes are subject to class size and availability.
- The order of a student's schedule may be altered to accommodate a level change.
- If a level change is granted, the weight of the grade earned at the end of the semester will reflect the level of the class the student completed. A student moving from a higher-level course will not receive added weight for the weeks in that course.

Auditing a Course:

It is possible for a student to “audit” a course if space permits and proper approval is secured. The following conditions and understandings apply for audited courses:

- Students are expected to actively participate and regularly attend the class.
- All work will be reviewed by the instructor and the student will receive feedback (not necessarily a grade) regarding the quality of work submitted.
- Students must be enrolled in five (5) additional courses for credit.
- Audited courses do not count toward athletic eligibility.
- Credit will not be awarded in the course and an “NG” will appear on the transcript to indicate “audit”.
- Graduation requirements cannot be taken as an audit.
- An audit cannot be changed back to a letter grade.

Please see your school counselor for the audit form.

Repeating a Course:

Credit for a specific course will be granted only once. Repeating a course is an option for:

- grade improvement - repeat a course for an improved grade (C- or lower).
- recovering a credit during the school year or in summer school

When a student repeats a course, either to improve a grade or gain a credit because of a failure the transcript will show both attempts and both grades. The higher of the grades earned will become the grade calculated into the GPA.

Pass-Fail Grading Option:

The Pass-Fail grading option permits a student to take up to one (1) full credit per year in grades 9-12 without receiving a standard letter grade. Three restrictions are placed upon this choice:

- no more than one credit may be elected in a given subject area during the four years (9th grade through graduation);
- Students may not elect pass-fail in a subject required for graduation;
- A student may elect only one pass-fail option per semester.
- In a Pass-Fail choice, a grade of “P” is recorded for a course that is passed. An “F” is recorded if the course is failed. The grade (“P” or “F”) received in a Pass-Fail option is not used in computing a student’s Grade Point Average.
- The Pass-Fail selection must be made by the student no later than five (5) days after the end of the first grading period. The Pass-Fail option for a second semester course must be made by the student no later than five (5) days after the end of the third grading period.
- If at any time after the option is selected and prior to the completion of the course the student would prefer the standard letter grade, the option may be dropped. The student would receive a letter grade for every marking period during that course of study. When the student drops the pass-fail option, the student may not use that particular option again during that school year.

Please note:

- Electing the Pass-Fail option in NCAA core courses may affect athletic participation in college.

Incomplete Policy:

- Students at Upper Arlington Online Academy are expected to complete their course assignments on time in compliance with teacher-established deadlines.
- In the event a student cannot meet this expectation due to extended excused absences (more than three days), the student may be given a grade of “Incomplete” on the report card.
- It will be the student’s responsibility to complete the work in fourteen calendar days or fewer in order to earn a letter grade.
- Students' failure to complete the incomplete work within the prescribed time of two weeks will result in the student’s grade being changed from “Incomplete” to the letter grade earned without completion of outstanding work.
- Exceptions to this policy due to unique or extenuating circumstances must be made with the principal or his designee in writing.
- For the purposes of athletic eligibility, an Incomplete grade is considered the same as a failing grade.

Athletic Co-Curricular, and Extra-Curricular Eligibility:

- During the preceding grading period, students must have passing grades in a minimum of five (5) one-credit courses (or the equivalent) which count toward graduation. In most instances this means that the student must be passing five (5) courses, not including Physical Education. For example, quarter 4 GPA determines eligibility for quarter 1 / fall season.

- Parents and students are responsible for monitoring the necessary athletic credit requirements. Students and their parents should carefully review student schedules to ensure that a minimum of five (5) credits are scheduled each nine-week grading period. Please contact your school counselor or student life department if you have any questions.
- In addition, students involved in co-curricular and extra-curricular activities must meet the academic requirements as indicated under the 2.0 policy.
- For the purposes of athletic eligibility, an Incomplete grade is considered the same as a failing grade.
- In accordance with the Upper Arlington athletic policy, a student-athlete who does not complete a minimum of two hours of active work in the online platform will not be eligible to participate in athletic competition or practice that day.

2.0 Policy:

It is important that students meet the following academic requirements in order to participate in athletics, extracurricular or co-curricular activities in grades 7-12.

- **A student must earn at least a 2.0 grade point average (GPA) in order to be eligible for participation.**
- **A student's eligibility will be determined according to his or her GPA for each quarter. Because of the comprehensive nature of exams, semester and final exams are not calculated into the quarter GPA. A student's eligibility will be determined by examining each quarter GPA independent of prior grading periods. The individual quarter GPA will be used by itself to determine a student's eligibility. Eligibility can be maintained, gained, or lost each grading period.**

Provisions may be made for individual students with special needs and/or extenuating circumstances. A total of two waivers may be granted to a student during his/her high school career. One waiver may be granted during the 9th or 10th grade year and a second waiver may be granted during a student's 11th or 12th grade year. An eligibility board will review such situations on an individual basis and may waive certain requirements as appropriate. This provision is intended to meet unique situations of students with special or adjusted educational needs. The eligibility board will hear requests of students and/or parents in regard to special needs, extenuating circumstances such as long-term illness, and/or appeals regarding eligibility.

NCAA Eligibility Clearinghouse - Athletic Requirements:

Students planning to participate in Division I or Division II college athletics must meet NCAA eligibility requirements. Athletic eligibility is determined by the NCAA Clearinghouse. It is important that students and parents familiarize themselves with these requirements as early as possible in their high school careers. Please refer to the eligibility center for more information.

Please note: Most flex credit and correspondence courses do not meet NCAA eligibility requirements. Please check with your counselor about specific requirements.

Students are encouraged to apply to the NCAA Clearinghouse online at the [NCAA Clearinghouse](#) during their sophomore year.

Planning Your Schedule

How to Plan Your Program of Studies:

Students are encouraged to carefully plan a program of studies that will assist them in reaching their educational and occupational goals. Course descriptions are designed to guide students in selecting the subjects that will lead them toward these goals.

It is important that you select courses to ensure college and career readiness. We suggest that you:

- Review all requirements for graduation;
- Read the information given about each department;
- Talk to your school counselor about developing a 4-year academic plan
- Junior or Seniors students can have a Late Arrival **or** Early Release, but not both. There is no guarantee - based on how the schedule is built, that these preferences can be honored.
- Students take between 5 to 7 credits a year. It is strongly recommended that students take 6 credits. **Athletic eligibility is determined by passing 5 credits.**

Upper Arlington Online Academy will make every effort to maintain current records and to keep students and parents informed about the status of progress toward completing the necessary coursework for graduation requirements. It is each student's and parent's responsibility to be acquainted with the necessary requirements to meet this goal. School counselors are always available to meet and assist your family with this endeavor.

Academic Options

Flex Credit:

We have developed and implemented a state-mandated “flexible credit” option for our students. With flex credit, students will be able to show what they know and move on to other more advanced classes or take elective courses in other departments. They will be able to earn course credit in ways not limited to “seat time” or the walls of our school building. They will be able to customize aspects of their learning around their interests and needs, which might include flexible scheduling, a choice of modalities (i.e. online learning and community-based projects), as well as options to pursue niche interest areas, combine subjects, or even graduate early. All high school students have the opportunity to submit an application for flex credit. Graduation requirements must be taken for a letter grade. Electives may choose letter grade or pass/fail. Seniors must complete all flex credit by the end of first semester.

With flex credit, students can earn credit in three ways, or in a combination of these ways:

- 1. Complete traditional coursework**
- 2. Credit through testing out:** Testing occurs twice a year – December during exam week (deadline to register is October 15) and May, also during exam week (deadline to register is April 15). The week after registration closes, students will receive a course information sheet and any pre- exam assignments. Requirements vary by course. Most have exam portion coupled with a written paper or lab activity. You may only take a flex credit exam once per subject.
- 3. Credit by educational option:** The committee meets quarterly to review proposals and products. Consists of a student developing his/her own proposal describing in detail how they will demonstrate mastery of the academic content standards/ grade level indicators of the identified course. Examples may include but are not limited to – distance learning, educational travel, independent study, internship, music, arts or **non-school sponsored athletics**. Physical Education proposals must cover state standards and include the following five areas of fitness – cardiovascular, endurance, flexibility, nutrition and strength. Student develop a product (for example, portfolio or video) of evidence and present to a committee of school counselors and multiple content area teachers.

English Learners:

English Learners (E.L.) is designed for limited English-proficient students for whom English is not their first language.

The focus of instruction is to help students develop and improve skills in the four communication areas: reading, writing, listening, and speaking. Students receive intensive review of English grammar as well as instruction in vocabulary building, essay writing, multicultural literature, and oral presentations. Eligible students may elect this course in lieu of a regular English course for a maximum of two academic years.

College Credit Plus:

College Credit Plus is a program that gives high school students an opportunity to be enrolled in both high school and college course work at the same time. Students must qualify academically and Upper Arlington Schools will bear all tuition costs, as long as they pass the course and follow all college deadlines.

Career Centers:

COLUMBUS CAREER CENTERS: A contractual agreement between the Upper Arlington and Columbus Boards of Education allows a student at Upper Arlington High School the opportunity to attend Career Centers on a half-day basis for career tech education programs not offered at Upper Arlington High School.

Students apply during their sophomore year and attend during their junior and senior years. For complete information, contact your school counselor. Students can combine their chosen career center choice with the International Baccalaureate Career Related Programme.

Programs take place at Columbus Downtown High School or Fort Hayes - click [here](#) for program descriptions and locations.

Awards

National Honor Society

Teachers participate in the selection of students of junior and senior ranking for National Honor Society, a national organization for the recognition of outstanding students.

Its web site is <http://www.nhs.us>. Membership in National Honor Society is an honor and is based equally upon scholarship, leadership, service, and character. The selection process begins at the end of the first semester of a student's grade 11 year.

Students new to Upper Arlington High School who have been honored with membership in a chapter of National Honor Society from another high school chapter will be granted membership to Upper Arlington's Chapter through transfer. Once membership has been transferred, the student must meet Upper Arlington's membership requirements, which include maintaining membership status in the 12th grade (if inducted in grade 11).

At that time, students must have a 3.75 (or higher) cumulative GPA in order to qualify. In addition, students must have completed 48 service hours, complete an online application, and submit two faculty recommendations. The focus of the online application is critical reflexivity regarding the service hours as well as the demonstration of leadership skills throughout grades 9, 10, and 11.

Cum Laude Society

The Cum Laude Society gives academic recognition to Juniors and Seniors meeting the following criteria:

Juniors must be ranked in the top 10 percent of their class after the first semester.

Seniors must be ranked in the top 20 percent of their class after the first semester.

Induction to Cum Laude Society will be held in 4th quarter.

Graduation Honor Cords

GPA-based Honor Cords

There are three honor cords recognizing academic accomplishment as follows:

Summa Cum Laude: Students earning a 3.950 or above GPA (Blue cord)

Magna Cum Laude: Students earning a 3.750 to 3.949 or above GPA (Red cord)

Cum Laude: Students earning a 3.500 to 3.749 or above GPA (White cord)

The GPA for these honors will be calculated at the end of the seventh semester. A notation of Summa, Magna, or Cum Laude honor designation will be made on the student's diploma and transcript.

Other Honor Cords

Capstone Honor Cord: Students who demonstrate excellence across all components of the Capstone project will be awarded a “Capstone Honors with Distinction” cord to be worn at graduation. The cord is orange.

Career Center Cord: Students who have participated in a Columbus Career Center program at Fort Hayes or Downtown Career Center will receive a cord to be worn at graduation. The cord is maroon and black. Any questions regarding eligibility should be directed to Jeanne Gogolski, jgogolski@uaschools.org.

Senior Service Honor Cord: Students must document 120 hours of community service. The cord is black and gold. Click [here](#) for more information.

Community School Ribbon: Community School students wear a green ribbon signifying their participation in Community School.

Key Club Cord: Senior year club officers who successfully complete their full year in an official elected club officer position in Key Club earn a Key Club officer cord. The list of students who earn this cord is compiled by the outgoing club president and club advisor. The cord is blue and gold, and handed out by the club advisor, Mr. Chatlos. Email: jchatlos@uaschools.org

International Baccalaureate (IB) Sash: Students who complete the full IB Diploma Program earn a gold sash with black letters and logo. Students who complete the IB Career Related Programmer receive a black sash with gold letters and logo.

Military Service Pin: This pin is handed out to any senior who is enrolling in the military upon graduation. This pin is red/white/blue and will be handed out during graduation rehearsal. Please contact Allen Banks with any questions at abanks@uaschools.org.

Music Cord: All students that perform for 2 years in a large ensemble are eligible. The cord is powder blue.

National Art Honor Society Honor Cord: A student must earn a GPA of 3.5 in their visual art classes and have completed 2.5 credits of visual art classes by the end of 1st semester of senior year. The cord is rainbow.

Publication Cord: All seniors in publication courses senior year are eligible. The cord is platinum.

Senior Class Officer Sash: Senior Class officers will receive a gold sash. Please contact Senior Class advisor Alicia McGinty amcginty@uaschools.org if you have any questions.

Student Council Cord: Student council members that serve on student council for at least their senior year are eligible. The cord is red, white and blue.

National Art Honor Society

In 1978 the National Art Education Association began the National Art Honor Society program specifically for high school students, grades 11 & 12 for the purpose of inspiring and recognizing those students who have shown an outstanding ability in art, and to bring art education to the attention of the school and community. Junior and senior art students must complete 2.5 credits in visual art by the end of the first semester of their senior year and maintain a grade point average of 3.5 in those classes to be eligible for membership. Selected students are honored at an induction ceremony and are eligible for various art scholarships.

Diploma with Honors:

To be awarded a diploma with honors, the student shall be required to meet at least all but one of the criteria.

The following is the criteria for the **Academic Honors Diploma**.

Students need to fulfill **6 of the following 7 criteria**:

1. Earn 4 units of mathematics
2. Earn 4 units of science including 2 units of advanced science.
3. Earn 4 units of social studies
4. Earn three units of world languages or two units each of two different world languages
5. Earn 1 unit of fine arts
6. Maintain an overall high school grade point average of at least 3.5 on a four-point scale up to the last grading period of the senior year; or
7. Obtain a composite score of 27 on the American college testing services' ACT assessment (excluding the optional writing test) or a combined score of 1280 on the College Board's SAT (excluding the required essay section).*

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

Diploma with Honors requirements pre-suppose completion of all high school diploma requirements in Ohio Revised Code including:

0.5 unit physical education 0.5 unit health
0.5 unit in American history 0.5 unit in government

There are six different types of honors diplomas. **YOU CAN ONLY EARN ONE HONORS DIPLOMA.**

[Honors Diploma - State of Ohio Link](#)

[Honors Diploma Process at Upper Arlington Online Academy](#)

[Honors Diploma Check List at Upper Arlington Online Academy](#)

Honor Roll and Awards

Honor Roll will be computed for each nine-week grading period. There will be no Honor Roll designation for either semester averages or final averages. The following procedures will be used in determining Honor Roll status:

1. A student will achieve Honor Roll status by earning an average of 3.5 GPA or higher
2. The student must not have any incomplete grades

President's Volunteer Service Award

President's Volunteer Service Award -- this award is available to ALL UAHS students and information about it can be found here: <https://www.uaschools.org/PresidentsVolunteerServiceAward.aspx>

If you have questions – Contact jgogolski@uaschools.org

UAOA Business Department Program of Studies

Introduction to Business

0.5 credit — Grades 9, 10, 11, 12

(1 period per day for 1 semester)

In this semester introductory course, students will learn the principles of business using real-world examples—learning what it takes to plan and launch a product or service in today’s fast-paced business environment. This course covers an introduction to economics, costs and profit, and different business types. Students are introduced to techniques for managing money, personally and as a business, and taxes and credit; the basics of financing a business; how a business relates to society both locally and globally; how to identify a business opportunity; and techniques for planning, executing, and marketing a business to respond to that opportunity.

Business Law

0.5 credit — Grades 10, 11, 12

(1 period per day for 1 semester)

This semester-long high school course is designed to provide students with the knowledge of some of the vital legal concepts that affect commerce and trade, after first gaining some familiarity with how laws are created and interpreted. Students are then introduced to the types of businesses that can be created as well as the contractual and liability considerations that can impact a business. Laws that affect how a business is regulated are reviewed, particularly the impact of administrative rules and regulations on a business. Global commerce and international agreements, treaties, organizations, and courts are discussed to get a better sense of what it means to “go global” with a business. Dispute resolution strategies are also addressed.

Career Planning and Development

0.5 credit — Grades 9, 10, 11, 12

(1 period per day for 1 semester)

Introducing high school students to the working world, this course provides the knowledge and insight necessary to compete in today's challenging job market. This relevant and timely course helps students investigate careers as they apply to personal interests and abilities, develop skills and job search documents needed to enter the workforce, explore the rights of workers and traits of effective employees, and address the importance of professionalism and responsibility as careers change and evolve. This two-semester course includes lessons in which students create a self-assessment profile, a cover letter, and a résumé that can be used in their educational or career portfolio.

UAOA Communications Department Program of Studies

Fundamentals of Digital Media

0.5 credit — Grades 9, 10, 11, 12

(1 period per day for 1 semester)

Fundamentals of Digital Media is a semester-long course that presents high school students an overview of the different types of digital media and how they are used in the world today. This course examines the impact that digital media has on culture and lifestyle. The course reviews the basic concepts for creating effective digital media and introduces several different career paths related to digital media. Students learn about the tools used as well as best practices employed for creating digital media. In the course, students explore topics such as the use of social media, digital media in advertising, digital media on the World Wide Web, digital media in business, gaming and simulations, e-commerce, and digital music and movies. Students also review the ethics and laws that impact digital media use or creation.

UAOA Computer Science Department

Program of Studies

Introduction to Computer Science

1 elective credit— Grades 9, 10, 11, 12

(1 period per day for 1 year)

This full-year course is designed for students in grades 9–10, although any students across grades 9–12 may enroll. This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can affect the world. Students have creative, hands-on learning opportunities to create computer programs, develop web pages, design mobile apps, write algorithms, and collaborate with peers while building strong foundational knowledge. This course provides a solid foundation for more advanced study as well as practical skills that students can use immediately.

Introduction to Coding

0.5 elective credit— Grades 9, 10, 11, 12

(1 period per day for 1 semester)

Introduction to Coding covers a basic introduction to the principles of programming, including algorithms and logic. Students engage in hands-on programming tasks in the Python programming language as they write and test their own code using the approaches real programmers use in the field. Students will program with variables, functions and arguments, and lists and loops, providing a solid foundation for more advanced study as well as practical skills they can use immediately. Students will use software programs that are common in an IT workplace, learn and apply introductory programming skills to solve specific problems, and write and test code.

UAOA Global Language Department

Program of Studies

Novice, Level I Spanish

1 credit — Grades 9, 10, 11, 12

The foundation for language study begins in the 6th grade at which point students can opt to enroll in Spanish. They can continue with the same language for up to 7 years over the course of their 6-12 experience.

At the Novice Level, emphasis is on learners becoming proficient in the three modes of communication at a basic level. Students are introduced to high-frequency vocabulary and grammatical structures and gradually build a foundation in understanding and communicating in the target language. Students begin to create with the language, communicate with other students about their personal interests and activities. Fundamental grammar concepts are introduced at this level to help students develop insight into the nature of language and to support effective communication. Students learn strategies to facilitate and enhance their language acquisition and help them become independent learners.

Beginning Intermediate, Level II - Spanish

1 credit — Grades 9, 10, 11, 12

(1 period per day for 1 year)

At the Beginning Intermediate Level, learners continue to develop proficiency in the three modes of communication. They communicate, create, and begin to problem - solve in the target language. Using a wide variety of materials, students deepen and broaden their treatment of personal and cultural topics. Interaction with increasingly sophisticated content requires learners to expand the range of their vocabulary as well as their knowledge of grammatical structures. At this level, learners improve their fluency and express themselves with more flexibility, detail and accuracy. Intermediate learners begin to think more critically about the world around them and develop greater insight into the practices, products, and perspectives of other cultures. As they continue to learn and refine strategies to facilitate and enhance their language acquisition, they become more independent learners.

UAOA English Language Arts Department Program of Studies

Odyssey

0.5 credit - Grade 12

Pass/Fail

Due to the nature of Online Academy and the flexibility it affords to our students, seniors in the UAOA may engage in a self-designed, independent study exploration during the fourth quarter. These explorations may include ideas as diverse as career-related experiences, community service endeavors, opportunities to hone practical or survival skills, cultural explorations, or the pursuit of a creative endeavor. Students may elect to stay in the Columbus area or, with parental permission and support, travel to a more distant location (assuming all other graduation requirements have been met). The experiential nature of Odyssey allows a student time to explore their interests and learn in a non-classroom setting.

English Language Arts 9:

1 credit — Grades 9

(1 period per day for 1 year)

This freshman-year English course engages students in literary analysis and inferential evaluation of great texts both classic and contemporary. While critically reading fiction, poetry, drama, and literary nonfiction, students will master comprehension and literary-analysis strategies. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their oral language skills and produce clear, coherent writing. Students will read a range of classic texts including Homer's *The Odyssey*, Shakespeare's *Romeo and Juliet*, and Richard Connell's "The Most Dangerous Game." They will also study short but complex texts, including influential speeches by Dr. Martin Luther King Jr., Franklin D. Roosevelt, and Ronald Reagan. Contemporary texts by Richard Preston, Julia Alvarez, and Maya Angelou round out the course.

Honors English Language Arts 9:

1 credit — Grades 9

(1 period per day for 1 year)

This freshman honors English course invites students to explore a variety of diverse and complex texts organized into thematic units. Students will engage in literary analysis and inferential evaluation of great texts, both classic and contemporary. While critically reading fiction, poetry, drama, and literary nonfiction, honors students will master comprehension, use evidence to conduct in-depth literary analysis, and examine and critique how authors develop ideas in a variety of genres. Interwoven throughout the lessons are activities that encourage students to strengthen their oral language skills, research and critically analyze sources of information, and produce clear, coherent writing. In addition to activities offered to students in core courses, honors students are given additional opportunities to create and to participate in project-based learning activities, including writing a Shakespearian sonnet and creating an original interpretation of a Shakespearian play. Honors students will read a range of classic texts, including Homer's *The Odyssey*, Shakespeare's *Romeo and Juliet*, Jack London's "To Build a Fire" and Richard Connell's "The Most Dangerous Game." Students will also read Sue Macy's full length nonfiction work *Wheels of Change: How Women Rode the Bicycle to Freedom (With a Few Flat Tires Along the Way)*, and will study a variety of short but complex texts, including influential speeches by Dr. Martin Luther King Jr., Franklin D. Roosevelt, and Ronald Reagan. Contemporary texts by Richard Preston, Julia Alvarez, and Maya Angelou round out the course.

English Language Arts 10:

1 credit — Grades 10

(1 period per day for 1 year)

Focused on application, this sophomore English course reinforces literary analysis and twenty-first century skills with superb pieces of literature and literary nonfiction, application e-resources, and educational interactives. Each thematic unit focuses on specific literary analysis skills and allows students to apply them to a range of genres and text structures. As these units meld modeling and application, they also expand on training in media literacy, twenty-first century career skills, and the essentials of grammar and vocabulary. Under the guidance of the writing software, students also compose descriptive, persuasive, expository, literary analysis, research, narrative, and compare-contrast essays.

Honors English Language Arts 10:

1 credit — Grades 10

(1 period per day for 1 year)

This sophomore-year English course provides engaging and rigorous lessons with a focus on academic inquiry to strengthen knowledge of language arts. Honors reading lessons require analyzing complex texts, while concise mini-lessons advance writing and research skills to craft strong, compelling essays and projects. Students will write argumentative and analytical essays based on literary texts, as well as an informative research paper using MLA style. Throughout the course, students read a range of classic and contemporary literary texts including Henrik Ibsen's *A Doll's House*, George Orwell's *Animal Farm*, and Marjane Satrapi's *Persepolis*. In addition to reading a wide range of literary texts, students read and analyze complex informational and argumentative texts including Sonia Sotomayor's "A Latina Judge Voice" Niccolò Machiavelli's *The Prince*, and the contemporary informational text *Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science*.

English Language Arts 11:

1 credit — Grades 11

(1 period per day for 1 year)

This junior-year English course invites students to delve into American literature from early American Indian voices through contemporary works. Students engage in literary analysis and inferential evaluation of great texts as the centerpieces of this course. While critically reading fiction, poetry, drama, and expository nonfiction, students master comprehension and literary analysis strategies. Interwoven in the lessons across two semesters are tasks that encourage students to strengthen their oral language skills and produce creative, coherent writing. Students read a range of short but complex texts, including works by Ralph Waldo Emerson, Emily Dickinson, Herman Melville, Nathaniel Hawthorne, Paul Laurence Dunbar, Martin Luther King, Jr., F. Scott Fitzgerald, Sandra Cisneros, Amy Tan, and Dave Eggers.

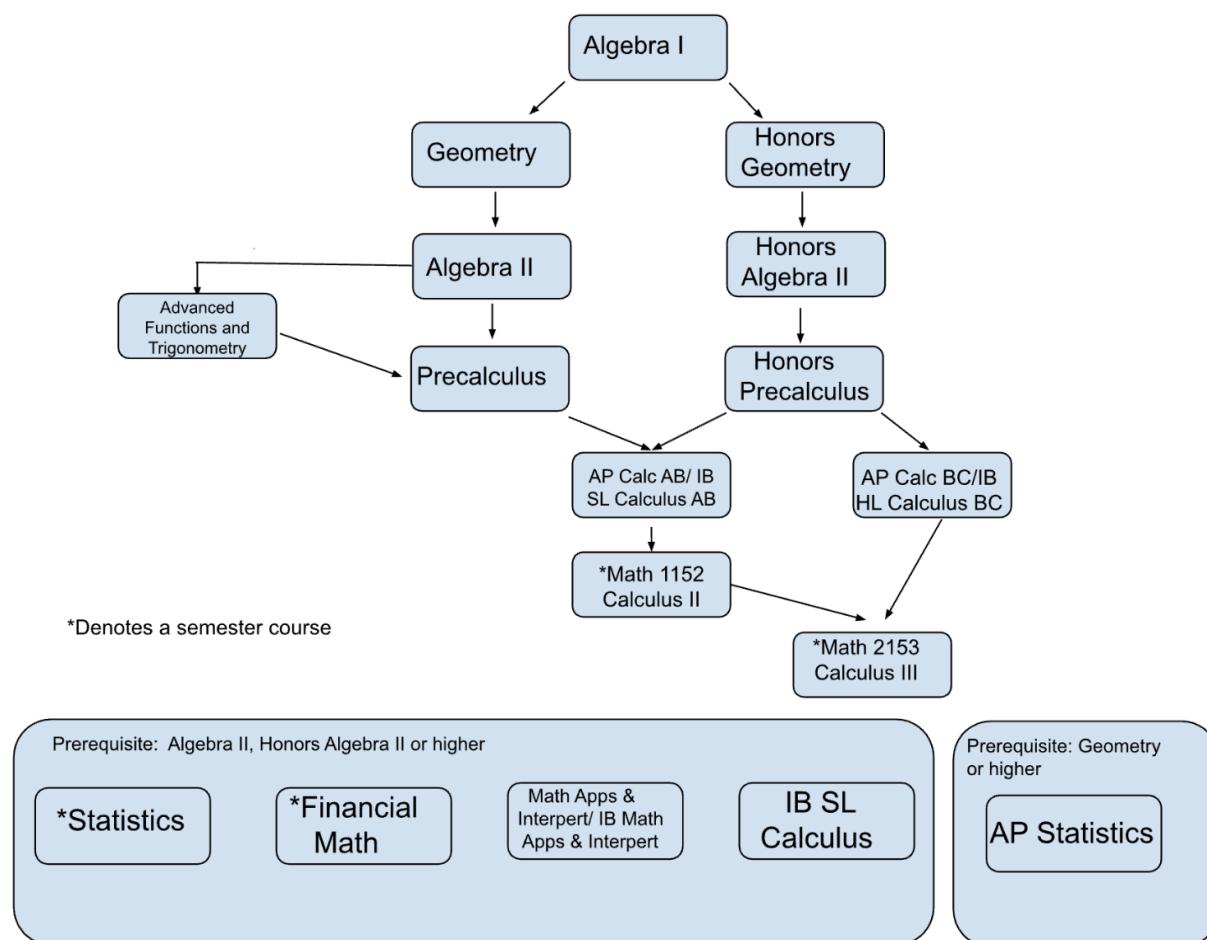
English Language Arts 12:

1 credit — Grades 12

(1 period per day for 1 year)

This senior-level English course offers fascinating insight into British literary traditions spanning from Anglo-Saxon writing to the modern period. With interactive introductions and historical contexts, this full-year course connects philosophical, political, religious, ethical, and social influences of each time period to the works of many notable authors, including Chaucer, William Shakespeare, Queen Elizabeth I, Elizabeth Barrett Browning, and Virginia Woolf. Adding an extra dimension to the British literary experience, this course also exposes students to world literature, including works from India, Europe, China, and Spain.

UAOA Mathematics Department Program of Studies



Algebra I

Math Credit— Grade 9

(1 period per day for 1 year)

This full-year course focuses on five critical areas: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. This course builds on the foundation set in middle grades by deepening students' understanding of linear and exponential functions and developing fluency in writing and solving one-variable equations and inequalities. Students will interpret, analyze, compare, and contrast functions that are represented numerically, tabularly, graphically, and algebraically. Quantitative reasoning is a common thread throughout the course as students use algebra to represent quantities and the relationships among those quantities in a variety of ways. Standards of mathematical practice and process are embedded throughout the course, as students make sense of problem situations, solve novel problems, reason abstractly, and think critically.

Geometry

1 Math Credit— Grades 10, 11, 12

(1 period per day for 1 year)

Prerequisites: Algebra I and teacher recommendation

This course formalizes what students learned about geometry in the middle grades with a focus on reasoning and making mathematical arguments. Mathematical reasoning is introduced with a study of triangle congruency, including exposure to formal proofs and geometric constructions. Then students extend what they have learned to other essential triangle concepts, including similarity, right-triangle trigonometry, and the laws of sines and cosines. Moving on to other shapes, students justify and derive various formulas for circumference, area, and volume, as well as cross-sections of solids and rotations of two-dimensional objects. Students then make important connections between geometry and algebra, including special triangles, slopes of parallel and perpendicular lines, and parabolas in the coordinate plane, before delving into an in-depth investigation of the geometry of circles. The course closes with a study of set theory and probability, as students apply theoretical and experimental probability to make decisions informed by data analysis.

Honors Geometry

1 Math Credit— Grades 9, 10

(1 period per day for 1 year)

Prerequisites: Algebra I and teacher recommendation

Based on plane Euclidean geometry, this rigorous full-year course addresses the critical areas of: congruence, proof, and constructions; similarity and trigonometry; circles; three-dimensional figures; and probability of compound events. Transformations and deductive reasoning are common threads throughout the course. Students build on their conceptual understanding of rigid transformations established in middle school as they formally define each and then, use them to prove theorems about lines, angles, and triangle congruency. Rigid transformations are also used to establish relationships between two-dimensional and three-dimensional figures. Students use their knowledge of proportional reasoning and dilations to develop a formal definition for similarity of figures. They apply their understanding of similarity to defining trigonometric ratios and radian measure. Algebraic connections are made as students use coordinate algebra to verify properties of figures in the coordinate plane and write equations of parabolas and circles. Throughout the course, students investigate properties of figures, make conjectures, and prove theorems. Students demonstrate their reasoning by completing proofs in a variety of formats. The Standards of mathematical practice are embedded throughout the course as students apply geometric concepts in modeling situations, make sense of problem situations, solve novel problems, reason abstractly, and think critically.

Algebra II

1 Math credit - Grades 9-12

(1 period per day for 1 year)

Prerequisites: Geometry and teacher recommendation

This course focuses on functions, polynomials, periodic phenomena, and collecting and analyzing data. The course begins with a review of linear and quadratic functions to solidify a foundation for learning these new functions. Students make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will draw analogies among the operations and field properties of real numbers and those of complex numbers and algebraic expressions. Mathematical practices and habits of mind are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically.

Honors Algebra II

1 Math Credit— Grades 9, 10, 11

(1 period per day for 1 year)

Prerequisites: Honors Geometry, Geometry and teacher recommendation

The course begins with a review of concepts that will assist students throughout the course, such as literal equations, problem solving, and word problems. Students then progress to a unit on functions where students compute operations of functions, compose of functions, and study inverses of functions. To build on their algebraic skills, students learn about complex numbers and apply them to quadratic functions via the completing the square and quadratic formula methods. Next, students solve linear systems and apply their knowledge of the concept to three-by-three systems. An in-depth study on polynomial operations and functions allow students build their knowledge of polynomials algebraically and graphically. In the second semester, students study nonlinear functions. Students solve and graph rational and radical functions whereas the exponential and logarithmic functions focus on the key features and transformations of the functions. Expected value and normal distribution concepts expand students' knowledge of probability and statistics. Students also cover trigonometric functions and periodic phenomena.

Precalculus

1 Math credit — Grades 10-12

(1 period per day for 1 year)

Prerequisites: Algebra II

Designed to follow Algebra II, this rigorous full-year course builds upon students understanding of various aspects of functions: graphing, composition, inverses, modeling, systems, and inequalities. Students expand their knowledge of trigonometric functions to include graphs of reciprocal functions, and they apply trigonometry to a variety of real-world problems. Students prove trigonometric identities and use them to solve equations. Throughout the course students make connections between geometry and algebra as they: use graphs to solve polynomial, rational, exponential, and logarithmic inequalities; perform operations with complex numbers and vectors; use coordinate algebra to derive equations of ellipses and hyperbolas; and find limits of functions. The standards of mathematical practice are embedded throughout the course as students apply mathematical concepts in modeling situations, make sense of problem situations, solve novel problems, reason abstractly, and think critically.

Honors Precalculus

1 Math credit — Grade 10 and 11

1 period per day for 1 year)

Prerequisites: Honors Algebra II and teacher recommendation

Designed to follow Algebra II Honors, this rigorous full-year course builds upon students understanding of various aspects of functions: graphing, composition, inverses, modeling, systems, and inequalities. Modeling with functions is expanded to regression analysis with advanced functions. Students expand their knowledge of trigonometric functions to include graphs of reciprocal functions, and they apply trigonometry to a variety of real-world problems. Students prove trigonometric identities and use them to solve equations. Students are regularly challenged with Performance Tasks in the course, which require students to synthesize and apply concepts learned throughout each unit. Throughout Precalculus students make connections between geometry and algebra as they: use graphs to solve polynomial, rational, exponential, and logarithmic inequalities; perform operations with complex numbers and vectors; use coordinate algebra to derive equations of ellipses and hyperbolas; and find limits of functions. The standards of mathematical practice are embedded throughout the course as students apply mathematical concepts in modeling situations, make sense of problem situations, solve novel problems, reason abstractly, and think critically.

Financial Mathematics

0.5 Math credit — Grades 11,12

(1 period per day for 1 semester)

Prerequisites: Geometry

Connecting practical mathematical concepts to personal and business settings, this course offers informative and highly useful lessons that challenge students to gain a deeper understanding of financial math. Relevant, project-based learning activities cover stimulating topics such as personal financial planning, budgeting and wise spending, banking, paying taxes, the importance of insurance, long-term investing, buying a house, consumer loans, economic principles, traveling abroad, starting a business, and analyzing business data. Offered as a semester course for high school students, this course encourages mastery of math skill sets, including percentages, proportions, data analysis, linear systems, and exponential functions.

Personal Finance

0.5 credit — Grades 9, 10, 11, 12

(1 period per day for 1 semester)

This course is a must for high school students looking to successfully manage their financial future. Students will discover new ways to maximize earnings potential, develop strategies for managing resources, explore skills for the acceptable use of credit, and gain insight into the different ways of investing money. Units of study include money management and budgeting, taxation, banking options, investment options, stock market simulation, retirement, credit, risk management, and consumer protection. Computer applications and simulations are an integral part of this hands-on course. This course fulfills the State of Ohio's Financial Literacy requirement.

Mathematical Models with Applications

0.5 Math credit — Grades 11,12

(1 period per day for 1 semester)

Prerequisites: Geometry

Broadening and extending the mathematical knowledge and skills acquired in Algebra I, the primary purpose of this course is to use mathematics as a tool to model real-world phenomena students may encounter daily, such as finance and exponential models. Engaging lessons cover financial topics, including growth, smart money, saving, and installment loan models. Providing timely and highly useful content, this two-semester course is a must-have for any high school student. Prior mathematical knowledge is expanded and new knowledge and techniques are developed through real-world application of useful mathematical concepts. Students will model real world situations using the various forms of linear and quadratic functions, graph trigonometric functions and identify their properties, use exponential functions to model and solve mathematical and real-world problems such as population growth and compound interest, understand the fundamentals of personal finance and financial planning, apply counting methods to calculate binomial probabilities, interpret and represent data in various formats and use it to model and make predictions, translate between the properties of geometric shapes in the plane to three-dimensional figures.

UAOA Related Arts Department Program of Studies

General Art History

0.5 or 1 elective credit — Grades 9,10,11,12

(1 period per day for 1 semester or 1 period per day for a full year)

Introducing art within historical, social, geographical, political, and religious contexts for understanding art and architecture through the ages, Art History I offers high school students an in-depth overview of art throughout history, with lessons organized by chronological and historical order and world regions. Students enrolled in this course will cover topics including early Medieval and Romanesque art through modern art in Europe and the Americas. Throughout the course, you will meet the following goals: examine the effects of major historical events on culture and art, compare and contrast art from different world regions, identify major contributions artists have made to architecture, describe the different art movements throughout history, and analyze a variety of artworks.

Introduction to General Art

0.5 or 1 elective credit — Grades 9,10,11,12

(1 period per day for 1 semester or 1 period per day for a full year)

This course encourages students to gain an understanding and appreciation of art in their everyday lives. Presented in an engaging format, this full-year course provides an overview of many introductory themes: the definition of art, the cultural purpose of art, visual elements of art, terminology and principles of design, and two- and three-dimensional media and techniques. Tracing the history of art, high school students enrolled in the course also explore the following time periods and places: prehistoric art, art in ancient civilizations, and world art before 1400.

UAOA Science Department Program of Studies

Physical Science

1 credit — Grade 9

(1 period per day for 1 year)

Prerequisite: Completed Mathematics 8

This full-year course focuses on basic concepts in chemistry and physics and encourages exploration of new discoveries in the field of physical science. The course includes an overview of scientific principles and procedures and has students examine the chemical building blocks of our physical world and the composition of matter. Additionally, students explore the properties that affect motion, forces, and energy on Earth. Building on these concepts, the course covers the properties of electricity and magnetism and the effects of these phenomena. As students refine and expand their understanding of physical science, they will apply their knowledge to complete interactive virtual labs that require them to ask questions and create hypotheses. Hands-on wet lab options are also available.

Honors Physical Science

1 credit — Grade 9

(1 period per day for 1 year)

Prerequisite: It is highly recommended that students have completed Algebra 1 or Mathematics 8/Algebra 1 hybrid course.

Physical Science is the introductory course in the High School science program and is strongly encouraged for all students prior to enrolling in any other science course. Students enrolled in Physical Science will explore themes related to matter, energy, and the universe. Physics topics covered include mechanics, kinematics, heat, energy, electricity, and waves. Chemistry topics covered include atomic structure, physical and chemical properties/changes, classification of matter, bonding, nomenclature, conservation of mass and matter, and nuclear properties/changes. Universe concepts include galaxy and star formation, stellar evolution, and the Big Bang Theory. Due to the emphasis on different math skills in the two levels of physical science, a math prerequisite applies to these classes. This course is intended for the student who is science-oriented and interested in an in-depth, mathematical treatment of physical science concepts. The course is activity-based and is taught using a laboratory approach that requires the interpretation and communication of information using data and analysis. Most labs are inquiry-based and/or require the student to problem-solve and think critically about their experimental design. There is also an emphasis on using mathematical relationships to illustrate and clarify the concepts taught. Students selecting this course should have strong mathematical skills related to graphing, solving algebraic equations, and identifying mathematical relationships.

Biology

1 credit — Grades 9, 10, 11, 12

(1 period per day for 1 year)

Prerequisite: Physical Science or Honors Physical Science starting with the Class of 2028

This compelling two-semester course engages students in the study of life and living organisms and examines biology and biochemistry in the real world. This is a yearlong course that encompasses traditional concepts in biology and encourages exploration of new discoveries in this field of science. The components include biochemistry, cell biology, cell processes, heredity and reproduction, the evolution of life, taxonomy, human body systems, and ecology. This course includes both hands-on wet labs and virtual lab options.

Honors Biology

1 credit — Grades 9, 10, 11, 12

(1 period per day for 1 year)

Prerequisite: Physical Science or Honors Physical Science starting with the Class of 2028

This compelling full-year course engages students in a rigorous honors-level curriculum that emphasizes the study of life and its real-world applications. This course examines biological concepts in more depth than general biology and provides a solid foundation for collegiate-level coursework. Course components include biochemistry, cellular structures and functions, genetics and heredity, bioengineering, evolution, structures and functions of the human body, and ecology. Throughout the course, students participate in a variety of interactive and hands-on laboratory activities that enhance concept knowledge and develop scientific process skills, including scientific research and technical writing.

Environmental Science

1 credit—Grades 11, 12

(1 period per day for 1 year)

Prerequisites: Biology

This full-year course acquaints students with topics in classical and modern physics. The course emphasizes conceptual understanding of basic physics principles, including Newtonian mechanics, energy, thermodynamics, waves, electricity, magnetism, and nuclear and modern physics. Throughout the course, students solve mathematical problems, reason abstractly, and learn to think critically about the physical world. The course also includes interactive virtual labs and hands-on lab options, in which students ask questions and create hypotheses.

Chemistry

1 credit — Grades 10, 11, 12

(1 period per day for 1 year)

Prerequisites: Completion of Algebra 1 (required) & Physical Science (strongly recommended)

This rigorous, full-year course engages students in the study of the composition, properties, changes, and interactions of matter. The course covers the basic concepts of chemistry and includes eighteen virtual laboratory experiments that encourage higher-order thinking applications, with wet lab options if preferred. The components of this course include chemistry and its methods, the composition and properties of matter, changes and interactions of matter, factors affecting the interactions of matter, electrochemistry, organic chemistry, biochemistry, nuclear chemistry, mathematical applications, and applications of chemistry in the real world.

Honors Chemistry

1 credit — Grades 10, 11, 12

(1 period per day for 1 year)

Prerequisite: Completion of Algebra 1 & Physical Science

This rigorous two-semester course provides students with an engaging honors-level curriculum that emphasizes mathematical problem solving and practical applications of chemistry. Topics are examined in greater detail than general chemistry in order to prepare students for college-level coursework. Course components include atomic theory and structure, chemical bonding, states and changes of matter, chemical and redox reactions, stoichiometry, the gas laws, solutions, acids and bases, and nuclear and organic chemistry. Throughout the course, students participate in a variety of interactive and hands-on laboratory activities that enhance concept knowledge and develop scientific process skills, including scientific research and technical writing.

Physics

1 credit — Grades 10, 11, 12

(1 period per day for 1 year)

Prerequisites: Geometry

This full-year course acquaints students with topics in classical and modern physics. The course emphasizes conceptual understanding of basic physics principles, including Newtonian mechanics, energy, thermodynamics, waves, electricity, magnetism, and nuclear and modern physics.

Throughout the course, students solve mathematical problems, reason abstractly, and learn to think critically about the physical world. The course also includes interactive virtual labs and hands-on lab options, in which students ask questions and create hypotheses.

UAOA Social Studies Department

Program of Studies

Social Studies Offerings

Freshman Year

Required: American History

Sophomore Year

Required: Politics, Economics, & Government or

Junior Year

Optional Elective(s): See list below

Senior Year

Global History I & II or elective course(s)

Social Studies Electives (various years - see course descriptions): Psychology, Sociology

American History

1 credit – Grade 9

(1 period per day for 1 year)

U.S. History I is a yearlong course that dynamically explores the people, places, and events that shaped early United States history. This course stretches from the Era of Exploration through the Industrial Revolution, leading students through a careful examination of the defining moments that shaped the nation of today. Students begin by exploring the colonization of the New World and examining the foundations of colonial society. As they study the early history of the United States, students will learn critical-thinking skills by examining the constitutional foundations of U.S. government. Recurring themes such as territorial expansion, the rise of industrialization, and the significance of slavery will be examined in the context of how these issues contributed to the Civil War and Reconstruction.

Global History I and II

0.5 credit each semester— Grade 12

(1 period per day for each semester)

This 2 semester course examines the major events and turning points of world history from the Enlightenment to the present. Students investigate the foundational ideas that shaped the modern world in the Middle East, Africa, Europe, Asia, and the Americas, and then explore the economic, political, and social revolutions that have transformed human history. This rigorous study of modern history examines recurring themes, such as social history, democratic government, and the relationship between history and the arts, allowing students to draw connections between the past and the present, across cultures, and among multiple perspectives. Students use a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events. Students also sharpen their writing skills in shorter tasks and assignments, and practice outlining and drafting skills by writing full informative and argumentative essays.

Politics, Economics and Government

1 credit — Grade 10

(1 period per day for 1 year)

This year-long course provides students with a practical understanding of the principles and procedures of government. The course begins by establishing the origins and founding principles of American government. After a rigorous review of the Constitution and its amendments, students investigate the development and extension of civil rights and liberties. Lessons also introduce influential Supreme Court decisions to demonstrate the impact and importance of constitutional rights. The course builds on this foundation by guiding students through the function of government today and the role of citizens in the civic process and culminates in an examination of public policy and the roles of citizens and organizations in promoting policy changes. Throughout the course, students examine primary and secondary sources, including political cartoons, essays, and judicial opinions. Students also sharpen their writing skills in shorter tasks and assignments and practice outlining and drafting skills by writing full informative and argumentative essays.

Psychology

0.5 credit — Grades 10, 11, 12

(1 period per day for semester 1)

Psychology will introduce students to the systematic study of the behavior and mental processes of human means and animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major fields within psychology. Students also learn about the methods psychologists use in their science and practice. The major aim of this course is to provide each student with a learning experience equivalent to that obtained in most introductory college psychology courses.

Sociology

0.5 credit — Grades 10, 11, 12

(1 period per day for semester 2)

Providing insight into the human dynamics of our diverse society, this is an engaging, one-semester course that delves into the fundamental concepts of sociology. This interactive course, designed for high school students, covers cultural diversity and conformity, basic structures of society, individuals and socialization, stages of human development as they relate to sociology, deviance from social norms, social stratification, racial and ethnic interactions, gender roles, family structure, the economic and political aspects of sociology, the sociology of public institutions, and collective human behavior, both historically and in modern times.

UAOA Wellness Department Program of Studies

Healthy Living

0.5 credit or 1 credit — Grade 9, 10, 11, 12

(1 period per day for 1 semester or one year)

Encouraging students to make responsible, respectful, informed, and capable decisions about topics that affect the well-being of themselves and others, Healthy Living (full year) is a two-semester course that provides students with comprehensive information they can use to develop healthy attitudes and behavior patterns. Designed for high school students, this informative and engaging course encourages students to recognize that they have the power to choose healthy behaviors to reduce risks. Throughout the course, you will identify characteristics of good mental and emotional health, develop speaking, listening, and nonverbal communication skills necessary for building healthy relationships, describe how sources of conflict, violence, and abuse can be minimized, summarize the effects of tobacco use on family, finances, and society and the effects of alcoholism on families and society, describe the role of medicine in health promotion, disease prevention, and possible complications that may arise from taking them, identify community resources available to help treat and prevent the spread of communicable disease, describe the benefits of physical activity and guidelines for healthy eating.

Foundations of Personal Wellness

0.5 credit or 1 credit — Grade 9, 10, 11, 12

(1 period per day for 1 semester or one year)

Exploring a combination of health and fitness concepts, Foundations of Personal Wellness is a comprehensive and cohesive course that explores all aspects of wellness. Offered as a two-semester course designed for high school students, this course uses pedagogical planning to ensure that students explore fitness and physical health and encourages students to learn about the nature of social interactions and how to plan a healthy lifestyle.

Therapeutics - Restoring and Maintaining Wellness

0.5 credit — Grade 9, 10, 11, 12

(1 period per day for 1 semester)

Therapeutics: The Art of Restoring and Maintaining Wellness is a semester-long high school course that focuses on careers that help restore and maintain mobility and physical and mental health, such as physical therapists, physical therapy assistants, occupational therapists, athletic trainers, massage therapists, dietitians and dietetic technicians, art therapists, neurotherapists, vocational rehabilitation counselors, and registered dental hygienists. Each career is explored in depth, examining typical job duties, educational and licensure requirements, working conditions, average salary, and job outlook. Key concepts and specific skill sets are introduced in the lessons, allowing students to apply what they have learned to health careers.