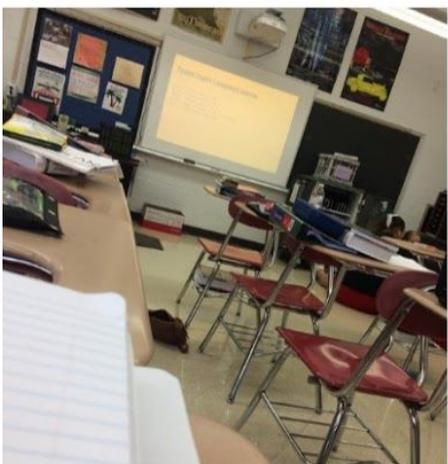
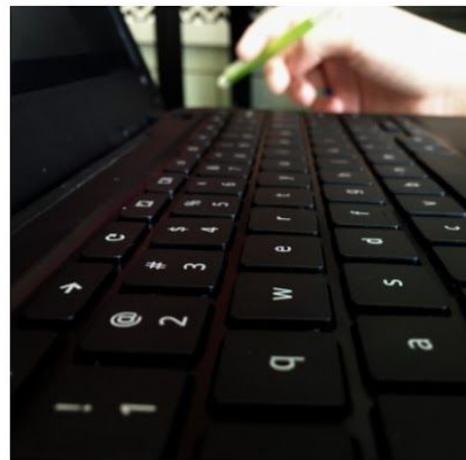


Deer Park Jr./Sr. High School

2017-2018 Academic Course Planner



**Providing ALL
students with
every opportunity
to achieve their
future goals.**



**DEER PARK JR./SR. HIGH SCHOOL
ACADEMIC COURSE PLANNER
2017-2018**

Deer Park High School
8351 Plainfield Road
Cincinnati, Ohio 45236
(513) 891-0010
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<http://www.deerparkcityschools.org>

School Code Number 360-975

Stace Orso, Principal
Shayne Hartley, Assistant Principal
Eric Taylor, Athletic Director
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 2017

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GRADUATION REQUIREMENTS FOR STUDENTS GRADUATING IN 2018 & BEYOND.

The Ohio State Board of Education has changed the graduations requirements for students graduating in 2018 and beyond. The following are the minimum requirements:

2018 & Beyond Requirements

Subject	Credits
English	4
Social Studies (including U.S. Studies, World Studies, & Government)	4
Mathematics (including Algebra I, Geometry, & Algebra II)	4
Science (including a Physical and Biological Science)	3
Health	.5
Physical Education	.5
Business, Fine Arts, OR Foreign Language	1
Electives	4.5
Total	21.5

Additional Graduation Requirements for 2018 and Beyond:

Replacing the OGTs, all students will be required to take End-of-Course Exams in the following:

- Algebra I and Geometry
- Biology
- American History and American Government
- English I (9) and English II (10)

Students studying AP or taking College Credit Plus classes in Biology, American History or American Government may take assessments aligned to those courses in lieu of end-of-course exams to avoid double testing.

Students must also meet one of the following requirements:

1. Accumulate a minimum of 18 points on their seven end of course exams. For each exam, a student can earn from one to five points, with students needing to earn a minimum of four points on English tests, four points on math tests, and six points on science and social studies combined.

2. Earn a “remediation-free” score on a nationally recognized college admission exam such as ACT or SAT. The state of Ohio will pay for all 11th grade students in the Class of 2018 and beyond to take the exam free of charge. Below describes minimum score values:

Readiness Area	ACT	SAT
English Sub Score	18 or higher	Writing: 430 or higher
		Critical Reading: 450 or higher
Reading Sub Score	21 or higher	450 or higher
Mathematics Sub Score	22 or higher	520 or higher

3. Earn a State Board of Education-approved, industry recognized credential or a state-issued license for practice in a career and achieve a score that demonstrates workforce readiness and employability on a job skills assessments.

Note: For complete details, please go to the Ohio Board of Education website.

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

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 or Honors World Studies	<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 Issue, Blended or AP level SS course
<u>Math: (1)</u> Algebra I, Honors Algebra I or Geometry (Honors)	<u>Math: (1)</u> Geometry or Honors Geometry	<u>Math: (1)</u> Algebra II or Honors Algebra II	<u>Math: (1)</u> Pre-Calculus, Transition to College Math, Calculus or AP Calculus
<u>Science: (1)</u> Physical Science or Biology	<u>Science: (1)</u> Biology or Chemistry	<u>Science: (1)</u> Earth Science, Chemistry, AP Chem., AP Bio., Physics, or Honors Anatomy	<u>Science: (1)</u> Earth Science, Chemistry, AP Chem., AP Bio., Physics, or Honors Anatomy
<u>Physical Education(¼)</u>	<u>Physical Education(¼)</u>		
<u>Health: (½)</u>			
Total Credits:	Total Credits:	Total Credits:	Total Credits:

Minimum Graduation Requirements- 21 ½ credits including:

- | | |
|---|---|
| 4 Credits of English | 4 Credits of Math (Incl. Alg. I, Geometry, Alg. II) |
| 3 Credits of Science * | 4 Credits of Social Studies (US, World and Gov't) |
| ½ Credit of Physical Education | ½ Credit of Health |
| 1 Credit of Fine Arts, Business,
or Foreign Language | 4 ½ or more Credits of Electives |

** 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)).*

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 sheet including a PARENT signature.
4. Return signed course selection sheet to English class.
5. Meet with counselor individually to review course selections.
6. Complete course requests via online scheduler during specified window.

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. Schedule change requests will be allowed after the first 5 days of school for the following reasons:

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 Student from 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.

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.

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 C on the GPA.

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

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 the high school shall meet at least seven of the following eight criteria listed 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 physics and chemistry	4 units, including physics and chemistry
Social Studies	4 units	4 units
Foreign Language	3 units (must include no less 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 / 1210 SAT	27 ACT / 1210 SAT

HONORS AND A.P. COURSES

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

<u>Honors Courses</u>	<u>A.P. Courses</u>
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	
Honors World Studies	
Honors Statistics	

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.

Sophomore Year

AP US History

AP Human Geography (can be taken in 9th grade)

Junior Year

AP Biology

AP American Government

AP English Language and Composition

AP Chemistry

Senior Year

AP Calculus

AP Chemistry

AP English Literature

AP European History

AP Psychology

AP Government

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.

Below 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*

INDEPENDENT STUDY

See your counselor for 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.

ACT Aspire - The Aspire replaced the ACT Plan and Explore as a predictor of college readiness. It is given to students in grades 7-10 and it is utilized at Student-led College and Career Readiness conferences to provide information on whether the student is on track for college should the student choose that path.

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

Practice 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 11, 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– These assessments are given to students in grades 3 – 8 and for select high school courses. They are also part of the new graduation requirements for the class of 2018 and beyond. These consist of End-of-Course exams in the spring. High school students earn “points” on these exams required for graduating and are taken in the subject areas of Algebra I, Geometry, English I and II (9th and 10th grade), Biology, American Government and American History.

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 the scale of 200–800. All scores are multiples of 10. Total scores are calculated by adding up 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.

TerraNova - The TerraNova assessments are a series of standardized achievement tests that measure the achievement levels in the areas of math, reading, language, science, and social studies. These are given to whole grade levels in 2 and 5.

Grade	Fall	Winter	Spring
7	ACT Aspire		End of Course Exams
8	ACT Aspire		End of Course Exams
9	ACT Aspire		End of Course Exams
10	ACT Aspire and PSAT		End of Course Exams, AP
11	PSAT, Practice ACT and/or SAT	ACT and/or SAT	ACT and/or SAT, AP, End of Course Exams
12	ACT and/or SAT	ACT and/or SAT,	AP, End of Course Exams

ART

<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
8001	Graphic Art & Design	10-12	S	.50	None
8011	Advanced Graphic Art & Design	11-12	S	.50	Instructor approval & an "A" in Graphic Art & Design

Ceramics and Sculpture

Learn slab, pinch pot, and coil methods, as well as learning to "throw" on the wheel. Sculpture mediums include plaster, wood, and wire and will develop your critical thinking and problem solving skills. Art appreciation and art criticism are encouraged in this studio course.

Advanced Ceramics

This is an advanced ceramics class with higher expectations. The class will expand on the skills previously learned in Ceramics and Sculpture.

Beginning Drawing and Painting

This foundation 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,

perspective studies, art history, art criticism and color theories are just a few of the fundamental visual art areas embraced in this course. Student will borrow and be responsible for a \$20 brush kit.

Advanced Drawing and Painting

Student will borrow and be responsible for a \$20 brush kit. 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 activities which 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 and clay, water colors and gouache, as well as clay and wood. This is primarily for freshman students to take and allows time for developing a portfolio during junior and senior years for scholarship competitions and college entrance.

Supplies required for entrance:

Hard bound sketchbook	1 box of 24 colored pencils
1 box of quart/gallon Ziploc bags	2 black ink pens
1hand-held pencil sharpener	4 black sharpies
2 white mars stattler plastic erasers	1 box of tissues
Pencil bag for all supplies	

Graphic Art & Design

This course uses Adobe Photoshop as a tool for creating graphic art. The course is career oriented, so projects include product advertisement that is created for the consumer, not the designing artist. Any beginning art classes would be beneficial for this class.

Advanced Graphic Art & Design

This is an advanced graphic art & design class with higher expectations. The class will expand on the skills previously learned in graphic art & design.

BUSINESS AND COMPUTERS

<u>COURSE #</u>	<u>COURSE</u>	<u>GRADES</u>	<u>LENGTH</u>	<u>CREDIT</u>	<u>PREREQUISITE</u>
5300	Accounting and Personal Finance	11-12	Y	1.0	None
5400	Computer Applications I	9-12	S	.50	None
5410	Computer Applications II	10-12	S	.50	Computer Applications I
3600	Multi-Media and Software Applications	10-12	S	.50	Computer Applications I
5210	DP Career Academy/ Entrepreneurship 101	9 – 12	S	.50	None
5200	DP Career Academy/ Entrepreneurship 201	9 - 12	S	.50	None
5000	DP Career Academy/ Project Management	9 – 12	S	.50	None
5005	DP Career Academy/ Project Mgt. 201	9-12	S	.50	Project Management 101
5010	DP Career Academy/ Project Mgt. 301	9-12	S	.50	Project Management 201

Accounting and Personal Finance – College Prep

This course is designed for the college bound student who plans to major in business in college or use accounting in a work setting after high school. Many college majors require at least one to two accounting courses in college and this course will make you ready for college accounting. Statistics show that forty percent of college students either drop their first accounting course or have to retake accounting. If you have taken a high school accounting course you will most likely succeed in college accounting the first time. This course covers the complete accounting cycle for a corporation. It also covers the fundamentals of financial accounting and their application to journals, ledgers, and financial

statements. We use MS Office and Excel for many of our problems. We also study the stock market. Sophomores: by permission only.

Computer Applications I

You can't escape college and the work force 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.

Multi-Media 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 2017-2018 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/Entrepreneurship

This course explores how emerging information technologies, social media, and 3D printing along with rapid prototyping are transforming careers and entrepreneurship. Using technical, teambuilding, 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 second 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.

ENGLISH

<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	10-12	S	.50	None
1535A/1535 B	Writing for Publication – NP	11-12	S	.50	Application required
1543	Introduction to Journalism	9-12	S	.50	Application required
1560A/ 1560B	Community Service	11-12	S	.50	See below
1601A/1601 B	Cultural Literacy	11-12	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. Skills for the OGT will be taught.

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 non-fiction 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

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 a heavy 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 to 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.

Writing for Publication – Newspaper

Writing for Publication: NP is designed as an upper level (Junior and Senior) application based course. In class, students will compose, construct, and edit all elements of the high school news magazine. Students will research and write articles as well as work on many clerical operations, make announcements, maintain signs, and conduct student polls. Parents and students will be required to sign off on the application to ensure that both are aware of the requirements of the course.

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 to 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.

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.

Cultural Literacy

We, as a society, have a great deal of knowledge in common and it is this common knowledge that allows us to communicate and live together. It is the intent of the cultural literacy course to heighten this basis of general knowledge in our students, thus helping them to become more informed members of our culture. We will study topics as far ranging as American history, Maths/Economics, Quotes/Phrases, and Art/Architecture to name just a few. We will also have focused units on specific pop cultural phenomenon of the 21st century which will vary based on the current spectrum of the cultural landscape. As this course is strongly rooted in discussion and inquiry, while tapping into the interests of our students not often addressed in other courses and providing them a new perspective that encourages critical thinking of the world around us, it is offered to 11th and 12th grade students only.

FOREIGN LANGUAGE

<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.

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.

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.

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.

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 least a "C" 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 authentic literature, write essays and participate actively in Spanish. Spanish and Latin-American history, art, 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 authentic literature, write essays and participate actively in Spanish. Spanish and Latin-American history, art, and culture will be studied. The course is conducted in Spanish and will further prepare students for university placement exams.

HEALTH/ PHYSICAL EDUCATION

<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
8710	Lifetime Fitness	10-12	S	.50	Must meet P.E. graduation requirements with a "C" or better & complete a teacher recommendation form
8725	Weight Lifting	9-12	S	.50	

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.

Lifetime Fitness

This is an advanced Physical Education Class with the intention to teach those interested in learning about weight training and other aspects of health such as nutrition, drugs and sports, and basic first aid. Prerequisites: Completed and passed physical education requirements, a C grade point average, and teacher approval.

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 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.

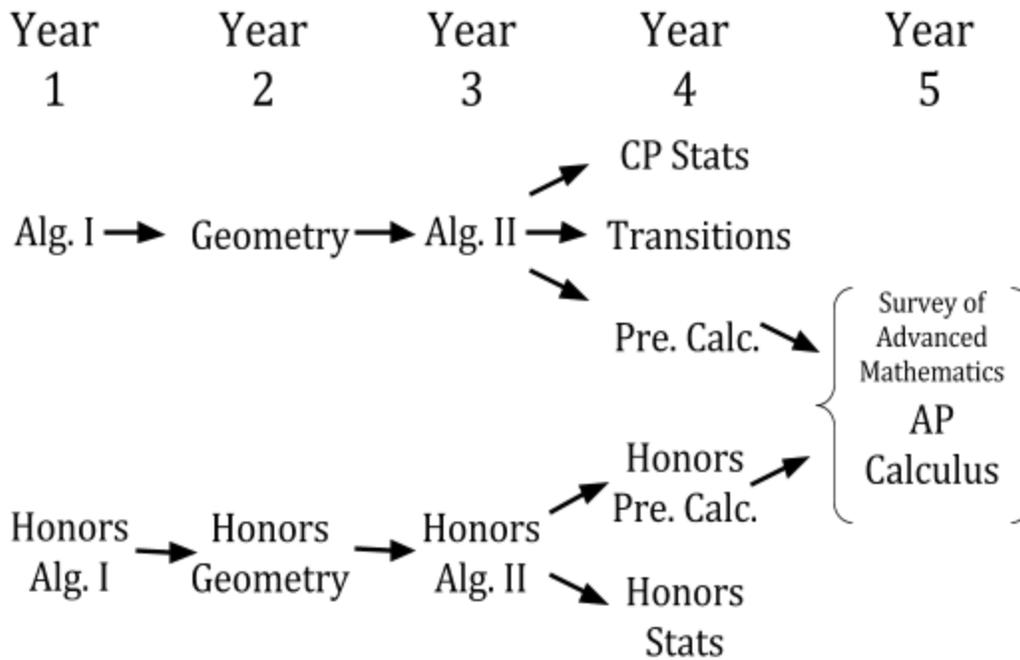
MATHEMATICS

<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
3310	Introduction to Statistics	11-12	Y	1.0	Algebra II & teacher recommendation
3300	Honors Statistics	11-12	Y	1.0	Algebra II & teacher recommendation
3360	Pre-Calculus	11-12	Y	1.0	Algebra II & teacher recommendation
3380	Honors Pre-calculus	11-12	Y	1.0	Algebra II & teacher recommendation

3400	Transition to College Math	12	Y	1.0	Algebra II & teacher recommendation
3520	Survey of Advanced Mathematics	12	Y	1.0	Pre-Calculus
3500	AP Calculus	12	Y	1.0	Pre-Calc & teacher recommendation

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.

High School Math Course Work Progression



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 required. 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.**

Introduction to Statistics

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 decisions and to help students evaluate decisions that affect their lives. Students who enroll in this course must have successfully completed Algebra II. This course will act as a mathematics elective and can be taken in conjunction with another math class.

Honors Statistics

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 II. This course will act as a mathematical elective and can be taken in conjunction with another math class. **A TI-Nspire graphing calculator is required.**

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 required. If another calculator is to be used, it is at the teacher’s discretion.**

Honors Pre-Calculus (CCP)

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 required. If another calculator is to be used, it is at the teacher’s discretion.**

Transition to College Mathematics

This class is for seniors planning on attending college in a non-math-related field. Students must have successfully completed Algebra II.

Survey of Advanced Math

Students will be introduced to college level mathematics in four distinct areas. They will be given an introduction to Calculus, Linear Algebra, Discrete Math and Number Theory. Each topic will be taught for one quarter with emphasis on the big picture ideas for each. Calculus will discuss limits, derivatives and integrals and some basic applications of each. Linear Algebra will explore the applications of linear systems, vectors and matrices. Discrete Math will involve the applications of set theory and logic. Number Theory will focus on constructing proofs involving the characteristics of integers. Upon completion of this course students will have a better understanding of where their interests and strengths lie in the selection of post secondary mathematics courses. **Students taking this course are required to have their current mathematics teacher’s signature to take this course.**

The TI-Nspire (not the CAS version) is required. 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.

MUSIC

<u>COURSE #</u>	<u>COURSE</u>	<u>GRADES</u>	<u>LENGT H</u>	<u>CREDIT</u>	<u>PREREQUISITE</u>
8500	Senior Band *includes color guard	9-12	Y	1.0	8 th grade band and/or audition
8130	Color Guard/ Band	9-12	S	.50	Audition
8510	Jazz Band	9-12	Y	1.0	Audition
8620	Show Choir	10-12	Y	1.0	Audition
	Men's Choir	9-12	Y	1.0	None
8610	Women's Choir	9-12	Y	1.0	Audition
8675	Rock & Roll Academy	9 – 12	S	.50	None
5450	Marketing 101	9 – 12	S	.50	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 \$250. (Fundraisers are available.) 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 that is part of the high school marching band. The student must purchase certain personal uniform items. **Fee for band camp is \$250 (required; subject to change).** (Fundraisers are available.) 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. (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.**

Men's Choir

Men's Choir is an entirely male 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 male changing voice. A uniform fee is required. **Signature required. Activity fee: \$40**

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.**

Rock and Roll Academy

Rock and Roll Academy is a face-to-face course designed to teach social and emotional life skills through music. The course is designed to teach students the instruments and music that will culminate in a single performance. Participants will also focus on the development of other life skills, including, but not limited to self-awareness, self-management, relationship skills, and responsible decision-making. This course encompasses the following elements:

- Aligned to Ohio's New Learning Standards as well as the music standards
- Student led/Teacher facilitated learning
- Research based methods proven to be successful with ALL students

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. Topics to be explored, but are not limited to are: understanding the industry, recognizing the importance of marketing, exploring careers and leadership, and focusing on teamwork within the industry.

SCIENCE

<u>COURSE #</u>	<u>COURSE</u>	<u>GRADES</u>	<u>LENGTH</u>	<u>CREDIT</u>	<u>PREREQUISITE</u>
4000	Physical Science	9	Y	1.0	None
4100	Earth Science	11-12	Y	1.0	None
4450	DP Career Academy / PLTW/ Intro. to Engineering Design	9 - 12	Y	1.0	None
4451	DP Career Academy/Principles of Engineering	9-12	Y	1.0	Project Lead the Way/ Intro. To Engineering Design
4200	Biology	9-10	Y	1.0	Physical Science or Teacher Signature
4250	AP Biology	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
4500	AP Chemistry	11-12	Y	1.0	Successful completion of Chemistry I and Algebra II.
4400	Physics	11-12	Y	1.0	Successful completion of Chemistry and Algebra II
4600	Honors Anatomy & Physiology	11-12	Y	1.0	Successful completion of Biology, Chemistry, & approved application
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

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	Physical Science &/or Biology
10	Biology	Biology &/or Chemistry
11	Chemistry	AP Chemistry or AP Biology
12	Physics and/or Anatomy and/or AP Chemistry and/or AP Biology	Anatomy & Physiology and/or AP Chemistry and/or AP Biology
9-12	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 utilizes community-based problems and issues in the study of earth and space science. Emphasis is placed on understanding practical and essential earth and space science concepts.

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.

AP Biology

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.

AP Chemistry

AP Chemistry is a second year chemistry class where the student will study the topics covered in 4300 Chemistry in greater detail along with additional topics in organic and inorganic chemistry. One of the objectives of this class is preparation for the AP Chemistry exam, which if successfully completed may result in college credit. A summer packet is required for this course. **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 Human Anatomy and Physiology (CCP)

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 Career Academy - Project Lead the Way/Introduction to Engineering Design

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 - Project Lead the Way/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.

SOCIAL STUDIES

<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	World Studies & Teacher Approval
2600	Sociology	10-12	S	.50	None
2500	AP Psychology	11-12	S	1.0	See below
2520	Big History	10-12	S	.50	None
2530	Street Law	11-12	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 or AP Human Geography
11	American Government	AP American Government or AP Human Geography
12	Contemporary World Issues	AP European History or AP Psychology 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 requirement, 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

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.**

Sociology

This course is designed to introduce students to the sociological study of society. Sociology focuses on the understanding of social interaction, social organization, social institutions, and social change. Major themes in sociological thinking include the interplay between the individual and society, how society is both stable and changing, the causes and consequences of social inequality, and the social construction of human life. Understanding sociology helps discover and explain social patterns and see how such patterns change over time and in different settings. By making vivid the social basis of everyday life, sociology also develops critical thinking by revealing the social structures and processes that shape diverse forms of human life.

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, using credit, and becoming a smarter consumer. The class will include role playing simulations, group learning activities, mock trials, and speakers from outside of school. Students in this class will be encouraged to, but not required to, participate in a new extracurricular activity at Deer Park, the Mock Trial competition. Deer Park students will form legal teams and compete against other schools in the area at the Hamilton County courthouse. Successful teams may advance to competition at the state level.

CAREER DEVELOPMENT PROGRAMS

GREAT OAKS VOCATIONAL SCHOOL DISTRICT

Students may elect to attend a career campus during their junior and/or senior year. Registration for one of these programs is done by application through the counselors. The vocational campuses are an extension of the curriculum of our school. Students who elect to attend vocational school will graduate from Deer Park High School and will also be eligible for athletics and other extracurricular activities upon return to school each day.

The course offerings at the career development campus are designed to develop the aptitude and skills of students for job entry upon graduation. However, attendance will not disqualify students from entering college and pursuing a degree there.

Most programs are for two consecutive years and are offered to juniors only. A few programs are offered for one year only to seniors. Specific requirements can be found in the Great Oaks catalog in the Guidance Office.

Scarlet Oaks is the home school for Deer Park students. If, however, a student is interested in a program not offered at Scarlet Oaks, there is the possibility of attendance at another campus. The counselors supervise all registration details.

Note: Students planning on attending the Great Oaks must meet the following criteria:

- Have completed their HS level PE, Health, and Fine Arts/Foreign Language or Business credit
- Be on track for graduation re: credits

Other Career and Post-Secondary Planning

At Deer Park High School, we utilize the Naviance system to help students plan for life after high school. Naviance consists of interest inventories, career assessments, college search engines, and its own curriculum, all designed to help students investigate possible college and career opportunities. Students access this system in grades 7 through 12 and can plan their educational program during high school, as well as plan a path for further training after high school.