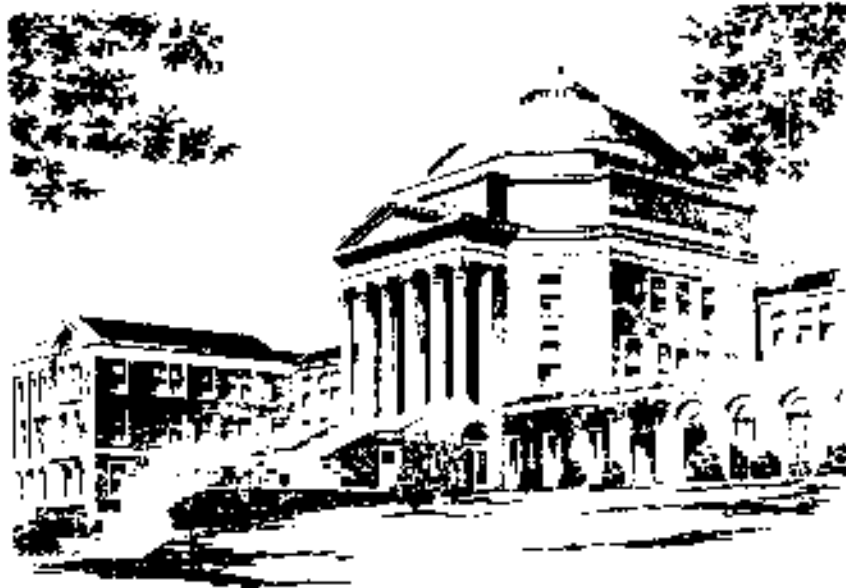


WALNUT HILLS HIGH SCHOOL

Cincinnati, Ohio



2020-2021 COURSE GUIDE

WALNUT HILLS HIGH SCHOOL
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**COURSE GUIDE
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FOREWORD

STATEMENT OF PHILOSOPHY

Walnut Hills High School, a classical six-year college preparatory high school, is dedicated to the pursuit of academic excellence in a culturally diverse community. Academic ability, a respect for learning, and a will to achieve are tools for the student body and faculty alike. Analytical and creative thinking skills equip students to draw upon the knowledge of the past, to weigh the questions of the present, and to envision the possibilities of the future. Involvement in extra-curricular and co-curricular activities provides additional opportunities for pursuing intellectual, social and athletic goals. We believe that intellectual achievement is intrinsically valuable in a democratic atmosphere of mutual respect, social equality, and personal responsibility.

CLASSICAL EDUCATION

Classically trained students learn to appreciate the past, evaluate the present and prepare for the future while becoming life-long learners. These students learn to think and write critically, logically and analytically using elements of the Socratic method. Content is structured to build an appreciation of the sciences, mathematics, language, literature, and the fine arts based upon the civilizations of Greece and Rome.

OBJECTIVES

1. To offer rigorous college preparatory courses, as well as college level courses, enabling students to graduate with advanced standing.
2. To set and maintain high academic standards while providing each student with the opportunity for a structured, yet individualized, six-year sequence of courses, thereby enhancing the intellectual maturation process.
3. To maintain an atmosphere of mutual respect in our culturally diverse community and thereby promote a responsible exchange of ideas among students and other members of the Walnut Hills High School community.
4. To bring together capable students and teachers, dedicated to intellectual achievement, with the principles of mutual respect, and for the development of good citizenship.
5. To continue to serve as a model of excellence in the educational community in its traditional role as a unique college preparatory secondary school.
6. To encourage teachers to pursue additional enrichment opportunities and to support those endeavors financially with the continued help of the Walnut Hills High School Association (Parent Board) and Alumni Foundation and/or other sources of support.
7. To maintain policies favorable to creative teaching techniques and to the development of improved pedagogy, consistent with our motto *Sursum ad Summum* "Rise to the Highest," including the opportunity to use textbooks and other curricular materials uniquely applicable to the special nature of the Walnut Hills High School program.
8. To create a positive school climate in which administrators, counselors, and faculty exhibit compassion and respect for the needs of others in the Walnut Hills High School community, and to respond to those needs in an informed and timely fashion.
9. To encourage teachers, counselors, and administrators to provide an atmosphere conducive to the emotional growth and well-being of the whole person. Support services will be available to help students cope with the problems and challenges of living in an increasingly complex and swiftly changing society.
10. To transmit our diverse cultural heritage to our students for posterity, and to equip students with the necessary skills for a lifelong pursuit of learning.
11. To prepare students for contemporary life by stressing civic training, social responsibility and community service.
12. To develop leaders with a desire to serve the common good.
13. To encourage involvement of students, faculty, parents, alumni, and community in the support of Walnut Hills High School.

I. INTRODUCTION

The counseling staff is committed to working directly with students and parents. The goal is to provide a smooth transition from junior high to senior high school and ultimately, to college.

According to the National Association of College Admission Counselors, the most important thing the prospective college student can do in high school is to make decisions which maximize future possibilities. With that goal in mind, students must challenge themselves academically and personally. These challenges must not be equated solely with achieving high grades. Students should experience subjects in-depth by selecting a well-rounded curriculum that includes advanced courses in all academic areas of study. When possible, students should elect to study a subject for four years and option for "AA" or "AP" selections.

In addition to academic pursuits, we believe in developing the whole person by encouraging participation in extra-curricular activities. Walnut Hills provides opportunities in art, music, drama, athletics, and a large number of clubs and organizations. We also believe that volunteering in the community and/or having a part time job provide valuable experiences while enhancing options for the future.

This guide for students and parents presents requirements for graduation, course descriptions, and other information useful for planning a program of study at Walnut Hills High School. Each student is advised to use this information to create a schedule well suited to personal interests and plans for college. Above all, students must prepare for a future that involves change. A program balanced with a variety of academic pursuits should assist students in preparing for the unknown demands of the future. Optioning and scheduling require thoughtful decisions. The allocation of class time is determined by student demand as indicated by the options. Requests for changes in programs must be considered as they affect the total school organization. If problems arise, students and parents should confer with counselors.

II. ADMISSION REQUIREMENTS FOR COLLEGE ACCEPTANCE

When students are planning their freshman courses and high school program, they should be aware of the admissions and scholarship criteria employed by colleges. Thoughtful planning will enable students to present colleges with a positive portrayal of themselves.

The most challenging job for college admissions committees is selecting a well-balanced class for each school year. Admissions officers view the high school transcript as crucial, because it documents a student's academic progress throughout high school. Colleges prefer consistently high academic achievement or an improvement in grades throughout one's high school career. Admissions officers not only examine a student's grade point average, but also pay particular attention to the specific courses selected by the candidate. Another related indicator of student success is class rank. Some colleges and universities mandate that candidates rank in the top ten or fifteen percent of their class. Many colleges are flexible in judging the class rank of a student from a competitive school like Walnut Hills, since 97% of the students attend college immediately upon graduation from high school.

Scores obtained on college-entrance examinations are additional indicators of potential success in higher education. Since many colleges require certain minimum scores for admission, students should take these exams and take them seriously. In the grades 9 & 10 Walnut Hills students take the PSAT. In grade 11 Walnut Hills students take the PSAT exam and the ACT. In the 10th grade students who have taken AP classes should consider taking the SAT Subject Tests in that content area. By the end of the junior year students should have taken the SAT, ACT, and selected SAT Subject Tests if required by schools to which the student is applying.

In addition to the academic profile of a student, colleges express interest in a student's activities, volunteer community involvement and/or work experience. Participation in an activity for several consecutive years often indicates an in-depth commitment to a program and may be viewed more positively than engaging in many activities over short periods of time. Admission officers highly regard continuity of activities.

III. HISTORY OF WALNUT HILLS HIGH SCHOOL

Walnut Hills High School first opened in 1895 as the third public high school in Cincinnati. Today, Walnut Hills is a nationally recognized college preparatory school for grades 7-12 with an enrollment of approximately 3,000 pupils and a professional staff of over 140.

From the beginning, the curriculum of Walnut Hills High School has reflected a well-balanced course selection with emphasis on the influence of the classical past. A curriculum guide from 1896 included courses in astronomy, German, Greek, logic, philosophy, political science, and geology. Today, the curricular offerings continue to reflect our classical heritage not only by specific courses but also by presenting balanced opportunities in academics, arts and athletics.

By the second decade of the school's history, a trend appeared which determined the future direction of the school. Most of the graduates were continuing their education by entering colleges and universities. In 1915, for example, 60% of the graduates opted for higher education. In consideration of this development, Randall Condon, Superintendent of Schools, proposed that Walnut Hills become a classical, college preparatory high school. By 1918 the administration was committed to making Walnut Hills comparable, in every respect, to the best college preparatory schools in the nation. The program became so popular that the old building became inadequate, and on September 8, 1931, the present building on Victory Parkway was officially dedicated. The inspiration for the design was the Jeffersonian style of architecture at Monticello and the University of Virginia. It was quite appropriate that, given the purpose of Walnut Hills High School, the architecture should have reflected the classical ethos.

Throughout its history Walnut Hills has determined to maintain its academic integrity. In 1935, 1972 and again in 1996, the Board of Education reaffirmed the status of the school as a six-year program specialized for college preparation. As early as 1926 a systematic method of pupil selection was adopted. Today, an entrance test remains as the criteria for admission. Through this admissions policy, Walnut Hills has attracted a diverse student body with representation from a variety of ethnic and socio-economic backgrounds.

Throughout its history the popularity of Walnut Hills has necessitated additions to the building. In 1960 the annex added seventeen classrooms, and in 1976 a fine arts complex was dedicated. In 1999 a thirty classroom arts and science center replaced the annex. This facility has world-class laboratories, spacious art studios, and an expanded level of technology. A highlight of the facility is an outdoor learning center with five bio-beds with plantings representing different geographic areas and a two level aquatic pool. The outside of the center also features a sculpture garden to display artwork. Our Alumni Foundation with the 16,000 alumni financed this twelve million dollar project.

Today, Walnut Hills remains proud of its past and present accomplishments. Currently, the National Merit semi-finalists number 20 students. These students received letters of commendation for placing among the top .5%. The passing rate on the Ohio Graduation Test is 100%. Walnut Hills offers more College Board Advanced Placement courses than any other school in the nation. Classes average \$27 million in scholarship offers and participate in the most extensive extracurricular program in Cincinnati. Walnut Hills continues to present educational challenges that prepare students for college entrance.

In addition to intellectual achievement, Walnut Hills brings together capable students and faculty dedicated to the principles of mutual and collective respect and to the development of good citizenship. In today's society we anticipate that students may change careers six or seven times throughout their lives. Walnut Hills, must, therefore, prepare students for change. By devotion to a strong academic college preparatory program that maintains roots in the classical tradition while exposing students to the most advanced technology and challenging courses, Walnut Hills will continue to prepare students to be lifelong learners who adapt to the conditions of a rapidly changing world. As we enter the year 2018-2019, Walnut Hills truly epitomizes its motto, *Sursum ad Summum* – "Rise to the Highest."

IV. WHHS GRADUATION AND COURSE REQUIREMENTS

A. GRADUATION REQUIREMENTS

1. 22 units earned in grades 9-12 (23 recommended)
2. Minimum completion of 18 academic courses in grades 9-12.

B. SPECIFIC COURSE REQUIREMENTS

1. Grades 7 – 8:

<u>English:</u>	English 7, 8
<u>Fine Arts:</u>	A semester of Fine Arts is required in grades 7-8 in either Music, Theatre, or Visual Arts.
<u>Latin:</u>	Latin I, II, and Latin III are required for students who enter at grade 7 or 8. Students who do not plan to take an additional foreign language will need to take Latin IV.
<u>Mathematics:</u>	Pre-Algebra (does not count for high school credit), Math 8 (does not count for high school credit), Algebra I, Geometry.
<u>Physical Education:</u>	Physical Education 7 is required, in addition two semesters of Physical Education are required in grades 8-12 to meet high school graduation requirements.
<u>Science:</u>	Science 7 AA, Science 8 AA
<u>Social Studies:</u>	Social Studies 7 AA, Social Studies 8 AA

2. Grades 9 – 12:

<u>English:</u>	9, 10, 11, 12. Students must complete 4 years of high school English
<u>Fine Arts:</u>	One Fine Art credit is required in grades 9-12, which could be in Music, Theatre, or Visual Arts.
<u>Health:</u>	Senior High Health (1 sem) in grades 9 -12.
<u>Foreign Language:</u>	Two consecutive years of study in a foreign language are required for students who enter at grade 9 or later or for those who have not completed Latin IV. A combination of three years of foreign language is recommended for students who enter at grade 7.
<u>Mathematics:</u>	Algebra I, Geometry, Algebra II and one higher level course are mandatory. Students must complete four years of high school math.
<u>Physical Education:</u>	Two semesters are required in grades 8 -12.
<u>Science:</u>	Biology (grade 9), Chemistry (grade 10 or 11) and a third year science elective are required.
<u>Social Studies:</u>	Modern History 9, American History 10, one semester of Economics, and Government.

C. ADDITIONAL STATE OF OHIO GRADUATION REQUIREMENTS

All students must take end-of-course exams

1. Algebra I and Geometry or Integrated Math I and II
2. English I and English II
3. Biology
4. American History and American Government

Students studying Advanced Placement (AP), International Baccalaureate Studies (IB) participating in college credit plus courses in Physical Science, American History, or American Government may take assessments aligned to those courses in lieu of end-of-course exams to avoid double testing.

And meet one of the following:

1. Earn a cumulative passing score of 18 on seven end-of-course exams.
2. Earn a “remediation free” score on a nationally recognized college admission exam such as ACT or SAT.
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 work force readiness and employability on a job skills assessment.

*These graduation requirements are designed to provide preparation for undergraduate degree programs. Students and parents, however, are encouraged to investigate specific college program requirements early enough to plan an appropriate combination of high school courses.

SEE WALNUT HILLS HIGH SCHOOL ACADEMIC GRID ON PAGE 11 OF THIS GUIDE

D. DIPLOMA WITH HONORS

Ohio students have the opportunity to choose one of six diplomas with honors. Please visit the Walnut Hills Counseling website to view the four options that are available to Walnut Hills students.

V. GENERAL INFORMATION

A. COURSE COMPLETION CRITERIA

1. Credits are earned for all courses in grades 9 – 12.
2. Credit is awarded for a course in which the pupil has earned a final grade of “D” or better in each semester.
3. Examinations are required at the end of each semester in all subjects.

B. GRADING PRACTICES

1. Honor Roll Eligibility

“A” Honors reflects a 4.0 or better GPA. “A” Average is 3.51 – 3.99 GPA,

“B” Average is a GPA of 3.00 – 3.5. A grade of “D” or “F” in any subject will prohibit eligibility for the Honor Roll.

2. Honors Program for Eighth and Ninth Grades:

The top students based on grades earned will be invited to participate in the Honors Program for the following year. Final selections will be made in June by administrator once grades from the recently completed courses are known.

3. Academic Honesty

It is essential that Walnut students embrace honesty and integrity in all academic endeavors. *Sursum ad summum*, “Rise to the Highest,” and respect for the academic work and ideas of others leave no room for cheating or plagiarism of any kind at Walnut Hills. As stated in the student/parent handbook and CPS Districtwide Code of Conduct: “A student must not use, submit or attempt to obtain data or answers dishonestly, by deceit or by means other than those authorized by the teacher. These are examples of acts of cheating/plagiarism: any inappropriate copying, literary theft, falsification, counterfeiting, piracy, fraud, or unsupervised possession of any federal, state or district mandated test(s). Plagiarism includes, but is not limited to copying word for word from references such as books, magazines, research materials or the Internet.

4. Grading Policy

Grades at Walnut Hills are earned by the student, determined by the teacher, and are considered final. Any concerns about grades should be brought directly to the teacher.

C. LEVEL CHANGE - Drop Status Request

If possible, this change may take the form of a schedule change to a different teacher and/or bell in a lower level course, should space be available, or remain with current teacher/bell but receive course credit for and be graded appropriately for the lower level. In order to facilitate the change, the following steps must be taken:

1. Student must demonstrate that he/she has completed all coursework and sought additional help from the teacher.
2. Teacher or student must then initiate a level change or dropped status discussion.
3. Teacher must complete a “Change in AA/AP Status” form and teacher, student, parent, counselor and principal will sign the form.

1st semester: Requests must be initiated by the end of the 1st quarter midterm week and completed by the end of 1st quarter.

2nd semester: Requests must be initiated by the end of the 3rd quarter midterm week and completed by the end of 3rd quarter.

D. REQUEST TO DROP/WITHDRAW FROM A CLASS

Requests to drop a course made by the following deadlines, no indication of the course will appear on the transcript:

- Semester Course: First two weeks of the course
 - Yearlong Course: First two weeks of the course
- * A meeting may be required to take place between the Student, Parent and Teacher and/or counselor

Requests to withdraw from a course made by the following deadlines will be recorded on the transcript as W, but with no credit value and no effect on the GPA:

- Yearlong Course: End of 1st Quarter Midterm week
- 1st Semester Course: By Midterm 1st Quarter
- 2nd Semester Course: By Midterm 3rd Quarter

E. SCHEDULE CHANGE PROCESS

Each year the master schedule is created to accommodate students' course requests made during optioning in January and February. Faculty members are employed, textbooks are purchased and rooms are assigned on the basis of these requests. Walnut Hills has an optioning process in place to ensure that students are requesting the most appropriate courses. The final step in the process allows students and parents to review, correct, and /or change requests. Therefore, March 20 is the last date for course request changes.

Reasons that may justify schedule changes

- Semester imbalances
- Incomplete schedules
- Replacement of summer school course(s) successfully completed and /or completion of credit flex or CCP
- Missing core academic courses
- Inappropriate course level as dictated by the prerequisite course final grade and/or teacher recommendation

Reasons that may be considered when requesting to drop, withdraw, or drop status

- Obvious placement error as determined by the teacher, counselor or administrator
- Failing a course after every effort has been made to do the required work
- Requests to drop an elective course provided the required bells remain

F. ELIGIBILITY TO CONTINUE AT WALNUT

Students who fail a semester of three or more subjects within a school year must plan to attend another school the following year. Students who fail a semester of one or two subjects will be required to attend summer school at Walnut Hills High School. Seniors who fail one or more subjects required for graduation will be required to repeat the courses in senior summer school in order to receive a diploma and will not be permitted to participate in WHHS's graduation ceremony.

VI. ADDITIONAL SCHEDULING NOTES

- A. It is expected that five academic subjects (i.e. courses in the areas of English, mathematics, foreign language, science, and social studies) will be carried by any student in any year. A total of 6 courses per semester will be scheduled.
- B. It is recommended that students have at least a “B” average (3.0) to schedule more than five academic courses.
- C. The Foreign Language requirement must be fulfilled in the same language.
- D. Advanced Placement Program – admission by application and approval only. The AP exam administered by ETS in the spring is required for course completion. (Fee per exam is \$94-\$142 subject to change). Approved students who begin AA/AP courses cannot be withdrawn, unless an error in placement has been made. A “level change and withdrawal from a course” are separate considerations. **A double ** will note weighted courses.**
- E. For eligibility to play high school sports, OHSAA (Ohio High School Athletic Association) guidelines require students to pass a minimum of five classes (excluding physical education) in the quarter preceding the sport.
- F. Due to changes in faculty assignments or insufficient enrollment, some courses in this guide may be eliminated for the coming academic year.

VII. GRADE CALCULATION, G.P.A. AND CLASS RANK

Calculation of grade points for regular and weighted courses are shown below:

College Prep: A = 4, B = 3, C = 2, D = 1

AA/Honors: A = 5.0, B = 3.75; C = 2.50, D = 1.25

AP courses: A = 6, B = 4.5, C = 3, D = 1.5

The calculations of grade points for weighted courses are 1.0 for College Prep, 1.25 for AA, Honors, and 1.5 for AP courses and CCP (College Credit Plus).

Both cumulative weighted and unweighted G.P.A. are calculated only from semester grades. Both are shown on the transcript along with weighted class rank at the end of the fifth, sixth and seventh semesters of senior high studies. Weighted courses will have a double asterisk by the number of units (**).

VIII. AA/ADVANCED ACCELERATED CURRICULUM

All courses at Walnut Hills High School are challenging and college preparatory in nature. Walnut Hills uses “AA” (Advanced Accelerated) for their junior high courses to differentiate from other middle school courses in Cincinnati Public Schools. In grades 9 and 10, students can take AA courses for a more advanced curriculum in anticipation of taking Advanced Placement (AP) courses in grades 10, 11, and 12.

IX. ADVANCED PLACEMENT PROGRAM AT WALNUT HILLS

What is the AP Program?

Walnut Hills High School offers 34 Advanced Placement Courses providing students the opportunity to pursue college-level studies while still in high school. Based on their performance on rigorous AP Examination, students can earn credit, advanced placement, or both for college.

How do students benefit?

Students who take AP courses learn a subject in greater depth, while developing the analytical and study skills that are important for success in college. Recognizing the additional challenge of AP classes, Walnut Hills regards a “B” in an AP course as equivalent to an “A” in a regular class, and applies a factor of 1.5 to the letter grade when calculating the weighted GPA and class rank.

Students improve their chances of being accepted by the college of their choice. College admissions personnel view the AP experience as one indicator of future success at the college level. They generally look more favorably upon a grade of “B” in an AP class than an “A” in a college preparatory level course. As college admissions become more selective, participation in an AP course is a great advantage. Follow-up studies show that students with AP

experience are more likely than their non-AP peers to persist in college, graduate with a double major, and go on to graduate school.

Students are often exempted from introductory courses at college. Over 90% of the colleges and universities in the United States, as well as colleges and universities in 19 other countries accept AP grades. Course exemption also gives students time to broaden their college experience by exploring additional subject areas, participating in internships, and studying abroad.

Students may be granted sophomore standing. Students who earn satisfactory grades on enough AP Exams may be granted a full year's credit by their college or university.

How does a student at Walnut Hills register for an AP course?

Walnut Hills' students receive information about AP classes during the Course Optioning process in January. Each course has an application process determined by the teacher of the course. Once approved for an AP class the student may option for the course.

What does it cost?

The fee for AP Exams is set by the College Board. The fee per exam is \$94-\$142 (subject to change). Families who express need may apply for a reduced fee for exams. Walnut Hills requires all students enrolled in an AP course to take the AP Exam.

Beginning with the 2019-2020 school year, CollegeBoard is requiring registration and ordering of student-specific exams in October. Any student dropping the class after his or her exam is ordered will be charged a \$40 fee imposed by CollegeBoard. As a result, Walnut Hills will be collecting a \$40 deposit on all AP Exams in the fall of each year.

The AP Grading System

AP Exams are graded on a 5 point scale:

5 = Extremely well qualified

4 = Well qualified

3 = Qualified

2 = Possible qualified

1 = No recommendation

AP Grading System

AP Composite score cut-points are set so that the lowest composite score for an AP grade of 5 is equivalent to the average score for college students earning grades of A. Each college decides which AP Exam grades it will accept for credit, or advanced placement or both; most accept grades of 3 or higher. Eighty-seven percent of Walnut students who took AP Exams in 2015 scored a 3 or higher. The procedures and standards for setting AP grades are maintained from year to year so that the value of AP grades is consistent. To help make good decisions, it is best to look closely at the individual colleges and programs where the student is applying. The Counseling Staff at Walnut have a wealth of information to help guide you through this decision.

(Adapted from the College Board Brochure)

WALNUT HILLS HIGH SCHOOL COURSE SELECTION GRID

DEPARTMENT	9 th GRADE	10 th GRADE	11 th GRADE	12 th GRADE
CLASSICS 3 years of Latin, required if enter in grades 7 or 8	Latin 3 Latin 3 AA	AP Latin (Vergil/Caesar) (10-12) Latin IV (10-12) Latin IV AA (10-12)	AP Latin (Vergil/Caesar) (10-12) Latin IV (10-12) Latin IV AA (10-12)	AP Latin (Vergil/Caesar) (10-12) Latin IV (10-12) Latin IV AA (10-12)
ENGLISH 4 Years required.	English 9 English 9AA English 9H	English 10 English 10AA	British Literature AA World Literature AA AP English Language and Composition AP English Lit. and Composition AP English Lang. & Comp-Human Rights Focus AP Capstone Research	British Literature AA World Literature AA AP English Language and Composition AP English Lit. and Composition AP English Lang. & Comp-Human Rights Focus AP Capstone Research
FOREIGN LANG 2 Required 3 Recommended	Fr./Ger./Sp./Chin./Rs. 1 or 2(9-12) Fr./Ger./Rs./Sp. 1AA or 2AA (9-11)	Fr./Ger./Sp./Chin. 2 or 3 (9-12) Fr./Ger./Rs./Sp. 2AA or 3AA (9-12)	Fr./Ger./Rs./Sp./Chin. 3, 3AA & 4AA (10-12) AP Fr./Ger./Rs./Sp./Chin. (10-12)	Fr./Ger./Rs./Sp. 3, 3AA & 4AA (10-12) AP Fr./Ger./Rs./Sp./Chin. (10-12)
MATHEMATICS Algebra 1, Geometry & Algebra 2 & 1additional required.	Algebra 1/1AA Geometry Geometry AA Algebra 2/2AA	Geometry Geometry AA Algebra 2/2AA Pre-Calculus (10-12) Pre-Calculus AA (10-12) AP Statistics (10-12)	Algebra 2/2 AA Pre-Calculus Pre-Calculus AA Prob. and Statistics (11-12) AP Statistics (10-12) AP Computer Science (11-12) Calculus AA (11-12) AP Calculus AB (11-12) AP Calculus BC (11-12) AP Computer Science Principles (11-12)	Foundations of Engineering Algebra 2/2 AA Pre-Calculus Pre-Calculus AA Prob. and Statistics (11-12) AP Statistics (10-12) AP Computer Science A (11-12) Calculus AA (11-12) AP Calculus AB (11-12) AP Calculus BC (11-12) AP Calculus BC – H Multivariable Calculus
SCIENCE Biology, Chemistry 1 additional required.	Biology (9-10) Biology AA Biology H	Chemistry (10-11) Chemistry AA (10-11) Environmental Science/Man (.5) Environmental Science/Botany (.5)	Anatomy & Physio. AA (11-12) AP Biology (11-12) Physics AA (11-12) AP Physics 1 (11-12) AP Physics 2 (11-12) AP Chemistry (11-12) AP Environmental Science (11-12) Zoology (11-12) Geology (11-12) Meteorology/Astronomy (11-12) Environmental Science/Man (.5) Environmental Science/Botany (.5)	Foundations of Engineering AP Physics C Anatomy & Physio. AA (11-12) AP Biology (11-12) AP Physics 1 (11-12) AP Physics 2 (11-12) AP Chemistry (11-12) AP Environmental Science (11-12) Zoology (11-12) Geology (11-12) Meteorology/Astronomy (11-12)
SOCIAL STUDIES Modern History, American History, Economics, and Government	Modern History Modern History-H Modern History AA	American History AP US History Anthropology (.5)(10-12) AP Human Geography (10-12) AP Human Geo-Service Learning(10-12) Intro to Archaeology (10-12)	AP US Government (11-12) AP Comp. Govt. & Pol. (11-12) AP Economics (11-12) Themes in Irish History (.5)(11-12) Sociology (.5) (11-12) Philosophy (.5) (11-12) Economics (.5) (11-12) Government (.5) (11-12) Ancient & Medieval History (11-12) AP World History (11-12) AP Art History (11-12) AP European History (11-12) AP European-Service Learning Intro to Archaeology (10-12) Survey of African History (11-12)	AP Psychology Ethnic Studies AA AP US Government (11-12) AP Comp. Govt. & Pol. (11-12) AP Economics (11-12) AP World History (11-12) Themes in Irish History (.5)(11-12) Sociology (.5) (11-12) Philosophy (.5) (11-12) Economics (.5) (11-12) Government (.5) (11-12) Ancient & Medieval History AA (11-12) Survey of African History (11-12)

**WALNUT HILLS HIGH SCHOOL
ELECTIVE COURSE SELECTION GRID**

Course	Grade Level	Prerequisite	Course	Grade Level	Prerequisite
Art X*	9, 10, 11, 12	Yes	Basic Drama*	9, 10, 11, 12	
Art XX*	9, 10, 11, 12	Yes	Creative Dramatics	7, 8	
Art XXX*	9, 10, 11, 12	Yes	Advanced Theatre I*	10, 11, 12	Yes
Art 1*	9, 10, 11, 12	Yes	Advanced Theatre II*	11, 12	Yes
Art 2*	10, 11, 12	Yes	Stagecraft I*	10, 11, 12	
2D - Design Studio*	9, 10, 11, 12	Yes	Stagecraft II*	11, 12	Yes
AP Studio Art: Drawing*	11, 12	Yes	Intro to Costume*	9, 10, 11, 12	
AP Studio Art: 2-D*	11, 12	Yes			
AP Studio Art: 3-D*	11, 12	Yes	Intro. To Archaeology	10, 11, 12	
Photography I*	9, 10, 11, 12	Yes	Ancient & Medieval History AA	10, 11, 12	Yes
Digital Imaging*	9, 10, 11, 12	Yes	Survey of African History	11, 12	
Digital Multimedia*	10, 11, 12	Yes	Women in History AA	11, 12	Yes
Computer Applications I	8, 9, 10, 11, 12		AP Capstone Seminar	10, 11, 12	
Web Design Fund.	9, 10, 11, 12	Yes	Time to Speak	9, 10, 11, 12	
Intro. To Programming	9, 10, 11, 12	Yes	News Writing 1	7, 8, 9, 10, 11	Yes
AP Computer Science	11, 12	Yes	Newspaper Production	9, 10, 11, 12	Yes
Principles			Yearbook	9, 10, 11, 12	Yes
Health 7/8	7, 8		News Writing 2	7, 8, 9, 10, 11	
Senior High Health	9, 10, 11, 12		Creative Writing	11, 12	
Physical Education	8, 9, 10, 11, 12		Film Techniques	12	
Pro Athletic Studies	10, 11, 12	Yes			
Beginning Choir	7, 8		Greek 1	9, 10, 11, 12	
Junior Choir*	7, 8	Yes	Greek 2	10, 11, 12	Yes
Senior Choir*	9, 10	Yes			
Vocal Ensemble*	11, 12	Yes			
Women's Ensemble*	10, 11, 12	Yes			
Men's Ensemble*	10, 11, 12				
Beginning Band	7, 8, 9				
Intermediate Band*	7, 8, 9	Yes			
Junior Band*	7, 8, 9	Yes			
Senior Band*	7,8,9,10,11,12	Yes			
Jazz Ensemble*	8,9,10,11,12	Yes			
Jazz Lab Band*	8,9,10,11,12	Yes			
Beginning Strings	7, 8, 9				
Intermediate Strings Orch.	7,8,9,10,11,12	Yes			
Junior Orchestra*	7,8,9,10,11,12	Yes			
Senior Orchestra*	7,8,9,10,11,12	Yes			
Chamber Orchestra*	7,8,9,10,11,12	Yes			
Beginning Steel Drum*	8,9,10,11,12				
Intermediate Steel Drum*	9, 10, 11, 12	Yes			
Advanced Steel Drum*	9, 10, 11, 12	Yes			
Music Theory I	9, 10				
AP Music Theory	10, 11, 12	Yes			

Students must also take two semesters of Fine Art, Physical Education, and one semester of Health

*Indicates a course that can be used toward fulfilling fine art credit requirement

2020-2021 Optioning Process

Class Optioning Meetings, during English and Social Studies:

Grade 11 – January 7, 2020 (English)

Grade 10 – January 8, 2020 (Social Studies): Bells 6 and 7 meet on January 7, 2020

Grade 9 – January 9, 2020 (Social Studies)

Grade 8 – January 10, 2020 (Social Studies)

Grade 7 – January 13, 2020 (Social Studies)

January 8, 2020 – Parent Board Optioning Meeting

January 14 – February 7, 2020 – Online Optioning via PowerSchool

January 16, 2020 – Lunchtime student AP Fair

January 20 – January 24 – AP Alert Week

January 22, 2020 – Parent AP Fair during conferences

January 27 – January 31, 2020 – Counselors visit the classrooms to collect optioning forms

February 7, 2020 – Applications due for courses that require approval

Week of March 9, 2020 – Students receive schedules for 2020-2121 school year in their English classes. All requests **MUST** be submitted by March 20, 2020. This will be the last opportunity to request changes to your students schedule for the next school year. Requests will only be accommodated if the class is still available.

March 20, 2020 – Final day to submit schedule changes for 2020-2021.

Optioning Process

- 1.) Students attend optioning meetings with the English (Grade 11) or Social Studies (Grade 7-10) class
- 2.) Students attend AP alert week or AP Fair, if appropriate
- 3.) Students option on PowerSchool for all courses (including courses they are requesting approval for), JANUARY 14 – FEBRUARY 7, 2020.
- 4.) If any of the courses require approval, please see the link on Schoology and the Walnut Hills website to access application instructions. All applications are due by FEBRUARY 7, 2020.
- 5.) Class visits to English or Social Studies classrooms to collect optioning forms – WEEK OF JANUARY 27-JANUARY 31, 2020.
- 6.) Students complete PAPER optioning form and submit (with parent signature) - DUE FEBRUARY 7, 2020
- 7.) Students receive a copy of all courses they have been approved for – WEEK OF MARCH 9, 2020.
- 8.) Students submit any changes to their courses – DUE MARCH 20, 2020

ART

The Art Department offers a wide range of opportunities from beginning levels to advanced studio art courses. One semester is required in grade 7 or 8, and one fine art credit must be completed in grades 9 – 12. Studio Art AP is available for the most accomplished students in the senior high.

JUNIOR ART 7/8: FOUNDATIONS

This is a diversified creative art program based on breadth more than depth. Students are introduced to the tools and techniques necessary to express ideas in visual form. The course involves pupils in exploratory creative expression; both two and three dimensional design, art appreciation and art history. As students exhibit competencies, there is opportunity for individualized pursuit of special interests.

Grade Level: 7, 8
Prerequisite: None
Term: 1 semester
Fee: \$30

PRO MEDIA DESIGN 8th & 9th GRADE

This is an art foundations course which is focused on instilling the elements and principles of design in beginning art students. Students will learn how to use several mediums (including graphite, ink, tempera, and acrylic paint) with a variety of techniques (such as under-painting, design layout, and problem solving to initiate independent, self-generated problem solving. Students will study the influence of other artists and designers'. Students will product design environmental design, fine arts, crafts, and 3-dimensional art. The course will become a needed bridge between Junior Art and advanced art courses such as AP Art.

Grade Level: 8, 9
Prerequisite: Junior Art 7/8
Credit: .5 unit, 1 semester, Fine Art Credit
Fee: \$35

ART X: TEXTILE DESIGN

Students will learn about traditional and culturally significant art forms made from threads, yarns, and woven materials. Exploration in basic design is followed by applied techniques including stitching, printing, appliqué, weaving and dyeing of textiles. Guest speakers, slides and videos are used to illustrate the value of textiles in our environment. There is no requirement of previous sewing experience but solid craft will be stressed.

Grade Level: 9, 10, 11, 12
Prerequisite: Art 7, 8, or 9
Credit: 0.5 unit, 1 semester, Fine Art Credit
Fee: \$30

ART XX: DRAWING AND PAINTING

This concentrated study of drawing and painting stresses composition and design. Drawing includes traditional techniques in contour and basic figure sketching in a variety of drawing media. Painting emphasizes techniques and styles in watercolor and acrylics.

Grade Level: 9, 10, 11, 12
Prerequisite: Art 7, 8, or 9
Credit: 0.5 unit, 1 semester, Fine Art Credit
Fee: \$30

ART XXX: SCULPTURE

This course explores three-dimensional problems, with emphasis on mass, volume, space, and surface media, including: paper, foil, clay, wood, glass, plaster, plastic, and “found” objects. Techniques differ according to limitations of media, but they include basic ideas of subtractive and additive procedure in assembling, casting, modeling, etc. This course revolves around art history, art appreciation, art criticism, and art aesthetics as well as the studio experience.

Grade Level: 9, 10, 11, 12
Prerequisite: Art 7, 8, or 9
Credit: 0.5 unit, 1 semester, Fine Art credit
Fee: \$30

DIGITAL IMAGING

Digital Imaging is a semester art course that introduces students to the world of digital photography and design. It applies the students’ basic knowledge of the formal qualities in art (Jr. Art) and focuses on learning the basics of Adobe Illustrator and Adobe Photoshop to create both vector and raster images. This course will open students up to an exciting and ever evolving new medium in which to create successful works of art and design. Students are required to provide a flash drive in which to store their work.

Grade Level: 9, 10, 11, 12
Prerequisite: Teacher Approval
Credit: 0.5 unit, 1 semester, Fine Art Credit
Fee: \$30

DIGITAL MULTIMEDIA

Digital Multimedia is a semester course that builds upon and expands the knowledge gained in Digital Imaging. The course will go deeper into both Adobe Photoshop and Adobe Illustrator, while also introducing more advanced skills and concepts such as 3D imaging, Animation, GIF design, and 3D Printing. *Digital Imaging is a pre-requisite for Digital Multimedia.* Students are required to have a flash drive for saving their work.

Grade Level: 11, 12
Prerequisite: Digital Imaging and Teacher Approval
Credit: 0.5 unit or 1.0, 1 semester or 2 semester, Fine Art Credit
Fee: \$30

ART 1: BEGINNING ART

This course is an intermediate studio course for students who wish to refine their artistic skills in drawing, painting, design, printmaking, and sculpture. Students will be taught advanced artistic techniques and the use of professional artist’s materials. In addition to the studio experience, students will have an opportunity to expand their comprehension of art concepts, artistic technique and art media through a study of art historical themes and art critical dialogue.

Grade Level: 9, 10, 11, 12
Prerequisite: Teacher Approval or Jr. Art 7, 8, 9
Credit: 1.0 unit, 2 semesters, Fine Art Credit
Fee: \$60

ART 2: INTERMEDIATE ART

Studio art is a two-semester course for the student who is serious about exploring a variety of media and techniques. Assignments will require a commitment of time and research outside of class to develop ideas. The student's personal style may begin to define itself while also learning to manage time, materials and meet deadlines. This course can be an important asset to those intending to take the advance placement program in the future. In addition to drawing and painting, students may gain experience with sculpture, ceramics, textiles and printmaking. The successful Studio Art student should end the course with knowledge of their creative strengths and an idea of what direction they might take concerning further studies in art.

Grade Level: 10, 11, 12
Prerequisite: Studio Art I or Beginning Design Studio and Teacher Approval
Credit: 1.0 unit, 2 semesters, Fine Art Credit
Fee: \$60

2D - DESIGN STUDIO

Students are introduced to creative problem-solving in different fields of art including architecture, graphic design, fashion design, environmental design, and community planning, in addition to interior, industrial, and advertising design. Students will employ art concepts to create two and three-dimensional images that will be used as functional objects. The course will include a wide variety of design processes including illustration, bookbinding, package design, toy design, jewelry making, and model building.

Grade Level: 9, 10, 11, 12
Prerequisite: Teacher Approval and Jr. Art 7, 8 or 9
Credit: 1.0 unit, 2 semesters, Fine Art Credit
Fee: \$60

PHOTOGRAPHY 1

This course requires the use of a 35mm film camera. Students are required to have a 35mm camera. This course is designed to teach the fundamentals of photographic images, research and experimentation as key factors. Students are expected to write evaluations and make cognitive reports relating to their experience in the photographic field. Development, exposure, and photo printmaking are essential phases of the course. All materials and camera equipment must be supplied by the student. Independent field trips and projects covering an extensive time period are necessary components of the course. This course does not satisfy the junior high art requirement. This course does not satisfy the junior high art requirement.

Grade Level: 9, 10, 11, 12
Prerequisite: Teacher Approval
Credit: 0.5 unit, 1 semester, Fine Art Credit
Fee: \$35

AP STUDIO ART: DRAWING

This exciting course prepares the student with artistic ability to meet the requirements of the College Board Evaluation for Advanced Placement credit. The Drawing Portfolio requires each student to demonstrate mastery in the drawing disciplines which include painting, pen and ink, etc. With the assistance of a highly – qualified instructor and artist, the student is expected to create a body of work based on the curriculum of a college foundations course. Additional time outside of class is required for success in Studio Art AP. Students may be required to purchase specialized materials for the projects they choose for their portfolios although most common materials will be furnished. Also, there is a charge for the AP exam. There is a summer component of specific works of art, which is assigned by the instructor in the spring of the preceding year. The completion of the summer assignments is crucial to the success of the student in Studio Art AP Drawing course. At the completion of this course, the student will have a portfolio of 25 to 30 works of art. Completing the AP exam requirements is mandatory of this course offering.

Grade Level: 11, 12
Prerequisite: Art 1 & Art 2, 2-D Design and Teacher Approval
Credit: 1.0 unit**, 2 semesters
Fee: \$100

** indicates a weighted course

AP STUDIO ART: 2-D DESIGN

This exceptional course prepares the student with artistic ability to meet the requirements of the College Board Evaluation for Advanced Placement credit. The 2D Design Portfolio requires each student to demonstrate mastery of 2D design elements and principles through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking. In this exciting, high-paced portfolio class with the assistance of a highly qualified instructor and artist, the student is expected to create a body of work based on the curriculum of a college foundations course. Students may be required to purchase specialized materials for the projects they choose for their portfolios although most common materials will be furnished. There is a charge for the AP exam. There is a summer component of specific works of art, which are assigned by the instructor in the spring of the preceding year. The completion of the summer assignments is crucial to the success of the student in Studio AP 2D Design. Completing the AP exam requirements is mandatory of this course offering. At the completion of this course, the student will have a portfolio of 25 to 30 works of art created at a college level.

Grade Level: 11, 12
Pre-requisite: Art 1 & Art 2, 2-D Design and Teacher Approval
Credit: 1.0 unit**, 2 semesters, Fine Art Credit
Fee: \$100

AP STUDIO ART: 3-D DESIGN

This creative, energetic course prepares the student with artistic ability to meet the requirements of the College Board Evaluation for Advanced Placement credit. For this portfolio, students are asked to demonstrate mastery of 3D design through any three-dimensional approach, including, but not limited to, figurative or nonfigurative sculpture, architectural models, metalwork, ceramics, and three dimensional fiber arts. The student is expected to work with a highly qualified instructor and artist at a college level with sculpture media and techniques. Students may be required to purchase specialized materials for the projects they choose for their portfolios although most common materials will be furnished. There is a charge for the AP exam. There is a summer component of specific works of art, which is assigned by the instructor in the spring of the preceding year. The completion of the summer assignments is crucial to the success of the student in Studio Art AP 3D Design course. Completing the AP exam requirement is mandatory of this course offering. At the completion of this course, the student will have a portfolio of 16 to 20 sculptures created at a college level.

Grade Level: Grades 11, 12
Pre-requisite: 2-D Design Studio, Sculpture and Teacher Approval
Credit: 1.0 unit**, 2 semesters
Fee: \$100

CLASSICS

Students who enter in the seventh or eighth grade must take and pass three years of Latin. In addition, the Classics Department offers Latin IV Prose, Latin IV AA Poetry, and AP Latin IV as electives for a fourth year; these courses also allow students to have up to six years of classical training. Students who elect to take a fourth year are not required to take a modern foreign language.

LATIN I (JCL (Junior Classical League) Introduction to Latin)

Since this course often represents a student's first experience with another language, the long-range effort to build a reading knowledge of Latin begins with a study of fundamentals. Vocabularies, pronunciation, basic elements of grammar – especially those that parallel English structure – receive major emphasis, together with a study of English words derived from Latin roots. Through text readings and visual aids, the student begins an acquaintance with life and culture in the ancient world.

Grade Level: 7, 8 (new to school)
Pre-requisite: None
Term: 2 semesters

LATIN II (JCL Level I)

Latin II is a continuation of the study of the fundamentals of vocabulary and syntax begun in Introduction to Latin. As the students are increasingly introduced to the idioms and grammatical complexities of Latin, the comparisons and contrasts with English afford them new insights into English. Work with English words derived from Latin roots continues. The stories in the text, adapted from ancient sources, offer descriptions of the life, the literature, and the attitudes of other times and other places.

Grade Level: 8, 9
Pre-requisite: Latin I
Term: 2 semesters

LATIN II AA (JCL Level I)

Latin II AA is also a continuation of the study of the fundamentals of vocabulary and syntax begun in Latin I, but at a more rapid pace. It includes all of the goals of Latin II as well as a focus on reading Latin. Students will be exposed to deeper readings and discussions of the stories in the text. There is also more emphasis on syntax in order to prepare students for the rigor of Latin III AA.

Grade Level: 8, 9
Pre-requisite: Latin I and teacher approval
Term: 2 semesters

LATIN III (JCL Level II)

Latin III moves from a review of elementary grammar – forms and uses of nouns, pronouns, adjectives, participles, infinitives and indicative verbs – to the greater complexity of gerunds, the subjunctive, and subordinate clauses. The course emphasizes comprehension of the language as well as an understanding of the early history of Western Europe through the reading of selections from Caesar's Gallic War and a study of poetry and literature through the selections of Ovid's Metamorphoses, the letters of Pliny, and Vergil's Aeneid. Use of visual aids helps to illuminate the cultural and historical elements contained in the readings.

Grade Level: 9, 10
Pre-requisite: Latin II
Credit: 1.0 unit, 2 semesters

LATIN III AA (JCL Level II)

This course includes attention to the concepts as outlined for Latin III, emphasizing the ability to derive meaning from more extensive readings, chiefly through translation. A project and outside readings in English help students comprehend the broad picture that includes Rome's debt to Greece, the political development of Rome and the subsequent contributions of ancient civilizations to the modern world.

Grade Level: 9, 10
Pre-requisite: Latin II and Teacher Approval
Credit: 1.0 unit**, 2 semesters

LATIN IV (SURVEY) (JCL Level III-IV Prose)

Latin IV is a general survey that allows students to explore the beauty, complexity, and diversity of the Latin language through a combined study of both prose and verse. Students will review necessary grammar concepts while also translating texts that offer insight into the world, both ancient and modern. Students will read selections from authors including Cicero, Sallust, Petronius, Catullus, and Ovid. All students are encouraged to consider this course as a capstone to their Latin work at Walnut Hills and preview to future Latin studies.

Grade Level: 10, 11, 12
Pre-requisite: Latin III
Credit: 1.0 unit, 2 semesters

LATIN IV AA (POETRY SURVEY) (JCL Level III-IV Poetry)

Latin IV Poetry Survey AA (intermediary between Latin IV Prose Survey and AP Vergil) will include the lyric poets, Catullus and Ovid, as well as writers of comedy, tragedy and satire. The ability to read, translate and comprehend original Latin poetry forms the major part of the work required. Topics in ancient history and Roman culture related to the authors will be studied. Students with a B average in Latin III are encouraged to consider the course.

Grade Level: 10, 11, 12
Pre-requisite: Latin III
Credit: 1.0 unit**, 2 semesters

LATIN IV AA (PROSE SURVEY) (JCL Latin III/IV Prose)

The Latin IV Prose Survey course is a survey of writers from the Roman Republic, with the primary focus on Cicero. In the first few weeks the pillars of Latin grammar and syntax learned in earlier Latin are reviewed with the introduction of the new syntax needed to read Cicero. The most important vocabulary words from the authors to be read will also be an early focus. Our first prose reading will be from Cornelius Nepos, his Life of Hannibal, followed by selections from Sallust, Cicero's Letters, two full orations of Cicero, and selections from other authors including Plautus. Homework will be translation of a specified section of Latin text.

Grade Level: 10, 11, 12
Pre-requisite: Latin III
Credit: 1.0 unit**, 2 semesters

AP LATIN (VERGIL/CAESAR) (JCL Level III-IV Poetry)

This is one of the few courses terminating in an Advanced Placement exam that is offered to 10th grade students at Walnut Hills. To be recommended, a student must be mature enough to accept responsibility for his own progress and ambitious enough to carry an above average workload. This course aims at an in-depth study of two of the great classics of Western Civilization, the Aeneid of Vergil and Julius Caesar's Bellum Gallicum. Discussions of the major themes of the Aeneid and its poetic techniques add depth to the translation of the Latin verse. The reading of Caesar's original literary genre will round out the student's understanding of one of the most influential periods of Roman history. Linguistic accuracy, speed, and comprehension, together with facility in communication of ideas and in critical analysis, will be expected of the AP candidate. The AP exam is a requirement of the course.

Grade Level: 10, 11, 12
Pre-requisite: Latin III/IV
Credit: 1.0 unit**, 2 semesters

INTRODUCTION TO ARCHAEOLOGY

Emphasis will be placed on archaeological techniques, the growth of archaeology from "a treasure hunt to an academic discipline," and its value in adding another dimension to our study of the past. The course will include "Old World" Classical archaeology as well as historical "New World" archaeology studies. Since Cincinnati is at the center of a rich archaeological storehouse, the resources of both local institutions of higher learning and nearby prehistoric sites will be used whenever possible. This course is unique to public high schools nationwide.

Grade Level: 10, 11, 12
Pre-requisite: None
Credit: 0.5 unit, 1 semester

GREEK I

This course is an introduction to ancient Greek. Students will learn the dialect used in ancient Athens during the Classical period of Greek history. This course covers a semester and a half of college ancient Greek within a year's time. This is an interdisciplinary course: not only will students learn to read and write ancient Greek, but ancient history and literary culture is taught alongside the language in order to give students a holistic view of the ancient world. This class is open to all, but previous experience with Latin will help.

Grade Level: 9, 10, 11, 12
Pre-requisite: None
Credit: 1.0 unit, 2 semesters

GREEK II

This is the second course in the ancient Greek sequence. Students will finish learning the remaining grammatical concepts after their first year and move toward reading passages adapted from Herodotus and Plato. Students will continue improving their reading and composition skills and will complete projects which illuminate and inform the texts read in class. By the end of the year, students will be able to read unadapted Greek texts with a commentary and test into a university level ancient Greek course on Attic prose. This class is open to all who have completed Greek 1.

Grade Level: 10, 11, 12
Pre-requisite: Greek I
Credit: 1.0 unit, 2 semesters

COMPUTER SCIENCE

COMPUTER APPLICATIONS I

This course will teach students to type well and will also teach them to use Microsoft Word, Excel, and PowerPoint. By the end of the course students should be able to use these programs for all the projects and reports they will need to produce at Walnut Hills, in college, and later in life. They will also learn to create business documents and to manage financial transactions, including credit cards and college loans. This is a lab course, so most work will be done in class.

Grade Level: 8, 9, 10, 11, 12
Prerequisite: None
Credit: 0.5, 1 semester, Non-Academic Credit

WEB DESIGN FUNDAMENTALS

This course will teach students how to design and create Internet pages. Students will do several projects including creating their own personal content web site.

Grade Level: 9, 10, 11, 12
Prerequisite: Computer Applications 1 and Teacher Approval
Credit: 0.5 unit, 1 semester

INTRODUCTION TO PROGRAMMING

This course will teach students how to efficiently program computers using Microsoft programming languages. Topics covered include program structure, elementary data types, keyboard input, formatted output, assignment operations, arithmetic operations, standard math library functions, and selection control structures. Students will be introduced to Windows-style programming and problem solving. Students will be introduced to Visual Basic syntax, forms, properties, and controls. This course is recommended for students who are interested in exploring using the computer to solve business, mathematical, and engineering problems.

Grade Level: 9, 10, 11, 12
Prerequisite: Algebra 1 and Teacher Approval
Credit: 0.5 unit, 1 semester, Non-Academic Credit

AP COMPUTER SCIENCE A

AP Computer Science A is all about problem-solving. This course covers the material in an introductory Computer Science college course, and is intended for students with no or some prior computing experience. The course uses the Java language to teach fundamental computer programming skills and follows an object-oriented approach emphasizing data structures, abstractions, and algorithm development and analysis. The course includes more than 20 hours of lab work in which students develop programs modeling real-world situations. In the labs students might build a zoo, encrypt messages, imitate a psychotherapist, validate credit card numbers, or teach the computer to play poker. This course can qualify as a math credit for graduation. Students taking a double-bell science course may be allowed to take this course in the "off" days of their double bell science course. To compare this course with AP Computer Science Principles: This course concentrates on writing programs and the theory of programming, while AP Computer Science Principles concentrates on the ways computer science can be used in other fields.

Grade Level: 11, 12
Pre-requisite: Algebra II and approval of course instructor
Credit: 1.0**, 2 semesters

AP COMPUTER SCIENCE PRINCIPLES

AP Computer Science Principles is all about using the underlying principles of computer science to create innovations to solve problems, tell stories, or explore topics. This course covers the material in an introductory college computing class, is intended for students with no or some prior computing experience, and is unique for its focus in fostering student creativity and connection to other fields of study. The course uses a variety of languages to learn the logic behind programming and a programmer's choices. The course is project-based learning with an emphasis on communication and collaboration skills. Some of the projects students might complete include programming their own games and animations, researching data on disease in the world, building their own apps, planning a media campaign, and programming their own music. The final AP exam includes a multiple choice portion and a performance portion with a digital portfolio. To compare this course with AP Computer Science A: This course concentrates on the general principles of computer science and programming, how computer science impacts the world around us, and how to apply knowledge to create something new while AP Computer Science A focuses on writing programs and the theory of programming. This course does not qualify as a math credit for graduation.

Grade Level: 11, 12
Pre-requisite: Algebra II and approval of course instructor
Credit: 1.0 **, 2 semesters

PREFACE

English is required for six years at Walnut Hills High School. Entry into an advanced course is determined by grades in previous English courses. Please note that Honors and AA courses are weighted at a 1.25 weight while AP courses are weighted at a 1.50 weight, so taking these courses require students to be serious and self-motivated about reading and writing and effort and attitude. New students to Walnut Hills High School will have their grades checked by the counseling staff and optioned into the appropriate course.

INTRODUCTION

The English department has designed its curriculum around six core standards: Writing, Reading Process, Reading Applications, Acquisition of Vocabulary, Oral and Visual Communication, and Research. Each standard is reflected in individual teacher's lesson plans, student assignments, and evaluation methods for each grade and for all levels. Most courses are designed around the study of fiction (novels and short stories), drama, poetry and nonfiction and both formative and summative evaluation to check a student's cognitive understanding. Students will be challenged in writing through short and long responses and in class and out of class assignments. Additionally, during each year of English students will use either Vocabulary Workshop [levels C – H] or vocabulary.com to help strengthen their understanding of word origins and meanings and help with advanced testing in high school. Finally, summer reading is introduced in the seventh grade to further facilitate a student's independence in learning, critical thinking, and appreciation for literature.

Also, it is important to remind parents and students that all English courses at Walnut Hills High School are challenging and college preparatory in nature. English 7AA and 8AA differentiate from other middle school courses in Cincinnati Public Schools with the title "Advanced Academic" next to the appropriate grade, while within Walnut Hills students can take college prep courses in grades 9 and 10 or, if eligible (see admission guidelines below), take Advanced Academic (AA) courses with the focus on preparation for two college courses taught here, Advanced Placement Language and Composition and Advanced Placement Literature and Composition, both offered during a student's junior and senior year. Eventually, a student might desire a more specified area of study within English outside of the required courses, so the department offers several elective courses: Film Techniques and Analysis (grade 12 only), Creative Writing, Journalism (both yearbook and student newspaper), Time To Speak, AP Capstone Seminar and AP Capstone Research.

NEW FOR 2019-20: Students who have taken AP Seminar, regardless of discipline, can take AP Research as a junior or senior and receive English credit—meaning they would NOT have to take an additional English course in the same academic year. HOWEVER, if any students wanted to take an additional English course along with AP Research they certainly could.

ADMISSION to HONORS and AA COURSES:

1. Admission into the English 8 Honors program is by administrative invitation only.
2. Admission into the English 9 Honors program is by the recommendation of the 8 Honors team and the administration.
3. Admission into 9AA and 10AA is by students having an overall B average in their English courses at WHHS when optioning and:
 - a. Student must receive a recommendation from his or her current English teacher by having that teacher sign his or her optioning form;
 - b. Student from a regular English class must have at least an A average in English for the (current) first semester, with no quarter Cs;
 - c. Student from Honors or AA English courses must have at least a B average for the first semester, with no quarter Cs;
 - d. After optioning into the advanced course, the student must maintain at least a B average with no Cs for second semester of his or her current course. If not, the recommendation to the advanced course will be revoked.

MAINTAINING AA and HONORS STATUS:

1. Student completes all of the summer reading and writing assignments upon entering the course.
2. Student who maintains an A or B average with no quarter Cs has the opportunity to option into an advanced course the next year, while the student who does not maintain an A or B average, forfeits the opportunity to option into an advanced class the next year.

ADMISSION to AP ENGLISH LANGUAGE and COMPOSITION and AP ENGLISH LITERATURE

1. When optioning, student must have a minimum B average for the first semester and complete an online application form.
2. After optioning into the course, the student must maintain at least a minimum B average for second semester of his or her current English course. If not, the recommendation to the advanced course will be revoked.

MAINTAINING AP status:

1. Student completes all of the summer reading and writing assignments upon entering the course.
2. Student must maintain a minimum B average throughout the course—if not, student will lose AP status.
3. Student who maintains an A or B average with no quarter Cs has the opportunity to option into an advanced course the next year, while the student who does not maintain an A or B average, forfeits the opportunity to option into an advanced class the next year.

ENGLISH 7 AA

Students develop and improve composition skills through the writing process. Also, an emphasis is placed on vocabulary, grammar, reading process and application, and library/research skills. Compositions are designed through basic writing modes: expository, persuasive, narrative and reflective. Literature studied includes novels, short stories, poetry, drama, nonfiction, classical mythology and fables. Composition and literature merge as students are expected to identify and explain how literary terminology is used. Oral expression is usually designed from essays and could be both formal and informal and either group presentation or individual speech. Students work toward acquiring and adding to a solid foundation of skills necessary for a successful career at Walnut Hills High School and in preparation for college. Summer Reading is required

Grade Level: 7
Prerequisite: None
Term: 2 semesters

ENGLISH 8 AA

Students continue to develop and improve composition skills through the writing process. Also, there is a continued emphasis on vocabulary, grammar, reading process and application, and library/research skills. Compositions are designed to continue utilizing the established modes of writing, as well as introduce students to literary criticism. The course emphasizes skills and concepts that are the foundation of literary analysis. Students do extensive, detailed work with both classical and contemporary literature. The curriculum also addresses grammar, usage, and vocabulary development. In addition the course emphasizes skills in speaking, listening and critical thinking. Summer reading is required.

Grade Level: 8
Prerequisite: English 7 & Qualifying Performance with Current Teacher Approval
Term: 2 semesters

ENGLISH 8-HONORS

In addition to the full 8th grade English course of study, this enrichment program is designed to integrate the three disciplines involved: English, American History and Physical Science. The team-teaching approach stresses skills in written communication and creative problem-solving techniques. The students gain experience working in a large lecture group, middle-size groupings, small groups and individualized experiences. The long-range goal emphasizes sophistication and experience in the communication arts with emphasis on critical thinking and analytical writing. In addition, students are prepared to enter the 9-Honors program. See description for Introductory Physical Science Honors (13084H) and American History 8-Honors (15084H) for a complete understanding of the Honors-8 program. Summer reading is required.

Grade Level: 8
Prerequisite: English 7 and Qualifying grades
Term: 2 semesters

ENGLISH 9

This program provides opportunity for continued development in literature, language, and composition. Students develop an awareness of the distinctive characteristics of literary types through the study of representative examples of classical and contemporary poetry, drama, fiction, and non-fiction that parallel their study of Modern History. Having examined language as an ever-changing and growing medium, the student should be able to demonstrate increased facility in the use of language as an effective tool in spoken and written communication. The student should be able to write unified paragraphs, using the narrative, persuasive, expository, and literary criticism modes, to complete coherent and detailed essays. A formal, MLA research paper is required as per the Book Rotation. Summer reading is required.

Grade Level: 9
Prerequisite: English 8
Term: 2 semesters

ENGLISH 9 AA

English 9AA is designed for the dedicated student who plans to continue taking accelerated classes that lead to Advanced Placement English. Students will read works by Dickens, Homer, and Shakespeare, as well as short stories, poetry, and essays chosen to parallel students' social studies' Modern History requirement. Emphasis will be placed on critical analysis and interpretation of literature with advanced composition skills. In addition to the study of literature, composition skills are developed through various projects. A study of vocabulary and public speaking as well as individual and group projects will be interspersed throughout the four quarters. A formal, MLA research paper is required as per the Book Rotation. Summer reading is required.

Grade Level: 9
Prerequisite: English 8 or Honors & Qualifying Performance with Current Teacher Approval
Credit: 1.0 unit**, 2 semesters

ENGLISH 9-HONORS

Honors English is designed for the dedicated student who plans to continue taking accelerated classes that lead to literature that spans from the Renaissance to the present, although connections to the classical world will be explored. By using the team teaching approach, the English course is presented with Modern History and Biology in an integrated format. Students will study works by Dickens, Homer, Shakespeare, Steinbeck, and Wilder, as well as short stories, poetry, and essays chosen to parallel student's social studies' Modern History and Biology curriculum. In addition to the study of literature, composition skills are developed through various projects. A study of vocabulary and public speaking as well as individual and group projects will be interspersed throughout the four quarters. Students will continue to develop their research skills. A formal, MLA research paper is required as per the Book Rotation. Summer reading is required.

Grade Level: 9
Prerequisite: English 8 or Honors & Qualifying Performance with Current Teacher Approval
Credit: 1.0 unit**, 2 semesters

ENGLISH 10

This course develops a response to our culture and fosters critical thinking as a means of self-expression. In the study of novels, poetry, and dramatic literature, the emphasis is on character study as it reflects the interaction of cultures and environment their relationship to both American Literature and American History. Literary analysis will continue with the study of such literary devices as plot, point of view, setting, and style. In addition, the class emphasizes increased competence in writing and speaking. Vocabulary, grammar and usage are integral parts of this study. Summer reading is required. This course prepares students for upper level choices of British Literature AA, World Literature AA, AP English Language and Composition, and AP English Literature and Composition.

Grade Level: 10
Prerequisite: English 9
Credit: 1.0 unit, 2 semesters

ENGLISH 10 AA

English 10 AA is a sophomore level English class for the serious student who plans to enter British Literature AA, World Literature AA, AP English Language and Composition, or AP English Literature and Composition. In the study of American literature, stress is placed on the author's craft in writing: diction, syntax, tone and symbolism. Students learn correct methods of research, continue to read and write critically and evaluate a variety of literary styles and genres. Also, the study of vocabulary and grammar is a requirement. Additional summer reading is required. NOTE: "American Studies" is a team taught, two-bell option for students to take who have been approved to option into both AP American History and English 10AA. Students do not apply for "American Studies". The administration and counselors chooses the students from a range of dynamics including course, race, and gender diversity.

Grade Level: 10
Prerequisite: English 9, AA or Honors & Qualifying Performance with Current Teacher Approval
Credit: 1.0 unit**, 2 semesters

BRITISH LITERATURE AA

British Literature AA is an accelerated course: students will read more selections, write more essays and do a more thorough examination of the material. A study of British literature, particularly the novel, and poetry and a continuation of the students' study of Shakespearean drama are the focus of study. Examination of non-fiction literature happens through research for writing, especially a major research paper. The objectives of the course include providing students with those tools necessary for careful literary analysis; encouraging students to continue growing as critical readers and thinkers; and improving student's writing skills through prewriting, revising, and editing. Summer reading is required.

Grade Level: 11, 12
Prerequisite: English 10 or 10AA & Qualifying Performance with Current Teacher Approval
Credit: 1.0 unit**, 2 semesters

WORLD LITERATURE AA

In this advanced academic class students will refine the writing and language skills they have acquired in their earlier years at Walnut Hills in preparation for college. The study of literature will involve students understanding the use of literal or figurative language. Also, students will study various cultures, with enrichment through inclusion or other world classics into the appropriate time periods. Excellence in expression, both written and oral, will be stressed. A research paper is required. Summer reading is required.

Grade Level: 11, 12
Prerequisite: English 10 or 10AA & Qualifying Performance with Current Teacher Approval
Credit: 1.0 unit**, 2 semesters

AP ENGLISH LANGUAGE AND COMPOSITION

In addition to prerequisites, students must fill out an application in order to be considered for this college level course. Advanced Placement Language and Composition provides students with an opportunity to earn college credit through an intensive reading and composition course. Writing instruction consists of a broad exposure to many different writing styles with the critical reading and writing processes, including revisions, emphasized as essential learning tools. Readings are international and diverse—including the works of thinkers in many disciplines. This course is open to qualified juniors. Students admitted to the course must complete summer assignments.

Grade Level: 11, 12
Prerequisite: English 10 or AA & Qualifying Performance with Current Teacher Approval
Credit: 1.0 unit**, 2 semesters

AP ENGLISH LANGUAGE AND COMPOSITION-HUMAN RIGHTS FOCUS

In addition to prerequisites, students must fill out an application in order to be considered for this college level course. Advanced Placement Language and Composition – Human rights Focus provides students with an opportunity to earn college credit through an intensive reading and composition course. Writing instruction consists of a broad exposure to many different writing styles with the critical reading and writing processes, including revisions, emphasized as essential learning tools. Readings are mainly non-fiction with a focus on Human Rights as evidenced through foundational American documents, writings, and speeches from World war II and the holocaust, writings, speeches, and legal documents from the American Civil Rights movement, and essays concerning modern day human rights issues. This course is open to qualified juniors or seniors. Students admitted to the course must complete summer assignments.

Grade Level: 11, 12
Prerequisite: English 10 or 10 AA & Qualifying Performance with Current Teacher Approval
Credit: 1.0 unit**, 2 semesters

AP ENGLISH LITERATURE AND COMPOSITION

In addition to prerequisites, students must fill out an application in order to be considered for this college level course. Advanced Placement English Literature and Composition will engage students in a careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As students read, they will consider a work's structure, style, and themes as well as such smaller scale literary elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Reading in this AP course will be both wide and deep; writing assignments will focus on the critical analysis of the readings and include expository, analytical, and argumentative essays. Students admitted to the course must complete summer reading and writing assignments.

Grade Level: 11,12
Prerequisite: English 10 or 10 AA & Qualifying Performance with Current Teacher Approval
Credit: 1.0 unit**, 2 semesters

YEARBOOK

This course provides students with an introduction to, and practice in, the major skills required for producing a written publication. The major goals of the course are to allow students to familiarize themselves with the major areas of journalism production—design, photography, writing, editing, public relations and advertising. The opportunity to practice techniques used in producing these elements will be provided in class accompanied by extracurricular expectations. Students will become proficient in using online design software and Photoshop. The students are responsible for producing the annual *Remembrancer* yearbook, and must complete an application and selection process in the spring to enroll in this course. Editors-in-chief and specialty editors may be chosen from class members based on ability, interest and knowledge of the yearbook production process. Interested students are encouraged to repeat the class in successive years to assume added responsibilities moving from positions of staff member to specialty editors and editors-in-chief. Professional journalists may speak to the class on some areas of journalism and yearbook production.

Grade Level: 9, 10, 11, 12
Prerequisite: Teacher Approval & News Writing 1, or Photography 1, or Digital Imaging, or Digital Multimedia
Credit: 1.0 unit, 2 semesters, Non-Academic Credit

FILM TECHNIQUES & ANALYSIS

This class is for students interested in furthering their overall understanding of film techniques through the analysis of established films. Students will study film techniques and their effect on a film's audience and apply those techniques in various short essays. To understand this process, in addition to watching films—clips and full-length—students will read excerpts from a college text, Louis Giannetti's *Understanding Film*, participate in classroom discussion, and sample film criticism. Tests, short essays and an examination are required.

Grade Level: 12 only
Prerequisite: None
Credit: .5 unit, 1 semester, Non-Academic Credit

CREATIVE WRITING

This class is for students who wish to both explore the various aspects of imaginative writing and strengthen their writing skills. After building a strong foundation of personal narration and expression, students will begin writing short fiction, dramatic (script) writing, and poetry. In addition to strengthening the student's written "voice," we will also focus on the writing conventions inherent in each of these forms through both direct instruction and modeling of published work. This class will be conducted in a collaborative workshop format in which students will not only receive instruction from the teacher, but will receive regular feedback and commentary from their classmates as well within a supportive environment. Therefore, though an interest in creative writing is important, a willingness to share and thoughtfully listen to others is essential.

Grade Level: 11, 12
Prerequisite: None
Credit: 0.5 unit, 1 semester, Non-Academic Credit

NEWS WRITING 1 (INTRODUCTION TO JOURNALISM)

Students will learn about all aspects of high school journalism to prepare them for participation in the student publications REM and CHATTERBOX. Topics covered will include: the 1st Amendment, ethical and legal concerns, photojournalism, copy writing, genres of news writing, writing in a journalistic style, design elements of journalism and interviewing skills. During the second quarter of this semester long course, students will create spreads for yearbook or articles and pages the student newspaper. The course will focus on current and coming journalistic publishing trends. This course is a prerequisite for Newspaper Production and Journalism Production.

Grade Level: 7, 8, 9, 10, 11 (approval required from News Writing teacher for seniors)
Prerequisite: None
Credit: 1.0 unit, 1 semester, Non-Academic Credit

NEWS WRITING 2 (JOURNALISM)

This course is only available second semester for students who successfully completed News Writing 1 during the 1st semester. Students will continue to develop their news writing skills. Students will be involved in all aspects of the production of the student news publication, the CHATTERBOX. Topics covered will include: the 1st Amendment, ethical and legal concerns, photojournalism, copy writing, genres of newswriting, writing in a journalistic style, design elements of journalism and interviewing skills. The course will focus on current and coming journalistic publishing trends.

Grade Level: 7, 8, 9, 10, 11 (approval required from News Writing teacher for seniors)
Prerequisite: None
Credit: 1.0 unit, 1 semester, Non-Academic Credit

NEWSPAPER PRODUCTION (CHATTERBOX)

Students will be involved in all aspects of the production of the Walnut Hills student newspaper, the CHATTERBOX. Activities will include: writing, editing, proofreading, page layout, finance and sales. In addition to the production of the paper, students will work on developing skills in all types of newspaper writing styles: editorial, feature, news and sports. Editors-in-chief and page editors may be chosen from class members based on ability, interest and knowledge of the newspaper production process. Interested students are encouraged to repeat the class in successive years to assume added responsibilities moving from positions of staff writer to page editors and editors-in-chief. Professional journalists may speak to the class on some phases of newspaper production.

Grade Level: 8, 9, 10, 11, 12
Prerequisite: Teacher Approval & News Writing 1, or Photography 1, or Digital Imaging, or Digital Multimedia
Credit: 1.0 unit, 2 semesters, Non-Academic Credit

TIME TO SPEAK (COMMUNICATION ARTS)

Time to Speak is based on the principals that effective communication is a skill that can be learned and mastered. The course content focuses on the four methods of communication through interpersonal, intrapersonal, one-to-one group communication, group problem solving, and public speaking. Presentations range from formal speeches to informal class discussions and seminars. This course integrates the professional practices and protocol for interviewing etiquette and resume writing. Students will also study the art of argumentative rhetoric and will participate in a formal Lincoln-Douglas debate.

Grade Level: 9, 10, 11, 12
Prerequisite: None
Credit: 0.5 unit, 1 semester, Non-Academic Credit

AP CAPSTONE: SEMINAR

In this interactive course, students develop and strengthen analytic and inquiry skills, exploring relevant issues from multiple perspectives, evaluate the strength of an argument, and make logical, fact-based decisions. Students will question, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. During the course, students will participate in formal policy debate, complete a team project, an individual paper and presentation, and take a written final AP exam. The AP Seminar Exam score is based on all three components and is reported on the standard 1-5 AP scoring scale.

Grade Level: 10, 11 & 12
Prerequisite: Application
Credit: 1.0 unit**, 2 semesters

AP CAPSTONE: RESEARCH

Advanced Placement Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a research based investigation for multiple months to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and assessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

Grade Level: 11, 12
Prerequisite: AP Seminar Course & Application
Credit: 1.0 unit**, 2 semesters

HEALTH

HEALTH 7/8

Educational activities that promote understanding, attitudes, and practices consistent with individual, family and community health needs. Included in the objectives are principles of nutrition, basic first aid, and the effects of drugs, alcohol and tobacco. In addition, the class studies units of sex education (with parent consent) and mental health.

Grade Level: 7, 8
Prerequisite: None
Term: 1 semester

SENIOR HIGH HEALTH

This course takes a holistic view of healthful living, encouraging students to develop an organized health program of their own. Beginning with the study of individual physical and mental well-being, students proceed to analyze social and environmental factors affecting their health. The goal is to make informed choices about attitudes and behavior patterns which lead to a healthy lifestyle. Sample units of study include nutrition, exercise, the role of the family, sex education, drug education, mental health and CPR instruction.

Grade Level: 9, 10, 11, 12
Prerequisite: None
Credit: 0.5 unit, 1 semester, Non-Academic Credit

NOTE: STUDENT EXEMPTION FROM THE FAMILY LIVING/SEX EDUCATION PROGRAM K-12

As mandated by law, parents have the opportunity to withdraw their child from the instructional setting if it is their desire to do so. Parents will be notified in writing in a timely manner of the general content of the instructional program in Family Living/Sex Education. It is the parent's responsibility to notify the school in writing if they do not wish to have their child participate in the Family Life and Sex Education Program. If the school is not notified in writing, the child will receive instruction in the program. Any child whose parents request exemption (in writing) must be excluded from instruction. Parents may view approved instruction support materials during regular business hours at the Staff Development Center in the Central Office. Board approved text materials and the Family Living/Sex Education Curriculum Bulletin (HE9101) are available for examination in the school library.

PROFESSIONAL ATHLETIC STUDIES

This course is developed to give students background knowledge and exposure to careers involving athletics and sports medicine. The course will certify students in Red Cross CPR, First Aid, and AED and will provide them with a background in basic athletic training concepts. Students will be exposed to anatomy, physiology, kinesiology, biomechanics and nutrition. Professionals currently working in the field will offer students additional information through class visits and presentations. Professions researched in the course will include but are not limited to orthopedics, athletic training, physical therapy, occupational therapy, personal training, dietetics and sports management.

Grade Level: 10, 11, 12
Prerequisite: Senior High Health and Teacher Approval
Credit: 0.5 unit, 1 semester, Non-Academic Credit

MATHEMATICS

All students must complete 4 years of mathematics during grades 9-12. Those students successfully completing Algebra in grades 7 or 8 will need to complete a minimum of three years of mathematics in high school. Students must take a sequence of Algebra 1, Geometry, and Algebra 2. The 4th math course must be a Level 4 math class for graduation requirements. Most incoming seventh grade students are placed in Pre-Algebra.

Proper placement is very important in order for students to maximize their learning potential. Entry into AA and AP courses is determined by grades in previous Walnut Hills' courses. Incoming seventh grade students who scored 90% or higher on the math portion of the entrance test may opt to take a placement test for Algebra 1 AA. Any incoming eighth through twelfth grade student must take a placement test or speak to the Mathematics Department Chair for appropriate placement.

AA Criteria - Mathematics

Admission:

1. Students wishing to be admitted to AA courses must have an "A" average in the prerequisite course for both semesters (as determined by the grade matrix for the district) and be recommended by their teacher.
2. Students wishing to petition into AA courses must be recommended by their current math teacher to take a placement test.
3. Students entering from outside Walnut Hills must have taken comparable prerequisite courses based on standards and objectives of Walnut Hills. A placement test administered by the Mathematics Department chair will determine appropriate course.

Maintaining AA Status:

1. Students already enrolled in AA courses must maintain at least a "B" average for both semesters to continue in subsequent AA courses.
2. Students who earn less than a "B" average for any semester or who do not earn the teacher's recommendation must petition to enter the subsequent AA course.
3. Students earning a D or F for the first semester or for the third quarter may lose status and be transferred to a regular course as feasible.

PRE-ALGEBRA AA

This accelerated college preparatory course is a rigorous introduction to Algebra, Geometry, and Probability and Statistics. The course is designed to develop an understanding of mathematics and to prepare students for demanding work in the future academic courses in mathematics. A protractor, graph paper, and a scientific calculator are required.

Prerequisite: None
Term: 2 semesters

MATH 8

This course provides a fundamental understanding of both algebra and geometry, with a focus on exploring and identifying the connections between the two branches. It emphasizes number sense and numeric literacy while developing the problem solving skills required for success in mathematics. A scientific calculator is required for portions of this course, but much of the course is completed without technology to further reinforce core skills. An important aspect of this course is the conceptual understanding of geometric principals used in defining linear functions, which prepares students for further conceptual exploration in upper level courses.

Grade Level: 8
Term: 2 semesters

ALGEBRA 1

This course emphasizes algebraic concepts and the structure of the real number system. The course develops algebraic skills in problem solving and prepares students for succeeding academic courses in mathematics. An appropriate calculator is required (Scientific or Graphing as indicated by instructor). An important aspect of this course is the learning of techniques and problem-solving steps to be applied to more advanced problems in the future.

Prerequisite: Pre-Algebra
Credit: 1.0 unit, 2 semesters

ALGEBRA 1 AA

This accelerated college preparatory course is a rigorous course that develops the structure and operations of the real number system and continues students' experiences with geometry and probability and statistics. It stresses algebraic problem solving and prepares students for future courses in mathematics. Seventh grade students in this course should be eligible to take Calculus AP in grade 11 and AP Probability and Statistics in grade 12. Graph paper, and scientific calculator is required.

Prerequisite: Selected grade 7, see criteria above and Current Teacher Approval
Credit: 1.0 unit**, 2 semesters

GEOMETRY

This course includes deductive and algebraic approaches to plane, solid, and analytic geometry. Logical proof is included. Students will be required to memorize definitions, theorems, and postulates. This course prepares students for future math courses. A protractor, ruler, compass, graph paper and scientific calculator are required.

Prerequisite: Algebra 1
Credit: 1.0 unit, 2 semesters

GEOMETRY AA

This accelerated college preparatory course emphasizes deductive and algebraic approaches to plane, solid, and analytic geometry. There is emphasis on logical proof. This course prepares pupils for the demands of future math courses. A protractor, ruler, compass, graph paper, and scientific calculator are required.

Prerequisite: Algebra 1, see AA criteria and Current Teacher Approval
Credit: 1.0 unit**, 2 semesters

ALGEBRA 2

This course extends the skills and concepts introduced in Algebra 1. Linear and quadratic equations and inequalities are studied. In addition, students study functions, coordinate geometry, trigonometry, matrices, and logarithms. Algebra 2 is a prerequisite for all advanced math courses. A scientific calculator and graph paper are required; a graphing calculator is recommended (TI-83 or TI-84).

Prerequisite: Algebra 1 and Geometry
Credit: 1.0 unit, 2 semesters

ALGEBRA 2 AA

This is a rigorous, fast-moving course, which extends the skills and concepts introduced in Algebra 1. The real numbers and their properties are applied in the solution of linear and quadratic equations and inequalities. Knowledge of functions is formalized and trigonometric functions are studied in detail. Matrices and logarithms are also covered. Geometry is reviewed, and probability and statistics continue to be addressed. Much emphasis is placed on theory, mathematical symbolism, and breadth and depth of understanding. This course prepares students for a demanding course in Pre-calculus and is recommended for students who plan to take Pre-Calculus AA followed by AP Calculus. A scientific calculator and graph paper are required; a graphing calculator is recommended (TI-83 or TI-84).

Prerequisite: Algebra 1 and Geometry, see AA criteria and Current Teacher Approval
Credit: 1.0 unit**, 2 semesters

PRE-CALCULUS

Proficiency in algebraic skills is an essential prerequisite. This course surveys a variety of pre-Calculus topics including polynomial, rational, exponential and trigonometric functions over the real and complex numbers. Previously learned algebraic, and geometric concepts are synthesized in preparation for a succeeding course in Calculus. Graph paper and a graphing calculator is required (TI-83 or TI-84).

Prerequisite: Algebra 2 and Geometry
Credit: 1.0 unit, 2 semesters

PRE-CALCULUS AA

Mastery of algebraic skills is an essential prerequisite. This course surveys a variety of pre-calculus topics including polynomial, rational, exponential, and trigonometric functions over the real and complex numbers. Much emphasis is placed on theory, mathematical rigor, and breadth and depth of understanding as well as efficacy. A pupil who successfully completes this course is prepared for Calculus AP/AB. Students scoring in the top 20% of this course are prepared for Calculus AP/BC. Graph paper and a graphing calculator is required (TI-83 or TI-84).

Prerequisite: Algebra 2 and Geometry, see AA criteria and Current Teacher Approval
Credit: 1.0 unit**, 2 semesters

PROBABILITY AND STATISTICS

Today more than ever, statistics plays an important role in our lives. This course covers experimental design, uses and abuses of statistics, frequency distributions and their graphs, and measures of central tendency. There will be some emphasis on probability, but the focus of the course will be on probability distributions, confidence intervals, hypothesis testing, linear regression, and various statistical tests. This course does not replace Pre-Calculus and may be taken before, after, or concurrently with Pre-Calculus. Graph paper and graphing calculator is required (TI-83 or TI-84).

Prerequisite: Algebra 2
Credit: 1.0 unit, 2 semesters

CALCULUS AA

This honors mathematics course teaches basic differentiation and integration at a comfortable pace. Calculus AA is designed for students who want exposure to calculus at a pace and rigor that will prepare the student for success in a college level Calculus 1 course. This course includes extensive review of prerequisite skills and uses both algebraic and graphic methods. A graphing calculator is required.

Prerequisite: Pre-Calculus
Credit: 1.0 unit**, 2 semesters

AP CALCULUS AB

This course is intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, geometry, trigonometry, and analytic geometry. The course concerns itself with the integral and differential calculus of the elementary functions, following a curriculum governed by the College Board. A reasonable degree of rigor is demanded, but the theorems are not proved by the students. The AP/AB exam is a requirement of the course. A score of "3" or higher on the AP exam equals one semester or two quarters credit at most universities. Graph paper and a graphing calculator is required (TI-83 or TI-84). There is a \$20 fee for the review booklet.

Prerequisite: Pre-Cal AA or "A" in Pre-Calc and Teacher Approval
Credit: 1.0 unit**, 2 semesters

AP CALCULUS BC

Calculus AP BC is a standard, rigorous, first-year integral and differential calculus course, the scope of which is controlled by the College Board. In addition to the topics covered in Calculus AP/AB, sequences and series, elementary differential equations, parametric and polar functions, vector calculus and slope fields are covered. A score of "3" or higher on the AP exam equals two semesters or three quarters credit at most universities. Graphing calculator is required (TI-83 or TI-84). There may be a \$20 fee for a review booklet. Only students with extremely high mathematical prowess should attempt this course.

Prerequisite: Approval by AP Calculus BC teacher
Credit: 1.0 unit**, 2 semesters

AP CALCULUS BC (Honors)

This course begins with a review of the topics in Calculus AP AB. The additional topics from Calculus AP BC are then covered in a more leisurely and thorough manner than is possible during the time frame of the BC course. The BC exam is required at the end of the course. There is a \$20 fee for review materials.

Grade Level: 12
Prerequisite: Approval by AP Calc BC Honors teacher
Credit: 1.0 unit**, 2 semesters

AP COMPUTER SCIENCE A (also listed under computer science)

AP Computer Science A is all about problem-solving. This course covers the material in an introductory Computer Science college course, and is intended for students with no or some prior computing experience. The course uses the Java language to teach fundamental computer programming skills and follows an object-oriented approach emphasizing data structures, abstractions, and algorithm development and analysis. The course includes more than 20 hours of lab work in which students develop programs modeling real-world situations. In the labs students might build a zoo, encrypt messages, imitate a psychotherapist, validate credit card numbers, or teach the computer to play poker. This course can qualify as a math credit for graduation. Students taking a double-bell science course may be allowed to take this course in the "off" days of their double bell science course. To compare this course with AP Computer Science Principles: This course concentrates on writing programs and the theory of programming, while AP Computer Science Principles concentrates on the ways computer science can be used in other fields.

Grade Level: 11, 12
Pre-requisite: Algebra II and approval of course instructor
Credit: 1.0 **, 2 semesters

AP STATISTICS

AP Statistics is a rigorous college-level introductory statistics course that follows the curriculum governed by the College Board. The four major themes are: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. The course includes the use of technology, projects and laboratories, cooperative group problem solving, and writing. The course may be taken concurrently with Pre-Calculus, Calculus, and/or Engineering. Taking the AP exam is required. Students must have a graphing calculator. (TI-83, TI-84 or TI-Nspire).

Grade Level: 10, 11, 12
Prerequisite: Algebra 2AA or Algebra 2, and AP Statistics Teacher Approval.
Credit: 1.0 unit**, 2 semesters

FOUNDATIONS OF ENGINEERING DESIGN THINKING I AND II

Foundations of Engineering Design Thinking I and II meet for one period throughout the year (students must enroll in both.) Foundations of Engineering Design Thinking I and II serve as an introduction to all fields of engineering. This course is weighted as an AP Course, but there is no AP Exam, and two 3-hour semester college credits may be earned through Ohio's College Credit Plus Program (after application and acceptance through UC.) It is recommended that students who plan to major in engineering take physics and calculus prior to or concurrently with this program. Students may receive either math or science credit for this course. There is a \$20 lab fee.

These courses include hands on labs that allow students to explore mechanical, electrical, structural, industrial, and other fields of engineering with an emphasis on the Engineering Design Process, while working in long term teams. The first course introduces students to Engineering and Applied Science professions through multidisciplinary, societally relevant content. Students will learn how to develop approaches for comprehending engineering systems and generating and exploring creative ideas and alternatives. Students will be introduced to concepts in creativity, innovation, engineering fundamentals, and problem solving methodologies. Students experience the ways that engineers use mathematics to solve a variety of practical and often complex problems. Students will learn, through experience, the process of design and analysis in engineering including how to work effectively on a team. Finally, you will develop skills in project management, sustainability, written, oral and graphical communication, logical thinking, and modern engineering tools (e.g., Excel, Python, LabVIEW, MATLAB, Visual Basic, CAD, Rapid Prototyping.) The second course extends and reinforces fundamental engineering/engineering technologies/CS competencies. At Walnut Hills HS, student projects could include cardboard chairs and small scale roller coasters. Students can apply to take these courses for College Credit Plus through the University of Cincinnati (ENED 1100 and ENED 1120.)

Grade Level: 11, 12
Prerequisite: Pre-Calculus, Chemistry, and Teacher Approval
Credit: 1.0 unit**, 2 semesters

MULTIVARIABLE CALCULUS

This course is designed for students who complete AP Calculus BC, and is equivalent to a second year college level class for engineers and mathematics majors. Single variable topics not covered in the BC course such as surface area, work and hyperbolic functions are addressed first. Multivariable topics include space curves and surfaces, cylindrical and spherical coordinates, partial derivatives, optimization, gradient vectors, LaGrange Multipliers, vector functions, vector fields, double and triple integrals, line integrals, surface integrals, Green's Theorem and Stokes' Theorem. This course is weighted as an AP course, but there is no AP exam. A four hour semester college credit may be earned through Ohio's College Credit Plus Program.

Grade Levels: 12
Prerequisite: AB Calculus BC
Credit: 1.0 unit**, 2 semesters

MODERN WORLD LANGUAGES & CULTURES

A Modern Language may be started as early as the seventh grade. It is recommended that students begin as early as possible and continue for at least three years to develop proficiencies in listening, speaking, reading, and writing. A long sequence of study makes it possible for motivated students to take the Advanced Placement Language and Culture course in their fourth or fifth year of study. The two tracks of a modern world language study lead to either Level 4AA or the Advanced Placement Language and Culture course. Most students begin their language study in the college-preparatory level 1 course. Honor students or highly motivated students with previous experience are encouraged to begin their study in the 1AA course.

Admission to the AA courses:

1. 1AA – This course is open to current students with a minimum 3.0 average, including a 3.0 average in Latin and English, with no Cs. Students who are new to the school must be an honor student at their current school, have the required above averages, and complete the student language information form which is in the registration packet.
2. 2AA, 3AA, 4AA – These courses will require the approval of the current modern world language teacher. Students from AA classes must maintain at least a B average in the first and second semesters to maintain AA status. Students from Level 2 or Level 3 courses require As in all marking periods of the previous course and the recommendation of the teacher.

NOTE: All placements are subject to re-evaluation. To maintain status in an AA or AP course the student must maintain an A or B average in the course.

There is a \$25 Modern World Language Fee, which covers online workbook licenses or hard copy workbooks, language lab costs for software and hardware, and national and state tests and contests.

TRACK ONE: COLLEGE PREPARATORY

CHINESE, FRENCH, GERMAN, RUSSIAN, SPANISH 1

The first year of a modern world language, Chinese, German, French, Russian, or Spanish, works on developing Novice-Mid level proficiencies in the three modes of communication (interpersonal, interpretive, and presentational). Through thematic units, the first year course focuses on vocabulary acquisition, grammatical usage, sound discrimination, and everyday conversation. Students learn to understand and to appreciate the country's history, civilization, and culture. This course prepares the students for Level 2.

Grade Level: 7, 8, 9, 10, 11
Prerequisite: None
Credit: 1.0 unit, 2 semesters
Fee: \$25

CHINESE, FRENCH, GERMAN, RUSSIAN, SPANISH 2

The second year of a modern world language, Chinese, German, French, Russian, or Spanish, works on developing Novice-High level proficiencies in the three modes of communication (interpersonal, interpretive, and presentational). Through thematic units, the second year course continues to focus on vocabulary acquisition, grammatical usage, sound discrimination, and everyday conversation in addition to reading short stories or articles and writing short paragraphs. Students continue to learn to understand and to appreciate the country's history, civilization, and culture. This course prepares the students for Level 3.

Grade Level: 8, 9, 10, 11, 12
Prerequisite: Level 1 in the same language
Credit: 1.0 unit, 2 semesters
Fee: \$25

CHINESE, FRENCH, GERMAN, RUSSIAN, SPANISH 3

The third year of a modern world language, Chinese, German, French, Russian, or Spanish, builds on proficiencies levels learned in the first two levels of study. The third year continues to work on developing Intermediate-Low level proficiencies in the three modes of communication (interpersonal, interpretive, and presentational). Through pre-AP thematic units, the third year course continues expands prior learned vocabulary, grammar, and culture, incorporating more reading, writing, and individual or group speaking assignments. Students continue to learn to understand and to appreciate the country's history, civilization, and culture through contemporary articles or literary selections. This course prepares the students for AP or Level 4AA.

Grade Level:	9, 10, 11, 12
Prerequisite:	Level 1 and 2 in the same language
Credit:	1.0 unit, 2 semesters
Fee:	\$25

TRACK TWO: HONORS

CHINESE, FRENCH, GERMAN, RUSSIAN, SPANISH 1AA

The 1AA modern language course in Chinese, French, German, Russian, or Spanish is accelerated, combining material from levels 1 and 2. The focus of this course is on developing Novice-Mid to Novice-High proficiencies in the three modes of communication (Interpersonal, Interpretive, and Presentational). In the context of thematic units, there is an emphasis on building vocabulary and grammar in a communicative setting. Students are required to participate in national testing. Successful students may be recommended for the 2AA course in the following year.

Grade Level:	7, 8, 9, 10, 11, 12
Prerequisite:	3.0 GPA, Minimum B average in Latin or English
Credit:	1.0 unit**, 2 semesters
Fee:	\$25

CHINESE, FRENCH, GERMAN, RUSSIAN, SPANISH 2AA

The 2AA modern language course in Chinese, French, German, Russian, or Spanish is an accelerated course, combining material from levels 2 and 3, which leads to the Advanced Placement course. The focus of this course is on developing Novice-Mid to Intermediate-Low proficiencies in the three modes of communication (Interpersonal, Interpretive, and Presentational). In the context of pre-AP thematic units, this accelerated course continues to build vocabulary and grammar in a communicative setting with more emphasis on reading and writing. Students are required to complete a summer assignment and participate in national language testing. Successful students may be recommended for the 3AA course in the following year.

Grade Level:	8, 9, 10, 11, 12
Prerequisite:	Minimum B average in 1AA and Current Teacher Approval
Credit:	1.0 unit**, 2 semesters
Fee:	\$25

CHINESE, FRENCH, GERMAN, RUSSIAN, SPANISH 3AA

The 3AA modern language course in Chinese, French, German, Russian, or Spanish is an accelerated course, combining material from levels 3 and 4, leading to the Advanced Placement course. The focus of this course is on developing Intermediate-Low to Intermediate-Mid proficiencies in the three modes of communication (Interpersonal, Interpretive, and Presentational). In the context of pre-AP thematic units, this accelerated course continues to build communicative skills with a greater focus on authentic sources and conversational activities. Students are required to complete a summer assignment and participate in national testing. Successful and highly motivated students may be recommended for the 4AA or AP course in the following year.

Grade Level:	9, 10, 11, 12
Prerequisite:	Minimum B average in 1AA and 2AA, and Current Teacher Approval
Credit:	1.0 unit**, 2 semesters
Fee:	\$25

CHINESE, FRENCH, GERMAN, RUSSIAN, SPANISH 4AA

The 4AA modern language course in Chinese, French, German, Russian, or Spanish is an accelerated course taught entirely in the target language, leading to the Advanced Placement course. The focus of this course is on developing Intermediate-Mid to Intermediate-High proficiencies in the three modes of communication (Interpersonal, Interpretive, and Presentational). In the context of pre-AP thematic units, this accelerated course continues to build communicative skills with a greater focus on authentic sources and conversational activities. Students are required to complete a summer assignment and participate in national testing. Successful and highly motivated students may be recommended for the AP course in the following year.

Grade Level:	10, 11, 12
Prerequisite:	Minimum B average in 1AA, 2AA, and 3AA, and Current Teacher Approval
Credit:	1.0 unit**, 2 semesters
Fee:	\$25

AP LANGUAGE AND CULTURE FOR CHINESE, FRENCH, GERMAN RUSSIAN, SPANISH

The AP Language and Culture course develops student proficiency in the interpersonal, interpretive, and presentation modes of communication as defined in the Standards for Foreign Language Learning in the 21st Century and in the ACTFL Performance Guidelines for K-12 learners. It is taught entirely in the target language and the students are required to use the target language in class. The curriculum centers on the integration of communication skills through listening, reading, speaking and writing in the context of six (6) themes: Beauty and Aesthetics, Science and Technology, Family and Community, Global Challenges, Personal and Public Identities, and Contemporary Life. Language is studied through authentic audio and written sources in order to aid students to obtain a level of intermediate high or better. Students need internet access with listening and recording capabilities outside of class. Completion of a summer assignment is required. Students are required to take both the national exam and the AP exam or its equivalent (Russian).

Grade Level:	10, 11, 12
Prerequisite:	Minimum B average in 3AA or 4AA, and Teacher Approval
Credit:	1.0 unit**, 2 semesters
Fee:	\$25

MUSIC

Students must complete one semester of music in grade 7 or 8. Also, one fine art credit must be completed in the senior high.

Band Class Offerings

BEGINNING BAND

Beginning Band provides an introduction to the basic skills of playing a wind or percussion instrument. Emphasis is placed on the individual student's ability to produce a good tone, demonstrate a basic technical command of the instrument, and develop skills in reading music. Students will be required to attend one evening concert. Purchase of a methods book (\$10) and performance attire (white shirt/blouse and black slacks/skirt with black dress shoes) is required. Instrument rentals from local stores range from \$25 to \$55 depending on instrument choice. Private instruction is encouraged.

Grade Level: 7, 8, 9
Prerequisite: None
Credit: 0.5, 1 semester, Fine Art Credit for 9th grade

INTERMEDIATE BAND

Intermediate Band serves as a second year class to continue the development of skills learned in Beginning Band. Emphasis is placed on technical development and ensemble playing. The Intermediate Band is required to perform in two public concerts and may participate in music contests, and festivals. Students must be able to attend occasional after-school and evening rehearsals. Students must own or rent an instrument by the end of the first week of school. Purchase of three method books (\$30), and performance attire (white shirt/blouse and black dress slacks/skirt with black dress shoes) is required. Private lessons are encouraged.

Grade Level: 7, 8, 9
Prerequisite: Beg. Band or two years of Elementary Band instruction and Teacher Approval
Credit: 1.0 unit, 2 semesters, Fine Art Credit
Fee: \$35

JUNIOR BAND

The Junior Band serves as a training ensemble for Concert Band and Senior Band. Emphasis is placed on continued development of technical and ensemble playing through the use of scales, chorales, and band literature. The Junior Band is required to perform in two public concerts. Students must be able to attend occasional after-school and evening rehearsals. Students must own or rent an instrument by the end of the first week of class. Purchase of a method book (\$10) and performance attire (white shirt/blouse and black dress slacks/skirt with black dress shoes) is required. Private lessons are encouraged.

Students in Junior Band are also highly encouraged to participate in the co-curricular marching band which performs at all home football games, parades and competitions. Students will be required to participate in a three-week summer band camp, which will take place prior to the beginning of school. All rehearsals will take place after school and on weekends. All members of the Marching Band in grades 9, 10, and 11 including the Color Guard members, will receive gym credit for their participation in the Marching Band; however, you must participate for 2 years and turn in proper paperwork to receive credit.

Grade Level: 7, 8, 9
Prerequisite: Beg. Band or Int. Band Teacher Approval
Credit: 1.0 unit, 2 semesters, Fine Art Credit
Fee: \$35

SENIOR BAND

Senior Band (AKA: Wind Ensemble) is the top wind and percussion ensemble at Walnut Hills High School. Senior Band is a year long course and includes students in grades 7-12 that are selected by audition in the spring of the prior school year. The Wind Ensemble performs upper level high school and collegiate level literature while continuing the development of refined, professional skills. This ensemble performs three or four concerts each school year and also participate in outside musical opportunities as they present themselves.

Students in Senior Band are also highly encouraged to participate in the co-curricular marching band which performs at all home football games, parades and competitions. Marching Band students will be required to participate in a three-week summer band camp, which will take place prior to the beginning of school. All rehearsals will take place after school and on weekends. All members of the Marching Band in grades 9, 10, and 11 including the Color Guard members, will receive gym credit for their participation in the Marching Band; however, you must participate for 2 years and turn in proper paperwork to receive credit.

Grade Level: 7, 8, 9, 10, 11, 12
Prerequisite: Teacher Approval
Credit: 1.0 unit, 2 semesters, Fine Art Credit
Fee: \$35

CONCERT BAND

The Concert Band is the second highest wind and percussion ensemble at Walnut Hills High School. This ensemble focuses on refining instrument playing skills and performing quality music literature of a high difficulty level. This ensemble performs three or four concerts each school year and also participate in outside musical opportunities as they present themselves. Students in Concert Band are also highly encouraged to participate in the co-curricular marching band which performs at all home football games, parades and competitions. Students will be required to participate in a three-week summer band camp, which will take place prior to the beginning of school. All rehearsals will take place after school and on weekends. All rehearsals will take place after school and on weekends. All members of the Marching Band in grades 9, 10, and 11 including the Color Guard members, will receive gym credit for their participation in the Marching Band; however, you must participate for 2 years and turn in proper paperwork to receive credit.

Grade Level: 7, 8, 9, 10, 11, 12
Prerequisite: Teacher Approval
Credit: 1.0 unit, 2 semesters, Fine Art Credit
Fee: \$35

Orchestra Class Offerings

BEGINNING STRINGS

This course provides an introduction to and drills in the basic skills of playing a stringed instrument (violin, viola, cello, or bass). Emphasis is placed on the individual student's ability to produce a good tone, play in first position on all four strings, and have basic skills in reading music. Students are given an introduction to ensemble playing by performing in at least one public concert. Students must own or rent an instrument by the end of the first week of class. Purchase of textbooks (not to exceed \$10) is also required. Performance attire for girls is a white shirt/blouse and black knee-length skirt or longer/black dress slacks and black dress shoes. Performance attire for boys is a white shirt and black dress pants with black socks and black dress shoes.

Grade Level: 7, 8, 9, 10, 11, 12
Prerequisite: None
Credit: 0.5 unit, 1 semester, Fine Art Credit for 9th

INTERMEDIATE STRING ORCHESTRA

This ensemble serves as the second year class to continue the development of skills learned in Beginning Strings. Emphasis is placed on proper bow hold and strengthening left hand technique along with ensemble playing. This class is also the training group for Junior Orchestra. The Intermediate String Orchestra is required to perform in two public concerts. Students must be able to attend occasional afterschool and evening rehearsals. Students must own or rent an instrument by the end of the first week of class. Performance attire for all students is black shirt/blouse and black pants/slacks or dress, with black socks and black dress shoes. Private lessons are encouraged.

Grade Level: 7, 8, 9, 10, 11, 12
Prerequisite: Teacher approval and audition
Credit: 1.0 unit, 2 semesters
Fee: \$20

JUNIOR STRING ORCHESTRA

This course is a continuation of the string fundamentals begun in Beginning Strings, the details and continuation from Intermediate Orchestra, and is also the training ensemble for Senior Orchestra. The emphasis is on technical and ensemble playing skills including shifting, vibrato and tuning. The Junior String Orchestra is required to perform in two public concerts. Students must be able to attend occasional after-school and evening rehearsals. Students must own or rent an instrument by the end of the first week of class. Performance attire for all students is black shirt/blouse and black pants/slacks or dress, with black socks and black dress shoes. Private lessons are encouraged.

Grade Level: 7, 8, 9, 10, 11, 12
Prerequisite: Teacher Approval/Audition
Credit: 1.0 unit, 2 semesters, Fine Art Credit
Fee: \$20

SENIOR ORCHESTRA

This course is a continuation of the string fundamentals applied in Junior Orchestra and is the training ensemble for Chamber Orchestra. The emphasis is on ensemble skills and more advanced position work for all members. Members must be able to demonstrate vibrato and shifting. The literature performed is classified as high school B and C level by the Ohio Music Educators Association. Students are required to participate in all activities including after-school, evening, and weekend rehearsals and performances. Performance attire for girls is long, black, formal dresses that must be purchased through the music department (not to exceed \$60). Performance attire for boys is tuxedos (rented from the music department for \$25), white shirt, black bow tie, black socks and shoes. Private instruction is highly encouraged.

Grade Level: 7, 8, 9, 10, 11, 12
Prerequisite: Prior Orchestra Experience and Audition
Credit: 1.0 unit, 2 semesters, Fine Art Credit
Fee: \$20

CHAMBER ORCHESTRA

This course provides a continuation of string disciplines begun in Senior Orchestra. Performance and a quantitative as well as qualitative approach to the body of chamber literature are stressed. Students must be able to participate in all activities including after school, evening, and weekend performances and rehearsals as scheduled by the director. Students must own or rent an instrument. Students must pay a uniform fee not to exceed \$100. Performance attire for girls is long, black, formal dresses that must be purchased through the music department. Performance attire for boys is tuxedos (rented from the music department for \$25), white shirt, black bow tie, black socks and shoes. Private instruction is essential.

Grade Level: 7, 8, 9, 10, 11, 12
Prerequisite: Prior Orchestra Experience and Audition
Credit: 1.0 unit, 2 semesters, Fine Art Credit
Fee: \$20

Choir Class Offerings

BEGINNING CHOIR

This is an introductory course for junior high singers. Emphasis is placed on the basics of proper individual and group singing including posture, tone, intonation, blend and balance. Special attention is given to issues relating to the male changing voice in instruction and choice of music. Instruction also stresses music reading skills including knowledge of treble and bass clef, beginning rhythmic concepts, sight-singing syllables, and music terminology. The choral literature performed will be unison through three-part harmony, with some introduction to four-part music. Also, students are required to participate in one public performance. Performance attire is black pants and white shirt/blouse for girls and black pants, white shirt and straight black tie for boys. Private instruction is encouraged.

Grade Level: 7, 8
Prerequisite: None
Credit: 0.5 unit, 1 semester, Fine Art Credit for 9th
Fee: \$15

JUNIOR CHOIR

This is an advanced level of junior high choir and is a continuation of Beginning Choir. This course briefly reviews the vocal and music reading concepts introduced in Beginning Choir and continues in both areas on a more advanced level. The choral literature performed will be largely four-part SATB music with an introduction to further divisions in all voice parts. Students are required to participate in two public performances and may participate in additional school/civic functions, contests and festivals. Performance attire is black pants/black top for girls and black pants, white tuxedo shirt and black bow tie for boys. Private instruction is encouraged.

Grade Level: 7, 8
Prerequisite: Teacher Approval Completion of Beginning Choir
Credit: 1.0 unit, 2 semesters, Fine Art Credit
Fee: \$25

FRESHMAN CHOIR

This course begins the high school portion of the choral program. This course applies the previously-learned vocal and choral techniques and music reading skills to advanced choral literature from a variety of musical styles, time periods and world cultures. The literature used is four-part SATB music with divisions in all voice parts and includes some a cappella music. Students are required to participate in all activities including after-school, evening and weekend rehearsals and performances. Performance attire is black concert dresses for women and tuxedos for men. These outfits are provided by the school with students supplying their own shoes (women & men) and tuxedo shirts and ties (men). Private instruction is strongly encouraged.

Grade Level: 9
Prerequisite: Teacher Approval Completion of Junior Choir
Credit: 1.0 unit, 2 semesters, Fine Art Credit
Fee: \$35

WOMEN'S ENSEMBLE

This auditioned high school choral course follows Senior Choir. It is an ensemble for women's voices only and focuses on SSA literature. Female students selected must have strong vocal and music reading skills and demonstrate confident musical independence. The literature performed is on an advanced level and represents a variety of musical styles, time periods, languages and world cultures. Students are required to participate in all activities including after-school, evening and weekend rehearsals and performances. Performance attire is black concert dresses with students supplying their own shoes. Private instruction is strongly encouraged.

Grade Level: 10, 11, 12
Prerequisite: Teacher Approval by audition and Completion of Freshman Choir
Credit: 1.0 unit, 2 semesters, Fine Art Credit
Fee: \$35

MEN'S ENSEMBLE

The auditioned high school choral course follows Senior Choir. It is an ensemble for men's voices only and focuses on TTB literature. Male students selected must have strong vocal and music reading skills and demonstrate confident musical independence. The literature performed is on an advanced level and represents a variety of musical styles, time periods, languages and world cultures. Students are required to participate in all activities including after-school, evening and weekend rehearsals and performances. Performance attire is black tuxedos with students supplying their own shirt, tie and shoes. Private instruction is strongly encouraged.

Grade Level: 10, 11, 12
Prerequisite: Teacher Approval by audition and Completion of Freshman Choir
Credit: 1.0 unit, 2 semesters, Fine Art Credit
Fee: \$35

"SENIOR" VOCAL ENSEMBLE

This auditioned high school choral course follows Senior Choir and/or Women's Ensemble and is a small, a cappella ensemble expected to perform at the highest quality level. Students selected must have strong vocal and music reading skills and demonstrate confident musical independence. The SATB literature performed is on the college level and represents a variety of musical styles, time periods, languages and world cultures. Students are required to participate in all activities including after-school, evening and weekend rehearsals and performances. Performance attire is black concert dresses for women and tuxedos for men. These outfits are provided by the school with students supplying their own shoes (women & men) and tuxedo shirts and ties (men). Private instruction and taking AP Music Theory is strongly encouraged.

Grade Level: 11, 12
Prerequisite: Teacher Approval by audition and Completion of Freshman Choir
Credit: 1.0 unit, 2 semesters, Fine Art Credit
Fee: \$35

Program Enhancement Class Offerings

Students must complete one semester of music in grades 7 or 8. Also, one fine art credit must be completed in the senior high. In addition to a wide variety of performance courses, Music Theory AP is available for advanced students.

BEGINNING STEEL DRUM BAND

This course will act as an introduction to performing on the steel drums. All the fundamental elements of music will be applied to the drums. Students will learn a variety of musical styles including soca, calypso, reggae, and the samba. In addition to performing on the pan, students will study the history of Trinidad and how the pan was created. Participation in a public performance at the end of the semester will be required. These funds will pay for performance attire for the concert and drum tuning.

Grade Level: 8, 9, 10, 11, 12 – Maximum enrollment-26
Prerequisite: None
Credit: 0.5 unit, 1 semester, Fine Art Credit
Fee: \$60

INTERMEDIATE STEEL DRUM BAND

This course will act as a continuation of the Beginning Steel Drum Band class. In addition to the techniques and styles taught in the beginning class the students will be introduced to more advanced repertoire which will also include improvisation. Participation in a public performance at the end of each semester is required. The fee will pay for the performance attire for the concert and drum tuning.

Grade Level: 9, 10, 11, 12 – Maximum enrollment: 26
Pre-requisite: Beginning Steel Drum Band and Teacher Approval
Credit: 1 unit, 2 semesters, Fine Art Credit
Fee: \$75

ADVANCED STEEL DRUM BAND

This course will act as a continuation of the Beginning and Intermediate Steel Drum Band classes. In addition to the techniques and styles taught in prior classes the students will be introduced to more advanced repertoire which will also include improvisation. Participation in a public performance at the end of each semester is required. The fee will pay for the performance attire for the concert and drum tuning.

Grade Level: 9, 10, 11, 12 – Maximum enrollment-26
Prerequisite: Beginning Steel Drums and Teacher Approval
Credit: 1.0 unit, 2 semesters, Fine Art Credit
Fee: \$75

JAZZ LAB BAND

This course focuses on the style and technical performance of Jazz music. Emphasis is placed on jazz combo selections, improvisational techniques incorporated within this style, and jazz theory. Students are required to participate in all activities including after-school, evening and weekend rehearsals and performances. Purchase of materials (not to exceed \$50) is also required. Performance attire is all black: dress shirt, slacks, and sport jacket for men, and dress slacks/skirt, blouse and shoes for women.

Grade Level: 8, 9, 10, 11, 12
Prerequisite: Teacher Approval
Credit: 1.0 unit, 2 semesters, Fine Art Credit
Fee: \$35

IAZZ ENSEMBLE

This course focuses on the style and technical performances of Jazz music. Emphasis is placed on Big Band Jazz with basic improvisational techniques incorporated within this style. Students are required to participate in all activities including after-school, evening and weekend rehearsals, festivals, and performances. Purchase of textbooks (not to exceed \$50) is also required. Performance attire is dress shirt, slacks, and sport jacket for men, and dress slacks/skirt, blouse and shoes for women. . Auditions for Jazz Ensemble will take place in the spring of the previous school year. Jazz Ensemble has traditional big band instrumentation. Any students that audition and do not make the Jazz ensemble will be placed in the Jazz lab band.

Grade Level: 9, 10, 11, 12
Prerequisite: Teacher Approval
Credit: 1.0 unit, 2 semesters, Fine Art Credit
Fee: \$35

MUSIC THEORY 1

This course introduces the fundamental aspects of music theory. The goal of this course is to give students with a limited background in music theory the opportunity to study the basic elements of music, including notation, rhythm, scales, key signatures, intervals, and chords, as well as beginning level melodic and rhythmic dictation/ear-training and basic sight-singing skills.

Grade Level: 9, 10, 11, 12
Prerequisite: None
Credit: 0.5 unit, 1 semester, Fine Art Credit

AP MUSIC THEORY

This course integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and some historical aspects of western music. Aural skills, sight-singing, and keyboard harmony will also be studied. The ultimate goal of this course is to develop a student's ability to recognize and understand the basic materials and processes of music that are heard or read in a score. The student's ability to read and write musical notation is fundamental to such a course. The class is open to all students, grades 10-12, who have experience in performing on any musical instrument and can successfully complete an elementary pre-test in theory. Students are required to complete a summer assignment and register for several ear training websites in order to assist with the aural skills portion of the class. The fee for these sites will not exceed \$30. AP exam is required.

Grade Level: 10-12
Prerequisite: Teacher Approval
Credit: 1.0 unit**, 2 semesters

PHYSICAL EDUCATION

Physical Education is required for one semester in grades 7 and 8 and for two semesters in senior high. Students must purchase gym uniforms (shirt and shorts) for \$8 each.

PHYSICAL EDUCATION 7

This comprehensive course is designed to increase aerobic activity and physical fitness. Individual skill development in activities such as physical fitness and swimming are key components of the program.

Grade Level: 7
Prerequisite: None
Term: 1 semester

PHYSICAL EDUCATION 8-12

The physical education curriculum for high school emphasizes physical fitness and aerobic conditioning. Lifetime sport skills are an integral part of the program with a wide variety of individual and team sport activities, including: weight training, presidential and physical fitness, softball, flag football, soccer and other lifetime activities. All programs are co-educational.

Grade Level: 8-12
Prerequisite: None
Credit: .25 unit, 1 semester, Non-Academic Credit

PE WAIVER

Students in the Cincinnati City School District (CPS) in grades 9, 10, and 11 may be excused from the high school physical education (.5) unit requirement if they successfully complete two full seasons of interscholastic athletics, marching band, or cheerleading. The two full season requirement may be completed within one school year. The two full season requirement must be completed by the end of the student's junior year to ensure no student their senior year lacks the requirement and is unable to graduate. In order to receive credit after completion of two seasons, print the PE Waiver form from the Walnut Hills High School Athletics page, have the coach sign it and turn it into the counselor.

Grade Levels: 9, 10, 11
Term: 2 seasons

Approved Athletic Teams:

Baseball	Diving	Softball
Basketball	Football	Swimming
Bowling	Golf	Tennis
Cheerleading	Gymnastics	Track and Field
Cross Country	Lacrosse	Volleyball
Dance Team	Soccer	Wrestling

SCIENCE

Students who enter at grade 7 must complete five years of science. Science 7AA, Science 8AA, Biology (grades 9 or 10) and Chemistry (grades 10 or 11) are required. An additional course must be selected from either the regular or AP electives.

Electives

Anatomy and Physiology AA, Botany, Environmental Science, Earth and Space Science Sequence: Geology/Meteorology and Astronomy, and Zoology

Advanced Placement Electives

AP Biology, AP Chemistry, AP Environmental Science, AP Physics 1, AP Physics 2, AP Physics C, and College Anatomy and Physiology

SCIENCE 7AA

Students in middle school science study interdisciplinary topics integrated into a core curriculum based on the Ohio Department of Education New Learning Science Standards. Seventh grade science has an emphasis on life and earth science. Standards from grades 6-8 are covered in this course preparing students for the standardized science test they will take in 8th grade. The topics include scientific method, life, genetics, natural selection, cycles of matter, erosion/deposition, plate tectonics, atmosphere, lunar cycles, seasons and astronomy. There is a strong continuous focus on science process skills such as data collection, organization and interpretation, experimental design, and drawing conclusions. Being able to work in a lab group and class discussions along with appropriate grade level skills in reading and mathematics are crucial. Laboratory experiences are an integral part of the course.

Grade Level: 7
Prerequisite: None
Term: 2 semesters

SCIENCE 8AA

Students in middle school science study interdisciplinary topics integrated into a core curriculum with emphasis on chemistry and physics. The course emphasizes science process skills such as data collection, organization and interpretation, prediction and estimation, hypothesizing, and experiment design. Communication arts, reading and mathematics skills such as graphing and data analysis are stressed. This is a required course emphasizing the scientific method, atomic structure, chemical compounds, the Periodic Table, chemical reactions, motion, force, machines, magnetism, electricity, sound, heat, and optics. Instruction in laboratory procedures and the safe use of equipment acquaint the student with the way a scientist works. This course lays a foundation for future biology, chemistry, and physics classes.

Grade Level: 8
Prerequisite: Science 7; Algebra 1 concurrent
Term: 2 semesters

SCIENCE 8 (HONORS)

The Eighth Grade Honors Program integrates the three disciplines: English, American History, and Physical Science. Eight-Honors Science is a hands-on course which emphasizes National Science Foundation standards. Students will collect and analyze scientific data and will determine how to prove or disprove their own hypotheses. They will also work with other members of the 8-Honors team to develop research communication skills. This course emphasizes critical thinking skills and develops a base of knowledge as background for high school science courses. See Science descriptions for English 8-Honors and American History 8-Honors for a more complete understanding of the 8-Honors program. A science fair project is required.

Grade Level: 8
Prerequisite: Qualifying grades and Acceptance
Term: 2 semesters

BIOLOGY

This course introduces students to the study of the life sciences. The ultimate goal is to produce students who are more scientifically literate and environmentally aware; therefore, the curriculum addresses attitudes, processes, knowledge science, technology, society, the environment, and careers. Topics covered include the nature of science, the structure and function of the cell, chemistry of living organisms, genetics, nucleic acid formation and function, taxonomy, a study of the characteristics of the six kingdoms of organisms, origin and diversity of life, and ecological relationships. Various laboratory investigations and other activities strengthen the mastery of topics covered. This course provides a foundation for advanced classes in zoology, physiology, AP biology, and environmental science.

Grade Level: 9, 10
Prerequisite: Science 8
Credit: 1.0 unit, 2 semesters

BIOLOGY AA

Biology AA is an accelerated treatment of the same topics as regular biology. This course emphasizes molecular biology with laboratory experiences included in the instructional foundation. Students completing this course will be prepared for Advanced Placement study in the life sciences.

Grade Level: 9
Prerequisite: B avg in all courses in all 8th grade courses and teacher approval
Credit: 1.0 unit**, 2 semesters

BIOLOGY 9-HONORS

The ninth grade Biology Honors course covers the same topics as regular biology, but it is taught in a 3-bell block integrating honors English and Modern History. Taught at an accelerated pace, this course emphasizes molecular biology with laboratory experiences included in the instructional foundation. Students completing this course will be prepared for Advanced Placement study in science.

Grade Level: 9
Prerequisite: Qualifying grades and Acceptance
Credit: 1.0 unit **, 2 semesters

ENVIRONMENTAL SCIENCE

Environmental Science 1 is a one-semester course that emphasizes human interactions with the global environment. Topics will include environmental problem solving, ecosystems, population issues, energy and resources.

Grade Level: 10, Open to Grades 11 and 12 as an elective
Prerequisite: Biology
Credit: 0.5 unit, 1 semester

CHEMISTRY

Chemistry is a laboratory-based course designed to prepare students for advanced study in science. Topics include measurement, classification of matter, chemical reactions, stoichiometry, nuclear reactions, atomic theory, chemical bonding, organic chemistry, gas laws/kinetic theory.

Grade Level: 10 (with strong performance in Biology and Math) 11, 12
Prerequisite: Biology completed. Algebra 2 completed or concurrent
Credit: 1.0 unit, 2 semesters

Note: Chemistry is a Walnut Hills High School graduation requirement.

** indicates a weighted course

CHEMISTRY AA

Chemistry AA is designed for students who have strong interest in and intend to proceed to Advanced Placement study in science. The Chemistry AA course covers the topics in the regular chemistry course, plus chemical kinetics, equilibrium, and acids and bases. Chemistry AA also covers the regular chemistry topics in more detail and at a faster pace. Laboratory work is emphasized.

Grade Level: 10, 11
Prerequisite: 1.) Completion of Biology (with A average grades) or Completion of Honors or Biology AA (with grades of A or B) 2.) Completion of Algebra I and Geometry (with A average grades) Or Algebra I AA and Geometry AA (with grades of A or B) 3.) Algebra 2 concurrent 4.) Teacher approval
Credit: 1.0 unit**, 2 semesters

BOTANY

Botany is a one-semester course with an emphasis on plant interaction in the ecosystem and the global environment. Topics include plant structure, anatomy of root, stem and leaf, flower, fruits and seeds, classification, horticulture, economic/medical botany, plant growth, plant evolution, invasive plants, and dendrology identification.

Grade Level: 10, Open to Grades 11 and 12 as an elective
Prerequisite: Biology
Credit: 0.5 unit, 1 semester

ZOOLOGY

Zoology is an upper level, biological science course that examines the principles underlying the evolutionary, ecological, and economic development of the ten major animal phyla. It provides an in-depth analysis of the similarities and differences in structure and function of invertebrate and vertebrate organisms from these major groups. Metabolic processes, identifying characteristics, genetics and animal behavior are explored as unifying biological concepts through laboratory experiences and the use of the microscope. Students continue to develop skills using the scientific process such as measurement, data interpretation, analysis, and classification.

Grade Level: 11, 12
Prerequisite: Chemistry
Credit: 1.0 unit, 2 semesters

AP BIOLOGY

The Advanced Placement Biology course is equivalent to a first year college biology course. Topics studied include the methods and tools of biologists of the past and present, the relationship of science to social consequences, and concepts of molecular and cellular biology, organism and population biology, genetics, and evolution. A combination of lectures, demonstrations, and laboratory activities provide opportunities for students to collect and interpret data and design related experiments. AP exam is required. AP Biology meets two periods every other day (the double bell frequently meshes with AP Physics or AP Chemistry.) A summer assignment which includes textbook and journal readings on ecology and animal behavior is a course requirement.

Grade Level: 11, 12
Prerequisite: Biology AA with "B" average or better or Biology with "A" average, Chemistry and Teacher Approval.
Credit: 1.5 unit**, 2 semesters

COLLEGE ANATOMY AND PHYSIOLOGY

Anatomy and Physiology is taught at a college level and pace. Anatomy and Physiology is an advanced biological science course that emphasizes an in-depth examination of the systems of the body with special attention given to medically related problems. It introduces basic anatomy and stresses the unique engineering design and proficiency of functions of the human body. Students who are oriented towards medical/health-allied careers and those who possess a keen interest in the structure and functioning of the human body will find the course of particular value. Students can gain college credit for completion of this course through the "College Credit Plus" program. All paperwork must be completed and submitted by the College Credit Plus deadline, April 1.

Grade Level: 11, 12
Prerequisite: Chemistry and completion of College Credit Plus paperwork
Credit: 1.0 unit**, 2 semesters

AP CHEMISTRY

Advanced Placement Chemistry is equivalent to a first year college chemistry program. Topics include reactions, atomic theory, the periodic law, chemical bonding, gas laws/kinetic-molecular theory, solutions, acids and bases, chemical kinetics, and thermodynamics. Chemistry AP meets for two bells every other day to accommodate the rigorous lab requirements. The double bell schedule can mesh with AP Physics or AP Biology. A summer assignment involves review problems from first year chemistry.

Grade Level: 11, 12
Prerequisite: Strong grades in Chemistry or Chemistry AA, Algebra 2 completed with strong grades
Teacher approval
Credit: 1.50 unit**, 2 semesters

AP PHYSICS 1

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound. This is a single bell course. AP exam required.

Grade Level: 11, 12
Prerequisite: Algebra 2 & Chemistry (with a B average)
Co-requisite: Pre-Calculus and Teacher Approval
Credit: 1.0 unit**, 2 semesters

AP PHYSICS 2

AP Physics 2 is an algebra-based, introductory college-level physics course. Students will expand their understanding of physics by exploring the topics of fluids; thermodynamics; electric force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. This is a hands-on and inquiry-based in-class. This is a single bell course. The AP exam is required.

Grade Level: 12
Prerequisite: AP Physics 1 OR AP Physics C (with a B average)
Co-requisite: Teacher Approval
Credit: 1.0 unit**, 2 semesters

AP PHYSICS C MECHANICS/ELECTRICITY AND MAGNETISM

This course in Advanced Placement Physics is equivalent to a first-year college level course in physics with calculus. This course is strongly recommended for students who are considering physics or engineering as a college major. The course includes an in-depth development of the mathematical aspects of physics in two areas: mechanics and electricity/magnetism. A combination of lectures, demonstrations, problem-solving exercises, and laboratory activities provides a wide range of experiences for the student. Students will be scheduled for a double bell every other day. The double bell usually meshes with AP Chemistry or AP Biology. Two AP exams are a requirement of the course. (Note: Please register for both courses; electrical and magnetism and E Physics Mechanics)

Grade Level: 11, 12
Pre-requisite: AA Precalculus & AA Chemistry (with a B average)
Co-requisite: AP Calculus BC or higher level and Teacher Approval
Credit: 1.5 unit **, 2 semesters

AP ENVIRONMENTAL SCIENCE

The AP Environmental Science course is the equivalent of a one-semester, introductory college course in environmental science. The course provides students with scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems and to examine alternative solutions. The course stresses not only scientific principles and analysis, but also emphasizes environmental issues from a social and political perspective. AP exam is required. Summer assignments include reading *Silent Spring* by Rachel Carson and a paper, environmental programs/movie and evaluation summaries.

Grade Level: 11, 12
Prerequisite: Biology, Chemistry, and Teacher Approval
Credit: 1.0 unit**, 2 semesters

COLLEGE ENGINEERING DESIGN THINKING I AND II

Foundations of Engineering Design Thinking I and II meet for one period throughout the year (students must enroll in both.) Foundations of Engineering Design Thinking I and II serve as an introduction to all fields of engineering. This course is weighted as an AP Course, but there is no AP Exam, and two 3-hour semester college credits may be earned through Ohio's College Credit Plus Program (after application and acceptance through UC.) It is recommended that students who plan to major in engineering take physics and calculus prior to or concurrently with this program. Students may receive either math or science credit for this course. There is a \$20 lab fee.

These courses include hands on labs that allow students to explore mechanical, electrical, structural, industrial, and other fields of engineering with an emphasis on the Engineering Design Process, while working in long term teams. The first course introduces students to Engineering and Applied Science professions through multidisciplinary, societally relevant content. Students will learn how to develop approaches for comprehending engineering systems and generating and exploring creative ideas and alternatives. Students will be introduced to concepts in creativity, innovation, engineering fundamentals, and problem solving methodologies. Students experience the ways that engineers use mathematics to solve a variety of practical and often complex problems. Students will learn, through experience, the process of design and analysis in engineering including how to work effectively on a team. Finally, you will develop skills in project management, sustainability, written, oral and graphical communication, logical thinking, and modern engineering tools (e.g., Excel, Python, LabVIEW, MATLAB, Visual Basic, CAD, Rapid Prototyping.) The second course extends and reinforces fundamental engineering/engineering technologies/CS competencies. At Walnut Hills HS, student projects could include cardboard chairs and small scale roller coasters. Students can apply to take these courses for College Credit Plus through the University of Cincinnati (ENED 1100 and ENED 1120.)

Grade Level: 11, 12
Prerequisite: Pre-Calculus, Chemistry, and Teacher Approval
Credit: 1.0 unit**, 2 semesters

** indicates a weighted course

EARTH SCIENCE - GEOLOGY

Geology is the study of Earth Systems. This course focuses particularly on the geosphere, which is the solid portion of Earth that includes the Earth's interior, rocks and minerals, landforms, and the processes that shape Earth's surface. Students will study the structure of the Earth, the forces acting within and upon it, and the materials that comprise it. Students will also learn how geologists interpret the rock record to uncover the history of Earth and its lifeforms. Basic chemistry is used in the study of minerals and geologic dating processes. Basic biology is used in the study of paleontology (past lifeforms).

Grade Level: 11, 12
Prerequisite: Chemistry
Credit: 0.5 unit, 1 semester

EARTH SCIENCE - METEOROLOGY

Meteorology is the study of the atmosphere, especially in regards to weather and climate. In this class, students will take an in-depth look into the properties of atmosphere and the forces that drive the Earth's weather and climate systems. Students will also study basic hydrology (the study of Earth's water systems) and learn how the hydrosphere and atmosphere are closely interconnected. Basic chemistry will be used in the study of atmospheric properties and processes.

Grade Level: 11, 12
Prerequisite: Chemistry
Credit: 0.5 unit, 1 semester

SOCIAL STUDIES

Walnut Hills requires five years of social studies courses in grades 7 through 12. Social Studies 7 serves as an introduction to all of the social sciences. Students fulfill the commitment to American studies through American History 8 and United States History. Modern History provides students with a global approach to the study and understanding of the modern world. Economics and Government are required courses for graduation.

Required

Social Studies 7AA, Social Studies 8AA, Modern World History, American History 10 or AP United States History (with approval), Economics and Government 11, 12

Electives

Ancient and Medieval History AA, Anthropology (1 sem.), Ethnic Studies AA, History of Philosophy (1 sem.), Sociology (1 sem.), Themes in Irish History

Advanced Placement Electives

AP Art History, AP Comparative Government and Politics, AP Economics, AP European History, AP Human Geography, AP Psychology, AP World History, AP US Government

SOCIAL STUDIES 7 AA (Ancient World History)

Students in grade 7 concentrate on the development of skills and understandings necessary for student success in subsequent social studies curricula at Walnut Hills. Special units on the social studies disciplines will develop the skills to write clear, concise essays in order to consider, interpret, and apply evidence in support of stated hypotheses. Students will examine, interpret, and draw conclusions from social studies source materials such as primary and secondary source readings, maps, graphs, charts, tables, and timelines. The grade 7 curriculum concentrates on important regional historic civilizations of Asia, Africa, and Europe during the period from 5000 BCE to 1500 CE. Emphasis is placed on the links between the social studies disciplines of history, government, geography, economics, and society and culture of world regions, as well as the links between past and present, and the interdependence of world regions.

Grade Level: 7
Prerequisite: None
Term: 2 semesters

SOCIAL STUDIES 8AA (American History)

In grade 8 students continue their systematic multicultural study of American History by connecting the past to the present with the issues and decisions that shaped historic and current events. From the pre-Columbian civilizations to Reconstruction (1400 - 1877), students use geographic and economic concepts to interpret historic events, which in turn affect the present.

Grade Level: 8
Prerequisite: None
Term: 2 semesters

AMERICAN HISTORY 8 – HONORS

American History 8-Honors is a part of a program embracing the three disciplines of social studies, English, and general science. The theme of the course is American culture: a detailed chronological survey of U.S. History from the period of discovery to Reconstruction (to 1877), including a study of the U.S. Constitution and the federal system. Strong emphasis is placed on the utilization of primary sources and the writing of essays. Students work in cooperative learning groups for in-class projects, and for History Day. The block of time allocated to the Honors Program allows a great flexibility in scheduling field trips and speakers from outside the school. See descriptions for English 8-Honors and Science 8-Honors for a complete understanding of the Honors-8 program.

Grade Level: 8
Prerequisite: Qualifying grades and acceptance
Term: 2 semesters

** indicates a weighted course

MODERN WORLD HISTORY

Modern History surveys world events from the Renaissance to the present. Though the major focus is on Western civilization, significant attention is given to African and Asian history in order to address a diverse and global history. Political and cultural events associated with the Renaissance, the rise of nation-states, war and diplomacy, changing economic systems, revolutions, and Twentieth Century issues will be explored. Historical fiction, biographies, films, and other audio-visual materials are part of the classroom experience. A variety of approaches – chronological, thematic, historiographical, and biographical – are possible. Modern World History is an important complement to elective courses in social studies. Modern World History is particularly useful in preparing for the challenge of AP courses and is a prerequisite for Advanced Placement United States History.

Grade Level: 9
Prerequisite: None
Credit: 1.0 unit, 2 semesters

MODERN WORLD HISTORY AA

Modern World History AA is a fast moving course designed to prepare ninth grade students to enter AP United States History and other advanced courses beginning in the 10th grade year. Students will be recommended for the advanced coursework based on their performance in 8th Grade United States History and is intended to challenge students that demonstrate mastery and high levels of academic success. The course surveys world events from the Renaissance to the present. Though the major focus is on Western civilization, significant attention is given to African and Asian history in order to address a diverse and global history. Political and cultural events associated with the Renaissance, the rise of nation-states, war and diplomacy, changing economic systems, revolutions, and Twentieth Century issues will be explored at an accelerated pace.

Grade Level: 9
Prerequisite: Qualified grades and Acceptance
Credit: 1.0 unit**, 2 semesters

MODERN WORLD HISTORY - HONORS

Modern History is part of an integrated, interdisciplinary program including English, Biology, and Social Studies. The course focuses on an in-depth study of the political, economic, and social trends not only in historical events but also in literature as well. The scope of the course spans the Renaissance to the present, although connections to the classical world, which laid the foundation for the modern era, will be explored. Though the major focus is on Western civilization, significant attention is given to African and Asian history in order to address a diverse and global history. Modern World History is an important complement to elective courses in social studies. Modern World History is particularly useful in preparing for the challenge of AP courses and is a prerequisite for Advanced Placement United States History.

Grade Level: 9
Prerequisite: Qualifying grades and Acceptance
Credit: 1.0 unit**, 2 semesters

AMERICAN HISTORY

The American History program is a survey of the nations' economic, political, cultural, and diplomatic development from 1877 to the present. The course recognizes the contributions made by the various ethnic groups in America. It presents new as well as traditional viewpoints and interpretations of America's past. Students learn to apply lessons of history to their own experiences. It stresses the importance of being informed on the many issues of today and assessing the conflicting views expressed by scholars and members of the mass media. In the first marking period, which is devoted to the study of American government, each student is required to participate in the political campaign of his/her choice to gain a personal understanding of participatory citizenship.

Grade Level: 10
Prerequisite: American History 8
Credit: 1.0 unit, 2 semesters

** indicates a weighted course

AP UNITED STATES HISTORY

Advanced Placement United States History is designed to provide selected sophomores with a college-level introductory course in the history of our nation. Reading assignments will include the text and a number of readings widely used in colleges and universities. Students will learn to assess historical materials – their relevance to a given interpretive problem, reliability, and importance – and to weigh the evidence and interpretations presented in historical scholarship. The U.S. History AP course will thus develop the skills necessary to arrive at conclusions on the basis of informed judgment and to present reasons and evidence clearly and persuasively in a concise writing style. A written review, research or essay assignment will be required in the summer preceding this course.

Grade Level: 10
Prerequisite: Modern World History and Teacher Approval
Credit: 1.0 unit**, 2 semesters

AMERICAN GOVERNMENT

U.S. Government is a survey of the key concepts on American government with a focus on federalism and the concept of developing students toward the goal of citizenship in the 21st century. The course addresses the branches of government, elections, citizenship, Ohio government, as well as key documents and historical development.

Grade Level: 11, 12
Prerequisite: None
Credit: 0.5 unit, 1 semester

ECONOMICS

Economics is a semester course designed to explain how the economy as a whole functions and how it is measured, along with various processes needed to make good economic decisions. In addition, students study the relationships of supply and demand, how firms organize and compete through pricing of goods and services, money and banking, business cycles, the role of government, how international trade affects the economy and how different economic systems can be compared with the market economy. The survey includes an analysis of entrepreneurial ideas and personal finance.

Grade Level: 11, 12
Prerequisite: None
Credit: 0.5 unit, 1 semester

AP MACROECONOMICS/AP MICROECONOMICS

Advanced Placement Economics is designed to provide a college level course in economic reasoning and understanding. Theoretical, conceptual and graphical analysis is important in this course. Microeconomics focuses on individuals and firms and the decisions they must face with unlimited wants and scarce resources. Macroeconomics focuses on fiscal (government) policy and monetary (Federal Reserve) policy and their effects on the economy as a whole. There is no summer assignment for this course. Two AP exams are a requirement of the course. (Note: These are two separate courses, both exams are required.)

Grade Level: 11, 12
Prerequisite: Teacher Approval
Credit: 1.0 unit**, 2 semesters

THEMES IN IRISH HISTORY

This course examines the forces and movements in the development of the Irish people and culture. We will examine the political, historical, and social aspects of Ireland as well as its relationship with England and the rest of Britain. We will trace the ideologies and tactics of Irish republicanism and unionism, the struggle for political separation from Britain, the Irish literary renaissance, the Irish Diaspora and its effects on Ireland and abroad, the influence of religion on Irish identities, the origins of the “troubles” in Northern Ireland, and the shape of Irish culture and society into the twenty-first century.

Grade Level: 11, 12
Prerequisite: Modern World History, American History
Credit: 0.5 unit, 1 semester

ANTHROPOLOGY

The ultimate goal of the anthropology course is to help the students understand first themselves, then their society and other cultures better, and to promote understanding and appreciation of all peoples. In the first quarter, students will study physical anthropology, focusing on human evolution through millions of years and on the variations which exist among humans today. The resistance to these ideas and the implication of evolution and racial variations will be discussed. The second quarter of cultural anthropology focuses on certain aspects of societies: types of economic systems, marriage and family, relationships, religion, and the effects of change on societies. Throughout the course, an emphasis is placed on examining aspects and institutions of our own society and gaining new perspectives about ourselves. Films, outside reading and group projects are utilized.

Grade Level: 10, 11, 12
Prerequisite: Modern World History
Credit: 0.5 unit, 1 semester

ETHNIC STUDIES AA

Ethnic Studies is the study of minority groups in the United States. The course concentrates on the specific problems of minority assimilation into the mainstream of American society while retaining a sense of one's cultural identity. It focuses on the contributions of Asian Americans, Black Americans, Hispanic Americans, and Native Americans. Lectures, discussions, outside readings, guest speakers, and audiovisual materials are an integral part of the course.

Grade Level: 12
Prerequisite: American History & Government
Credit: 1.0 unit, 2 semesters

AP ART HISTORY

Art History AP is an introduction to interpreting the visual arts. The chief goal is to assist the student in understanding and appreciating key examples of architecture, sculpture, and painting as historical documents. Prior Modern World History study is a prerequisite for this course. This history course does not assume artistic talent on the student's part, and anyone with a curiosity about the subject, an interest in history, and a willingness to do academic work is encouraged to enroll. Art History is an excellent complement to required and elective courses in all fields. The specific objectives of the course are to acquaint the student with the historical settings within which great works have been produced and develop viewing and writing skills necessary for recognizing and critically evaluating and comparing major works. The emphasis is on the global tradition of art, focusing equally on the Western and non-Western. The course covers prehistoric art through Greece and Rome, the Middle Ages, and the Renaissance, to Impressionism and Contemporary Art. Extensive use is made of visual materials, local museum collections, and local architecture. A major focus is on helping students to use and to improve their essay writing skills. Attention is given to developing writing approaches that effectively synthesize knowledge about history and art into concise and articulate essays. The AP exam is required.

Grade Level: 11, 12
Prerequisite: Teacher Approval
Credit: 1.0 unit**, 2 semesters

AP COMPARATIVE GOVERNMENT AND POLITICS

Comparative Politics AP will analyze a wide range of political systems across a variety of countries, including, (Russia, People's Republic of China); parliamentary democracy in Great Britain; and developing third world countries (Iran, Mexico, Nigeria). Points of comparison emphasized are; 1) the citizen and the state; 2) sources of public authority and political power; 3) types of regimes and scope of government activity; 4) society and politics; 5) political parties, interest groups and leadership. Students will utilize the social sciences to further explore globalization in the 21st century.

Grade Level: 11 and 12
Prerequisite: Teacher Approval
Credit: 1.0 unit**, 2 semesters

AP UNITED STATES GOVERNMENT

This course in United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Additionally, each student is required to participate in a political campaign of his/her choice to gain a personal understanding of participatory citizenship. The AP exam is a requirement of the course.

Grade Level: 11 and 12
Prerequisite: Teacher approval and successful completion of American History
Credit: 1.0 unit**, 2 semester

AP EUROPEAN HISTORY

Advanced Placement European History is a college-level course to introduce the student to the complexities of Western civilization. The major emphases are on the study of European History and civilization from the Italian Renaissance into the present era and on the relationship of European development to the other cultures of the world. The course transcends Europe's geographical boundaries in showing how its history contributes to the making of the modern world; thus, upon completion of the course, the student should be able to view the unfolding drama of current history in its proper historical context. Other objectives of the course are to develop the students' ability to view European history with an open intelligence; to refine their talents to marshal evidence and to present conclusions in a coherent, cohesive manner; to read with discrimination; and to write with precision and clarity. Historiography and primary source material will be used to refine the students' understanding of the historical process. The AP exam is a requirement of the course.

Grade Level: 11, 12
Prerequisite: Teacher Approval
Credit: 1.0 unit**, 2 semesters

AP EUROPEAN HISTORY SERVICE LEARNING

AP European History Service Learning is a college level course to introduce the student to the complexities of Western civilization. The major emphases are on the study of European History and civilization from the Italian Renaissance into the present era and on the relationship of European development to the other cultures of the world. This course requires a service learning component in which the student will develop and implement an action plan outside of the regular school hours. The course will have a College Board "Service Learning" designation on student transcripts.

Grade Level: 11, 12
Prerequisite: Teacher Approval
Credit: 1.0 unit**, 2 semesters

AP HUMAN GEOGRAPHY

Human Geography AP is an introduction to geographic perspectives on human society. Human interactions and their settings are studied through spatial, human environment, and regional traditions. Implications of such study at local, national, and international levels are drawn. The course strives to analyze such concepts as population, land usage, urban development, cultural distribution, and human organization through spatial relations. The AP exam is a requirement of the course.

Grade Level: 10, 11, 12
Prerequisite: Teacher Approval
Credit: 1.0 unit**, 2 semesters

AP HUMAN GEOGRAPHY SERVICE LEARNING

AP Human Geography with Service Learning is an introduction to geographic perspectives on human society. Human interactions and their settings are studied through spatial, human environment, and regional traditions. This course requires a service learning component in which the student will develop and implement an action plan outside of the regular school hours. The course will have a College Board "Service Learning" designation on student transcripts.

Grade Level: 10, 11, 12
Prerequisite: Teacher Approval
Credit: 1.0 unit**, 2 semesters

THE HISTORY OF PHILOSOPHY

Philosophy is the study of man's ideas from the ancient times to the most current thinkers. A wide variety of philosophical ideas are examined such as truth, justice, beauty, happiness, and ethics. The purpose of this course is to provide students with an understanding of how man's ideas have emerged, changed, and developed over the course of history. Philosophy meets a basic need of college-preparatory students by supplementing their work in the required social studies courses with the opportunity to study the principal Western philosophers. The first quarter emphasizes the ancient philosophers, especially Socrates, Plato, and Aristotle. During the second quarter, students delve into the writings of medieval and modern philosophers. Through discussion students participate in the analysis, interpretation, and evaluation of ideas studied. A goal of this two-quarter course is to foster independent thinking through the students' analysis of their own beliefs and thoughts.

Grade Level: 11, 12
Prerequisite: None
Credit: 0.5 unit, 1 semester

AP PSYCHOLOGY

Advanced Placement Psychology is a college-level course which introduces students to the discipline of psychology by emphasizing the history of psychology as a science, the different theoretical approaches that underlie explanations of behavior, and the contemporary research methods used by psychologists. Students will learn about the many different fields within psychology and about the importance of ethics in both scientific research and the practice of psychology. Students will come to understand the relationship between biology and behavior. A wide range of psychological topics will be examined such as: sensation and perception, states of consciousness, learning, cognition, motivation, emotion, personality, testing and individual differences, and abnormal psychology. The final section of the course will consider the impact of social factors on behavior. Throughout the course students will be exposed to classic psychological studies. The AP exam is a requirement of the course.

Grade Level: 12
Prerequisite: Teacher Approval
Credit: 1.0 unit**, 2 semesters

AP WORLD HISTORY

This college-level course focuses on the development of historical global processes through the use of analytical skills. The student will build on an understanding of history prior to 1200 C.E. and then starting with 1200 C.E., students will examine contacts between the various world civilizations and societies and will investigate the changes in the world frameworks and their causes. In addition, students will use their analytical skills to examine both primary and secondary readings. Finally, students will study global geography and relate it to the study of World History. The AP exam is a requirement of the course.

Grade Level: 11, 12
Prerequisite: Teacher Approval
Credit: 1.0 unit**, 2 semesters

AMERICAN PROBLEMS: SOCIOLOGY

Course focuses on basic concepts, research, and theories involved in increasing the understanding of human behavior and human societies. The interrelations among human societies, individuals, organizations, and groups are analyzed. Topics of analysis include culture, social interaction, social institutions, social stratification, community, and various social change strategies. Numerous contemporary social problems and issues such as racial and ethnic relations, sexism, and class bias are discussed.

Grade Level: 11, 12
Prerequisite: U.S. History & Government
Credit: 0.5 unit, 1 semester

ANCIENT AND MEDIEVAL HISTORY AA

This course is designed to develop the students' understanding of and appreciation for their heritage. Ancient and Medieval History examines the study of man from the emergence of civilization in ancient Sumer to the rise of the modern world. While the course emphasizes cultural developments in both Western and non-Western settings, the emphasis is placed on Western civilization. Man's capacity to adapt, his inventive genius and his achievements in the arts contribute interesting topics for consideration. Thematic discussions will be based upon readings of primary sources in translation. Several units for discussion include historiography, the ancient Near East with a focus on the development of monotheism as parallel to the religious reforms of Egypt's Ikhnaton, the development of government in the Greek city-states (tyranny to democracy), the Greek experience and the impact on society (Athens vs. Sparta), the evolution of Rome's society and governmental forms, the High Middle Ages and an overview of Renaissance-Reformation times leading up to the formation of the modern world.

Grade Level: 10, 11, 12
Pre-requisite: Modern World History and US History
Credit: 1.0 unit, 2 semesters

AP CAPSTONE: SEMINAR

In this interactive course, students develop and strengthen analytic and inquiry skills, exploring relevant issues from multiple perspectives, evaluate the strength of an argument, and make logical, fact-based decisions. Students will question, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. During the course, students will participate in formal policy debate, complete a team project, an individual paper and presentation, and take a written final AP exam. The AP Seminar Exam score is based on all three components and is reported on the standard 1-5 AP scoring scale.

Grade Level: 10, 11 & 12
Prerequisite: Application
Credit: 1.0 unit**, 2 semesters

SURVEY OF AFRICAN HISTORY

The goal of the course is to increase knowledge and interest, while dispelling misconceptions, about the history of Africa. The course will emphasize the continent's geography, diversity, and contemporary issues/current events, as well as the history and implications behind them. The students will be expected to read and discuss a variety of materials, complete a research project, and various written assessments.

Grade Level: 11, 12
Prerequisite: Teacher Approval
Credit: .5 unit, 1 semester

INTRODUCTION TO ARCHAEOLOGY

Emphasis will be placed on archaeological techniques, the growth of archaeology from "a treasure hunt to an academic discipline," and its value in adding another dimension to our study of the past. The course will include "Old World" Classical archaeology as well as historical "New World" archaeology studies. Since Cincinnati is at the center of a rich archaeological storehouse, the resources of both local institutions of higher learning and nearby prehistoric sites will be used whenever possible. This course is unique to public high schools nationwide.

Grade Level: 10, 11, 12
Pre-requisite: None
Credit: 0.5 unit, 1 semester

WOMEN IN AMERICAN HISTORY AA

Women in American History is a targeted survey course that focuses on the wide range of contributions made by women in the formation and development of the United States. The historical survey will be guided by primary source interpretation and readings from scholarly essays and literary excerpts. Topics span the years 1491 to the present and include, but are not limited to: sexual division of labor in Native American societies; Republican Motherhood in the founding era; the role of women in the market revolution; women in slavery and the fight for abolition; women in the American frontier; the first wave of the Women's Rights movement from Seneca Falls to the 19th Amendment; the role of Progressive women reformers and the effects of World War I; the experiences of women immigrants, the effects of the 1920's, the Great Depression, and World War II on women; the effects of post-war consumerism and suburbanization; women of the Modern Civil Rights Movement; second wave Women's Rights; legislative victories and setbacks. The survey portion of the course will connect historical continuities and changes to issues facing women in the 21st century. Students are expected to be active participants in regular seminar discussions. The culminating project of the course will require students to complete an in-depth research paper and presentation on a topic of their choosing, requiring students to implement use of primary and secondary sources to develop a thesis-driven product.

Grade Level: 11, 12
Pre-requisite: Successful completion of American History
Credit: 2 semesters, 1.0**

THEATRE

The Walnut Hills Theatre department offers courses ranging from the basic to advanced levels in Drama. Basic Drama is the introductory performance course while Stagecraft I is the introductory course in technical theatre. Advanced courses include Advanced Theatre I and II, Styles of Acting and Directing and Stagecraft II. One fine art credit is required in grades 9-12.

CREATIVE DRAMATICS

Creative Dramatics is an introductory course designed to acquaint students with the basics of acting and theater enjoyment. In addition to theater games and improvisations, students generate scripts for scenes using the techniques of Viola Spolin and Paul Sills. The semester ends with the simple production of a student generated one act play.

Grade Level: 7 & 8
Prerequisite: None
Term: 1 semester

BASIC DRAMA

Basic Drama is an introductory course designed to acquaint the students with the fundamentals of acting and theatrical performance. The course explores movement and voice for the actor, basic acting techniques, as well as theatre history and stage production. The basic principles of directing and dramatic criticism are explored through the study of a major dramatic work. Basic Drama pulls together these various techniques in the final presentation of a major scene or one-act play.

Grade Level: 9, 10, 11, 12
Prerequisite: None
Credit: 0.50 unit, 1 semester, Fine Art Credit

ADVANCED THEATRE

Students extend the knowledge gained in the basic drama course. Students also develop knowledge of theatre and acting history, gain acting and stage combat training, analyze and perform classic theatrical works, and evaluate the relationship between the actor and his/her environment. The course culminates in student-directed productions where all elements of play production are synthesized.

Grade Level: 10, 11, 12
Prerequisite: Teacher Approval
Credit: 1.0 unit, 2 semesters, Fine Art Credit

ADVANCED THEATRE II

The purpose of Advanced Theatre II is to give students the opportunity to continue working in-depth on the performing and producing of modern and classic theatre pieces. Students will do intensive work on modern and classical acting styles, movement, vocal production, and Shakespearean language. Students will be expected to direct and/or perform major scenes or even full length plays.

Grade Level: 11, 12
Prerequisite: Adv. Theatre
Credit: 1.0 unit, 2 semesters, Fine Art Credit

STYLES OF ACTING AND DIRECTING

Students will learn how to read and understand a script and translate the script into a production. The development of acting styles from primitive to modern man is studied. Students also study the styles used for different period plays and types of theatre. Course goals include giving the student experience in acting and directing in styles demanded by certain period plays in addition to acting and directing in proscenium, thrust, and round staging techniques. The understandings gained from these experiences are then applied to scene work.

Grade Level: 10, 11, 12
Prerequisite: Basic Drama or Teacher Approval
Credit: .5 unit, 1 semester, Fine Art Credit

STAGECRAFT I

The purpose of Stagecraft is to familiarize those students interested in theatre with some of the aspects of the "backstage" operation of a production. Students will learn how to operate, manage and facilitate the use of a performing arts facility. The first semester is devoted to the knowledge and skills useful to anyone working on the technical aspect of a production. Students will put their newly learned skills to use in the producing and construction of the annual fall play and student directed one act festival. The second semester will be devoted to practicum. Using the skills learned during the first semester, students will be given the more advanced duties required of a stage manager or the head of a lighting, sound, carpentry, or scene design and painting crew. During the second semester, the construction work load will increase to meet the demands of producing and constructing four main stage theatrical presentations as well as facilitating other school day assemblies. An interest in one or more of the following will aid students in attaining success in this course: mechanics or machinery, carpentry, electricity and/or electronics, art, and the management of a production. The course will require periodic after-school and evening stage crew hours working on the school dramatic productions.

Grade Level: 10, 11, 12
Prerequisite: Teacher Approval
Credit: 1.0 unit, 2 semesters, Fine Art Credit

STAGECRAFT II

The purpose of Stagecraft II allows students already familiar with the "back stage" operations of the theatre a chance to design, plan implement, coordinate and organize all aspects of the production. Students will participate in set, light, sound and crew head responsibilities. Although the course will require periodic after school and evening hours working on the school musical and dramatic productions, these hours are kept to a minimum.

Grade Level: 11, 12
Prerequisite: Stagecraft I and Teacher Approval
Credit: 1.0 unit, 2 semesters, Fine Art Credit

INTRODUCTION TO COSTUME

Students will learn the basic elements of costume design, including character/script analysis, collaboration, historical and sociological research, visual design ideas and techniques, budgeting and time management as well as both hand and machine sewing skills related to the basics of creating and altering clothing. Knowledge of fabrics and materials as well as costume history will be explored. There is no requirement of previous sewing experience but solid craft will be stressed. An additional supply list will be required for students' individual needs.

Grade Level: 9, 10, 11, 12
Prerequisite: None
Credit: 0.5 unit, 1 semester, Fine Art Credit

WALNUT HILLS HIGH SCHOOL FEES 2020-2021 SCHOOL YEAR**

AP Studio Art: Drawing	\$100.00 / \$94 AP Test
AP Studio Art: 2-D Design	\$100.00 / \$94 AP Test
AP Studio Art: 3-D Design	\$100.00 / \$94 AP Test
Junior Art 7/8 Foundations	\$30.00
Pro Media Design 8th and 9th Grade	\$35.00
Art X: Textile Design	\$30.00
Art XX: Drawing and Painting	\$30.00
Art XXX: Sculpture	\$30.00
Digital Imaging	\$30.00
Digital Multimedia	\$30.00
Art 1: Beginning Art	\$60.00
Art 2: Intermediate Art	\$60.00
2-D Design Studio	\$60.00
Photography I	\$35.00

Intermediate Band	\$35.00
Junior Band	\$35.00
Senior Band	\$35.00
Concert Band	\$35.00
Junior Strings Orchestra	\$20.00
Intermediate Strings Orchestra	\$20.00
Senior Orchestra	\$20.00
Chamber Orchestra	\$20.00
Beginning Choir	\$15.00
Junior Choir	\$25.00
Freshman Choir	\$35.00
Women's Ensemble	\$35.00
Men's Ensemble	\$35.00
"Senior" Vocal Ensemble	\$35.00
Beginning Steel Drum Band	\$60.00
Intermediate Steel Drum Band	\$75.00
Advanced Steel Drum Band	\$75.00
Jazz Lab Band	\$35.00
Jazz Ensemble	\$35.00
AP Music Theory	- \$94.00 AP Test

World Language Fee –	\$25.00
Chinese, French, German, Russian, Spanish – all courses	
AP Chinese	\$25.00 / \$94.00 AP Test
AP French	\$25.00 / \$94.00 AP Test
AP German	\$25.00 / \$94.00 AP Test
AP Spanish	\$25.00 / \$94.00 AP Test
AP Russian	\$25.00 / \$94.00 Test

Foundations of Engineering	\$20.00
AP Biology	- \$94.00 AP Test
AP Physics 1	- \$94.00 AP Test
AP Physics 2	- \$94.00 AP Test
AP Chemistry	- \$94.00 AP Test
AP Environmental Science	- \$94.00 AP Test
AP Physics C	- \$94.00 AP Test

AP English Lang and Composition	\$94.00 AP Test
AP English Lang and Composition - Human Rights	\$94.00 AP Test
AP English Lit and Composition	\$94.00 AP Test
AP Capstone Seminar	\$142.00 AP Test
AP Capstone Research	\$142.00 AP Test

AP Latin	\$94.00 AP Test
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AP Statistics	\$94.00 AP Test
AP Calculus AB	\$94.00 AP Test
AP Calculus BC	\$94.00 AP Test
AP Calculus BC- H	\$94.00 AP Test
AP Computer Science Principles	\$94.00 AP Test
AP Computer Science A	\$94.00 AP Test

AP Music Theory	\$94.00 AP Test
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AP Biology	\$94.00 AP Test
AP Physics 1	\$94.00 AP Test
AP Physics 2	\$94.00 AP Test
AP Chemistry	\$94.00 AP Test
AP Environmental Science	\$94.00 AP Test
AP Physics C	\$94.00 AP Test

AP Art History	\$94.00 AP Test
AP US Government	\$94.00 AP Test
AP US History	\$94.00 AP Test
AP Human Geography	\$94.00 AP Test
AP Human Geo-Service Learning	\$94.00 AP Test
AP Comp. Gov't	\$94.00 AP Test
AP Economics*	\$94.00 AP Test
AP World History	\$94.00 AP Test
AP European History	\$94.00 AP Test
AP European-Service Learning	\$94.00 AP Test
AP Psychology	\$94.00 AP Test
AP Capstone Seminar	\$142.00 AP Test

*2 exams, each costs \$94.00

**College Board sets the price of AP Exams and the cost is subject to change.