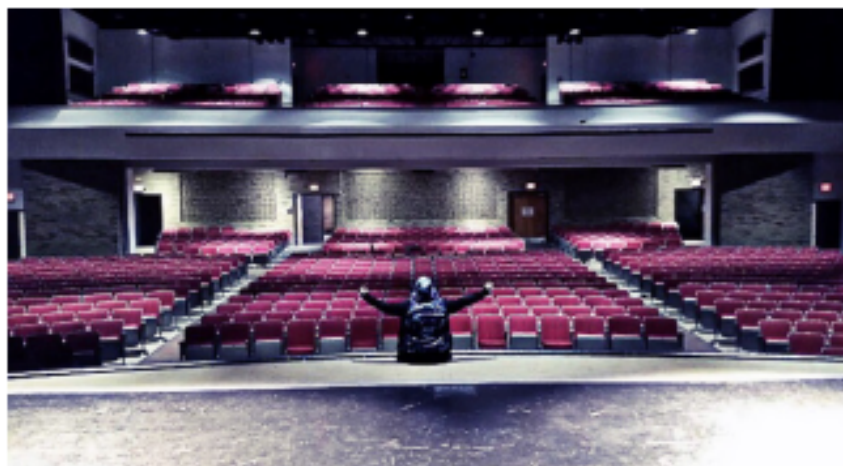
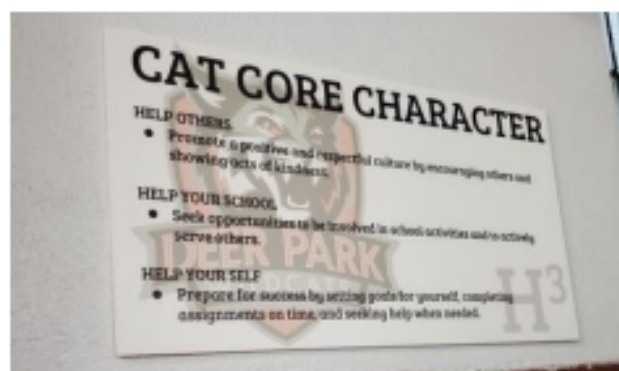


Deer Park Jr./Sr. High School

2022 - 2023 Academic Course Planner



Inspiring and Empowering Lifelong Success



Cover design by the Deer Park Photography Club

DEER PARK JR./SR. HIGH SCHOOL



ACADEMIC COURSE PLANNER
2022 - 2023

Deer Park High School
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(513) 891-0010
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<http://www.deerparkcityschools.org>

School Code Number 360-975

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Mindy Robertson, Assistant Principal
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Corrie Madden, Counselor for grades 10 – 12
Jason S. Spelic, Counselor for grades 7 – 9

Accredited by:

The Ohio Department of Education

And

The North Central Association of Colleges and Secondary Schools

Revised: January 2022

Deer Park Community City Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.

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GRADUATION REQUIREMENTS FOR STUDENTS GRADUATING IN 2023 and Beyond

The Ohio Department of Education has updated the requirements for graduation. For further details, you can go to the graduation section on the [Ohio Board of Education's website](#). There are now three main components to a student's graduation process:

1. Meet the credit requirements listed below:

Credit Required for Graduation

Subject	Credits
English	4
Social Studies (including U.S. Studies, World Studies or AP Human Geography, & Government)	4
Mathematics (including Algebra I, Geometry, & Algebra II or equivalent)	4
Science (including a Physical and Biological Science)	3
Health	.5
Physical Education	.5
Fine Arts	1
Personal Finance (Note: Class of 2025 and beyond)	.5 (Class of 2025)
Electives	4.5 (4.0 Class of 2025)
Total	21.5

2. Earn competency scores on the Algebra and English II State End of Course Exams. Students will have the opportunity to retake multiple times. Students who are not able to meet competency will have to: 1. Complete two career focused activities (enroll in Scarlet); 2. Enlist in the military, OR 3. Complete a College Credit Plus (CCP) course
3. Show Readiness by earning 2 Diploma Seals (one must be a state seal). These are also listed below:
Ohio (State) Seals: Students must earn at least 1 state seal (#s 1 - 9)
 1. **OhioMeansJobs Readiness Seal** - Meet the requirements and criteria established for the readiness seal, including demonstration of work-readiness and professional competencies.

2. **Industry-Recognized Credential Seal** - Earn a 12-point approved industry-recognized credential or group of credentials totaling 12 points in a single career field.
3. **College-Ready Seal** - Earn remediation-free scores on the ACT or SAT.
4. **Military Enlistment Seal**- Provide evidence that a student has enlisted in a branch of the U.S. Armed Forces; **OR** Participate in an approved JROTC program.
5. **Seal of Biliteracy** - Meet the requirements and criteria, including proficiency requirements on assessments in a world language and English.
6. **Citizenship Seal**- A student can:
 - i. Earn a score of proficient or higher on both the American history and American government end-of-course exams;
 - ii. Earn a score that is at least equivalent to proficient on appropriate Advanced Placement or International Baccalaureate exams; or
 - iii. Earn a final course grade that is equivalent to a “B” or higher in appropriate classes taken through the College Credit Plus program..
7. **Science Seal** - A student can:
 - i. Earn a score of proficient or higher on the biology end-of-course exam;
 - ii. Earn a score that is at least equivalent to proficient on appropriate Advanced Placement or International Baccalaureate exams; or
 - iii. Earn a final course grade that is equivalent to a “B” or higher in an appropriate class taken through the College Credit Plus program.
8. **Honors Diploma Seal** - A student can: Meet the requirements to receive an Honors Diploma. **Please Note:** Honors Diploma status is not determined until senior year. Only students who are **ABSOLUTELY SURE** that they will meet this requirement should use this option as one of the two graduation seals.
9. **Technology Seal** - A student can:
 - i. Earn a score that is at least equivalent to proficient on an appropriate Advanced Placement or International Baccalaureate exam;
 - ii. 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
 - iii. Complete a course offered through the district or school that meets guidelines developed by the Department.

Locally Defined Seals: Note - Students must earn 1 of the previously listed state seals; students can apply 1 of these locally defined seals towards graduation.

1. **Community Service Seal:** A student shall meet the requirement for this seal by completing a community service project that is aligned with the following Guidelines:
 - a. Forty (40) hours of community service as defined in this policy while enrolled at Deer Park High School which consist of: helps students make invaluable connections in their community, gives students an opportunity to explore possible career options in the public, nonprofit and philanthropic sectors and gain valuable work skills, exposes students to the needs of their community and promotes an understanding of and the value in civic engagement as well as volunteerism, and provides students with an opportunity to demonstrate social and emotional skills, academic knowledge, leadership, professionalism, and critical reasoning
 - b. Community service must be completed with an approved charitable organization which is preferably located and registered as a nonprofit organization in Ohio. Students may verify whether a nonprofit organization is registered in Ohio on the Ohio Attorney General's website at <https://charitableregistration.ohioattorneygeneral.gov/charities/Research-Charities.aspx>.
 - c. Community service experiences must be approved by the District's designated community service advisor in advance. The Board shall designate an individual to serve as the community service advisor. To obtain approval, students must submit the following information: name and description of the organization, a description of the proposed community service activities, and a timeline for completing community service hours

Additional Requirements Include:

- d. Students will be required to submit a completed community service agreement that is signed by the advisor, student, parent and an individual at the organization who will oversee the student's work.
 - e. Community service hours must be documented and verified by an individual at the community service organization before they are submitted to the school advisor for final approval.
 - f. Students will be required to reflect on the community service work at least two times during each annual experience. Reflections must be submitted to the advisor in writing and include a summary of the tasks completed as well as an assessment of how the service has benefited both the student and community at large before hours will be approved.
2. **Fine and Performing Arts Seal:** Participation in fine and performing arts programs supports the development of critical skills such as creativity, sensory processing, communication, problem-solving, cultural awareness, and expression. It also helps students gain confidence that will assist them

throughout life. A student shall meet the requirement for this seal by demonstrating skill in the fine or performing arts according to an evaluation that is aligned with the following guidelines:

- *Four (4) points to be accumulated at the following rate: one (1) point for each 1/2 credit of fine or performing art courses; one (1) point for participation in each DPHS drama or musical production (cast, crew or orchestra)*

3. **Student Engagement Seal:** Participation in Board-approved extracurricular activities helps to develop a well-rounded student who is more engaged in the school community. A student shall meet the requirement for this seal by participating in extracurricular activities such as athletics, clubs, or student government to a meaningful extent, as determined by the following guidelines:

- *Four (4) points to be accumulated at the following rate: one (1) point for each season of participation on an DPHS athletic team; one (1) point for participation in each DPHS drama or musical production (cast, crew or orchestra); one (1) points for each semester as member of a DPHS band (e.g., marching, concert, jazz) or a choir; one (1) point for each semester as a DPHS class officer or member of student leadership; one (1) point for each year as member of a board approved DPHS extracurricular activity/club.*

In order for participation to count toward earning the seal, students must participate in the entire scheduled season of the activity. Participation must be verified by the program advisor or coach.

Note to Parents and Students Regarding Graduation Requirements:

It is the student's responsibility to see that requirements for graduation are met. The high school will make every effort to keep up-to-date records and to inform the student and parent(s) about the student's progress toward the completion of graduation requirements. **However, it is the student's responsibility to be acquainted with the necessary requirements to meet this goal. It is the student's responsibility to inform his/her parents/guardians of any deficiencies that would prevent taking part in commencement.**

The next page presents a possible four-year course of study plan that can help students and families during the course selection process.

DEER PARK HIGH SCHOOL FOUR-YEAR COURSE OF STUDY (VARIATIONS MAY APPLY)

STUDENT NAME: _____

CAREER GOAL: _____

PARENT SIGNATURE: _____

GRADE 9	GRADE 10	GRADE 11	GRADE 12
<u>English I: (1)</u> English 9 or Honors English 9	<u>English II: (1)</u> English 10 or Honors English 10	<u>English III: (1)</u> English 11 or AP English Language	<u>English IV: (1)</u> College English 12, Blended or AP English Literature
<u>Social Studies: (1)</u> World Studies, Honors World Studies or AP Human Geography	<u>Social Studies: (1)</u> U. S. Studies or AP U.S. History	<u>Social Studies: (1)</u> Government or AP American Government	<u>Social Studies: (1)</u> Contemporary World Issues, Blended or AP level SS course
<u>Math: (1)</u> Algebra I, Honors Algebra I or Geometry (Honors)	<u>Math: (1)</u> Geom, H. Geom, Alg. II, or H. Alg II, Lifestyle Math, MMR, Stats, UC IT	<u>Math: (1)</u> Alg II, H. Alg II, Lifestyle Math, MMR, Stats, H. Pre-Calc, UC IT, or AP Stats	<u>Math: (1)</u> Alg II, H. Alg. II, H. Pre-Calc, AP Calc, Stats, AP Stats, Lifestyle Math, UC IT, or MMR
<u>Science: (1)</u> Physical Science or Honors Biology	<u>Science: (1)</u> Biology, Honors Biology, Chemistry, or Honors Chemistry	<u>Science: (1)</u> Earth Science, Chemistry, Honors Chemistry, AP Chem., AP Bio., AP Env. Science, Physics, Honors Physics, or Honors Anatomy	<u>Science: (1)</u> Earth Science, Chemistry, Honors Chemistry, AP Chem., AP Bio., Physics, Honors Physics, or Honors Anatomy
<u>Physical Education(¼)</u>	<u>Physical Education(¼)</u>		
<u>Health: (½)</u>	<u>Personal Finance (½)*</u>		
Total Credits:	Total Credits:	Total Credits:	Total Credits:

Minimum Graduation Requirements- 21 ½ credits including:

4 Credits of English

3 Credits of Science *

½ Credit of Physical Education

1 Credit of Fine Arts, Business,
or Foreign Language

4 Credits of Math (Incl. Alg. I, Geometry, Alg. II equiv.)

4 Credits of Social Studies (US, World and Gov't)

½ Credit of Health

4 ½ Credits of Electives (4.0 credits for Class of 2026

½ Credit of Personal Finance (for Class of 2025)

* In order to graduate, one credit must be a physical science course (Physical Science/Chemistry and one credit must be a life science course (Biology). Personal Finance is also a new graduation requirement for the class of 2025 and beyond; it does not apply to next year's 10th, 11th, or 12th grade students.

PLANNING THE SCHEDULE

The key to successful program planning is involvement. Our ultimate goal is for each student to have a program that will provide a meaningful and successful educational experience. In order to achieve this goal, we believe it is necessary for administrators, counselors, and teachers to provide information, counseling, and appropriate recommendations to enable the student and his/her parents to make wise decisions. The ultimate responsibility for the selection of courses to be included in the student's schedule rests with the student and his/her parents. This is an important decision that can have a great impact on the student's educational progress and, therefore, should be given very careful consideration. The inclusion of the parent/guardian signature on the course selection form assists in involving all parties in this important process and allows the school the best opportunity of fulfilling a student's requests.

This Academic Course Planner gives a brief resume of content, prerequisites, and expectations of each course. Students are urged to become familiar with the Planner and to discuss the tentative course selections with their parent(s).

Preliminary Steps

Students should:

1. Become familiar with the Registration Planner.
2. Study requirements for graduation.
3. Review the electives.
4. Develop a sequence of required and elective courses to meet graduation requirements and to facilitate post-graduation plans.
5. Discuss ability level and course selections with teachers and counselors.
6. Discuss tentative course selections with parents.

Course Selection

Students should:

1. Discuss with teachers and counselors the course options and indicate recommended courses for the students' ability level.
2. Review the recommendations of teachers and counselors with parents.
3. Complete the course selection registration via Google
4. Submit Registration via Google Forms (requests will be sent to students and parents post registration)
5. Complete course requests via online scheduler during specified window.
6. Meet with a counselor individually to review course selections and finalize your schedule.

Schedule Changes

When students select courses, they must make every effort to develop a schedule that they will keep for the following year. Courses are scheduled and instructional materials are ordered based on enrollment for each course. Schedule changes can greatly impact the class sizes of other courses, teacher assignments, the allocating of materials and resources, and the overall master schedule. Therefore, it is imperative that

students are firm in their decision during the course selection process; students should not plan with the idea in mind that classes can be changed later. **Please note that students have until the last day of school for any and all schedule changes. Only schedule changes meeting one of the below criteria will be made after May 27th.**

Reasons Justifying Schedule Changes

1. Class size and balances.
2. Replacement of summer school courses successfully completed.
3. Adjustment to accommodate special education students.
4. Inappropriate course level determined by the prerequisite course final grade and/or teacher/counselor recommendation.
5. Obvious program error such as omission of required subject or previously selected subject.
6. Failure of a subject the previous year or failure to complete summer assignments.

Schedule requests involving the same course at a different bell will not be honored unless it meets one of the above previously stated reasons. Schedule change requests after the first 5 days must be approved by the administration.

Removal of a Student from a Class

If a student is removed from class for academic failure due to lack of effort, the student will receive a "WF" or "Withdraw/Fail" grade for that quarter and semester. This is recorded on a student's final transcript.

An administrator may remove a student from class for disciplinary reasons if the student represents a clear and present danger to the health, safety, and welfare of other students in the class.

Requests and Course Offerings

While Deer Park Jr/Sr High School would like to guarantee that all courses in this planner will be available next year, the administration may decide to not offer a course based upon the number or course requests the class receives, staffing changes, or other pertinent factors.

A Note Regarding AP Level Courses:

Please note that taking an AP course is a commitment. Students CANNOT seek to be removed from the course due to receiving an unsatisfactory grade. Additionally, as part of the course registration, both counselors and teachers provide students with feedback regarding student success rate. Should a student need to drop due to a course failure, this will appear as a DROP/FAIL on the student's final transcript. Additionally, this course change will only occur at the semester, unless a student needs this content to graduate.

A Note for our Students with Disabilities:

Deer Park strives for an inclusive experience for all students and their families. Upon request to the building principal and/or program director, the district shall make reasonable accommodations for a person with a disability to participate in any school activity.

COLLEGE PREPARATORY REQUIREMENTS**Suggested Minimum College Preparatory Requirements**

A student planning to enter college should elect AT LEAST the following:

Language Arts	4 credits
Mathematics	4 credits (Alg. I, Geometry, Alg. II)
Science	3 credits (including Chemistry)
Social Studies	4 credits
Foreign Language	3 credits
Fine Arts	1 credit

CLASS RANK

Class rank is computed for sophomores, juniors and seniors after each semester. Rank is based on a student's cumulative average of all weighted and non-weighted courses. Students who take classes that are assigned "Pass/Fail" as a final grade versus a standard percentage will not have that grade factored in as a A on the GPA.

Class valedictorian and salutatorian will be determined after the first semester of a student's senior year.

****Note to students enrolled in CCP:** Valedictorian and Salutatorian will be selected no later than 2 weeks after the start of 2nd semester. This means if grades are in the process of being contested, the original grade will be used for rank determination regardless of pending dispute. Please be proactive about your grades prior to the close of 1st semester.

Advanced Placement Incentive

Students taking 2 or more AP courses will be provided the option to either:

1. Take a bell of Academic Planning for no grade
2. Have Early Release (seniors only)

HONORS DIPLOMA

The State Board of Education established criteria for awarding the Diploma with Honors. The Honors Diploma will be granted for the college preparatory or vocational curriculum. A student who completes the college preparatory curriculum in high school shall meet at least seven of the following eight criteria listed below and continued on the next page:

Honors Diploma Criteria

Subject	High School Academic Diploma with Honors Graduating Classes 2011 and Beyond	Career-Technical Diploma with Honors for Graduating Classes 2011 and Beyond
English	4 units	4 units
Mathematics	4 units, including Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four-year sequence of courses that contain equivalent content	4 units, including Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four-year sequence of courses that contain equivalent content
Science	4 units, including 2 units of advanced science	4 units, including physics and chemistry
Social Studies	4 units	4 units
Foreign Language	3 units (must include no fewer than 2 units for which credit is sought), i.e., 3 units of one language or 2 units each of two languages	Not counted toward requirements
Fine Arts	1 unit	Not counted toward requirements
Career-Technical	Not counted toward requirements, and may not be used to meet requirements	Now counted in Electives
Electives	Not counted toward requirements	4 units of Career-Technical minimum. Program must lead to an industry recognized credential, apprenticeship, or be part of an articulated career pathway which can lead to post-secondary credit.
Grade Point Average	3.5 on a 4.0 scale	3.5 on a 4.0 scale
ACT/SAT Score [excluding scores from the writing sections]*	27 ACT / 1280 SAT	27 ACT / 1280 SAT

HONORS AND A.P. COURSES

Below is a chart listing the Honors and A.P. courses available at Deer Park Jr./Sr. High.

Honors Courses	A.P. Courses
Honors English 9	AP English Language & Composition
Honors English 10	AP English Literature
Honors French IV	AP Calculus
Honors French V	AP Biology**
Honors Spanish IV	AP Chemistry**
Honors Spanish V	AP US History
Honors Algebra I	AP European History
Honors Geometry	AP American Government
Honors Algebra II	AP Human Geography
Honors Pre-Calculus	AP Psychology
Honors Anatomy & Physiology	AP Statistics
Honors Biology	
Honors Chemistry	
Honors World Studies	
Honors Statistics	
Honors Physics	

ADVANCED PLACEMENTS (AP) CLASSES

To take full advantage of the AP classes offered, the following is the recommended sequence for taking these classes. Taking any of these classes out of this sequence may put a student in the position where scheduling AP classes results in the direct conflict of other AP courses. AP classes are considered college-level courses with an expected out-of-school homework commitment of 4-6 hours per week per class. Students should have a discussion with parents and think strenuously if planning on taking two or more AP classes during a school year. ** These courses are offered every other year.

Sophomore Year

AP US History

AP Human Geography (can be taken in 9th grade in place of World or Honors World History)

Junior Year

AP Biology (offered every other year)
AP American Government
AP English Language and Composition
AP Chemistry (offered every other year)

Senior Year

AP Calculus
AP Biology (offered every other year)
AP Chemistry (offered every other year)
AP English Literature
AP European History
AP Psychology
AP Government
AP Statistics

Please note that taking an AP course is a commitment. Students CANNOT seek to be removed from the course due to receiving an unsatisfactory grade. Additionally, as part of the course registration, both counselors and teachers provide students with feedback regarding student success rate. Should a student need to drop due to a course failure, this will appear as a DROP/FAIL on the student's final transcript. Additionally, this course change will only occur at the semester, unless a student needs this content to graduate.

College Credit Plus

Eligible students can take a course and earn high school and college credit that appears on both their high school and college transcripts. Teachers who teach a College Credit Plus course in a high school must receive professional development and be an adjunct professor at a college or university. All courses offered through College Credit Plus—even courses offered in the high school—must be the same course that the college offers. The course must apply to a degree or professional certificate. College Credit Plus replaces the Post-Secondary Education Option, also known as PSEO, and redefines “alternative dual enrollment” programs as advanced standing programs.

Why? Ohio needs more students who graduate college- and career- ready. College Credit Plus increases access for students who have not taken full advantage of the opportunity to earn college credits while in high school.

Where? The student is enrolled in both high school and college and can attend the class in any setting arranged by the college.

Who? Ohio public school districts and Ohio public colleges and universities must participate in College Credit Plus. Nonpublic high schools and colleges or universities may choose to participate. To be eligible, students must meet the admission standards of the participating college or university to which they apply for enrollment.

How does a student get started? All participating public and private high schools, colleges and universities must promote College Credit Plus opportunities on their websites. Additionally, they will hold an annual informational event for students and parents.

Cost: There is no cost for the student to participate in College Credit Plus when the student is enrolled in a public college or university. The high school and college or university share the cost for the course. Students choosing to enroll in a participating private college or university might incur costs. **However, there are exceptions-it is important that students and parents attend a mandatory meeting at the school AND thoroughly read information outlined on <https://www.ohiohighered.org/ccp/students-families>**

Next is a chart that outlines the available options of classes and institutions via College Credit Plus.

*COLLEGE CREDIT PLUS***Cincinnati State**

	Course Number	Course Title	Credit Hours	On Campus	Online	In High School
15 credit hour liberal arts pathway	ENG 101	English Composition I	3	x	x	x
	ENG 103	English Composition II	3	x	x	x
	AMER 111	American History I	3	x		x
	AMER 112	American History II	3	x		x
	CHEM 121/131	General Chemistry I, Lab I	5	x		x
30 credit hour liberal arts pathway	CHEM 122/132	General Chemistry II, Lab II	5	x		x
	MAT 151	College Algebra	4	x		
	MAT 152	Trigonometry	4	x		
	ACC 101	Financial Accounting	3	x	x	
	MKT-101	Principles of Marketing	3	x	x	
TOTAL			36			

University of Cincinnati

Course Number	Course Title	Credit Hours	On Campus	Online	In High School
BIOL 1081	Biology I	3	x		x
BIOL 1081L	Biology I with Lab	1	x		x
BIOL1082	Biology II	3	x		x
BIOL 1082L	Biology II with Lab	1	x		x
BIOL2001C	Anatomy and Physiology I	3	x		x
BIOL2002C	Anatomy and Physiology II	3	x		x
STAT1034	Statistics	3	x		x
ECED1040	Personal Finance	3	x		x
HIST1001	United History I	3	x		x
HIST1002	United History II	3	x		x
HIST1005	European History I	3	x		x
HIST1006	European History II	3	x		x
TOTAL		32			

** Offered on campus at UC Blue Ash only*

Students and/or parents must attend a mandatory CCP informational session. Additionally, students must submit a Letter of Intent to the Counseling Office by April 1st. Please note that this is a requirement of the Ohio Department of Education and cannot be changed or altered.

INDEPENDENT STUDY

See your counselor for an application packet. **Strict deadlines apply.**

EXTRA-CURRICULAR ELIGIBILITY

All students participating in athletics that are governed by the Ohio High School Athletic Association must also meet **OHSAA** eligibility requirements.

All students in grades 9 - 12 **MUST** receive passing grades in a minimum of five (5) one credit courses, or the equivalent, in the immediate preceding grading period, and all students in grades 7 - 8 **MUST** have received passing grades in at least five subjects in the immediately preceding grading period.

In addition to the OHSAA standards of passing 5 classes, Deer Park students must also meet the following requirements:

- To be eligible to participate in extracurricular activities, students in grades 9 - 12 must maintain a minimum GPA of a 1.3 and students in grades 7 - 8 must maintain a minimum GPA of a 1.0.
- Extracurriculars include any school sponsored and/or organized team, club, or activity.
- In addition to a required 1.0 GPA for Jr. High students and 1.3 GPA for High School students, student eligibility will be checked at four different intervals throughout the grading period; at the end of week 2, week 4, week 6, and week 8. Any combination of 2 or more Ds/Fs during the eligibility check will put a student on the academic watch list.
- Students on the academic watch list must attend a minimum of two study table sessions per week.
 - Students on academic watch who don't attend at least two study table sessions will be ineligible to participate in their extracurricular the following week. Eligibility status will be reinstated the week after they attend at least two study table sessions.
 - Students on the academic watch list will be escalated into a weekly eligibility check status for the remainder of the quarter.
 - Students who end a quarter with any combination of 2 or more Ds/Fs will begin the following quarter on academic watch and must attend at least two study table sessions beginning with week one of the following quarter.
- Study table sessions will be offered four times a week; there will be two one-hour sessions offered before school and two one-hour sessions offered after school.

ACADEMIC ELIGIBILITY FOR COLLEGE ATHLETES

All prospective student athletes first entering a collegiate institution on or after August 1, 1997, who want to play NCAA Division I or II Intercollegiate Athletics, must adhere to NCAA Eligibility Requirements.

Students and parents should pick up the NCAA Guide for the College-Bound Student-Athlete from the counselor's office or the athletic director.

At the beginning of their senior year, all prospective Division I or Division II student-athletes must register with the NCAA Initial Eligibility Clearing House. See your counselor for details.

Be sure to ask your coach, athletic director, or counselor about these requirements or contact the NCAA national office at (877) 262-1492.

FEES

All fees listed in the Course Planner are estimates. Course fees will be determined and set prior to the start of the school year. It is imperative that all school fees be paid prior to graduation; students owing fees will not be allowed to participate in commencement..

ASSESSMENTS AT DEER PARK JR./SR. HIGH SCHOOL

Deer Park understands the importance of data as a tool to measure students on various levels. The information that can be obtained from an assessment can assist staff in identifying the academic needs of a student, decide whether the student is being challenged and working up to expectations, and/or give direction when interventions are needed. Below is a list of the formal assessments that are conducted in the Deer Park Schools.

MAP: MAP testing is done three times a year as a way of assessing student progress towards meeting state curriculum and testing standards. Test results provide teachers with specific skill areas to target. Results also provide a projection score as to whether a student is on track to pass the spring assessments, as well as a predictor score for the ACT. This test is given to all students 7 - 10.

PSAT-This is the SAT's college readiness test for 10th and 11th grade students. It's a standardized test that provides first hand practice for the SAT®. It also gives you a chance to enter NMSC scholarship programs and gain access to college and career planning tools.

Pre-ACT – This is a standardized test to see how students would preliminary perform on the actual ACT test. It is given to students in Grade 10, and it is utilized at Student-led College and Career Readiness conferences to provide information on any areas in need of remediation prior to taking the actual ACT.

State End of Course Assessments (E.O.C.) – These assessments are given to students in grades 3 – 8 and for select high school courses. They are also part of the graduation requirements for the class of 2019 and beyond. They are taken in the spring with retakes held in the winter. High school students may take EOC tests in the subject areas of Algebra I, Geometry, English II/English 10, Biology, American Government and American History. Please see the [graduation requirements](#) section regarding the importance of these state assessments.

ACT- The ACT a standardized test for high school achievement and college admissions in the United States . The ACT test consists of four tests: English, Math, Reading, and Science reasoning and includes an optional writing portion. All four-year colleges and universities in the U.S. accept the ACT. The main four tests are scored individually on a scale of 1-36, and a Composite score is provided which is the whole number average of the four scores.

SAT- The SAT is a standardized test that measures literacy and writing skills that are needed for academic success in college. They state that the SAT assesses how well the test takers analyze and solve problems—skills they learned in school that they will need in college. The SAT is typically taken by high school sophomores, juniors and seniors. SAT consists of three major sections: Critical Reading, Mathematics, and Writing. Each section receives a score on a scale of 200–800. All scores are multiples of 10. Total scores are calculated by adding up the scores of the three sections.

Advanced Placement Exams (AP)- AP Exams are rigorous, multiple-component tests that are administered at high schools each May. High school students can earn college credit, placement, or both for qualifying AP Exam scores. Each AP Exam has a corresponding AP course and provides a standardized measure of what students have learned in the AP classroom. The majority of U.S. high schools currently participate in the AP Program, and most four-year U.S. colleges and universities grant credit and/or advanced placement for qualifying AP Exam scores.

General Testing Timeline:

Grade	Fall	Winter	Spring
7	MAP Testing	MAP Testing	MAP Testing & State Assessments
8	MAP Testing	MAP Testing	MAP Testing & State Assessments
9	MAP Testing	MAP Testing	MAP Testing, End of Course Exams, AP
10	MAP Testing, Pre-ACT and PSAT	MAP Testing & E.O.C Retakes	MAP Testing, End of Course Exams, AP
11	PSAT	ACT and/or SAT E.O.C. Retakes	ACT and/or SAT, AP, End of Course Exams
12	ACT and/or SAT	ACT and/or SAT. E.O.C. Retakes	AP, End of Course Retakes

ART

Careers Related to the Arts: Graphic Design, Advertising, Illustrator, Digital Media, Interior Designer, Industrial Design, Fashion Design, Film, Architecture, Art Director, Museum Curator, Videographer and more!

<u>COURSE #</u>	<u>COURSE</u>	<u>GRADES</u>	<u>LENGTH</u>	<u>CREDIT</u>	<u>PREREQUISITE</u>
8000	Ceramics & Sculpture	9-12	S	.50	None
8130	Advanced Ceramics	9-12	S	.50	Instructor approval & an "A" in Ceramics & Sculpt.
8100	Beginning Painting & Drawing	9-12	S	.50	None
8120	Adv. Painting & Drawing	9-12	S	.50	Instructor approval & an "A" in Beg. Painting & Drawing
8150	Foundations in Art	9-12	S	.50	None
8200	Artisanal Craft	9-12	S	.50	None

Artisanal Craft

This one semester class is comparable to a beginning art/ foundations of art class for grades 9-12. The course focuses on the creation of usable art. For example, creating a decorative pillow, sculpting a tea cup, fashioning jewelry, crocheting a blanket and making a planter. All these mediums are conduits of art, yet have practical everyday uses. There is no prerequisite requirement to enroll in this class.

Ceramics and Sculpture

In this course you will learn the three basic clay building methods: slab, pinch pot, and coil. The sculpture mediums we work with in this class include cardboard, and wire. Students will develop critical thinking and problem solving skills. Art appreciation and art criticism are encouraged in this studio course.

Advanced Ceramics

This is a course for the student who has taken and had success in Ceramics and Sculpture, who wish to develop and nurture their ceramic skills. The class will expand on the skills previously learned in ceramics and sculpture, along with learning to throw on the wheel.

Beginning Drawing and Painting

This course will teach you how to see, analyze, draw and paint. You will develop basic visual expression skills in a variety of styles and mediums. Design concepts, art vocabulary, art history, art criticism and color theories are just a few of the fundamental visual art areas embraced in this course. Prerequisite for taking Beginning Drawing and Painting is either foundations in art or Jr. High Art.

Advanced Drawing and Painting

This is a course for the student who has taken and had success in Beginning Drawing and Painting and may wish to develop and nurture the skills of visual illustration. An emphasis on developing a high degree of technical skill and the development of a personal style will be placed on the student in the preparation of a portfolio. Art criticism, art appreciation and portfolio reviews prepare the students in this course for postgraduate studies and art careers.

Foundations in Art

Students in this introductory course experience a variety of 2 and 3 dimensional art making activities that cover basic art and design skills. Projects may include: drawing, painting, textiles, sculpture, printmaking and mixed media. Students will work with a wide variety of materials; charcoal, pastel, ink, clay, and watercolors.

Supplies required for all previously listed art courses:

Hardbound sketchbook 3 sketching pencils

2 Pencil bag for all supplies

A shirt or apron they can dirty

1 box of tissues

**BUSINESS & COMPUTERS, CAREER ACADEMIES, AND THE UNIVERSITY OF CINCINNATI
INFORMATION TECHNOLOGY (IT) PROGRAM**

Careers Related: Project Management, Small Business Ownership, Computer Programmer, Quality Assurance Tester, Personal Investor, Tech Support, Systems Analyst, Video Game Design and More!

<u>COURSE #</u>	<u>COURSE</u>	<u>GRADES</u>	<u>LENGTH</u>	<u>CREDIT</u>	<u>PREREQUISITE</u>
5100	Personal Finance	9-12	Y	.50	None
5400	Computer Apps I	9 -12	S	.50	None
5410	Computer Apps II	9 - 12	S	.50	Computer Apps I
5450	Marketing Essentials	9 – 12	S	.50	None
3600	Multimedia and Software Applications	9 -12	S	.50	None
5210	Entrepreneurship 101	9 – 12	S	.50	None
5200	Entrepreneurship 201	9 - 12	S	.50	Entr. 101/MS Ent. 101
5000	Project Mgt. 101	9 – 12	S	.50	None
5005	Project Mgt. 201	9-12	S	.50	Project Management 101/MS PM 101
5010	Project Mgt. 301	9-12	S	.50	Project Management 201
5030	Advanced Manufacturing 101	9-12	S	.50	None
5040	Advanced Manufacturing 201	9-12	S	.50	Advanced Manufacturing 101
5050	Advanced Manufacturing 301	12	S	Varies depending on intern hours	Adv Manufacturing 101 and 201 and application required

Personal Finance

Personal Finance is a semester-long course designed to meet the new graduation requirement for incoming 9th graders. Personal Finance is a semester-long course designed for 9th, 10th, 11th & 12th graders. The purpose of the course is to prepare students to make sound financial decisions. It seeks to develop students' skills and knowledge in money management, banking activities, budgeting, tax preparation, credit & debt, savings, investing, retirement, insurance, becoming a critical consumer and decision-making. This course would be guided by Dave Ramsey and the Foundations in Personal Finance. This class will provide opportunities for students to make application of knowledge and skills gained through this course.

Computer Applications I

You can't escape college and the workforce without knowing in depth one of the world's most popular software packages-Microsoft Office 2007 and Publisher. A working knowledge of Word, Excel, & PowerPoint, will increase a student's productivity and provide them the ability to problem solve and communicate more effectively. This course will cover basic computer skills and applications. Students will be completing various computer based projects that would be essential in the business world and future endeavors. This course is a must for all freshman students. This is semester long course.

Computer Applications II

Employers, colleges and universities now understand that exposure to computers does not equal understanding computers. This integrated, project-based course extends the concepts introduced in Computer Applications I for Microsoft® Word, Excel, PowerPoint, and Access. Students will explore and design real-world documents, spreadsheets, presentations, and databases and other applications as they become available. Now, more than ever, MS Office and other software applications are being considered prerequisites for higher education and employment. This semester long course is fun, project oriented, and one that you will never regret taking. **Completing Computer Applications I and II will earn a student a Technology Seal.**

Marketing Essentials

This is a digital education course that will expose students to more than 30 careers in both the music and entertainment industry. It is a blended learning opportunity: combines both e-learning with face-to-face instruction and is aligned to Ohio's New Learning Standards and Career and Technical Education. This course provides an introduction into Marketing, Marketing strategies, and provides an interactive view of a strategic market plan. It provides insight into the importance of market research and how to successfully implement marketing campaigns. Each lesson provides learning outcomes and culminating performance-based projects.

Multimedia and Software Applications

This course will motivate students to design interactive presentations, projects and web pages using a variety of hardware and software applications. This course will use Photoshop, Movie Maker, & Weebly & iTunes.

Several projects are completed in a group format. You should find this class fun, exciting and different from some of your other courses. This is a semester-long course.

Deer Park Career Academies

There will be several DP Career Academies planned for the 2022-23 school term. These classes are designed to help students determine if a certain career pathway is a good match for their interests and abilities. Students are exposed to the career skills, problem-solving, business skills, and technologies utilized in a specific career pathway. Below are descriptions of some of the classes being offered.

Deer Park Career Academy/ Sports Medicine

See Science courses beginning on page 44

Deer Park Career Academy/Entrepreneurship

This course explores how emerging information technologies, social media, and 3D printing along with rapid prototyping are transforming careers and entrepreneurship. Using technical, team building, and project development skills, students apply creative thinking, pursue entrepreneurial opportunities and learn how emerging technologies affect their future. Students will develop a 21st century business plan, investigate entrepreneurial financing, understand the influence of crowdsourcing and learn how the history of entrepreneurship affects entrepreneurship of today. Students will invent, design, and build a product and then learn how to create a business opportunity using media and 21st century emerging technologies. This Entrepreneurship Academy, in its third year at Deer Park, will directly involve students in what it takes to start a new business and make it successful. Students will design a business plan for a new business and consider the many factors that determine how well a new business fares in its market. A 201-level course is being offered for select students who completed Entrepreneurship Academy 101. Enrollment commitment is one semester at a time.

Deer Park Career Academy/Project Management

This new PM Academy will introduce students to project management, a career level that is applicable to so many different careers, including information technology, applied sciences, engineering, and construction management. The Project Management Institute is providing the course content through their educational foundation that will teach students professional leadership and project management skills, starting them down the road of this prestigious level of expertise in high-demand in business. Enrollment commitment is one semester at a time.

Deer Park Career Academy / Advanced Manufacturing 101

Manufacturing jobs are in demand and offer many pathways to future success. This innovative hands-on course was co-written with local manufacturing company Monti Manufacturing. Students will learn first hand all about the different types of manufacturing, and the skills needed to be successful in the field. The course also includes site visits to local manufacturers, bringing topics learned in the course to life.

Deer Park Career Academy / Advanced Manufacturing 201

Advanced Manufacturing 201 is a deep dive into the details of this field. Students will learn the skills and knowledge needed to succeed on the shop floor; for example: how to measure, how to convert fractions to decimals, how to convert metric to U.S. customary standard and vice versa, how to read blueprints and drawings, the essentials of shop floor safety and OSHA, and, very importantly, how to display a professional attitude.

Advanced Manufacturing 301

Advanced Manufacturing 301 is a Pre-Apprenticeship paid work experience for the duration of a semester, with shop floor opportunities being arranged at local manufacturing businesses. Students will need to post for the positions of interest, submit resumes/cover letters, be selected to interview by the companies, and selectively hired. Actual work experiences and corresponding supervision will be determined by each employer. This class is only available for those who have successfully completed 101, 201, be on track for graduation, have their own transportation, and meet other requirements (see your counselor for an application). Successful completion of the Advanced Manufacturing 301 Pre-Apprenticeship will provide the student the opportunity to receive a 12 point certification per Ohio Department of Education.

ENGLISH

Careers Related to English: Reporter, Technical Writing, Novelist, Publisher, Librarian, Lawyer, Social Media Manager, Public Relations Specialist, Teacher/Professor, Marketing, Communications, and More!

<u>COURSE #</u>	<u>COURSE</u>	<u>GRADES</u>	<u>LENGTH</u>	<u>CREDIT</u>	<u>PREREQUISITE</u>
1140	CP English 9	9	Y	1.0	None
1160	Honors English 9	9	Y	1.0	See Below
1240	CP English 10	10	Y	1.0	English 9
1260	Honors English 10	10	Y	1.0	See Below
1340	CP English 11	11	Y	1.0	English 10
1360	AP English Language & Composition	11	Y	1.0	See Below
2905	Blended CWI./Eng. 12	12	Y	1.0	See Below
1440	College English 12	12	Y	1.0	English 11
1460	AP English Literature	12	Y	1.0	See Below
1540	Creative Writing	9 -12	S	.50	None
1330	Shakespeare in Popular Culture	9-12	S	.50	None
1570	Technical Theatre	9-12	S	.50	None
1560A/ 1560B	Community Service	11-12	S	.50	See below
1543	Introduction to Journalism	9-12	S	.50	None
1520	Theatre	9-12	S	.50	None

Every student, regardless of his/her goals, should master our native tongue to the highest degree possible. For this reason, four units of English are required of all students.

The Honors levels of English require the following prerequisites: the recommendation of current English teacher plus the acceptance of future English teacher via the successful completion of an Honors application. Students should also score in the 80th to 90th percentile on prior Achievement, PLAN or PSAT test scores. Reading stanines should be in 7th, 8th or 9th levels and at least a B average should be maintained in current and future course levels.

College Prep English 9

This course provides instruction in composition, grammar and usage, literature, and vocabulary. The writing process is used to expand writing skills and various elements of each genre of literature are studied. Project based learning and independent reading are an important aspect of 9th grade curriculum. OGT preparation is an integral part of this course.

Honors English 9

The grade 9 honors course emphasizes literary analysis based on in-depth knowledge of literary genres and terms. The study of standard grammar and sentence structure is applied to develop extended pieces of writing. The writing process and vocabulary expansion are also emphasized. Project based learning and independent reading are a part of the 9th grade curriculum.

College Prep English 10

This course reviews and builds upon writing, reading, and other communication skills taught in grade 9. The writing process is emphasized as students compose letters, resumes, essays, poems, and a formal research paper. Grammar is reviewed and studied as an aid to clearer writing. Literary terms and genres are introduced and reviewed during the study of various anthologized works. Vocabulary, spelling, and oral communication are stressed in all activities.

Honors English 10

Honors English 10 differs from CP English 10 in that students read more works and study each literary selection in greater detail. In addition, the writings generated by students are expected to be much more developed and sophisticated. Students are also expected to share insights with others through group and classroom discussions. Students must submit an application and meet established requirements to be accepted into this class.

College Prep English 11

This course will emphasize and provide an in-depth look at some of the great works in American Literature. Students will study fiction and nonfiction to build the skills outlined in the state standards. These skills will be further enhanced through group discussion, and through the development of writing practices. Students who complete this course should have a reasonable background to make a start in a college program should they choose to do so.

AP English Language and Composition – Grade 11

Per the College Board AP Language and Composition course description “the AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.” This course is designed exclusively for the highly self-motivated learner and for the English student who really likes to read and write. The goal of this class is to recognize those talented English students and to provide the extra help and assistance needed to allow these students to hone their skills of writing and analysis. Preparation will be given to take the A.P. English Language and Composition exam, and students will be taking this exam at the end of their Junior year. consumables), **AP EXAM FEE-Determined By College Board.**

Blended Contemporary World Issues and CP English 12

To enroll in this course all students must have a signature from the Junior ELA and History teachers. This teachers' signatures are a testament to the student's ability to handle the workload and willingness to engage in the level of academic thinking and discipline required of a blended course

This course is designed as a blended class, meaning that students will be earning credit for both Contemporary World Issues and CP English 12 during the same class period. Students will alternate meeting with the Contemporary World Issues and English teachers and will be required to complete a significant portion of the course work outside of the traditional classroom setting. Students enrolled need to be self-motivated and willing to work on their own and in groups on a regular basis.

CP English 12 is a senior level course designed to prepare students for college. Students will study American, British, literary and informational texts, analyzing content, style, and context. As a requirement of the course, students will be expected to complete a variety of writing samples including but not limited to extended narratives, researched arguments (and presentation), informative texts, poetry, and long works of fiction (novels) .

Contemporary World Issues investigates the following theme: The dynamics of global interactions among nations and regions present issues that affect all humanity. The dynamics include competing beliefs and goals,

methods of engagement, and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues.

College English 12

This course will broaden the outlook and understanding of some of the world's great literature, with an emphasis on British Literature. Students will have increased emphasis on writing with idea-starter journal responses. One research presentation project plus research paper, successfully completed course standards will be required for course credit. Students who complete this course should have a reasonable background to make a start in a college program should they choose to do so.

AP English Literature & Composition – Grade 12

AP English will have some of the same basic set up and works similar to CP English. In addition, more works will be read, extra writing assignments required, and a higher level standard of performance expected from the AP 12 student. (WARNING: Do not sign up for this course unless you are a self-motivated learner and English student who likes to read and write!!) The purpose of this course is to provide extra attention and help to those talented English students to achieve and progress faster and further than might be possible in a regular English 12 class. These students will be taking the AP Literature exam. **AP EXAM FEE-Determined By College Board.**

Beyond the critical reading and research skills, SR ENGL TW will also focus on the language of everyday communication: email, social media posting, resume description and contractual agreements.

Creative Writing

This course will focus on, but not be limited to, the study and writing of short stories, poetry and personal essays. Models of these types of literature will be discussed with particular emphasis on the literary components and style of each. Students will then write their own creative pieces in an effort to discover and develop their own literary tendencies and style. A writing publication will be a major focus as a class project in this class.

Community Service

The service learning course is one where students will focus on skill development through the engagement and interaction with community and school members. Community Service activities are integrated with academic curriculum, content and standards. Students will not only engage in regular service activities but also a structured reflection of their service-experiences in an attempt to apply their newfound knowledge and

experience in real-life, everyday activities. This is a closed course in the respect that all students must fill out an application and be accepted prior to the beginning of the term.

Requirements:

- Successful completion and acceptance of course application
- 90% Attendance rate of previous school year (extenuating circumstances will be evaluated within the application)
- All students participating in this course must be in the 11th or 12th grade
- Parental consent will be required for students to travel from the school to their volunteer destination, this requirement also extends to students whom are already 18 yrs. of age.

Technical Theatre

In this course students will study the administrative side of theatrical productions with units and activities focusing on, but not limited to, lighting design, sound design, set design and construction, stage management, theatre production, etc. The course is divided up into multiple units during which students will learn about elements of technical theatre. Each unit will be project-based, culminating in a final product of some sort. Units will include:

- Publicity
- Stage management
- Costume design
- Sound design and equipment
- Lighting design and equipment
- Set design
- Set building

Shakespeare in Popular Culture

“Words, words, words,” once famously exuded by Prince Hamlet. Roughly 1,700 words in the English language are attributed to Shakespeare, and yet he remains affectionately known as “the bard” for much more; the plot, the psychological insight, the magical denouements, and yes, the bloody conclusions.

Over four-hundred years after his death, Shakespeare’s plays continue to manifest in our popular culture; referenced in movies, television shows, online twitter feeds/forums, songs, and yes, other plays. The aim of this course is to spend a semester looking at those representations and discussing the lasting impact on our contemporary (and in a few instances, not-so-contemporary) culture.

This course will be a video/production heavy look into the ideas of tragedy/comedy/romance informing William Shakespeare’s body of dramatic work, as well as the lasting influences of those works, *especially how they manifest in contemporary popular culture.*

The course will utilize steps in Liz Prather's *Project Based Writing* as a means of helping students prepare quarterly presentations where they will share opinions or interpretations of the plays, and will be highlighted by a semester trip to a local theatre.

Introduction to Journalism

This course will be designed as an elective course available to all high school students grades 9-12. In this class, students will compose pieces fit for publication, have the opportunity to choose the topics they write about, be exposed to a variety of types of journalistic writing (like writing for news, sports, opinion, and yearbook coverage), and will have the opportunity to edit and revise both their own work, and the work of other students. Students will also receive a variety of news articles to read, so that they can also learn this style of writing through modeling and exemplification. Additionally, through reading sample articles through a critical lens, students will have the opportunity to see biases in the article, give opinions and feedback on pieces read, and propose ways to improve these sample texts.

Theater

Theater covers the basic skills needed as a foundation for performing arts. Topics that will be covered are: duet and monologue scenes, ensemble scenes, performance and critique, and improvisation. Each student will work on one play a quarter, as well as a duet or monologue a quarter. Memorization will be an important piece in this course.

FOREIGN LANGUAGE

Careers Related to Foreign Language: Translator/Interpreter, Business, Tour Guide, Import Specialist, Human Resource Specialist, Teacher, Blogger, Marketing, Sales, Liaison Officer, Government, and More!

<u>COURSE #</u>	<u>COURSE</u>	<u>GRADES</u>	<u>LENGTH</u>	<u>CREDIT</u>	<u>PREREQUISITE</u>
6120	French I	9-12	Y	1.0	None
6220	French II	9-12	Y	1.0	French I
6320	French III	10-12	Y	1.0	French II
6420	Honors French IV*	11-12	Y	1.0	French III
6520	Honors French V*	12	Y	1.0	French IV
6190	Spanish I	9-12	Y	1.0	None
6290	Spanish II	9-12	Y	1.0	Spanish I
6390	Spanish III	10-12	Y	1.0	Spanish II
6490	Honors Spanish IV*	11-12	Y	1.0	Spanish III
6590	Honors Spanish V*	12	Y	1.0	Spanish IV

Foreign language is recommended for those students planning on attending college. Most four-year universities require two or more years of the same language. Students who earn three credits of one language or two credits each of two languages can be eligible for the Diploma with Honors and State Board of Education Award of Merit. Students who wish to be competitive in their college applications should plan to continue to honors levels of foreign language. **Honors levels require teacher approval.

French I

This course is an introduction to the language and culture of the French-speaking world. Students will learn common greetings, how to ask and answer basic questions and to describe themselves, their possessions and their daily lives. Note: Junior high students taking French I must achieve a C or better to earn high school credit. A course grade of C or better is recommended to continue to French II.

French II

French II continues the emphasis on everyday oral and written communication skills. The cultures of French speaking countries are studied. Students are evaluated in oral and written communication skills and knowledge of structures and vocabulary. A course grade of C or better is recommended to continue to French III.

French III

In French III, in addition to practicing oral communication, students read modern French literature, write compositions, review basic grammar, and study the geography and civilization of French speaking countries.

Honors French IV

The course emphasizes the use of French for active spoken and written communication and is designed to offer students a program comparable to college level French courses. The course will prepare the students for university placement exams.

Honors French V

The course emphasizes the use of French for active spoken and written communication and is designed to offer students a program comparable to college level French courses. The course will further prepare the students for university placement exams.

Spanish I

This is a beginning course in the Spanish language which introduces the language and culture of the Spanish-speaking world. The four language skills of listening, reading, writing and speaking will be utilized as basic vocabulary and grammatical structures are presented. Note: Junior high students taking Spanish I must achieve a C or better to earn high school credit. A course grade of C or better is recommended to continue to Spanish II.

Spanish II

This is a continuation of Spanish I in which students will study more complex vocabulary and grammatical structures. As in Spanish I, listening, reading, writing and speaking skills are stressed and extended. At course grade of C or better is recommended to continue to Spanish III.

Spanish III

Students enter higher-level communication in this course and will study advanced vocabulary and grammatical structures. The class will be conducted primarily in Spanish and students are expected to write, read and speak Spanish as much as possible. A solid background in Spanish I and II is essential for this class.

Honors Spanish IV

In honors-level Spanish, students will review and refine skills in all aspects of grammar and language communication. Students will read, write, and participate actively in Spanish. Spanish and Latin-American history, art, geography, and culture will be studied. The course is conducted in Spanish and will prepare students for university placement exams.

Honors Spanish V

In honors-level Spanish, students will continue to review and refine skills in all aspects of grammar and language communication. Students will read, write, and participate actively in Spanish. Spanish and Latin-American history, art, geography, and culture will be studied. The course is conducted in Spanish and will further prepare students for university placement exams.

HEALTH/ PHYSICAL EDUCATION

Careers Related to Health/Physical Education: Nutritionist, Coach, Teacher, Physicians Assistant, Nurse, Personal Trainer, Athletic Director, Physical Therapist, Camp Director, Aerobics/Yoga Instructor, and More!

<u>COURSE #</u>	<u>COURSE</u>	<u>GRADES</u>	<u>LENGTH</u>	<u>CREDIT</u>	<u>PREREQUISITE</u>
8800	Health	9-12	S	.50	None
8700	Physical Education	9-12	S	.25	None
8725	Weight Lifting	9-12	S	.25	None

Physical Education

All students are required to dress appropriately for activities in physical education class (change of clothes i.e. T-shirt, shorts, tennis shoes). Sportsmanship, skill development and game strategies will be included in each major activity. Both indoor and outdoor activities/sports will be covered. Students are advised to take their two semesters of physical education in the ninth and tenth grade.

Health

This semester course will cover Health and the Mind, Stress, Nutrition, Physical Fitness, Use of Alcohol, Tobacco, and Drugs, The Life Cycle, Body Systems, Infectious Diseases, First Aid, and CPR. The health course will be taught via on-line platform.

Weight Lifting

This course is designed to help each student learn and hopefully apply healthy nutrition and exercise patterns throughout their lives. Students will be exposed to training to improve athletic performance, body image, strength and power, fitness and aerobic capacity. Each student will set personal goals and learn the methods to obtain those goals. Optimizing nutrition is also a focus. Timing of nutrition and simple concepts of what to eat will be revealed in this class. Flexibility and recovery methods will be revealed and used on a daily basis. This is a must course for any student wanting to improve their athletic performance, learn how to eat to win and other life long lessons to learn so as to be fit in life.

Physical Education Waiver

The board of education of each school district and the governing authority of each chartered nonpublic school may adopt a policy to excuse from the high school physical education requirement each student who, during high school, has participated in interscholastic athletics, marching band or cheerleading for at least two full

seasons or an approved Junior Reserve Officer Training Corps (JROTC) program for two years. If the board or authority adopts such a policy, the board or authority shall not require the student to complete any Physical Education course as a condition to graduate. However, the student shall be required to complete one-half unit, consisting of at least 60 hours of instruction, in another course of study. The form to apply for the P.E. Waiver may be picked up in the CCR office.

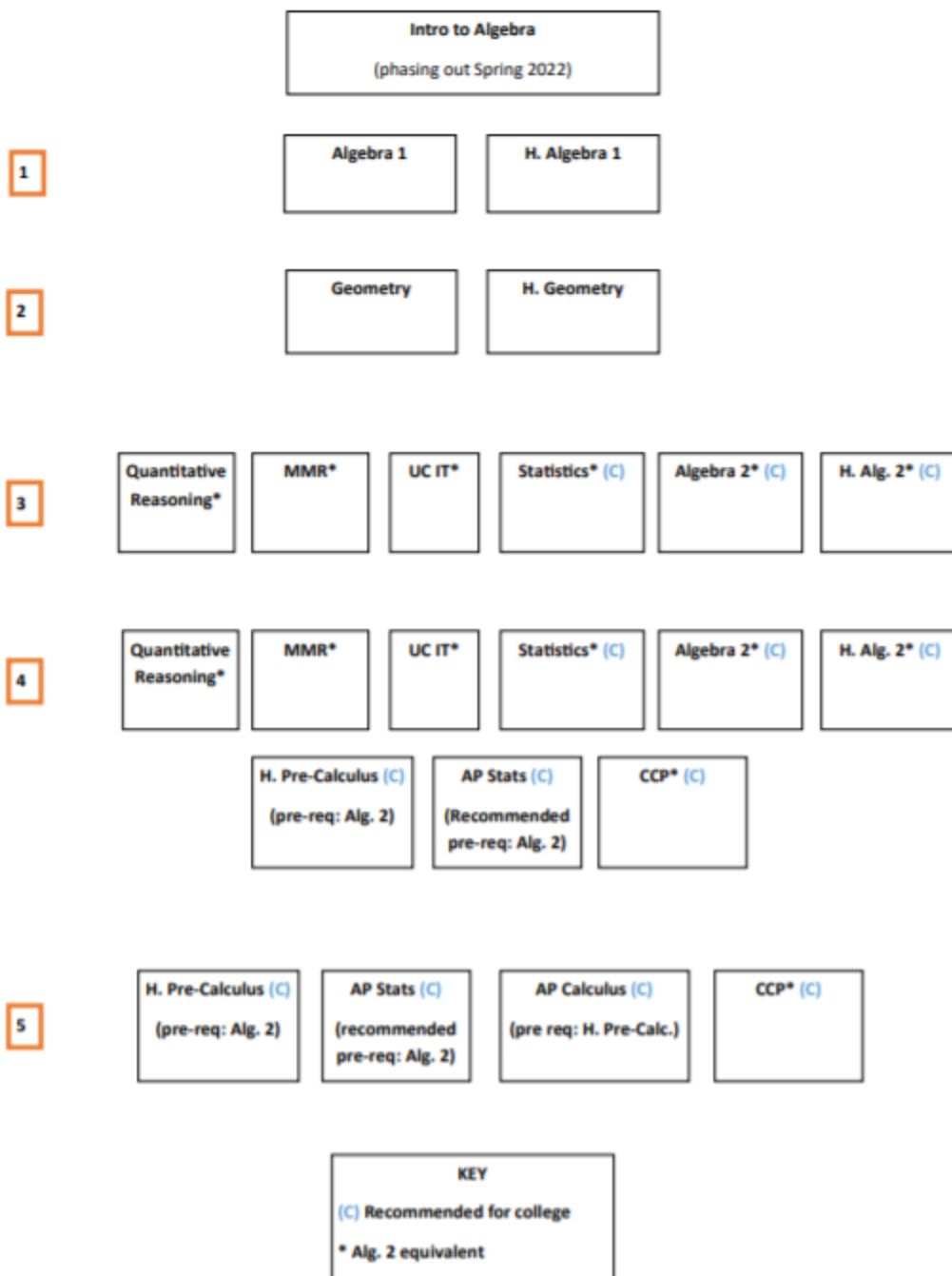
MATHEMATICS

Careers Related to Mathematics: Auditor, Data Research Analyst, Medical Scientist, Programmer, Engineering, Actuary, Accounting, Statistician, Financial Advisory, Stock Broker, Banking, Economist, and More!

<u>COURSE #</u>	<u>COURSE</u>	<u>GRADES</u>	<u>LENGTH</u>	<u>CREDIT</u>	<u>PREREQUISITE</u>
3160	Algebra I	8-9	Y	1.0	Math 8 or Accelerated Math 7 with teacher recommendation
3180	Honors Algebra I	8-9	Y	1.0	Math 8/Accelerated Math 7 & teacher recommendation
3220	Geometry	9-10	Y	1.0	Algebra I
3240	Honors Geometry	9-10	Y	1.0	Algebra I & teacher recommendation
3260	Algebra II	10-11	Y	1.0	Algebra I & Geometry
3280	Honors Algebra II	10-11	Y	1.0	Geometry & teacher recommendation
3420	Mathematical Modeling and Reasoning (MMR)	10-12	Y	1.0	Geometry & teacher recommendation
3440	Quantitative Reasoning	10-12	Y	1.0	Geometry & teacher recommendation
3320	Statistics	10-12	Y	1.0	Geometry & teacher recommendation
3380	Honors Pre-calculus	11-12	Y	1.0	Algebra II & teacher recommendation
3500	AP Calculus	12	Y	1.0	Pre-Calculus & teacher recommendation
3330	AP Statistics	11-12	Y	1.0	Algebra II strongly recommended & teacher recommendation

PSFOT	UCIT-Fundamentals of Technology	9-12	S	1.0	Signature
PSWebD	UCIT-Web Design	9-12	S	1.0	Signature
PSFDATA	UCIT - Fundamentals of Database	9-12	S	1.0	Signature
PSProg1	UCIT - Programming 1	9 - 12	S	1.0	Signature

Note: A student who is doing well (B+ or A work with good study habits) may request placement in an honors class for the next year. Placement is at the discretion of the current year teacher.



Algebra I

This is a study of the operations and principles of real numbers, equation and word problem solving, systems of equations in two or more variables, functions, graphing, irrational numbers, and quadratic equations. **The TI-Nspire (not the CAS version) is recommended. If another calculator is to be used, it is at the teacher's discretion.**

Honors Algebra I

Honors Algebra will go more in-depth over core Algebra concepts, including real-world problem solving, functions, graphing, systems of equations, and quadratic equations. Less time will be spent reviewing pre-algebra topics, such as operations and principles of real numbers. 1-2 questions per assessment will ask students to go beyond classroom examples and information. **The TI-Nspire (not the CAS version) is recommended. If another calculator is to be used, it is at the teacher's discretion.**

Geometry

This is a course about the principles and terminology of Geometry, inductive and deductive reasoning, points, volumes of polygons and solids. **The TI-Nspire (not the CAS version) is recommended. If another calculator is to be used, it is at the teacher's discretion.**

Honors Geometry

This course is an in-depth study of Geometry. **The TI-Nspire (not the CAS version) is recommended. If another calculator is to be used, it is at the teacher's discretion.**

Algebra II

This course briefly reviews Algebra I and continues into quadratic relations and functions, binomial expansions, systems of equations and inequalities, and matrices. **The TI-Nspire (not the CAS version), is recommended. If another calculator is to be used, it is at the teacher's discretion.**

Honors Algebra II

The course is an in-depth study of Algebra II. **The TI-Nspire (not the CAS version) is recommended. If another calculator is to be used, it is at the teacher's discretion.**

Statistics****Serves as Algebra II Equivalent****

Because of the widespread use of statistical analysis to organize, summarize, and draw conclusions from data, it is clear that "statistical literacy" is vital in today's society. The purpose of this class is to give students the knowledge and skills to be informed "information consumers," to help students make data based on decisions and to help students evaluate decisions that affect their lives. Students who enroll in this course must have successfully completed Algebra. This course will act as a mathematical elective and can be taken in conjunction with another math class. **The students will be provided with a TI-Nspire CAS calculator to use with this course.**

Mathematical Modeling and Reasoning****Serves as Algebra II Equivalent****

This course is designed to promote reasoning, problem-solving, and modeling while reinforcing and extending previously-learned content. It is a yearlong course with an emphasis on student-centered learning. The course is designed to help students who would like to pursue post-high school education, but may need extra practice with mathematical reasoning and concepts. Students must have 3 completed math credits, including Algebra 2.

Quantitative Reasoning

Quantitative Reasoning is a course designed as an algebra 2 equivalent, introducing students to math problems encountered in the real world. The problems focus on critical thinking and decision making about students' futures and how to prepare for those career fields and lifestyle choices, relating financial realities to student goals. Students will be provided challenging activities to learn formulas used in their future to help them learn how to independently save money, stretch resources, and broaden concepts of career opportunities to prepare them for "real life"

Pre-Calculus

This course is designed as a pre-college study of mathematics, involving trigonometric functions and identities, analyzing rational and polynomial functions, linear and quadratic expressions, logarithms, exponential

functions, investigating complex numbers, limits, vectors, matrices, polar equations, and various applications. **The TI-Nspire (not the CAS version) is recommended. If another calculator is to be used, it is at the teacher's discretion.**

Honors Pre-Calculus

This course is an in-depth study of precalculus mathematics, stressing solid geometry, plane trigonometry, analytic geometry, advanced algebra, and an introduction to calculus. **The TI-Nspire (not the CAS version) is recommended. If another calculator is to be used, it is at the teacher's discretion.**

AP Calculus

Students will be expected to take the AP Calculus test. Course will follow the recommended AP course of study. Students not taking the AP Calculus test will not receive credit for this course. **The students will be provided with a TI-Nspire CAS calculator to use with this course. AP EXAM FEE-Determined By College Board.**

NOTE: The TI-Nspire (non-CAS version) can be used on any end-of-course exam, the ACT, as well as the SAT.

AP Statistics

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions. Algebra II is strongly recommended.

Deer Park's University of Cincinnati IT Program (UC IT)

Deer Park Community City Schools is partnering with the University of Cincinnati to offer a unique college opportunity to high school students with the chance to allow students to earn a master's degree in Information Technology (IT) in just four years after high school graduation. The program will offer on-site first-year college level courses in the IT track to our students. While these courses are open to grades 9 - 12, students who start the program as freshmen and complete the high school track with a grade of a "C-" or better will also automatically earn acceptance into the **Bachelor's of Science in Information Technology** program at UC. The program allows students to finish all of their college freshman IT courses during high school, accelerating

their college track in order to complete a master's degree, along with paid co-op experiences, in four years after graduating high school. The first two courses we will be offering are listed below; please feel free to contact your student's school counselor for further information.

UC IT - Fundamentals of Technology

****Serves as Algebra II Equivalent****

This course is an introduction to the field of Information Technology including technology concepts, terminology, hardware components and software applications. Students will be introduced to and asked to apply basic skills in the core areas of information technology such as programming, database management, networking, systems administration, and web development and the basic research, problem solving and decision making skills required to be successful in this field. The course emphasizes the role of technical communication, project management, languages, tools, models and application architectures within the IT development process.

UC IT - Fundamentals of Web Design

****Serves as Algebra II Equivalent****

The course covers modern Web standards, well-formed and valid documents, Semantic HTML5, User-Centered Responsive design of static Web sites, Styling and layout of Web documents with CSS3, and common software tools for website development. Emphasis is on coding syntactically correct Web documents using an engineering design perspective focused on functionality and basic visual design principles. Additionally, the course covers a variety of basic XML technologies for data representation and transformation. Hands-on active learning required.

UC IT - Fundamentals of Database

****Serves as Algebra II Equivalent****

This is an introductory course to the technology of database design and implementation. Topics include, but are not limited to relational database design and implementation, query formulation with Structured Query Language, application development, etc. Enterprise database management system will be used.

UC IT -Programming 1

****Serves as Algebra II Equivalent****

The course introduces students to object-oriented computer programming and problem solving. Students will learn about the basic elements of a computer program such as data types, basic control structures, graphical user interface, event-driven programming, and program debugging.

MUSIC

Careers Related to Music: Performer, Teacher, Music Promoter, Marketing, Composer, Sound Mixer/Engineer, Entertainment Lawyer, Manager, Public Relations, Conductor, Concert Promoter and More!

<u>COURSE #</u>	<u>COURSE</u>	<u>GRADES</u>	<u>LENGTH</u>	<u>CREDIT</u>	<u>PREREQUISITE</u>
8500 (8502 2nd Sem)	Senior Band	9-12	Y	1.0	8 th grade band and/or audition
8501	Color Guard (1st Sem)	9-12	S	.50	Audition
8510	Jazz Band	9-12	Y	1.0	Audition
8620	Show Choir	9-12	Y	1.0	Audition
8610 (8611 1st Sem)	Women's Choir	9-12	Y	1.0	None
8677	Beginning Guitar	9-12	S	.50	Must provide own guitar
8676	Survey of Jazz & Rock Music	9-12	S	.50	None
8640	Mens Tenor and Bass	9-12	Y	1.0	None

Senior Band

The senior high school band is constituted as a marching band for contests and football shows during the first quarter and as a symphonic band for concert and stage performances for second, third, and fourth quarters. To receive credit for band, a student must participate in BOTH the marching and symphonic aspects of the band, unless special permission is granted by the director for non-participation in marching only. **Fee for Band Camp (required) is \$265. Certain personal uniform items, such as shoes and clothing, must also be purchased. Percussionists must obtain a mallet/stick bag that includes items necessary for concert band music. Information is available from the director. Approximate cost: \$35. This is a one-time purchase. Activity Fee: \$40.**

Color Guard/Senior Band

This is a course for those who are members of the flag corps/color guard that is part of the high school marching band. The student must purchase certain personal uniform items. **Fee for band camp is \$265 (required; subject to change).** This group is part of the high school band after the end of the first quarter. **Activity Fee: \$40.**

Jazz Band

Members are selected from advance standing personnel of the senior high band. Jazz styles from Dixieland to fusion are covered with emphasis on improvisation and soloing. This group rehearses during school and performs at various concerts and Parkers (participation in Parkers is a REQUIRED portion of this class). (Students not presently playing a "band" instrument such as guitar, bass guitar and piano should contact the director for further information.) **The student must have a black shirt and pants; ladies my opt for a full black dress. These must be purchased individually and are not available through the school."** **Activity Fee: \$40.**

Show Choir

Show choir is a male and female ensemble of students in grades 10-12. Students audition for this ensemble to demonstrate their skills in movement and vocal technique. This ensemble sings a variety of genres including pop, a cappella music and performs at all scheduled performances. It is suggested any student first participate in the men's and women's chorus. Signature required. **Activity Fee: \$40. Uniform fee is required.**

Women's Choir

Women's Choir is an entirely female ensemble of students 9-12th grade. This ensemble performs all genres of music, may compete at contests, performs at all scheduled performances, and accommodates the female changing voice. **Signature required. Activity Fee: \$40. Uniform fee is required.**

Beginning Guitar

Did you know that many of today's famous guitarists began learning guitar when they were in high school? This class is for students who have taken Band/Choir at the Jr. High level, or for beginning students or students who have had no previous guitar instruction. Get some use out of the guitar that has been just sitting around. Learn chords, strumming, melodies, styles. You don't have to know anything about the guitar to take this class. It is preferred that you own your own guitar- if not, please contact a member of the music staff to see if a school-owned guitar is available for use before registering for this course.

Survey of Jazz & Rock Music

What is Jazz/Blues? What is Rock? How did it develop? This course will examine the Jazz/Rock Music phenomenon from its beginnings in popular music in the early 1900's through its development into the powerful influence on today's society. Come prepared to investigate, examine, and experience this music and its creators.

Mens Tenor and Bass

The male voice is a rapidly changing characteristic throughout the high school years. The purpose of this ensemble is to allow us to focus on this mercurial musical instrument in a traditional choir setting. Our repertoire will consist of both classical and contemporary music, covering a wide range of musical eras and genres.

SCIENCE

Careers Related to Sciences: Researcher, Psychologist, Engineering (Mechanical, Electrical, Bio-Medical, Aerospace, Electrical, Industrial, Civil . . .), Researcher, Green Energy, Environmentalist, Forensics and More!

<u>COURSE #</u>	<u>COURSE</u>	<u>GRADES</u>	<u>LENGTH</u>	<u>CREDIT</u>	<u>PREREQUISITE</u>
4100	Physical Science	9	Y	1.0	None
4000	Earth Science	11-12	Y	1.0	None
4200	Biology	9-10	Y	1.0	Physical Science
4225	Honors Biology	9-10	Y	1.0	Teacher recommendation
4250	AP Biology (Not offered in 22-23)	11-12	Y	1.0	Successful completion of Biology, Chemistry & approved application
4300	Chemistry	10-12	Y	1.0	Algebra II or currently enrolled in Algebra II & Teacher Recommendation
4325	Honors Chemistry	10-12	Y	1.0	Biology & Teacher Recommendation
4500	AP Chemistry	11-12	Y	1.0	Successful completion of Chemistry I, Algebra II, & approved application
4400	Physics	11-12	Y	1.0	Successful completion of Chemistry, Algebra II & Teacher Recommendation
4425	Honors Physics	11-12	Y	1.0	Successful completion of Biology, Chemistry, Algebra 2 & Teacher Recommendation
4600	Honors Anatomy & Physiology	11-12	Y	1.0	Successful completion of Biology, Chemistry, & approved application

4452	DP Career Academy/Engineering Essentials	9-12	Y	1.0	None
4450	DP Career Academy / Intro to Engineering	9 - 12	Y	1.0	Engineering Essentials
4451	DP Career Academy/Principles of Engineering	9-12	Y	1.0	Engineering Essentials
4470	Sports Medicine 101	9-12	S	.5	None
4475	Sports Medicine 201	9-12	S	.5	At least a C in Sports Medicine 101
4478	Sports Medicine 301	9-12	S	.5	At least a C in Sports Medicine 201 and teacher approval

In order to graduate, one credit must be a physical science course (Physical Science or Chemistry) and one credit must be a life science course (Biology).

Ninth grade students wishing to take Biology are by recommendation of the 8th grade science teacher, successful completion of Physical Science in 8th grade, and must also take Geometry or higher as a 9th grader.

Possible Science Sequences

Grade	Sequence A	Sequence B
9	Physical Science	Honors Biology
10	Biology or Honors Biology	Chemistry or Honors Chemistry
11	Chemistry, Honors Chemistry, or Earth Science	AP Chemistry, AP Biology, Honors A&P and/or Honors Physics
12	Physics and/or Anatomy and/or AP Chemistry and/or AP Biology	AP Chemistry, AP Biology,, and/or Honors A&P or Honors Physics
9-12	Mercy Health Sports Medicine	Mercy Health Sports Medicine

Physical Science

This course explores the relationships between matter and energy. Topics to be covered are atomic theory, motion, heat, sound, light, electricity, magnetism, and nuclear power. Emphasis is placed on our use of energy in everyday life. Laboratory exercises are required.

Earth Science

This course explores topics related to geology. Emphasis is placed on understanding practical and essential geologic concepts that include the rock cycle, mass movements, the water cycle, plate tectonics, volcanism, Earth's geologic history, and Earth's resources.

Biology

This course emphasizes the diversity of living things. Major topics include microbiology, genetics, evolution, classification, and ecology. A major focus of this course is preparation for the required Biology end-of-course exam.

Honors Biology

This course offers students a chance to learn the fundamental principles of life through the study of cells, inheritance, genetics, ecology, and interdependence of life. In addition, students will learn safe laboratory techniques and develop problem solving and critical thinking skills needed to succeed at the college level. Honors Biology follows the state of Ohio's learning standards and will prepare students for the End of Course Exam in Biology. Students interested in pursuing careers in healthcare, engineering, pharmacology, research, veterinary medicine, science teaching, lab technology, or any related field are strongly encouraged to take this course. This course is designed to complement and prepare students for AP Chemistry, AP Biology, and Honors Anatomy & Physiology.

AP Biology - Note: AP Biology will not be offered during the 22-23 year.

This course adheres to the curriculum established by the College Board. Summer work is required. The key concepts and content that define the AP Biology course and exam are organized around underlying principles called the big ideas, which encompass the core scientific principles, theories and processes governing living organisms and biological systems.

- Big Idea 1: Evolution- The process of evolution drives the diversity and unity of life.
- Big idea 2: Cellular Processes: Energy and Communication- Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis.
- Big idea 3: Genetics and Information Transfer- Living systems store, retrieve, transmit, and respond to information, essential to life processes.

- Big idea 4: Interactions- Biological systems interact, and these systems and their interactions possess complex properties.

Prerequisites: Successful completion of Biology, Chemistry, and a completed, approved application. **AP EXAM FEE-Determined By College Board.**

Chemistry

This science deals with the structure and composition of matter and the changes these materials undergo. The course is based on the relationship between the structure of substances and the properties they show in the laboratory.

Honors Chemistry

This course offers students a chance to learn the fundamental principles of chemistry, to learn safe laboratory techniques, to learn proper handling techniques of various chemical substances, and to develop problem solving and critical thinking skills needed to succeed at the college level. Students interested in pursuing careers in healthcare, engineering, pharmacology, research, veterinary medicine, science teaching, lab technology, or any related field are strongly encouraged to take this course. Honors Chemistry is a laboratory science and participation in the laboratory is vital to student success in this course. This course is designed to complement and prepare students for AP Chemistry.

AP Chemistry (Note: AP Chem will be offered in 22-23.)

This is a second year Chemistry course and follows the curriculum established by the College Board. Summer work is required. The key concepts and content that define the AP Chemistry course and exam are organized around underlying principles called the big ideas, which are listed below:

Big Idea 1: Structure of matter

Big Idea 2: Properties of matter-characteristics, states, and forces of attraction

Big Idea 3: Chemical reactions

Big Idea 4: Rates of chemical reactions

Big Idea 5: Thermodynamics

Big Idea 6: Equilibrium

Students who take the AP Chemistry course, designed with this curriculum framework as its foundation will develop a deep understanding of the concepts within the big ideas through the application of the science practices in the required laboratory component of the course. Students must complete a minimum of 16,

hands-on lab investigations to support the learning objectives in the curriculum framework. At least six of the lab investigations must be guided inquiry-based labs.

Prerequisites: Successful completion of Chemistry or Honors Chemistry and instructor approval.

AP EXAM FEE-Determined By College Board.

Physics

Physics is the study of matter, energy and their interactions. Measurement is an important part of each experiment that leads the way to the discovery of the mathematical relationships of the fundamental laws and theories of this science.

Honors Physics

The content of this course is aligned with the State of Ohio and National Science Teachers Association's learning objectives / topics. Students will work with peers and independently as we explore Newtonian mechanics, energy, electricity, magnetism, waves, and optics. Students will utilize modeling, Algebra, Trigonometry, the scientific method and critical thinking skills. They will deepen their understanding of the physical world by constructing and using scientific models to describe, explain, and predict physical phenomena. Students will also be introduced to and taught to analyze the data from graphing devices and software that produce motion graphs in real-time.

Prerequisites: Successful completion of Biology, Chemistry, and Algebra 2.

Honors Human Anatomy and Physiology

This elective course explores the structure and function of the various systems of the human body in detail. Honors Human Anatomy and Physiology is designed primarily for students who plan to major in science in college or who are pursuing a career in a medical/health field. It is also open to those students who just want to learn about the human body.

Deer Park's Engineering and Sports Medicine Career Academies

Please note that these courses do not count towards a science graduation requirement-they count as elective credits

Deer Park Career Academy - Engineering Essentials

Engineering Essentials is an introductory course which explores the field of engineering and gives students a sense of what different disciplines of engineering might look like. With exploratory projects rooted in mechanical, electrical and geospatial engineering, students will apply a design process to solve real-world problems. Enrollment is year-long, requiring a two-semester commitment.

Deer Park Career Academy - Introduction to Engineering

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects like designing a new toy or improving an existing product. These activities will not only build knowledge and skills in engineering, but will also empower students to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance. Enrollment is year-long, requiring a two-semester commitment.

Deer Park Career Academy - Principles of Engineering

Students explore a broad range of engineering topics including mechanisms, strength of structure and materials, and automation, and then they apply what they know to take on challenges like designing a self-powered car. Enrollment is year-long, requiring a two-semester commitment.

Mercy Health Sports Medicine Academy 101

This course will begin with a 101-level introductory course, exposing the participating students to career pathways available in this high-demand field. Careers explored and discussed include occupational therapist, physical therapist, athletic training, X-ray technician, physician's assistant, and physician. Students will experience hands-on use of equipment in a variety of settings. At the successful conclusion of this course, students will be able to qualify to continue with a 201 level course.

Mercy Health Sports Medicine Academy 201

Sports Medicine 201 will give students a more in-depth study of athletic training and the skills and knowledge necessary to become an athletic trainer. This will prepare students for the field experience that will be part of Sports Medicine 301.

Mercy Health Sports Medicine Academy 301

Sports medicine 301 is a unique "hands on" internship in Athletic Training. It lasts about 10 weeks and involves being with the AT from Deer Park for every Deer Park football game home and away. The AT will instruct you on what it is like preparing for an athletic contest, getting athletes ready to play and monitoring athletes during the game. You will also experience communication between health care disciplines like doctors, physical therapists, and parents. It is great experience to help anyone interested in pursuing the field of AT or one of the other sports medicine disciplines.

SOCIAL STUDIES

Careers Related to Social Studies: Economist, Politician, Teacher/Professor, Lobbyist, Geographer, Reporter, Lawyer, Psychologist, Social Worker, Blogger/Writer, Judge, Paralegal, Law Enforcement and More!

<u>COURSE #</u>	<u>COURSE</u>	<u>GRADES</u>	<u>LENGTH</u>	<u>CREDIT</u>	<u>PREREQUISITE</u>
2200	World Studies	9	Y	1.0	None
2220	Honors World Studies	9	Y	1.0	See below
2300	U. S. Studies	10	Y	1.0	World Studies
2920	AP U.S. History	10	Y	1.0	See below
2410	American Government	11- 12	Y	1.0	U.S. History
2420	AP American Government	11 – 12	Y	1.0	See below
2900	Contemporary World Issues	12	Y	1.0	American Government
2905	Blended CWI./Eng. 12	12	Y	1.0	See Below
2950	AP European History	11-12	Y	1.0	Teacher approval
2225	AP Human Geography	9 – 12	Y	1.0	Teacher Approval
2500	AP Psychology	11-12	Y	1.0	See below
2520	Big History	9 -12	S	.50	None
2530	Street Law	9 -12	S	.50	None
2510	American Cultural Experience	9 -12	S	.50	None
2540	Cincinnati and Local History	9-12	S	.50	None
2550	Sports History	9-12	S	.50	None
2560	World Geography	9-12	S	.50	None

Believing that intelligent citizenship demands ability to judge the present by the past, Deer Park High School requires four social studies credits for graduation.

Possible Social Studies Sequences

Grade	Class of 2017 & Beyond	Class of 2017 & Beyond Honors Track
9	World Studies	Honors World Studies or AP Human Geography
10	U.S. Studies	AP U.S. History
11	American Government	AP American Government
12	Contemporary World Issues	AP European History or AP Psychology or AP Human Geography

To be selected for an Honors/AP social studies course, you must complete a summer reading assignment, as well as meet three of the following criteria:

1. A semester grade of “A” or “B” in current or most recent social studies class
2. Recommended by current or most recent social studies teacher
3. Accepted by social studies teacher at next level (based upon the application)
4. Most recent reading score of 75th percentile or 7th stanine on standardized test

World Studies

The course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to the independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continues to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

Honors World Studies

The honors level World Studies class covers the same historical time period (1600 A.D. to present) as the college prep level and the pace of the class is similar. However, a higher level of historical thinking is required to successfully complete the class. Students will be expected to know the “facts” of world history and then use them as tools to find patterns, analyze historical themes and make conclusions. The honors level World

Studies class requires more outside-of-class reading, writing and analytic thinking that will help prepare students for rigors of the Advanced Placement social studies classes.

U.S. Studies

Students study the history of the United States with emphasis on domestic affairs from 1877 to the present: Post-reconstruction through the 20th century. As students study historic eras, they consider the influence of geographic settings, cultural, economic, and governmental changes that have occurred. Students develop a deeper understanding of their role as citizens and continue to expand their command of social studies skills and methods.

AP U.S. History

The AP program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. **AP EXAM FEE-Determined By College Board.**

American Government

This course focuses attention upon the organization of city, county, state, and national government and their function in the life of every citizen. This course also covers the philosophical issues of American democracy. It focuses on current events and citizenship rights and responsibilities as well. It includes a study of major economic systems in the world today; the theory of supply and demand; an orientation in basic personal economic skills; and an analysis of the role of government in the economy.

AP American Government

This course focuses attention upon the organization of city, county, state and national government and their function in the life of every citizen. This course also covers the philosophical issues of American democracy. It focuses on current events and citizenship rights and responsibilities as well. Due to new graduation

requirements, this class, or regular American Government, is required for all Juniors and Seniors during 2015-2016. **AP EXAM FEE-Determined By College Board.**

Contemporary World Issues

Investigates the following theme: The dynamics of global interactions among nations and regions present issues that affect all humanity. The dynamics include competing beliefs and goals, methods of engagement, and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues.

Blended Contemporary Issues and CP English 12

To enroll in this course all students must have a signature from the Junior ELA and History teacher. This teacher's signature is a testament to the student's ability to handle the workload and willingness to engage in the level of academic thinking and discipline required of a blended course

This course is designed as a blended class, meaning that students will be earning credit for both Contemporary World Issues and CP English 12 during the same class period. Students will alternate meeting with the Contemporary World Issues and English teachers and will be required to complete a significant portion of the course work outside of the traditional classroom setting. Students enrolled need to be self-motivated and willing to work on their own and in groups on a regular basis.

CP English 12 is a senior level course designed to prepare students for college. Students will study American, British, literary and informational texts, analyzing content, style, and context. As a requirement of the course, students will be expected to complete a variety of writing samples including but not limited to extended narratives, researched arguments (and presentation), informative texts, poetry, and long works of fiction (novels) .

Contemporary World Issues investigates the following theme: The dynamics of global interactions among nations and regions present issues that affect all humanity. The dynamics include competing beliefs and goals, methods of engagement, and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues.

AP European History

The course emphasizes historically significant events in European history from 1450 to the present. To allow for a multifaceted understanding of these events, students will explore the past from intellectual, cultural, political, diplomatic, social and economic viewpoints. In an effort to make historians out of you, the course will

stress; the analysis and interpretation of primary sources, the analysis and assessment of historiography, and the development of cogent analytical and interpretive writing. The course will be conducted at the AP level by adhering to College Board standards and requirements. This course will act as a social studies elective and can be taken in conjunction with another social studies class. **AP EXAM FEE-Determined By College Board.**

AP Human Geography

The course will explore how geographers think about the world and what tools they use to explain and understand the distribution of people and activities across Earth. Students will study where people are located in the world, and why they are there. The distribution of different cultural groups across the globe will be studied and analyzed; what cultural traits and beliefs each group has and what problems have arisen or could arise from those traits and beliefs. Students will study how people earn a living in different parts of the world, comparing rural and urban dwellers, and how their lives are affected by their surroundings. Finally, students will analyze what issues result from using Earth's resources, and determine the sustainability of our current society—locally and globally. **AP EXAM FEE-Determined By College Board.**

AP Psychology

The AP Psychology course is designed to introduce 11th and 12th grade students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. **AP EXAM FEE-Determined By College Board.**

Big History

Big History is "a social studies course run on jet fuel." Spanning 13.8 billion years, Big History weaves insights from many disciplines to form a single story that helps us better understand people, civilizations, and how we are connected to everything around us. Big History challenges students to think critically and broadly, and tries to ignite a passion for inquiry and exploration. In addition to helping students master the sequence and scope of 13.8 billion years, the course focuses on three essential skills: thinking across scale, integrating multiple disciplines, and making and testing claims.

Street Law

Street law is a class designed to familiarize students with the many aspects of law which govern our daily lives. Among these areas are: criminal law, juvenile law, contracts, warranties, family law, individual rights and liberties.. The class will include role playing simulations, group learning activities, mock trials, and speakers from outside of sc

American Cultural Experience

ACE examines the history of the United States as told by the artists of the time. While many histories of the 1920s focus on the deregulation of the US economic system and the impending collapse of the Stock Market, left in the margins is the great art of the Harlem Renaissance, the emerging jazz of Duke Ellington that smashes racial boundaries, and the advances in film as seen in Alan Crosland's "The Jazz Singer". A much deeper understanding of the Great Depression is obtained when viewed through the eyes of folk troubadour Woody Guthrie and photographer Dorothea Lange... ACE seeks to bridge the gap between the cultural outputs of the past with those of today; to help students develop a better understanding of the vast catalog of art, music, literature, and the stage created throughout the history of the United States; to build an appreciation for the American cultural experience.

After a brief survey of the cultural output of the United States while it finds its feet in the 19th century, ACE analyzes the contributions of the American art world to develop a deeper knowledge of major periods in the history of the United States--The Great Depression, The World Wars, The Civil Rights Era, The Vietnam War and the conflict on the homefront, The 1970s.

Sports History

This is a survey of American Sport. Sports are among the most important and influential of American institutions. Largely a social/cultural history class, the course would follow the evolution of sport and recreation in the United States--from the beginnings of horse racing in the colonial Chesapeake region to the modern era of professional E sports and pay-for-play college athletics.

World Geography

The study of World Geography focuses on the relationships among people, places, and environments that result in geographic patterns on the earth. The students will use geographic methods to compare and analyze landforms, climates, and natural resources, as well as cultural, political, economic, and religious characteristics of the world regions. Students will use a variety of interdisciplinary sources, both primary and secondary, such as maps, pictures, and documents to learn about the geography of different world regions

Cincinnati and Local History

Cincinnati and Local History is a semester-long course designed to develop your knowledge and excitement about this city's rich history and culture. The course follows Cincinnati's history chronologically, but along the way we will study the art, architecture, geography, music, literature, crimes and scandals, sports, civil rights, education, immigration, social class issues, and politics that have shaped and defined the city. Skills targeted by this course: Reading, critical thinking, nonfiction/argumentative writing and oral presentation.

Wildcat Virtual Academy Courses

The Wildcat Virtual Academy (WVA) is a computer lab at the high school that allows for students to take an online elective of their choosing. The lab is monitored by a staff member, but the program is designed to allow the student to work independently and does require a reasonable amount of responsibility. Students are expected to keep track of online due dates in order to make sure the course is completed by the end of the semester. Students are encouraged to log onto the system at home and to review progress with their parents. High school students can earn .5 credits for the successful completion of the course; for that reason, these classes do impact GPA and athletic eligibility. Students will be placed into other available electives that have not been previously taken prior to taking a course in the WVA. Note: WVA seats will be extremely limited during the 22-23 school year.

Career Development Programs- Great Oaks Vocational School District

High school students residing in participating school districts may attend Scarlet Oaks (or any Great Oaks campus) and earn certification in a career field as well as college credit while completing their high school requirements. Students attending Great Oaks receive a high school diploma from their home school when they complete their graduation requirements. They may participate in their high school's commencement exercises.

Career programs at Scarlet Oaks include Automotive Technology—Collision, Automotive Technology—Mechanics, CareerX, Commercial and Residential Electricity, Construction Framing and Finishing Technologies, Cosmetology, Culinary Arts and Hospitality Services, Dental Assisting, Digital Arts and Design, Early Childhood Education, Engineering Technologies and Robotics, Exercise Science and Sports Medicine, Firefighting/Emergency Medical Service, Health Technology, Industrial Diesel Mechanics, Law Enforcement, Secondary Practical Nursing, Surgical Technology, Veterinary Assisting, Web Applications and Game Development, and Welding. Other career programs are available at other Great Oaks campuses; for a complete list go to hs.greatoaks.com.

Students at Scarlet Oaks use labs, equipment, and tools that are used in industry. For instance, Surgical Technology students learn to handle surgical instruments, Automotive Technology students use computerized diagnostic equipment, Web Applications students use the latest software, and so on.

Daily transportation is provided to and from the Scarlet Oaks campus. Students who wish to enroll at Laurel Oaks (Wilmington), Diamond Oaks (Dent), or Live Oaks (Milford) should see a counselor for more information.

Students attending Great Oaks may participate in all home school extra-curricular activities if scheduling and transportation can be arranged.

Attendance at Great Oaks is free for high school students.

Deer Park's College and Career Planning Tools and Program

At Deer Park High School, one of our top priorities is to provide an education that will allow your student to successfully and confidently enter the workforce, college, and/or military. In order to do this, we implement a College and Career Readiness (CCR) program beginning in 7th grade that asks your student to explore their future options and provide time to work on their **Student Success Plans** (see below). To encourage your student to fully take advantage of the CCR content, we will provide your student with .25 of elective credit for each successful year of CCR activities while in high school. This credit will be evaluated on a Pass/Fail basis.

To help accomplish this goal, we utilize the Ohio Means Jobs and SCOIR systems to help students plan for life after high school. These programs consist of interest inventories, career assessments, college search engines, and other features, all designed to help students investigate possible college and career opportunities. Students will access these programs in grades 7 through 12 and will use them to help plan their educational program during high school, as well as plan a path for further training or education after high school.

The State of Ohio has also made it a requirement that all students work on their own **Student Success Plan** (click [HERE](#) for more information). These plans generally **do not** require any outside of school assignments or homework, other than those typical family conversations we advise all students and parents/guardians have about identifying goals and working towards those future plans. In general, these Student Success Plans will have your student:

- Take interest inventories to help students identify possible career or career fields,
- Explore and learn about various careers; many students are unaware of all the possibilities or what fields are showing increase in growth and retention,
- Connect the work and learning that is being accomplished at school to their future pathway,
- Learn about the various opportunities for education while still in high school, including our connection to the Great Oaks program, College Credit Plus and our Career Academies,
- Explore various post-high school educational options, such as opportunities through military enlistment, certificated programs at UC Blue Ash and Cincinnati State, 2-year programs at these institutions and others, and/or applying for a 4-year program at various colleges and universities, and
- Create vital college and career documents, including, as appropriate, a basic resume, senior brag sheet, and the college application and essays.

The above are just some of the topics we hope to have students explore as part of their Student Success Plan as they move through the halls and get ready for after high school, but again, nothing can replace the conversation parents and guardians can have at home. If you have any questions or need any guidance on how to help your student plan for their future, please don't hesitate to contact us.