

# 2021-22 Fall Course Catalog



## Table of Contents

Information	Page(s)
Graduation Requirements	2-8
Graduation Planning Form <i>(Mandatory to Fill-Out)</i>	9
Planning Path	10
English Language Arts Courses	11-15
Mathematics Courses	16-19
Science Courses	20-22
Social Studies Courses	23-26
Foreign Language Electives	27-29
Fine Arts Electives	30-36
Performing Arts Electives	37-39
PE / Health Courses	40-41
Robotics & Technology Electives	42-44
Business & Finance Electives	45-46
Service & Leadership Electives	47-48
College Credit Plus Courses Offered at Oakstone	49-67
College Credit Plus Degree Pathways	68-72

# Oakstone Academy High School

# Ohio Graduation Requirements

## Class of 2022

**REQUIREMENT 1:** Take and earn a state minimum of 20 credits in specific subjects. You also must receive instruction in economics and financial literacy and complete at least two semesters of fine arts. (Specifics for this Requirement are on PAGE 8)

**REQUIREMENT 2:** Meet one of the following options

- **OPTION 1**

- Satisfy **one** of the three **original pathways** to graduation that were in place when you entered high school. The pathways include:
  1. **Ohio's State Tests** - Earn at least 18 points on seven end-of-course state tests. Each test score earns you up to five graduation points. You must have a minimum of four points in math, four points in English and six points across science and social studies. (Specifics for this Requirement are on PAGE 9)
  2. **Industry credential and workforce readiness** - Earn a minimum of 12 points by receiving a State Board of Education-approved, industry-recognized credential or group of credentials in a single career field and earn the required score on WorkKeys, a work-readiness test. The state of Ohio will pay one time for you to take the WorkKeys test.
  3. **College and career readiness tests** - Earn remediation-free scores in mathematics and English language arts on either the ACT or SAT.

- **OPTION 2**

- Satisfy the **new graduation requirements** for the classes of 2023 and beyond. (Specifics for these Requirements are on PAGE 4)

# Classes of 2023 and Beyond

**REQUIREMENT 1:** Take and earn a state minimum of 20 credits in specific subjects. You also must receive instruction in economics and financial literacy and complete at least two semesters of fine arts. (Specifics for this Requirement are on PAGE 8)

**REQUIREMENT 2A:** Earn a passing score on Ohio’s high school Algebra I and English Language Arts II tests. Students who do not pass the test will be offered additional support and must retake the test at least once.

- Students are also required to take the following end-of-course tests, but competency is not required for graduation:
  - Geometry
  - Biology
  - American Government
  - American History
    - ***IMPORTANT - For students in the classes of 2023 and beyond, English Language Arts I is not a required test to take.***

**REQUIREMENT 2B:** If unable to pass the Algebra I and/or English Language Arts II tests, there are three additional ways to show competency:

Option 1	Option 2	Option 3
<p>Demonstrate Two Career Focused Activities</p> <ul style="list-style-type: none"> <li>• Foundational               <ul style="list-style-type: none"> <li>○ Proficient scores on WebXams</li> <li>○ A 12-point industry credential</li> <li>○ A pre-apprenticeship or acceptance into an approved apprenticeship program</li> </ul> </li> <li>• Supporting               <ul style="list-style-type: none"> <li>○ Work-based learning</li> <li>○ Earn the required score on WorkKeys</li> <li>○ Earn the OhioMeansJobs Readiness Seal</li> </ul> </li> </ul>	<p>Enlist in the Military</p> <ul style="list-style-type: none"> <li>• Show evidence that you signed a contract to enter a branch of the U.S. armed services upon graduation.</li> </ul>	<p>Complete College Coursework</p> <ul style="list-style-type: none"> <li>• Earn credit for one college level math and/or English course through Ohio’s free College Credit Plus program</li> </ul>

**REQUIREMENT 3:** Earn two of the following diploma seals, choosing those that line up with your goals and interests. These seals give you the chance to demonstrate academic, technical and professional skills and knowledge that align to your passions, interests and planned next steps after high school.

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

## Ohio Seals

- OhioMeansJobs Readiness Seal (Ohio)
- Industry-Recognized Credential Seal (Ohio)
- College-Ready Seal (Ohio)
- Military Enlistment Seal (Ohio)
- Citizenship Seal (Ohio)
- Science Seal (Ohio)
- Honors Diploma Seal (Ohio)
- Seal of Biliteracy (Ohio)
- Technology Seal (Ohio)

## Local Seals

- Community Service Seal (Local)
- Fine and Performing Arts Seal (Local)
- Student Engagement Seal (Local)

# Ohio Defined Seals

## **OhioMeansJobs Readiness Seal (Ohio)**

Ohio high school students now can earn recognition by showing they are prepared to contribute to the workplace and their communities. To earn the OhioMeansJobs-Readiness Seal, motivated high school students must demonstrate certain professional skills required for success in the workplace. Students work with at least three experienced and trusted mentors who validate the demonstration of these skills in school, work or the community.

## **Industry-Recognized Credential Seal (Ohio)**

Earning an industry-recognized credential and a WorkKeys score of 14 is one of three pathways to earn a high school diploma. When students earn industry-recognized credentials, schools and districts get credit on Ohio Report Cards for their success in preparing students for careers. The process of earning an industry-recognized credential (and career-technical education in general) allows students to experience education through work, about work and for work. Students learn more deeply by practicing and applying their knowledge through work and employment experiences – learning through work. They learn about workplace expectations in terms of professional or “soft” skills needed for employment, as well as learning about career pathways and what the labor market for particular occupations looks like – learning about work. And, they learn the job-specific skills they will need to perform day-to-day tasks – learning for work.

## **College-Ready Seal (Ohio)**

Colleges and universities use the ACT and SAT to determine student readiness for the rigors of higher education. These institutions generally expect that students who earn "remediation-free" scores will be able to succeed in their college courses. The Ohio Department of Higher Education works with Ohio universities to set the remediation-free scores for the ACT and SAT. Periodically, for a variety of reasons, these scores may be adjusted. State law requires the Ohio Department of Education to use the ACT and SAT remediation-free scores to meet the graduation requirements of the college and career readiness test pathway.

## **Military Enlistment Seal (Ohio)**

Competency can be achieved by meeting the requirement to enlist in the military, as demonstrated by a contract.

## **Citizenship Seal (Ohio)**

A student can:

- Earn a score of proficient or higher on both the American history and American government end-of-course exams;
- Earn a score that is at least equivalent to proficient on appropriate Advanced Placement or International Baccalaureate exams; or
- Earn a final course grade that is equivalent to a “B” or higher in appropriate classes taken through the College Credit Plus program.

## **Science Seal (Ohio)**

A student can:

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

## **Honors Diploma Seal (Ohio)**

High school students can gain state recognition for exceeding Ohio’s graduation requirements through an honors diploma. Students challenge themselves by taking and succeeding at high-level coursework and in real-world experiences.

## **Seal of Biliteracy (Ohio)**

A Seal of Biliteracy recognizes graduating seniors who can demonstrate high levels of proficiency in English and at least one other language. A school or district gives this award by following state-established guidelines.

## **Technology Seal (Ohio)**

A student can:

- Earn a score that is at least equivalent to proficient on an appropriate Advanced Placement or International Baccalaureate exam; or
- Earn a final course grade that is equivalent to a “B” or higher in an appropriate class taken through the College Credit Plus program; or
- Complete a course offered through the district or school that meets guidelines developed by the Department. (A district or school is not required to offer a course that meets those guidelines.)

## Locally (Oakstone) Defined Seals

### Community Service Seal (Local)

To earn this seal, students will have participated in one or more of the following based on the guidelines:

- Student Leadership Team
  - One full academic year
  - Facilitator Sign off
- Key Club
  - Two full academic years
  - Facilitator Sign off
- Community Service Hours
  - Volunteer Based (Can be a combination of multiple activities)
  - 120 hours minimum
  - Supervisor Sign-off or Log of Hours

### Fine and Performing Arts Seal (Local)

- Oakapella
  - One full academic year
  - 120 hours total
  - Instructor Sign-Off
- Choir
  - One full academic year
  - 120 hours total
  - Instructor Sign-Off
- Band
  - One full academic year
  - 120 hours total
  - Instructor Sign-Off
- Fine Arts Portfolio/Internship
  - Minimum of 3 full credits/courses in fine arts completed
  - Completion of Individual portfolio
  - Fine Arts Internship - 60 hours completed with Mentor
  - Instructor/Mentor Sign-Off
- Theater Production (Cast or Crew)
  - Cast: Two full theater Productions
  - Crew: Two full theater Productions
  - Director Sign-Off

### Student Engagement Seal (Local)

- Athletics (Cross-Country, Volleyball, Soccer, Basketball, Cheerleading, Swimming, Track & Field, Softball)
  - Two full athletic seasons
  - Athletic Director Sign-Off
- Academic Teams (In-The-Know, Model UN, Business Club, Mathletes, District/State invitation for Science Fair)
  - Three full seasons
  - Facilitator Sign-off

# Complete Courses and Course Requirements for the Classes of 2021 and Beyond

## Complete Courses

Ohio law outlines the course requirements all students must complete to earn a diploma. Ohio students must earn a minimum of 20 course units in specified subject areas.

Courses	State Minimum
English Language Arts	4 credits
Health	½ credit
Mathematics	4 credits <sup>1</sup>
Physical Education	½ credit <sup>2</sup>
Science	3 credits <sup>3</sup>
Social Studies	3 credits <sup>4</sup>
Electives	5 credits <sup>5</sup>

## Other Requirements

Students must receive instruction in economics<sup>6</sup> and financial literacy<sup>6</sup> (in high school) and complete at least two semesters of fine arts<sup>5</sup> (during grades 7-12).

**1 Mathematics** – Students must earn 4 mathematics units, which must include one unit of algebra II or the equivalent of algebra II. Exceptions: Algebra II or advanced computer science is not a requirement for students following a career-technical pathway. However, students still must have four units in mathematics. A student may choose to apply one unit of advanced computer science to satisfy one unit of algebra II/math III or equivalent. Districts also may use credit in a computer science course approved by the Department to satisfy a student's mathematics credit.

**2 Physical Education** – School districts may adopt policies that would exempt students who participate in interscholastic athletics, marching band or cheerleading for two full seasons or an approved Junior Reserve Officer Training Corps (JROTC) program for two years from the physical education requirement. Starting with the 2019-2020 school year, districts may include show choir as a permissible activity as part of the PE Waiver policy. Students satisfying the physical education waiver must take another course of study of at least 60 hours of instruction (1/2 unit).

**3 Science** – Science units must include one unit of physical sciences, one unit of life sciences and one unit of advanced study in one or more of the following sciences: chemistry, physics or other physical science; advanced biology or other life science; astronomy, physical geology or other earth or space science. A student can choose to apply one credit in advanced computer science to satisfy one unit of advanced science (excluding biology or life sciences).

**4 Social Studies** – Students must include ½ unit of American history, ½ unit of American government, and ½ unit in world history and civilizations (for students in the classes of 2021 and beyond) in the three required social studies units.

**5 Elective credits** – Elective units must include one or any combination of world language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education or English language arts, mathematics, science or social studies courses not otherwise required.

**Note:** While not a state requirement for graduation, many four-year colleges and universities require a minimum of two years of sequential world language study at the secondary level as a college admissions requirement. This is the case for many in-state and out-of-state colleges and universities.

**6 Financial Literacy** – Ohio law requires students to receive instruction in financial literacy as part of the high school graduation requirements. For example, the financial literacy content may be incorporated into another course.

## Earn at least 18 points on seven end-of-course state tests

For each of the seven end-of-course state tests, a student earns one to five graduation points. Students have the potential to earn a total of 35 points. To meet this graduation pathway, a student must earn a minimum number of 18 points from the seven tests.

This graduation pathway gives a student flexibility in accumulating 18 points. A high score on one test can balance a low score on another test. A student must earn a total of at least four points on English tests, four points on math tests and six points on science and social studies tests.

Tested Courses
ELA I
ELA II
Algebra I
Geometry
Biology
U.S. History
U.S. Government

Performance Level	Graduation Points
Advanced	5
Accelerated	4
Proficient	3
Basic	2
Limited	1

### Students may earn graduation points through approved substitute tests

College Credit Plus (CCP) courses or approved AP tests, in the subject area, will satisfy the end-of-course graduation test requirement for American history, American government, and biology. The college course grade earned under College Credit Plus or AP/IB test score may earn graduation points in place of the end-of-course tests as provided here.

It is important to note that, while students can earn graduation points for CCP coursework and AP/IB test scores in biology, all schools must administer the biology end-of-course tests to all students in order to satisfy federal testing requirements. CCP students may use their course grade and AP/IB test scores OR the biology end-of-course test score to earn graduation points, whichever is higher. A student completing a CCP course in American history or American government will not need to sit for the end-of-course tests in the subject area and may earn graduation points based on the letter grade in the course.

There are no CCP/AP substitutions for mathematics or English language arts. Students may use math and English language arts CCP/AP courses to satisfy the graduation curriculum requirements. However, schools must administer the end-of-course tests to students to earn graduation points.



# Oakstone Academy High School

## Graduation Planning Form

Incoming 9th-12th grade students for the 2021-22 school year were invited to join their grade level's Google Classroom that will allow them to complete their '**2021-22 Graduation Planning & Course Scheduling Form**'.

This classroom will be OAHS students' access to all information regarding course-scheduling and graduation-planning for the 2021-22 school year.

Within the Google Classroom under 'Classwork', students will find two items that will provide a complete guide through the course scheduling process:

1. **Graduation Planning & Scheduling Form** - This is a Google Form that will allow students to do three things:
  - Graduation Planning Form – This portion will address the student's personal academic pathway here at Oakstone, current interests, and future plans.
  - High School Opportunities – This portion focuses on athletics, clubs, and extracurricular activities with high school that students may want to pursue, or are already involved in and want to continue with.
  - Course Scheduling Form – This portion is where you will select your desired academic core courses and elective courses for the 2021-22 school year.
2. **Interest Profile Tutorial Video** - In the 'Graduation Planning & Course Scheduling Form', students will be asked to complete a mandatory Interest Profile through O\*Net. This tutorial video will teach the student how to navigate and complete the Interest Profile.

# Oakstone Academy High School

## Planning Path

This is a **PATH EXAMPLE** – All student paths are individual and may look different.

9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
<p><i>English</i> 1.0 Credit</p> <p>ELA I</p>	<p><i>English</i> 1.0 Credit</p> <p>ELA II</p>	<p><i>English</i> 1.0 Credit (0.5+0.5)</p> <p>College Writing or Creative Writing + Shakespeare or Multicultural Literature</p> <p>CCP (college) English</p>	<p><i>English</i> 1.0 Credit (0.5+0.5)</p> <p>College Writing or Creative Writing + Shakespeare or Multicultural Literature</p> <p>CCP (college) English</p>
<p><i>Mathematics</i> 1.0 Credit</p> <p>Algebra I</p>	<p><i>Mathematics</i> 1.0 Credit</p> <p>Geometry</p>	<p><i>Mathematics</i> 1.0 Credit</p> <p>Algebra II</p>	<p><i>Mathematics</i> 1.0 Credit</p> <p>Pre-Calculus, Trigonometry Calculus, CCP (college) Math</p>
<p><i>Social Studies</i> 1.0 Credit</p> <p>World History</p>	<p><i>Social Studies</i> 1.0 Credit</p> <p>US History</p>	<p><i>Social Studies</i> 1.0 Credit</p> <p>U.S. Government</p>	<p><i>Social Studies</i> 1.0 Credit</p> <p>Social Studies Elective CCP (college) History</p>
<p><i>Science</i> 1.0 Credit</p> <p>Physical Science</p>	<p><i>Science</i> 1.0 Credit</p> <p>Biology</p>	<p><i>Science</i> 1.0 Credit</p> <p>Chemistry Anatomy</p>	<p><i>Science</i> 1.0 Credit</p> <p>Physics Environmental Science Forensic Science</p>
<p><i>Physical Education</i> 0.25 Credit</p> <p>PE-1 or PE Waiver (Two Season Athletics)</p>	<p><i>Physical Education</i> 0.25 Credit</p> <p>PE-2 or PE Waiver (Two Season Athletics)</p>	<p><i>Health</i> 0.5 Credit</p> <p>Health</p>	<p><i>Elective</i></p> <p>Please See Grad. Requirements Sheet for Required Electives</p>
<p><i>Elective</i></p> <p>Please See Grad. Requirements Sheet for Required Electives</p>	<p><i>Elective</i></p> <p>Please See Grad. Requirements Sheet for Required Electives</p>	<p><i>Elective</i></p> <p>Please See Grad. Requirements Sheet for Required Electives</p>	<p><i>Elective</i></p> <p>Please See Grad. Requirements Sheet for Required Electives</p>

# Oakstone Academy High School

## 2021-22 English Curriculum

Writing is included in all courses, including those with a literature focus. Oral communication skills are practiced and supported in all courses. For qualifying students who take one or more of these courses prior to 9<sup>th</sup> grade for credit, they will take the next course sequence on the list. Oakstone Academy High School requires a high school graduate to successfully complete 4.0 credits of English. The courses listed for English Language Arts are college preparatory courses. **Remedial courses are not listed. If a student requires remedial ELA courses, this will be discussed with both the student and their parent(s).**

## English Language Arts

### ELA I

Length/Credit: 1 year – 1.0 credit

Grade: 9

Prerequisite: None

Honors Placement Available in this Course

Counts Toward: *English Requirement*

Students are introduced to literature organized according to the various forms which literary expression can take - the short story, biography, the novel, poetry, the essay, and drama. Independent reading of supplementary books is required. They study the parts of speech, the parts of the sentence, phrases, and clauses. The mechanics of writing are introduced and expanded into essay writing during the second semester.

### ELA II

Length/Credit: 1 year – 1.0 credit

Grade: 10

Prerequisite: ELA I

Honors Placement Available in this Course

Counts Toward: *English Requirement*

This course is a more in depth continuation of ELA I. This course provides a general overview of the literature written in America from its formation through modern times. Throughout this course discusses will be completed in order to compare the literature written by major authors during this time and consider their historical significance. It will be presented in chronological order with each major time period designated as a separate unit. This course prepares students for the ELA II EOC Exam in Reading and Writing.

## **Creative Writing**

Length/Credit: 0.5 year – 0.5 credit (Fall Course)

Grade: 11 or 12

Prerequisite: ELA II

Honors Placement Available in this Course

Counts Toward: *English Requirement or Elective Requirement*

In this course, students will encounter samples of great creative writing, while producing their own complex works. They will explore literary techniques and practice applying these strategies. They will also analyze how specific language choices shape meaning, mood, or tone of a text. This course will heavily address developing and strengthening writing for publication, as well as acquisition of vocabulary and the use of peer critique to improve group communication skills.

## **College Writing**

Length/Credit: 0.5 year – 0.5 credit (Fall Course)

Grade: 11 or 12

Prerequisite: ELA II

Honors Placement Available in this Course

Counts Toward: *English Requirement or Elective Requirement*

The course is designed to prepare students for the rigor of college-level writing. In this class, students will be exposed to a variety of assignments, including writing: descriptive, narrative, expository, and persuasive essays. Assignments will range from single day compositions, to multi-week assignments and will require students to draw from fiction and nonfiction texts, videos, and personal experiences. Students will practice the skills necessary to produce clear and coherent writing that is developed, organized, and utilizes the style appropriate to the task. Additionally, students will learn to strengthen their writing through planning, revising, editing, and re-writing. At least one research paper will be incorporated into the course, which will require gathering relevant information from multiple, credible sources; students will also apply techniques to avoid plagiarism and practice the use of MLA formatting when citing their sources.

## **Voices in American Literature**

Length/Credit: 0.5 year – 0.5 credit (Spring Course)

Grade: 11 or 12

Prerequisite: Creative Writing or College Writing

Counts Toward: *English Requirement*

Students will explore American literature that addresses the many issues of various social groups across cultural and generational boundaries, learning the ways in which authors utilize characters, language, and theme to express the challenges facing America in their respective time periods.

## **Multicultural Literature**

Length/Credit: 0.5 year – 0.5 credit (Spring Course)

Grade: 11 or 12

Prerequisite: Creative Writing

Counts Toward: *Elective Requirement or English Requirement*

Throughout this course, students will use literary texts to closely examine the themes, vocabulary, and concepts within literature of different cultures. This class will allow students to stretch their understanding of literature and how it affects and reflects the culture of origin, as well as our own society. We will also hone our writing skills through intensive literary exploration, practicing the utilization of Modern Language Association (MLA) document formatting and citation. Students will tackle both classical and modern works, which span across genres and centuries.

## **Shakespeare**

Length/Credit: 0.5 year – 0.5 credit (Spring Course)

Grade: 11 or 12

Prerequisite: Creative Writing

Counts Toward: *English Requirement*

This course focuses on the works of William Shakespeare and how those works relate to our current society. Students will read plays in and out of class, view different productions of the plays, and complete writing assignments to document and expand their learning. This course examines the principal plays of Shakespeare. It engages students in his timeless characters, his riveting plots, and his universal human themes. It introduces students to his principal dramatic genres (history, comedy, tragedy, and romance) and his extraordinary dramatic poetry and it investigates the historical and social contexts in which he wrote, placing emphasis on his innovations and influence in the realms of language, literature, and theater.

## **COTC Composition 100 (ENGL-112) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, ACCUPLACER test placement**

Counts Toward: *English Requirement or Elective Requirement*

Composition I is a writing intensive theme-based course that facilitates the development of college-level writing skills. The student will compose papers using expository writing while incorporating one's own thinking with credible research using MLA format. The student also will be introduced to APA format guidelines. The course emphasizes critical thinking, analytical reading, thesis development and deep revision of one's own compositions. The course also includes analysis of audience and theme in one's own writing and the writings of others, while developing the student's critical reading skills.

## **COTC Composition 200 (ENGL-113) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, Grade C or higher in COTC Composition 100 (ENGL-112)**

Counts Toward: *English Requirement or Elective Requirement*

In this course, using the framework of the American experience theme, the student will continue to develop proficiencies in analytical reading, critical thinking, thesis development, deep revision, and research of credible sources. Composition II emphasizes problem solving with writing intensive assignments grounded in argumentation. The student will evaluate readings from historical, social, and political perspectives. Examination of one's own position in relation to audience and evidence facilitates awareness of a writer's ethical responsibilities. Research of multiple sources using APA format is required. By the end of Composition II, the student will have written a variety of texts, including at least one researched essay, with opportunities for 12 response and revision. This formal writing will total a minimum of 20 pages.

## **COTC Survey of American Literature I (ENGL-211) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, Grade C or higher in COTC Composition 100 (ENGL-112)**

Counts Toward: *English Requirement or Elective Requirement*

Survey of American Literature I is designed to expose students to a wide range of early American literature. In this course, the student will examine the works of major writers in the U.S., from the early settlements to 1865. The student will read and critically analyze various genres, including essays, short stories, fiction, and the novel. The student will also use literary criticism and theories including, but not limited to, biographical criticism, gender criticism, historical criticism, psychological theories, and reader-response theories. Through a series of close readings, discussions, reader responses, critical essays, and argumentative papers, the student will trace the development of both literary and cultural movements such as Puritanism, Romanticism and Transcendentalism.

## **COTC Survey of American Literature II (ENGL-212) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, Grade C or higher in COTC Composition 100 (ENGL-112)**

Counts Toward: *English Requirement or Elective Requirement*

Survey of American Literature II is designed to expose the student to a wide range of later American literature. In this course, the student will examine the works of major writers in the U.S., beginning with the years following the Civil War and leading up to the present day. The student will read and critically analyze various genres, including essays, short stories, fiction, drama, and the novel. The student will also use literary criticism and theories including, but not limited to, biographical criticism, gender criticism, historical criticism, psychological theories, and reader-response theories. Through a series of close readings, discussions, reader responses, critical essays, and argumentative papers, the student will trace the development of both literary and cultural movements such as Realism and Modernism.

### **COTC Survey of British Literature I (ENGL-221) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, Grade C or higher in COTC Composition 100 (ENGL-112)**

Counts Toward: *English Requirement or Elective Requirement*

This course provides the student with a general background in the literary, philosophical, and historical trends from the Middle Ages through the eighteenth century in Britain. The student will examine representative works from this historical period, tracing developments in style, language, and genre. The student will also make connections between the literature and the social and political events that contributed to its production. The student will use literary criticism and theories including, but not limited to, biographical criticism, gender criticism, historical criticism, psychological theories, and reader-response theories. Through a series of close readings, discussions, reader responses, critical essays, and argumentative papers, the student will trace the development of historical, cultural, and literary movements, such as the Middle Ages, Renaissance, Restoration, and Enlightenment.

### **COTC Survey of British Literature II (ENGL-222) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, Grade C or higher in COTC Composition 100 (ENGL-112)**

Counts Toward: *English Requirement or Elective Requirement*

This course provides the student with a general background in the literary, philosophical, and historical trends from 1800 to the present in Britain. The student will examine representative works from this historical period, tracing developments in style, language, and genre. The student will also make connections between the literature and the social and political events that contributed to its production. The student will use literary criticism and theories including, but not limited to, biographical criticism, gender criticism, historical criticism, psychological theories, and reader-response theories. Through a series of close readings, discussions, reader responses, critical essays, and argumentative papers, the student will trace the development of historical, cultural, and literary movements, such as the Romantic period, Victorian period, and the Twentieth Century.

### **COTC Writing About Literature (ENGL-216) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, Grade C or higher in COTC Composition 100 (ENGL-112)**

Counts Toward: *English Requirement or Elective Requirement*

This course concentrates on further development of the student's college-level writing skills, including the writing process and MLA format, while providing fundamental exposure to the following genres: nonfiction, historical fiction, poetry and drama. Through analysis and interpretation of literary themes, close readings, discussions, critical essays, and expository and argumentative papers, the student will apply various critical approaches to reading and responding to literature, including reader-response, biographical, historical, psychological, and cultural. The student will engage in these individual and collaborative experiences to enhance self-understanding and deepen perspectives about the world as portrayed through the written word.

# Oakstone Academy High School

## 2021-22 Math Curriculum

Mathematics reveals hidden patterns that help us understand the world around us. Now much more than arithmetic and geometry, math today is a diverse discipline that deals with data, measurements, and observations from science; with inference, deduction and proof; and with mathematical models of natural phenomena, of human behavior, and social systems. The special role of mathematics in education is significantly applicable to daily life skills. The knowledge and skills learned through mathematics are both significant and useful. At Oakstone Academy High School, the study of math is required of all students. In order to graduate, students must earn 4.0 credits in math during high school. The courses listed for Mathematics are college preparatory courses. ***Remedial courses are not listed. If a student requires remedial mathematical courses, this will be discussed with both the student and their parent(s).***

## Mathematics

### Algebra I

Length/Credit: 1 year – 1.0 credit

Grade: 7, 8, or 9

Prerequisite: None

Honors Placement Available in this Course

Counts Toward: *Mathematics Requirement*

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

### Geometry

Length/Credit: 1 year – 1.0 credit

Grade: 8, 9, or 10

Prerequisite: Algebra I

Honors Placement Available in this Course

Counts Toward: *Mathematics Requirement*

Geometry has a central focus on measurement that provides students with a holistic and comprehensive view of geometry as the study of shape and space. This course leverages transformations to deepen students' knowledge of similarity and congruence. Since transformations are functions, they afford students a rich opportunity to connect algebra and geometry meaningfully, leading to an understanding of functions specifically and mathematics more broadly.



## **Algebra II**

Length/Credit: 1 year – 1.0 credit

Grade: 9, 10, or 11

Prerequisite: Algebra I or Geometry

Honors Placement Available in this Course

Counts Toward: *Mathematics Requirement*

This course is designed to provide students with a thorough background in advanced algebraic topics. Students will utilize multiple representations to analyze topics including linear equations and inequalities, sequence writing (arithmetic and geometric), recursive and explicit writing of equations that are discrete and continuous, systems of equations and inequalities, properties of parent functions and transformations, domain and range functions, graphing, inverses, polynomials, exponentials and logarithms, complex numbers, trigonometry, and rational expressions.

## **Pre-Calculus**

Length/Credit: 1 year – 1.0 credit

Grade: 10, 11, or 12

Prerequisite: Algebra II

Honors Placement Available in this Course

Counts Toward: *Mathematics Requirement or Elective Requirement*

The course includes the study of rates of change, linear, polynomial, rational, and trigonometric functions and their graphs, vectors, polar coordinates, complex numbers, conics, exponential and logarithmic functions, and sequences and series.

## **Advanced Functions and Trigonometry**

Length/Credit: 1 year – 1.0 credit

Grade: 10, 11, or 12

Prerequisite: Algebra II

Honors Placement Available in this Course

Counts Toward: *Mathematics Requirement or Elective Requirement*

Advanced Functions and Trigonometry is a full year course designed for students who have been introduced to the concepts taught in Algebra II but require more time to master the material. The year will begin with a review of linear, quadratic, and polynomial functions, as well as matrices. After the first quarter review, students will be introduced to more difficult material such as conic sections, exponential and logarithmic relations, discrete mathematics, and trigonometry.

## **Calculus**

Length/Credit: 1 year – 1.0 credit

Grade: 11 or 12

Prerequisite: Pre-Calculus

Honors Placement Available in this Course

Counts Toward: *Mathematics Requirement or Elective Requirement*

Calculus includes a review of the concepts of Pre-Calculus. Students must have a strong background in Trigonometry and Algebra. This class will introduce and elaborate on the concept of limits, derivatives, and applications of derivatives. Basic integration techniques will also be introduced. Students will be challenged to understand these topics and will develop an appreciation for calculus as a coherent body of knowledge.

## **COTC College Algebra (MATH-140) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, ACCUPLACER test placement**

Counts Toward: *Math Requirement or Elective Requirement*

This course is a study of algebraic functions including polynomial, rational, radical, exponential, logarithmic and piece-wise defined functions. Topics investigated will include domain, range, graphs, inverses, operations, equations, inequalities and their applications.

## **COTC Introduction to Statistics (MATH-130) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, ACCUPLACER test placement**

Counts Toward: *Math Requirement or Elective Requirement*

This is a non-calculus, introductory course in descriptive and inferential statistics. Concepts are explained intuitively and supported by examples. The applications are general in nature, and the exercises include problems from agriculture, biology, business, economics, education, environmental studies, psychology, engineering, medicine, sociology and computer science.

## **COTC Pre-Calculus (MATH-150) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1.67 credits

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, ACCUPLACER test placement**

Counts Toward: *Math Requirement or Elective Requirement*

This course is a study of algebraic functions, trigonometry, vectors, conic sections, sequences and series. The course will include the study of polynomial, rational, radical, exponential, logarithmic and piece-wise defined functions, and the trigonometric functions and their graphs. Topics investigated will include domain, range, graphs, inverses, operations, equations, inequalities and their applications.

### **COTC Calculus I (MATH-200) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1.67 credits

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, C or better in MATH-150**

Counts Toward: *Math Requirement or Elective Requirement*

Concepts of limits of functions are covered including continuity of functions. The definition of the derivative as well as rules for differentiation develop the ability to find the derivatives of functions, including polynomial, rational, algebraic, trigonometric, inverse trigonometric, exponential, logarithmic, hyperbolic and inverse hyperbolic functions. Derivatives are used in curve sketching as well as in solving applied problems. The Mean Value Theorem and Newton's Method for optimization are covered. Definite and indefinite integrals, the Fundamental Theorem of Calculus, the substitution method and area between curves are discussed.

### **COTC Calculus II (MATH-210) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1.67 credits

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, C or better in MATH-200**

Counts Toward: *Math Requirement or Elective Requirement*

The course is a study of integral calculus concentrating on indefinite and definite integrals and their applications in a wide range of functions.

# Oakstone Academy High School

## 2021-22 Science Curriculum

Science promotes curiosity and a sense of wonder, encourages life-long exploration, and provides a foundation for understanding the natural world. Science courses promote hands-on learning in an environment that fosters inquiry. Through scientific investigation, students expand their knowledge to better understand and explain the phenomena they observe in the world around them.

### Science

#### **Physical Science**

Length/Credit: 1 year – 1.0 credit

Grade: 9 or 10

Prerequisite: None

Honors Placement Available in this Course

Counts Toward: *Science Requirement*

This class will introduce the students to key concepts and theories that will provide a foundation for further study in other sciences and advanced science disciplines. Physical science comprises the systematic study of the physical world as it relates to chemistry, physics and space science. The first and second quarter will focus on the chemistry portion and the Study of Matter. The 3<sup>rd</sup> quarter will focus on the physics portion with Forces, Motion and Energy.

#### **Biology**

Length/Credit: 1 year – 1.0 credit

Grade: 9 or 10

Prerequisite: Physical Science

Honors Placement Available in this Course

Counts Toward: *Science Requirement*

This class will include introductions to each of the following areas of science: biochemistry, ecology, cell biology, genetics, evolutionary theory, microbiology, botany, zoology and physiology. Throughout this course the focus will be on strengthening scientific thought processes. As critical thinking skills develop, the student will be a wiser consumer, a better-informed citizen and one capable of making healthy choices for self and society.

## **Chemistry**

Length/Credit: 1 year – 1.0 credit

Grade: 11 or 12

Prerequisite: Biology

Honors Placement Available in this Course

Counts Toward: *Science Requirement*

This course will introduce students to microscopic chemistry concepts that explain why chemicals act the way they do. Chemistry is a lab course. Students will be taught to properly and safely utilize lab equipment to discover chemical truths. The course will begin with matter classification. A large portion of the focus will be on chemical reactions – how and why they occur. Students will apply what they have learned to their surroundings both in their daily life and the environment they live in.

## **Anatomy**

Length/Credit: 1.0 year – 1.0 credit

Grade: 11 or 12

Prerequisite: Biology

Honors Placement Available in this Course

Counts Toward: *Science Requirement or Elective Requirement*

This course builds on the foundations of the life sciences and is designed to help students understand the anatomic and physiological basis of life. The course covers cytology, histology, and the human body systems. Students will use the Science and Engineering Practices to construct understanding of the interdependence of structure and function in biological systems. Students will be expected to integrate relevant information and acquired skills in the exploration of careers in the medical sciences.

## **Physics**

Length/Credit: 1.0 year – 1.0 credit

Grade: 12

Prerequisite: Chemistry

Honors Placement Available in this Course

Counts Toward: *Science Requirement or Elective Requirement*

This course develops student understanding of forces, motion, and gravity; energy and momentum; electricity and magnetism; and waves. Students will engage in the practices of science and engineering to construct their understanding of the conceptual and quantitative relationships associated with matter and energy. Technology will be used extensively to collect and analyze data. Principles of physics as they relate to our everyday lives will be emphasized.

## **Forensic Science**

Length/Credit: 0.5 year – 0.5 credit

Grade: 12

Prerequisite: Anatomy or Chemistry

Honors Placement Available in this Course

Counts Toward: *Science Requirement or Elective Requirement*

Forensic Science is a real-life scenario and laboratory-based science class designed for students who are interested in forensic science. The purpose of this course is for students to gain experience in the major investigative techniques currently used by forensic scientists and crime scene investigators, and to develop an understanding of the scientific concepts which serve as the basis for these techniques. Material may be in the form of lecture and reading material, laboratory or field exercise, guest speakers, and video presentations.

## **Environmental Science**

Length/Credit: 0.5 year – 0.5 credit

Grade: 11 or 12

Prerequisite: Biology

Honors Placement Available in this Course

Counts Toward: *Science Requirement or Elective Requirement*

Environmental Science is designed to show thematic connections between a variety of science disciplines including biology, chemistry, and physics. It gives students a coherent and realistic picture of the applications of a variety of scientific concepts as they manifest in our environment. Students will focus on human population growth, natural resources, and ecosystem dynamics. The aim of this course to increase students' knowledge of the environmental challenges of today, while continuing to cultivate scientific critical thinking skills.

# Oakstone Academy High School

## 2021-22 Social Studies Curriculum

Social Studies is the study of the human experiences of the past and present and of projections for the future. Objectives of this study at OAHS are to develop the students' abilities to critically and rationally analyze the past, to enable them to recognize the different forms of government in the world today, and to cultivate in them an appreciation for our democratic heritage. Students are encouraged to recognize their rights and responsibilities as citizens of our society. Oakstone Academy requires students to successfully complete 3.0 credits of social studies before graduation.

## Social Studies

### **Modern World History**

Length/Credit: 1 year – 1.0 Credit

Grade: 9 or 10

Prerequisite: None

Honors Placement Available in this Course

Counts Toward: *Social Studies Requirement*

This course will thematically examine the development of humans and complex societies, from the global convergence of the 15th century CE to the present day. The course will analyze the continuing development of increasingly sophisticated social, economic, and political systems. Interaction with the environment, the impact of technological innovation, and global interconnections are all recurring themes. It will also examine the roots of the major ideologies of the present, including democracy, socialism, capitalism, nationalism, imperialism, and globalism, in an attempt to understand and relate these forces to modern society.

### **US History**

Length/Credit: 1 year – 1.0 Credit

Grade: 9 or 10

Prerequisite: None

Honors Placement Available in this Course

Counts Toward: *Social Studies Requirement*

This course is taught within a chronological framework, with special emphasis on themes such as American identity, the growth of democracy, civil rights and liberties, economic development, the environment, the impact of technology, the individual and society, the influence of religion, and the U.S. role in world affairs. The course requires students to explore and evaluate divergent viewpoints, and examine various historical perspectives, including the arts, literature, and cultural artifacts of the time.

## **U.S. Government**

Length/Credit: 1 year – 1.0 Credit

Grade: 11 or 12

Prerequisite: US History & World History

Honors Placement Available in this Course

Counts Toward: *Social Studies Requirement*

This course is a survey of the Constitutional underpinnings of American government and will explore the history, structure, and function of the three branches of government, analyze the development of civil liberties and civil rights, and examine the role of political parties and interest groups in elections. The role of the individual within a representative democracy is emphasized. This course emphasizes citizenship skills, such as the importance of voting, critically reading a variety of sources, and articulating one's opinion on issues. Students will complete many individual projects that aim to teach the critical skills needed to be an informed and engaged citizen.

## **Global Diplomacy**

Length/Credit: 1 year - 1 Credit

Grade: 11 or 12

Prerequisite: World History or U.S. History

Counts Toward: *Social Studies Requirement or Elective Requirement*

Global Diplomacy is highly interactive and involves simulation of the committees, debates, and activities of the real United Nations. Students will actively research, debate, problem-solve, and write proposals on world issues while simulating the committees of the real United Nations. Students will also attend travel conferences to compete against other students and schools.

## **Pop Culture in American History**

Length/Credit: 0.5 year – 1 credit

Grade: 10, 11, 12

Prerequisite: U.S. History

Counts Toward: *Social Studies Requirement or Elective Requirement*

This course primarily covers the influence of pop culture, music, art, and literature on American society. We will study selected examples of American popular arts and entertainments of the nineteenth and twentieth centuries, placing them in historical, cultural, artistic, and critical contexts. Instead of approaching these materials as idle diversions to be consumed and discarded, we will consider them as works that can repay critical analysis and historical and cultural interpretation. Through our efforts, the class will attempt to rediscover the broadly shared imaginative and aesthetic life of America usually only touched upon in historical and literary studies.



### **COTC US History I (HIST-150) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, Grade C or higher in COTC Composition 100 (ENGL-112)**

Counts Toward: *Social Studies Requirement or Elective Requirement*

This course surveys the political, social, economic, and cultural development of the United States from pre-history and European exploration through Reconstruction. Among the topics covered are colonization, slavery, the establishment of the new nation, the displacement of native peoples, sectional problems, national growth, the Civil War and Reconstruction.

### **COTC US History II (HIST-151) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, Grade C or higher in COTC US History I (HIST-150)**

Counts Toward: *Social Studies Requirement or Elective Requirement*

This course surveys the political, social, economic, and cultural development of the United States from Reconstruction through the end of the twentieth century. Among the topics discussed are westward movement, industrialization, immigration, the labor movement, imperialism, progressivism, World War I, the Great Depression, the New Deal, World War II, the Cold War, Vietnam, and the transition to an information economy.

### **COTC American Politics & Government (HIST-100) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, Grade C or higher in COTC Composition 100 (ENGL-112)**

Counts Toward: *Social Studies Requirement or Elective Requirement*

This course surveys the social world of American politics, the development of politics in relation to changes in society, the economy, and the influences of culture on the politics of the United States. Among the topics discussed are the basic concepts, structures, theories, and processes of the American system of government. In addition, the course discusses topics such as human behavior, the structure of societies, cultures, institutions, and the processes by which all interact. The course also includes critical thinking and communication to analyze what the American political process is and how it works. Consequently, this course examines American political institutions and behavior with regard to history, theories of American democracy, the national government, federalism, and the political processes that include political parties, elections, and public opinion.

## **Ohio Christian University – Introduction to Sociology (CCP)**

***ONLINE – Proctored by Oakstone S.S. Teacher***

Length/Credit: 0.5 year – 1 credit

Prerequisite: **Enrolled in CCP, ACCUPLACER test placement**

Counts Toward: *Social Studies Requirement or Elective Requirement*

This course is an introduction to the major concepts, principles, and theories related to a study of government and politics in the United States. Special emphasis will be given to government and political structures and the development of the enduring form of American government.

## **COTC Introduction to Psychology (PSY-100) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, ACCUPLACER test placement**

Counts Toward: *Social Studies Requirement or Elective Requirement*

Introduction to Psychology provides an introduction to the areas of basic theoretical constructs, nervous system functioning, perception, learning, memory, emotion, cognition, intelligence, personality theories, stress social psychology and motivational psychology.

## **COTC Developmental Psychology (PSY-210) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, a C or higher in PSY-100**

Counts Toward: *Social Studies Requirement or Elective Requirement*

This course is a study of human development as a dynamic, multi-dimensional process from conception through death. Emphasis is placed on the inter-relationship of the many biopsychosocial factors influencing human development, general principles of growth and development, major developmental tasks encompassing each stage of the life cycle, and health and development problems common to each stage. Course requirements include a project focusing on the application of human development theories, concepts, principles, and tasks.

# Oakstone Academy High School

## 2021-22 Foreign Language

Foreign language study is learning how to communicate with people from other countries. It includes both spoken and written language as well as listening and reading comprehension. These four components of language learning are an integral part of the foreign language curriculum at every level. In addition, students will learn about the cultures of the peoples in various countries where the target language is spoken. Since our students live in a global society, language learning will increase their understanding of different peoples and their cultures and will be of great benefit to them in the future. Students are encouraged to have two foreign language credits in the same language.

### Foreign Language Electives

#### **Spanish I**

Length/Credit: 1 year – 1.0 credit

Grade: 8 or 9

Prerequisite: None

Honors Placement Available in this Course

Counts Toward: *Elective Requirement*

In this course, students are introduced to the Spanish language as well as the culture of Spanish-speaking countries. Students learn to develop their listening, reading, speaking, and writing skills, and they acquire an extensive vocabulary in the language through daily use of all skills. The use of Spanish in the classroom by the teacher increases as the year progresses. Grammar content includes: conjugations of regular and irregular verbs, pronouns, adjectives and nouns and the rules that govern their correct usage.

#### **Spanish II**

Length/Credit: 1 year – 1.0 credit

Grade: 9 or 10

Prerequisite: Spanish I

Honors Placement Available in this Course

Counts Toward: *Elective Requirement*

Spanish II is designed to enhance and improve students' abilities to communicate in the Spanish language as well as increase their knowledge of the culture of Spanish-speaking countries. Due to the knowledge base of vocabulary from Spanish I, students will focus more on grammar during Spanish II.

### **Spanish III**

Length/Credit: 1 year – 1.0 credit

Grade: 10 or 11

Prerequisite: Spanish II

Honors Placement Available in this Course

Counts Toward: *Elective Requirement*

Spanish III builds upon and enhances students' foundation in the Spanish language. It incorporates the four competency areas of language learning with greater concentration on verb tenses and vocabulary. Students are expected to understand the Spanish used in class and to articulate appropriately in Spanish. Latin American culture will also be presented with the goal of understanding different ways of life as it pertains to the multicultural environment in which we live.

### **Spanish IV**

Length/Credit: 1 year – 1.0 credit

Grade: 11 or 12

Prerequisite: Spanish III

Honors Placement Available in this Course

Counts Toward: *Elective Requirement*

This course continues to build skill levels in four competency areas: listening, speaking, reading and writing, while reviewing grammatical concepts and increasing vocabulary. Activities in these areas are geared toward maintaining and improving these skills with a stronger vocabulary. There is a greater emphasis on student's produced work demonstrating writing and speaking skills. Grammar is reviewed as needs are assessed and pronunciation is stressed throughout.

### **AP Spanish Language & Culture**

Length/Credit: 1 year – 1 credit

Grade: 11 or 12

Prerequisite: A junior or senior, 3.0 or better in Spanish IV, and administrator approval.

Counts Toward: *Elective Requirement*

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

**ASL I**

Length/Credit: 0.5 year – 0.5 credit

Grade: 11 or 12

Prerequisite: Spanish III

Counts Toward: *Elective Requirement*

This course is an introduction to American Sign Language and the Deaf community. Students will learn basic vocabulary, grammar, sentence structure, and cultural foundations of ASL. Students will begin to learn to express themselves through signing by using: concrete ideas, fingerspelling and grammar. Using age appropriate activities, students develop the ability to perform the tasks of the novice language learner.

**ASL II**

Length/Credit: 0.5 year – 0.5 credit

Grade: 11 or 12

Prerequisite: ASL I

Counts Toward: *Elective Requirement*

This course designs to continue development of American Sign Language I (ASL I) course, and emphasizes development and refinement of comprehension, production and interpersonal skills as covered in ASL I. Additional information about the Deaf community and Deaf culture will be included.

# Oakstone Academy High School

## 2021-22 Fine Arts

Fine Art courses are designed to encourage the student's personal development, to help the student develop the means to break down a project into achievable steps, and to provide the student with opportunities to study the way art functions in society. Students explore different modes of expression, both visual and verbal, develop specific artistic skills, and learn how to perceive and respond to works of art. These art experiences provide for personal artistic expression, guide the student to improved aesthetic judgment and awaken him/her to more creative life choices.

### Fine Arts Electives

#### **Introduction to Art**

Length/Credit: 0.5 year – 0.5 credit

Grade: 8, 9, 10, 11, or 12

Prerequisite: None

Counts Toward: *Fine Arts Requirement and Elective Requirement*

This is a foundation course, designed to introduce students to the Basic Elements of Art and Design as well as Art Appreciation. Emphasis is placed on understanding the Elements of Art and Principles of Design as a basis for composition. Students will explore a variety of artists, art processes and materials such as drawing, painting, printmaking, two & three-dimensional design. Willingness to get involved in the creative process is a more important requirement than the student's talent or previous experience.

#### **Figure Drawing**

Length/Credit: 0.5 year – 0.5 credit

Grade: 9, 10, 11, or 12

Prerequisite: Introduction to Art

Counts Toward: *Fine Arts Requirement and Elective Requirement*

In this class students will study the human form. The human body is a complex machine and students must break it down into steps so that they can truly capture the human body. Students will study how to draw the human figure in multiple positions and in different clothing. Students will work with graphite and charcoal and will have a brief overview of the value scale.

## **Technical Drawing**

Length/Credit: 0.5 year – 0.5 credit

Grade: 9, 10, 11, or 12

Prerequisite: Introduction to Art

Counts Toward: *Fine Arts Requirement and Elective Requirement*

This course will cover several concepts such as proportion, perspective, and distortion. These concepts are closely coordinated with math terms and procedures the students will be familiar with, such as fractions, gridding and scale. The media for this Technical Drawing class will mostly be pencil and pen and ink. Depending on the student's ideas and interests, we may delve into charcoal, collage and/or watercolor as well. We will discuss the importance of art in today's society and how it affects our lives on a day to day basis.

## **Illustration**

Length/Credit: 0.5 years – 0.5 credit

Grade: 9, 10, 11, or 12

Prerequisite: Introduction to Art

Counts Toward: *Fine Arts Requirement and Elective Requirement*

This course will cover several concepts such as proportion, perspective, balance and contrast. The students will be drawing, painting, collaging, and dabbling with photography and text in art. We will be using several different materials such as watercolor, ink, pastels, colored pencils, charcoal, etc. We will be learning about several different artists such as Roy Lichtenstein, Frida Khalo, Chris Dingwell, Pablo Picasso, Salvador, Dali, etc. The students will discover the similarities and differences of art from all around the world as well as from different time periods.

## **Studio in Sculpture**

Length/Credit: 0.5 year – 0.5 credit

Grade: 9, 10, 11, or 12

Prerequisite: Introduction to Art

Counts Toward: *Fine Arts Requirement and Elective Requirement*

This art course offers an opportunity for students to create three-dimensional art. Students will explore the element of form by using a variety of materials such as clay, plaster, cardboard, paper mache, wire, found objects, etc. Students are encouraged to explore individual styles while producing a diverse body of three-dimensional work. Sharp cutting tools such as wire cutters and x-acto knives as well as glue guns will be used.

## **Pen and Ink**

Length/Credit: 0.5 year – 0.5 credit

Grade: 9, 10, 11, or 12

Prerequisite: Introduction to Art

Counts Toward: *Fine Arts Requirement and Elective Requirement*

In this class students will be taught to manipulate ink in multiple techniques. Students will learn such techniques as ink wash, crosshatching, pointillism, line shading, ink with water color wash, ink splatter and stamp making. The goal for this course is to help students become more confident in the use of ink and learn some new techniques that they may use in their own art.

## **Studio in Mixed Media**

Length/Credit: 0.5 year – 0.5 credit

Grade: 9, 10, 11, or 12

Prerequisite: Introduction to Art

Counts Toward: *Fine Arts Requirement and Elective Requirement*

The main focus of this course will be the creative connection between common art media and uncommon materials. This course will cover several concepts such as proportion, perspective, balance and contrast. The students will be and using their imaginations to create beyond the frame of reference. The students will get to explore a variety of techniques from several artists to help them start thinking “outside the box”. One of the main goals of this class is to help students express their thoughts, feelings and ideas in a more visually dynamic manner.

## **Studio in Drawing & Painting**

Length/Credit: 0.5 year – 0.5 credit

Grade: 9, 10, 11, or 12

Prerequisite: Introduction to Art

Counts Toward: *Fine Arts Requirement and Elective Requirement*

This course provides an opportunity for students to expand on the drawing and painting concepts touched on in the ‘Introduction to Art’ course. Emphasis is placed on experiences with design principles, drawing techniques and painting skills leading to the development of abilities that are necessary for advanced art courses. Students are given more in depth problems to solve creatively while becoming more adept through a broad exposure to various media.



## **Digital Media**

Length/Credit: 0.5 year – 0.5 credit

Grade: 9, 10, 11, or 12

Prerequisite: Introduction to Art & Graphic Design I

Counts Toward: *Fine Arts Requirement and Elective Requirement*

This class is a more advanced course for students that are interested in exploring photography in combination with mixed media techniques. We will be using phone photo manipulation apps, computer photo editing programs and old school art tools and processes to combine the worlds of Digital Art and Fine Arts.

## **Studio in Animation**

Length/Credit: 0.5 year – 0.5 credit

Grade: 9, 10, 11, or 12

Prerequisite: Introduction to Art

Counts Toward: *Fine Arts Requirement and Elective Requirement*

Intro to Animation is a course in which students will study the basic principles and history of animation. This course will focus on vector graphics using Adobe Animate and Illustrator. Students will demonstrate creative self-expression as they learn basic techniques for original character design, the natural flow and movement of objects, and background development which includes lighting and layout. Additional instruction will be given in the following areas: Elements of art and principles of design, historical and cultural development of animation, storyboarding, and computer art basics and applications. The format of classroom instruction will be lecture, demonstration, individual and team-based projects, presentations and studio time.

## **Art Portfolio**

Length/Credit: 0.5 year – 0.5 credit

Grade: 11 or 12

Prerequisite: 3.0 Credits in Fine Arts

Counts Toward: *Fine Arts Requirement and Elective Requirement*

In this course advanced students will focus on portfolio development as they continue to develop skills in producing high quality works of art. Emphasis is placed on creating more complex visual statements. A wide range of materials and processes will be further explored, and students will have the opportunity to focus on a chosen subject or medium. The course is intended for advanced students creating a portfolio. This class may be taken as an Independent study course.

## **Arts & Culture**

Length/Credit: 0.5 year – 0.5 credit

Grade: 9, 10, 11, or 12

Prerequisite: Introduction to Art

Counts Toward: *Fine Arts Requirement and Elective Requirement*

This class is a discussion/project based elective, designed to explore how the “arts” (music, fine art, architecture and fashion) are influenced by and conversely, influence world events in our culture. We will be exploring the 20<sup>th</sup> century, starting with 1980 and working backwards.

## **Introduction to Video Production**

Length/Credit: 1 year – 1.0 credit

Grade: 9, 10, 11, or 12

Prerequisite: Introduction to Art

Counts Toward: *Fine Arts Requirement and Elective Requirement*

Introduction to Video Production is an entry level course that will serve as an introduction to basic video, film and audio production. The goal of the course is for the student to develop the ability to capture great video images and audio, and to be able to edit those two elements together to tell a story.

## **Graphic Design I**

Length/Credit: 0.5 year – 0.5 credit

Grade: 9, 10, 11, or 12

Prerequisite: Introduction to Art

Counts Toward: *Fine Arts Requirement and Elective Requirement*

This course is an introduction to the tools and principles of graphic design. Students will explore the impact of graphic design in our daily lives. They will learn the technical basics of the design program Adobe Illustrator while developing their own unique design aesthetic. This course evokes creative exploration.

## **Graphic Design II**

Length/Credit: 0.5 year – 0.5 credit (Spring Course)

Grade: 9, 10, 11, or 12

Prerequisite: Graphic Design I

Counts Toward: *Fine Arts Requirement and Elective Requirement*

In addition to learning the fundamentals and elements of quality design, students will apply their technical and creative knowledge learned in Graphic Design 1 to complete projects, expand creativity and gain independence while designing. Project precision, typography and attention to detail are just a few aspects of quality design work in which the students will apply their skills.

### **Graphic Design III**

Length/Credit: 0.5 year – 0.5 credit

Grade: 9, 10, 11, or 12

Prerequisite: Graphic Design II

Counts Toward: *Fine Arts Requirement and Elective Requirement*

Project precision, typography and attention to detail are just a few aspects of quality design work in which the students will apply their skills in Graphic Design 3. Students will apply their technical and creative knowledge learned in Graphic Design 1 and 2 to complete independent projects. Students learn the technical basics of Adobe InDesign and its uses through project creation. They will also experiment with multi-program works by using a combination of Adobe Illustrator, Photoshop and InDesign together.

### **Graphic Design IV – Pre-Internship**

Length/Credit: 0.5 year – 0.5 credit

Grade: 9, 10, 11, or 12

Prerequisite: Graphic Design III

Counts Toward: *Fine Arts Requirement and Elective Requirement*

Project precision, typography and attention to detail are just a few aspects of quality design work in which the students will apply their skills in Graphic Design 3. Students will apply their technical and creative knowledge learned in Graphic Design 1 and 2 to complete independent projects. Students learn the technical basics of Adobe InDesign and its uses through project creation. They will also experiment with multi-program works by using a combination of Adobe Illustrator, Photoshop and InDesign together.

### **Digital Photography I**

Length/Credit: 0.5 year – 0.5 credit

Grade: 9, 10, 11, or 12

Prerequisite: Introduction to Art

Counts Toward: *Fine Arts Requirement and Elective Requirement*

Throughout this course, students will learn the basics in digital photography equipping them with skills to both identify and capture a quality composition. Students will work in teams and individually create shots that implement various aspects of strong composition. During this class students will use Photoshop to edit their shots and practice artistic expression, while preparing their shots for publication/presentation.

## **Digital Photography II**

Length/Credit: 0.5 year – 0.5 credit

Grade: 9, 10, 11, or 12

Prerequisite: Digital Photography I

Counts Toward: *Fine Arts Requirement and Elective Requirement*

Students will explore technical, artistic, and commercial aspects of photography. The course will include on and off camera flash techniques, studio strobe usage, advanced digital camera operations and creative digital techniques with the use of Lightroom and Photoshop software. Class time will enable students to work on independent and cooperative explorations. Students will prepare a portfolio of work to exhibit and at the completion of the course.

## **Yearbook**

Length/Credit: 1 year – 1.0 credit

Grade: 9, 10, 11, or 12

Prerequisite: None

Counts Toward: *Fine Arts Requirement and Elective Requirement*

As part of the Yearbook Team, students work to create a yearbook that will be treasured by their classmates and friends forever. Yearbook class focuses on 21st century skills to prepare you for a professional work environment. Students have the opportunity to experiment with design, photography, writing and editing, project management, marketing and advertising, party planning and much more.

# Oakstone Academy High School

## 2021-22 Performing Arts

Performing Art courses are designed to encourage the student's personal development, to help the student develop the means to break down a project into achievable steps, and to provide the student with opportunities to study the way art functions in society. Students explore different modes of expression, both visual and verbal, develop specific artistic skills, and learn how to perceive and respond to works of art. These art experiences provide for personal artistic expression, guide the student to improved aesthetic judgment and awaken him/her to more creative life choices.

### Performing Arts Electives

#### **Theatre I - Introduction to Theatre**

Length/Credit: 0.5 year – 0.5 credit

Grade: 9, 10, 11, or 12

Prerequisite: None

Counts Toward: *Fine Arts Requirement and Elective Requirement*

This class is comprised of three major units: theatre vocabulary, acting and technical theatre. The theatre vocabulary unit will teach students the necessary terms to converse intelligently about theatre structure as both a business and an art form. The acting component will focus on basic scene study and acting techniques, namely Hagen. The technical theatre component will focus on basic building, lighting, and design. Students will also be exposed to a variety of “warm-up” and improv exercises.

#### **Theatre II - Acting**

Length/Credit: 0.5 year – 0.5 credit

Grade: 9, 10, 11, or 12

Prerequisite: Theatre I

Counts Toward: *Fine Arts Requirement and Elective Requirement*

This class will delve deeper into character studies and acting techniques, along with a brief history of theatre. Acting techniques that will be discussed include Stanislavsky, Strasberg, Adler, Mesiner, and Practical Aesthetics. Students will apply these techniques to a variety of monologues and scenes, including Shakespeare. “Warm-ups”, improv, and directing will also serve as a focal point for this class.

## **Introduction to Dance**

Length/Credit: 1 year – 1.0 credit

Grade: 9, 10, 11, or 12

Prerequisite: None

Counts Toward: *Fine Arts Requirement and Elective Requirement*

This class will serve as a basic introduction to ballet, jazz, and musical theatre- not designed for an experienced dancer (however, if experienced dancers are interested, they could serve as “interns” in a student teaching capacity). Movement with music will be an essential component along with continuing to build upon body and special awareness. It will serve as an introduction to ballet, jazz, tap, and musical theatre, if possible. Foundational techniques will be introduced and expanded upon through a series of exercises and combinations, both short and long.

## **High School Band**

Length/Credit: 1 year – 1 credit

Grade: 9, 10, 11, or 12

Prerequisite: None

Counts Toward: *Fine Arts Requirement and Elective Requirement*

This instrumental music ensemble performs a wide variety of genre and emphasizes the continued development of musical performance skills. Evening rehearsals and performances may be required. Students must have previous experience with their instrument.

## **High School Choral**

Length/Credit: 1 year – 1 credit

Grade: 9, 10, 11, or 12

Prerequisite: None

Counts Toward: *Fine Arts Requirement and Elective Requirement*

This non-audition choir is open to all male and female students who wish to learn fundamentals of singing. It explores basic score-reading, vocal technique, and singing in harmony. No experience required. Evening rehearsals and performances may be required.

## **Oakapella**

Length/Credit: 1 year – 1 credit

Grade: 9, 10, 11, or 12

Prerequisite: Audition Only

Counts Toward: *Fine Arts Requirement and Elective Requirement*

Oakapella is a vocal ensemble for building high level performance in contemporary a cappella singing. It is open to students in grades 9-12 who have successfully auditioned. The ensemble will perform, analyze, and research popular music of the 20th and 21st Centuries. Students will learn a variety of vocal styles using appropriate tone quality, intonation, diction, rhythms, musicianship, and microphone technique for performing a cappella, commercial/pop music. Focus parts are: Vocal Percussion, Soprano, Mezzo, Alto, Tenor, Baritone, and Bass. Performing is a key part of this ensemble.

## **History of Cinema**

Length/Credit: 0.5 year – 0.5 credit

Grade: 9, 10, 11, or 12

Prerequisite: None

Counts Toward: *Fine Arts Requirement and Elective Requirement*

In this class students will study different types of film from early cinema of the 1900's to modern cinema. Students will learn about film and the impact it has made on our culture along with the general process of creating great cinema. Students are expected to take notes on their observations such as plot, quotes, lighting, atmosphere, feeling and other aspects of the film.

## **Ohio Christian University – Music Notation (MU-101) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, ACCUPLACER test placement**

Counts Toward: *Fine Arts Requirement or Elective Requirement*

This course is an introduction to the study of music, including a variety of musical styles and genres, spanning from ancient times to the present. Through attentive listening and critical thinking, students will develop the ability to analyze and communicate effectively about the role of music in human societies.

## **Ohio Christian University – Music Appreciation (MU-107) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, ACCUPLACER test placement**

Counts Toward: *Fine Arts Requirement or Elective Requirement*

Music Appreciation is an introductory music course designed to enhance the listening enjoyment and appreciation of Western art music. The course will include a study of basic music theory, the distinguishing characteristics of the various style periods and prominent composers, musicians and their works. Attendance at musical events outside of class is required.

## **Ohio Christian University – Music Theory I (MU-103) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, Grade C or higher in OCU Music Notation (MU-101)**

Counts Toward: *Fine Arts Requirement or Elective Requirement*

This course will include studies in triad structure, inversions, voice leading, phrase structure, harmonic progressions, harmonization techniques, and non-harmonic tones.

# Oakstone Academy High School

## 2021-22 Physical Edu. & Health

All students are required to complete at least 0.5 unit of credit (2 semesters) in Physical Education and 0.5 unit of credit (1 semester) in Health. The Health requirement is recommended to be completed by the end of the 9<sup>th</sup> grade. The Physical Education requirement is encouraged to be completed by the end of the 11<sup>th</sup> grade.

### Physical Education/Health Courses

#### **Health**

Length/Credit: 0.5 years – 0.5 credit

Grade: 9, 10, 11, or 12

Prerequisite: None

Counts Toward: *Health Requirement*

This course offers a lot of useful and practical information. There will be several topics discussed. Some of the material that will be covered in this class are social and emotional health, physical health, drug use and abuse, disease prevention, life cycle and global issues.

#### **Lifeguard Training**

Length/Credit: 0.5 year – 0.5 credit

Prerequisite: None

Counts Toward: *Elective Requirement*

Lifeguards are essential for helping to keep aquatic facilities safe. Unlike most other professional rescuers, lifeguards are present to prevent emergencies from occurring. Injury prevention is a primary focus for a lifeguard. Therefore, an understanding of how injuries occur and how they can be prevented is essential. To adequately ensure that all American Red Cross certified lifeguards achieve that understanding, it is crucial that they are exposed to the surveillance, prevention and victim recognition information presented in the Lifeguarding course. This course will include the latest techniques in water safety, swimming and non-swimming rescues, CPR, Automated External Defibrillator and First Aid Training for the professional rescuer. The course content also includes the duties and responsibilities of a professional lifeguard.

#### **Physical Education I**

Length/Credit: 1 year – 0.5 credit (0.25 credit per semester)

Prerequisite: None

Counts Toward: *Physical Education Requirement*

Physical education plays a vital role in shaping student's physical, mental and social well-being. This class focuses on lifelong physical fitness through teaching the importance of an active lifestyle, healthy nutritional choices, and the fundamentals of individual and team sports.



## **Physical Education II**

Length/Credit: 1 year – 0.5 credit (0.25 credit per semester)

Prerequisite: PE-1

Counts Toward: *Physical Education Requirement*

There is emphasis on the growth, development and understanding of fundamental pillars of physical fitness; muscular endurance, muscular strength, cardiovascular endurance and flexibility. This class provides students the opportunity to attain the skills and knowledge necessary to maintain a healthy and active lifestyle.

### **PHYSICAL EDUCATION WAIVER INFORMATION**

#### **PHYSICAL EDUCATION GRADUATION REQUIREMENT**

In the State of Ohio, students are required to complete one-half unit of physical education for graduation. One-half unit requires a minimum of 120 hours of course instruction. At Oakstone Academy, this graduation requirement is met by student completion of two semester courses, each worth a quarter-credit.

#### **EXEMPTION TO THE PHYSICAL EDUCATION GRADUATION REQUIREMENT**

Students at Oakstone Academy who are in grades 9-12 and who successfully complete two full seasons of interscholastic athletics and/or cheerleading may be excused from the high school physical education graduation requirement. The “two full season” requirement may be completed within a single school year. The one-half unit requirement cannot be partially exempted. For example, it is not possible to combine one semester of a physical education course with successful completion of one athletic and/or cheerleading season to meet the physical education graduation requirement.

#### **IMPACT ON OVERALL GRADUATION REQUIREMENTS**

Those students excused from the high school physical education graduation requirement are required to complete one-half unit, consisting of at least 60 hours of instruction, in another course of study, as determined by the student. Those students excused from the high school physical education graduation requirement are still required to meet all other graduation requirements established by Oakstone Academy.

#### **SUCCESSFUL COMPLETION OF A SEASON**

Successful completion of a season, in the case of interscholastic athletics and cheerleading, means that a student is both a member of the team or group and is eligible for end of season awards/recognition.

#### **PROCESS FOR EXEMPTION FOR INTERSCHOLASTIC ATHLETICS AND CHEERLEADING**

1. A student and parent **MUST REQUEST** and sign a Physical Education Waiver if he/she wants his/her Physical Education requirement waived.
2. At the end of each season, the athletic department will provide the counseling department with a list of students who have completed the requirement necessary for students to qualify for the Physical Education Graduation Requirement Exemption.
3. That list will be kept and updated each season and school year in the counseling department.
4. The Physical Education Waiver will list the two sports and/or cheerleading seasons completed and the year(s)/season(s) of participation.
5. The Physical Education Waiver will then be signed by the Athletic Director and Principal to certify completion.

**NOTE:** Please be aware that this exemption may not transfer should a student transfer to a different school district with different policies.

**NOTE:** Students do not receive Physical Education credit when they turn in the P.E. Waiver. They are simply being exempted from the graduation requirement of the credit.

# Oakstone Academy High School

## 2021-22 Robotics & Technology

Robotics & Technology courses are to promote student achievement and encourage interest in technologically advanced career fields. The curriculum is designed to provide students with a strong academic foundation and the skills necessary to succeed in STEM related careers and/or majors. These courses are inspired to create curiosity by solving authentic real-world problems and empower learners to build and apply knowledge, deepen their understanding and develop critical thinking skills applicable to technology and engineering concepts.

## Robotics & Technology Electives

### **Introduction to Robotics Engineering**

Length/Credit: 0.5 year – 0.5 credit

Grades: 9, 10, 11, or 12

Prerequisite: None

Counts Toward: *Elective Requirement*

This course is a project-based lab science class targeted at introducing the interdisciplinary field of Robotics. Students will learn the fundamentals of programming a robot to complete specific tasks. Students will build Arduino LEGO Robots and use sensors to find and identify objects necessary to complete tasks. Students get to practice their hands-on learning skills by working with several programming languages: block-based programming, Scratch, as well Arduino C and Python. Students will have the opportunity to complete multiple challenges involving problem solving, guided research, collaboration, teamwork, and design documentation by means of an Engineer's Notebook. Upon completion of this course, students are able to (1) identify and explain the steps in the engineering design process, (2) build and program an Arduino LEGO Robot, and (3) understand robotics applications in various fields. This course will be beneficial to those interested in exploring STEM (Science, Technology, Engineering, Math) or a career in any engineering or technical field.

### **Foundations of Audio Engineering I**

Length/Credit: 0.5 year – 0.5 credit

Grades: 9, 10, 11, or 12

Prerequisite: None

Counts Toward: *Elective Requirement*

In this introductory course, students learn about the physics of sound and the history of recording technologies -recording, editing, mixing, and mastering. Students will practice the techniques used by sound engineers to produce recordings. Through a series of engaging hands-on projects, they learn the fundamental concepts of audio engineering.

## **Advanced Audio Engineering II**

Length/Credit: 0.5 year – 0.5 credit

Grades: 9, 10, 11, or 12

Prerequisite: Foundations of Audio Engineering (Audio Engineering I)

Counts Toward: *Elective Requirement*

This class focuses heavily on digital editing, live sound reinforcement, and equipment troubleshooting. Students will be able to run recording sessions and complete mixes for clients and school groups, edit commercial work, run front of house sound for plays and concerts, and build/fix/modify equipment.

## **Engineering & 3D Design (3D-1)**

Length/Credit: 0.5 year – 0.5 credit

Grade: 9, 10, 11, or 12

Prerequisite: Introduction to Art

Counts Toward: *Fine Arts Requirement and Elective Requirement*

Students learn the basics of engineering and product development through use of the Design Pro game. This class focuses on refining both 2D and 3D drawing skills. Students investigate different ways to find and utilize measurements to enhance product design. Students learn to work in teams during the design process.

## **Technical Design & 3D Printing (3D-2)**

Length/Credit: 0.5 year – 0.5 credit

Grade: 9, 10, 11, or 12

Prerequisite: 3D-1

Counts Toward: *Elective Requirement, Fine Art Requirement*

Students will continue to explore product design and development. Students will also investigate different ways to find and utilize measurements to enhance product design. Students will be introduced to *TinkerCad*, a 3D-Design Software and *Cura*, a 3D-Printing Software. Students will be required to complete a 3D-Print for their final-project.

## **Engineering, Technical Design & 3D Printing (3D-3)**

Length/Credit: 0.5 year – 0.5 credit

Grade: 9, 10, 11, or 12

Prerequisite: Technical Drawing & 3D Printing

Counts Toward: *Fine Arts Requirement and Elective Requirement*

This course is an introduction to the use of SOLIDWORKS (3D Rendering Software). Students will learn how to use digital sketches to render 3D objects. Students begin using the 3D printer during different stages of the design process.

### **Engineering, Technical Design & 3D Printing (3D-4)**

Length/Credit: 0.5 year – 0.5 credit

Grade: 10, 11, or 12

Prerequisite: 3D-3

Counts Toward: *Fine Arts Requirement and Elective Requirement*

This course is an introduction to the use of SOLIDWORKS (3D Rendering Software). Students will learn how to use digital sketches to render 3D objects. Students begin using the 3D printer during different stages of the design process.

### **Computer Skills**

Length/Credit: 0.5 year – 0.5 credit

Grades: 9, 10, 11, or 12

Prerequisite: None

Counts Toward: *Elective Requirement*

Students will learn basic and advanced functions and features of Microsoft Word, Microsoft PowerPoint, and Microsoft Excel. After learning the programs' functions and features, students will complete projects using step-by-step directions and student created field guides. Additionally, students will practice using various internet search engines to find credible information on the internet to use for research assignments and class projects.

### **Ohio Christian University – Introduction to Business (MG-101) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, ACCUPLACER test placement**

Counts Toward: *Fine Arts Requirement or Elective Requirement*

This course provides students with a foundation in functional areas of business, including environment, planning, entrepreneurship, management, marketing, distribution, finances, and ethics. Introduces business terminology and concepts.

# Oakstone Academy High School

## 2021-22 Business & Finance

The curriculum is designed to stimulate an interest in business enabling students to more intelligently pursue advanced business courses in college. Students have the opportunity to explore a variety of topics from accounting practices and investment strategies, law, and management, entrepreneurship, real estate, marketing, to financial planning. The Business Department strives to ensure the curriculum continues to be relevant and engaging in an ever-changing global business environment.

### Business & Finance Electives

#### **Financial Literacy**

Length/Credit: 0.5 year – 0.5 credit

Grades: 9, 10, 11, or 12

Prerequisite: Algebra 1

Counts Toward: *Elective Requirement or State Financial Literacy Instruction Requirement*

This financial planning class will use a savings approach to encourage students to be better equipped to manage money. We will explore and discuss many finance related topics such as: saving and investing, credit and debit, money management, financial responsibility, taxes, insurance, and mortgages. Students will also be participating in a simulated “life” game.

#### **Advanced Financial Literacy**

Length/Credit: 0.5 year – 0.5 credit

Grades: 9, 10, 11, or 12

Prerequisite: Financial Literacy

Counts Toward: *Elective Requirement*

This advanced course explores the role of the consumer in our economy, problems of financing family and individual needs, including budgeting, banking relationships, borrowing, insurance, risk management, real estate, investing, portfolio management, retirement and personal taxes.

#### **Sales & Marketing**

Length/Credit: 0.5 year – 0.5 credit

Grades: 9, 10, 11, or 12

Prerequisite: Financial Literacy

Counts Toward: *Elective Requirement*

Throughout this course, students will learn the fundamentals of business and marketing. This class focuses on current topics in business and marketing including the 4 P’s: Product, Price, Place & Promotion. The class also includes topics on retail sales, business presentations, management, entrepreneurship, ethics, career exploration, and business and marketing plans.

**Ohio Christian University – Introduction to Business (MG-101) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Prerequisite: **Enrolled in CCP, ACCUPLACER/ACT test placement**

Counts Toward: *Elective Requirement*

This course provides students with a foundation in functional areas of business, including environment, planning, entrepreneurship, management, marketing, distribution, finances, and ethics. Introduces business terminology and concepts.

**Ohio Christian University – Principles of Marketing (MG-102) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Prerequisite: **Enrolled in CCP, ACCUPLACER/ACT test placement**

Counts Toward: *Elective Requirement*

Integrated analysis of the role of marketing within the total organization, including analysis of factors affecting consumer behavior, the identification of marketing variables, the development and use of marketing strategies, and the discussion of international marketing.

# Oakstone Academy High School

## 2021-22 Service & Leadership

These courses are an educational approach where a student learns theories in the classroom and at the same time volunteers and engages in reflection activities to deepen their understanding of what is being taught.

### Service & Leadership Electives

#### **Family Consumer Science**

Length/Credit: 0.5 year – 0.5 credit

Grades: 10, 11, or 12

Prerequisite: None

Counts Toward: *Elective Requirement*

Family and Consumer Science is a survey course that covers many real world topics and practical skills. Over the course of the semester, we will learn relevant vocabulary and skills to successfully participate in the world beyond high school. This course will be a mixture of home economics, life skills, and general information about the world of adulthood. Students will participate in hands-on cooking, sewing, and other household tasks, will learn about relationships, will rehearse self-advocacy skills, and will explore information about college and careers. They will also practice banking and budgeting skills, learn about transportation, and examine the justice system from a more practical viewpoint. We will host guest speakers related to various topics and take field trips to locations to build familiarity and comfort with a wide array of settings.

#### **Service Learning**

Length/Credit: 0.5 year – 0.5 credit

Grades: 10, 11, or 12

Prerequisite: None

Counts Toward: *Elective Requirement*

Service learning is a course designed for students who enjoy giving back. On a large scale, students will research ways to impact the community and how service can be a continual habit. On a smaller scale, students will engage in regular tutoring of elementary students on campus. Students will learn valuable strategies working with other people towards a common goal. They will also develop a habit of helping others. *Space is limited due to a limited number of tutoring placements available.*

## **Leadership and Character Development**

Length/Credit: 0.5 year – 0.5 credit

Grades: 10, 11, or 12

Prerequisite: None

Counts Toward: *Elective Requirement*

The main objective of this course is to improve character and leadership traits by developing critical thinking, building basic character skills, emphasizing positive changes in attitude and promoting essential components of character and leadership.

## **College Portfolio – Test Preparation**

Length/Credit: 0.5 year – 0.5 credit

Grades: 10, 11, or 12

Prerequisite: None

Counts Toward: *Elective Requirement*

This course will include tips and strategies for answering standardized test questions in addition to a review of topics commonly covered on entrance exams. The course will consist of lectures, class activities and projects related to creating effective study skills for high school and college students across all curriculum areas. Topics during this portion of the course will include creating good study habits, learning and applying textbook reading strategies, and examining various note-taking methods. Test-taking anxiety and outside stressors also contribute to poor results on standardized tests.

## **College Workshop**

Length/Credit: 0.5 year – 0.5 credit

Grades: 11 or 12

Prerequisite: None

Counts Toward: *Elective Requirement*

This course provides students with an introduction to college expectations. It emphasizes skills and resources necessary to be successful in their personal, academic and career-related pursuits. The course includes an orientation to college resources, policies, and processes. This course will also concentrate on the writing process appropriate for a college student.

## **Speech**

Length/Credit: 0.5 year – 0.5 credit

Grades: 9, 10, 11, or 12

Prerequisite: None

Counts Toward: *Elective Requirement or English Requirement*

The purpose of this course is to acquaint students with techniques of communicating to and with groups of people. Students will be taught how to compose and deliver speeches to persuade, inform, stimulate, and entertain. Following the speech students will receive constructive criticism based on the fundamentals of good speaking. Speech students will be involved in and instructed on the effective use of group discussion, parliamentary procedure, career awareness, and job seeking skills.



# College Credit Plus Courses

*2021-22 COTC Courses Offered at O.A.*



## English

### *Recommended College Credit Plus English Course Track*

<i>Order</i>	<i>COTC Course</i>	<i>Credits</i>	<i>Recommended Semester</i>
1.	Composition 100 (ENGL-112)	3	Fall
2.	Composition 200 (ENGL-113)	3	Spring
3.	Survey of American Literature I (ENGL-211)	3	Fall
4.	Survey of British Literature I (ENGL-221)	3	Spring
5.	Survey of American Literature II (ENGL-212)	3	Fall
6.	Survey of British Literature II (ENGL-222)	3	Spring
7.	Writing About Literature (ENGL-216)	3	Fall

IMPORTANT – This is the RECOMMENDED track. Students may have different course tracks based on their individual schedules and/or flexibility per semester.

ENGLISH COURSE DESCRIPTIONS →

# COTC English Course Descriptions

## **COTC Composition 100 (ENGL-112) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Prerequisite: **Enrolled in CCP, ACCUPLACER test placement**

Counts Toward: *English Requirement or Elective Requirement*

ENGL-112 - Composition I is a writing intensive theme-based course that facilitates the development of college-level writing skills. The student will compose papers using expository writing while incorporating one's own thinking with credible research using MLA format. The student also will be introduced to APA format guidelines. The course emphasizes critical thinking, analytical reading, thesis development and deep revision of one's own compositions. The course also includes analysis of audience and theme in one's own writing and the writings of others, while developing the student's critical reading skills.

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## **COTC Composition 200 (ENGL-113) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Prerequisite: **Enrolled in CCP, Grade C or higher in COTC Composition 100 (ENGL-112)**

Counts Toward: *English Requirement or Elective Requirement*

In this course, using the framework of the American experience theme, the student will continue to develop proficiencies in analytical reading, critical thinking, thesis development, deep revision, and research of credible sources. Composition II emphasizes problem solving with writing intensive assignments grounded in argumentation. The student will evaluate readings from historical, social, and political perspectives. Examination of one's own position in relation to audience and evidence facilitates awareness of a writer's ethical responsibilities. Research of multiple sources using APA format is required. By the end of Composition II, the student will have written a variety of texts, including at least one researched essay, with opportunities for 12 response and revision. This formal writing will total a minimum of 20 pages.

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## **COTC Survey of American Literature I (ENGL-211) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Prerequisite: **Enrolled in CCP, Grade C or higher in COTC Composition 100 (ENGL-112)**

Counts Toward: *English Requirement or Elective Requirement*

Survey of American Literature I is designed to expose students to a wide range of early American literature. In this course, the student will examine the works of major writers in the U.S., from the early settlements to 1865. The student will read and critically analyze various genres, including essays, short stories, fiction, and the novel. The student will also use literary criticism and theories including, but not limited to, biographical criticism, gender criticism, historical criticism, psychological theories, and reader-response theories.

## **COTC Survey of American Literature II (ENGL-212) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Prerequisite: **Enrolled in CCP, Grade C or higher in COTC Composition 100 (ENGL-112)**

Counts Toward: *English Requirement or Elective Requirement*

Survey of American Literature II is designed to expose the student to a wide range of later American literature. In this course, the student will examine the works of major writers in the U.S., beginning with the years following the Civil War and leading up to the present day. The student will read and critically analyze various genres, including essays, short stories, fiction, drama, and the novel. The student will also use literary criticism and theories including, but not limited to, biographical criticism, gender criticism, historical criticism, psychological theories, and reader-response theories. Through a series of close readings, discussions, reader responses, critical essays, and argumentative papers, the student will trace the development of both literary and cultural movements such as Realism and Modernism.

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## **COTC Survey of British Literature I (ENGL-221) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Prerequisite: **Enrolled in CCP, Grade C or higher in COTC Composition 100 (ENGL-112)**

Counts Toward: *English Requirement or Elective Requirement*

This course provides the student with a general background in the literary, philosophical, and historical trends from the Middle Ages through the eighteenth century in Britain. The student will examine representative works from this historical period, tracing developments in style, language, and genre. The student will also make connections between the literature and the social and political events that contributed to its production. The student will use literary criticism and theories including, but not limited to, biographical criticism, gender criticism, historical criticism, psychological theories, and reader-response theories. Through a series of close readings, discussions, reader responses, critical essays, and argumentative papers, the student will trace the development of historical, cultural, and literary movements, such as the Middle Ages, Renaissance, Restoration, and Enlightenment.

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## **COTC Survey of British Literature II (ENGL-222) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Prerequisite: **Enrolled in CCP, Grade C or higher in COTC Composition 100 (ENGL-112)**

Counts Toward: *English Requirement or Elective Requirement*

This course provides the student with a general background in the literary, philosophical, and historical trends from 1800 to the present in Britain. The student will examine representative works from this historical period, tracing developments in style, language, and genre. The student will also make connections between the literature and the social and political events that contributed to its production. The student will use literary criticism and theories including, but not limited to, biographical criticism, gender criticism, historical criticism, psychological theories, and reader-response theories.

## **COTC Writing About Literature (ENGL-216) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Prerequisite: **Enrolled in CCP, Grade C or higher in COTC Composition 100 (ENGL-112)**

Counts Toward: *English Requirement or Elective Requirement*

This course concentrates on further development of the student's college-level writing skills, including the writing process and MLA format, while providing fundamental exposure to the following genres: nonfiction, historical fiction, poetry and drama. Through analysis and interpretation of literary themes, close readings, discussions, critical essays, and expository and argumentative papers, the student will apply various critical approaches to reading and responding to literature, including reader-response, biographical, historical, psychological, and cultural. The student will engage in these individual and collaborative experiences to enhance self-understanding and deepen perspectives about the world as portrayed through the written word.

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# College Credit Plus Courses

*2021-22 COTC Courses Offered at O.A.*



## Mathematics

### *Recommended College Credit Plus Math Course Track*

*It is recommended that students have completed Algebra II before attempting this track.*

<i>Order</i>	<i>COTC Course</i>	<i>Credits</i>	<i>Recommended Semester</i>
1.	College Algebra (MATH-140)	3	Fall
2.	Introduction to Statistics (MATH-130)	3	Spring
3.	Pre-Calculus (MATH-150)	5	Fall
4.	Calculus I (MATH-200)	5	Spring
5.	Calculus II (MATH-210)	5	Spring

IMPORTANT – This is the RECOMMENDED track. Students may have different course tracks based on their individual schedules and/or flexibility per semester.

MATHEMATICS COURSE DESCRIPTIONS →

# COTC Math Course Descriptions

## **COTC College Algebra (MATH-140) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, ACCUPLACER test placement**

Counts Toward: *Math Requirement or Elective Requirement*

This course is a study of algebraic functions including polynomial, rational, radical, exponential, logarithmic and piece-wise defined functions. Topics investigated will include domain, range, graphs, inverses, operations, equations, inequalities and their applications.

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## **COTC Introduction to Statistics (MATH-130) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, ACCUPLACER test placement**

Counts Toward: *Math Requirement or Elective Requirement*

This is a non-calculus, introductory course in descriptive and inferential statistics. Concepts are explained intuitively and supported by examples. The applications are general in nature, and the exercises include problems from agriculture, biology, business, economics, education, environmental studies, psychology, engineering, medicine, sociology and computer science.

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## **COTC Pre-Calculus (MATH-150) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1.67 credits

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, ACCUPLACER test placement, a C or higher in MATH-130**

Counts Toward: *Math Requirement or Elective Requirement*

This course is a study of algebraic functions, trigonometry, vectors, conic sections, sequences and series. The course will include the study of polynomial, rational, radical, exponential, logarithmic and piece-wise defined functions, and the trigonometric functions and their graphs. Topics investigated will include domain, range, graphs, inverses, operations, equations, inequalities and their applications.

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### **COTC Calculus I (MATH-200) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1.67 credits

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, C or better in MATH-150**

Counts Toward: *Math Requirement or Elective Requirement*

Concepts of limits of functions are covered including continuity of functions. The definition of the derivative as well as rules for differentiation develop the ability to find the derivatives of functions, including polynomial, rational, algebraic, trigonometric, inverse trigonometric, exponential, logarithmic, hyperbolic and inverse hyperbolic functions. Derivatives are used in curve sketching as well as in solving applied problems. The Mean Value Theorem and Newton's Method for optimization are covered. Definite and indefinite integrals, the Fundamental Theorem of Calculus, the substitution method and area between curves are discussed.

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### **COTC Calculus II (MATH-210) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1.67 credits

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, C or better in MATH-200**

Counts Toward: *Math Requirement or Elective Requirement*

The course is a study of integral calculus concentrating on indefinite and definite integrals and their applications in a wide range of functions.

# College Credit Plus Courses

*2021-22 COTC & OCU Courses Offered at O.A.*



## History

### *Recommended College Credit Plus History Course Track*

<i>Order</i>	<i>COTC Course</i>	<i>Credits</i>	<i>Recommended Semester</i>
1.	COTC US History I (HIST-150)	3	Fall
2.	COTC US History II (HIST-151)	3	Spring
3.	American Politics & Government (HIST-100)	3	Fall
4.	Introduction to Sociology (SO-101T)	3	Spring

IMPORTANT – This is the RECOMMENDED track. Students may have different course tracks based on their individual schedules and/or flexibility per semester.

**HISTORY COURSE DESCRIPTIONS →**



# COTC & OCU History Course Descriptions

## **COTC US History I (HIST-150) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, Grade C or higher in COTC Composition 100 (ENGL-112)**

Counts Toward: *Social Studies Requirement or Elective Requirement*

This course surveys the political, social, economic, and cultural development of the United States from pre-history and European exploration through Reconstruction. Among the topics covered are colonization, slavery, the establishment of the new nation, the displacement of native peoples, sectional problems, national growth, the Civil War and Reconstruction.

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## **COTC US History II (HIST-151) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, Grade C or higher in COTC US History I (HIST-150)**

Counts Toward: *Social Studies Requirement or Elective Requirement*

This course surveys the political, social, economic, and cultural development of the United States from Reconstruction through the end of the twentieth century. Among the topics discussed are westward movement, industrialization, immigration, the labor movement, imperialism, progressivism, World War I, the Great Depression, the New Deal, World War II, the Cold War, Vietnam, and the transition to an information economy.

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## **COTC American Politics & Government (HIST-100) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, Grade C or higher in COTC Composition 100 (ENGL-112)**

Counts Toward: *Social Studies Requirement or Elective Requirement*

This course surveys the social world of American politics, the development of politics in relation to changes in society, the economy, and the influences of culture on the politics of the United States. Among the topics discussed are the basic concepts, structures, theories, and processes of the American system of government. In addition, the course discusses topics such as human behavior, the structure of societies, cultures, institutions, and the processes by which all interact. The course also includes critical thinking and communication to analyze what the American political process is and how it works. Consequently, this course examines American political institutions and behavior with regard to history, theories of American democracy, the national government, federalism, and the political processes that include political parties, elections, and public opinion.

## **Ohio Christian University – Introduction to Sociology (CCP)**

***ONLINE – Proctored by Oakstone S.S. Teacher***

Length/Credit: 0.5 year – 1 credit

**Prerequisite: Enrolled in CCP, ACCUPLACER test placement**

Counts Toward: *Social Studies Requirement or Elective Requirement*

This course is an introduction to the major concepts, principles, and theories related to a study of government and politics in the United States. Special emphasis will be given to government and political structures and the development of the enduring form of American government.

# College Credit Plus Courses

*2021-22 COTC Courses Offered at O.A.*



## Psychology

### *Recommended College Credit Plus Psychology Course Track*

<i>Order</i>	<i>COTC Course</i>	<i>Credits</i>	<i>Recommended Semester</i>
1.	Intro to Psychology (PSY-100)	3	Fall
2.	Abnormal Psychology (PSY-200)	3	Spring
3.	Developmental Psychology (PSY-210)	3	Fall
4.	Social Psychology (PSY-220)	3	Spring

IMPORTANT – This is the RECOMMENDED track. Students may have different course tracks based on their individual schedules and/or flexibility per semester.

**PSYCHOLOGY COURSE DESCRIPTIONS →**

# COTC Psychology Course Descriptions

## **COTC Introduction to Psychology (PSY-100) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, ACCUPLACER test placement**

Counts Toward: *Social Studies Requirement or Elective Requirement*

Introduction to Psychology provides an introduction to the areas of basic theoretical constructs, nervous system functioning, perception, learning, memory, emotion, cognition, intelligence, personality theories, stress social psychology and motivational psychology.

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## **COTC Abnormal Psychology (PSY-200) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, a C or higher in PSY-100**

Counts Toward: *Social Studies Requirement or Elective Requirement*

Abnormal Psychology is the study of psychological disorders with emphasis on current theoretical views, assessment, clinical characteristics, causes and treatments. Major areas of study include anxiety disorders, stress disorders, mood disorders, somatoform disorders, dissociative disorders, substance abuse disorders, psychotic disorders and personality disorders.

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## **COTC Developmental Psychology (PSY-210) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, a C or higher in PSY-100**

Counts Toward: *Social Studies Requirement or Elective Requirement*

This course is a study of human development as a dynamic, multi-dimensional process from conception through death. Emphasis is placed on the inter-relationship of the many biopsychosocial factors influencing human development, general principles of growth and development, major developmental tasks encompassing each stage of the life cycle, and health and development problems common to each stage. Course requirements include a project focusing on the application of human development theories, concepts, principles, and tasks.

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## **COTC Social Psychology (PSY-220) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, a C or higher in PSY-100**

Counts Toward: *Social Studies Requirement or Elective Requirement*

Social psychology is the study of the reciprocal influence of individuals and social situations. Major areas of study include basic theoretical concepts, social cognition and perception, the emergence of the self, attitudes including stereotyping and prejudice, discrimination, relationships, conformity, prosocial behavior, aggression and the social effects of belonging.

# College Credit Plus Courses

*2021-22 Ohio Christian University Courses Offered at O.A.*



## Music

### *Recommended College Credit Plus Music Course Track*

<i>Order</i>	<i>COTC Course</i>	<i>Credits</i>	<i>Recommended Semester</i>
1.	Music Notation (MU-101)	3	Fall
2.	Music Theory (MU-103)	3	Spring
3.	Music Appreciation (MU-107)	3	Fall

IMPORTANT – This is the RECOMMENDED track. Students may have different course tracks based on their individual schedules and/or flexibility per semester.

**MUSIC COURSE DESCRIPTIONS →**

# OCU Music Course Descriptions

## Ohio Christian University – Music Notation (MU-101) – Dual Enrollment (CCP)

Length/Credit: 0.5 year – 1 credit

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, ACCUPLACER test placement**

Counts Toward: *Fine Arts Requirement or Elective Requirement*

This course is an introduction to the study of music, including a variety of musical styles and genres, spanning from ancient times to the present. Through attentive listening and critical thinking, students will develop the ability to analyze and communicate effectively about the role of music in human societies.

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## Ohio Christian University – Music Theory I (MU-103) – Dual Enrollment (CCP)

Length/Credit: 0.5 year – 1 credit

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, Grade C or higher in OCU Music Fundamentals (MU-102)**

Counts Toward: *Fine Arts Requirement or Elective Requirement*

This course will include studies in triad structure, inversions, voice leading, phrase structure, harmonic progressions, harmonization techniques, and non-harmonic tones.

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## Ohio Christian University – Music Appreciation (MU-107) – Dual Enrollment (CCP)

Length/Credit: 0.5 year – 1 credit

Grade: Determined if College-Ready (Test score)

Prerequisite: **Enrolled in CCP, ACCUPLACER test placement**

Counts Toward: *Fine Arts Requirement or Elective Requirement*

Music Appreciation is an introductory music course designed to enhance the listening enjoyment and appreciation of Western art music. The course will include a study of basic music theory, the distinguishing characteristics of the various style periods and prominent composers, musicians and their works. Attendance at musical events outside of class is required.

# College Credit Plus Courses

*2021-22 Ohio Christian University Courses Offered at O.A.*



## Business

### *Recommended College Credit Plus Business Course Track*

<i>Order</i>	<i>COTC Course</i>	<i>Credits</i>	<i>Recommended Semester</i>
1.	Introduction to Business (MG-101)	3	Fall
2.	Principle of Marketing (MG-102)	3	Spring

IMPORTANT – This is the RECOMMENDED track. Students may have different course tracks based on their individual schedules and/or flexibility per semester.

**BUSINESS COURSE DESCRIPTIONS →**



# OCU Business Course Descriptions

## **Ohio Christian University – Introduction to Business (MG-101) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Prerequisite: **Enrolled in CCP, ACCUPLACER/ACT test placement**

Counts Toward: *Elective Requirement*

This course provides students with a foundation in functional areas of business, including environment, planning, entrepreneurship, management, marketing, distribution, finances, and ethics. Introduces business terminology and concepts.

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## **Ohio Christian University – Principles of Marketing (MG-102) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Prerequisite: **Enrolled in CCP, ACCUPLACER/ACT test placement**

Counts Toward: *Elective Requirement*

Integrated analysis of the role of marketing within the total organization, including analysis of factors affecting consumer behavior, the identification of marketing variables, the development and use of marketing strategies, and the discussion of international marketing.

# Self-Pay College Courses

*2021-22 Ohio Christian University Courses Offered at O.A.*



## Religion

### *Recommended Self-Pay Religion Course Track*

<i>Order</i>	<i>COTC Course</i>	<i>Credits</i>	<i>Recommended Semester</i>
1.	US History I (SS-205T)	3	Fall
2.	US History II (SS-206T)	3	Spring

IMPORTANT – This is the RECOMMENDED track. Students may have different course tracks based on their individual schedules and/or flexibility per semester.

**RELIGION COURSE DESCRIPTIONS →**

# OCU Religion Course Descriptions

## **Ohio Christian University – Old Testament Survey (OT-101) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Prerequisite: **Not covered by CCP, ACCUPLACER/ACT test placement**

Counts Toward: *Elective Requirement*

Introduction to the Old Testament narrative with special attention to the Torah (the first five books). Emphasis on historical backgrounds, origins of the Israelite nation, and Hebrew worship. Note: OT101 is a prerequisite for all other Old Testament courses.

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## **Ohio Christian University – New Testament Survey (NT-102) – Dual Enrollment (CCP)**

Length/Credit: 0.5 year – 1 credit

Prerequisite: **Not covered by CCP, ACCUPLACER/ACT test placement**

Counts Toward: *Elective Requirement*

Introduction to the New Testament narrative and teachings that constitute the Gospel message about Jesus Christ. Special attention to the narratives found within the four Gospels, their relationship to one another and the Book of Acts. Basic instruction in inductive Bible study method. Note: NT102 is a prerequisite for all other New Testament courses.

# Oakstone Academy

## Central Ohio Technical College (COTC) Pathways

### **15 Credit - Associate of Arts Pathway**

61 Hours Required for this Degree

Course	Course Name	Credit
ENGL-112 (@ Oakstone)	Composition I	3
ENGL-113 (@ Oakstone)	Composition II	3
PSY-100 (@ Oakstone)	Intro. To Psychology	3
HIST-150 (@ Oakstone)	US History I	3
HIST-151 (@ Oakstone)	US History II	3
	<b>TOTAL</b>	<b>15</b>

### **30 Credit - Associate of Arts Pathway**

61 Hours Required for this Degree

Course	Course Name	Credit
ENGL-112 (@ Oakstone)	Composition I	3
ENGL-113 (@ Oakstone)	Composition II	3
ENGL-211 (@ Oakstone)	British Lit. I	3
ENGL-222 (@ Oakstone)	British Lit. II	3
ENGL-212 (@ Oakstone)	American Lit. II	3
PSY-100 (@ Oakstone)	Intro. To Psychology	3
MATH-140 (@ Oakstone)	College Algebra	3
MATH-150 (@ Oakstone)	Pre-Calculus	5
HIST-150 (@ Oakstone)	US History I	3
HIST-151 (@ Oakstone)	US History II	3
	<b>TOTAL</b>	<b>32</b>

# Oakstone Academy

## Central Ohio Technical College (COTC) Pathways

### **50 Credit - Associate of Arts Pathway**

61 Hours Required for this Degree

Course	Course Name	Credit
ENGL-112 ( <i>@ Oakstone</i> )	Composition I	3
ENGL-113 ( <i>@ Oakstone</i> )	Composition II	3
ENGL-211 ( <i>@ Oakstone</i> )	British Lit. I	3
ENGL-222 ( <i>@ Oakstone</i> )	British Lit. II	3
ENGL-212 ( <i>@ Oakstone</i> )	American Lit. II	3
PSY-100 ( <i>@ Oakstone</i> )	Intro. To Psychology	3
MATH-140 ( <i>@ Oakstone</i> )	College Algebra	3
MATH-150 ( <i>@ Oakstone</i> )	Pre-Calculus	5
HIST-150 ( <i>@ Oakstone</i> )	US History I	3
HIST-151 ( <i>@ Oakstone</i> )	US History II	3
CHEM-100 ( <i>Campus</i> )	Basic Chemistry	4
SOC-110 ( <i>Online</i> )	Cultural Diversity	3
SPCH-210 ( <i>Online</i> )	Small Group Comm.	3
PHIL-100 ( <i>Online</i> )	Critical Thinking	3
PHYS-110 ( <i>Campus</i> )	Physics I	4
PHIL-200 ( <i>Online</i> )	Ethics	3
PHYS-111 ( <i>Campus</i> )	Physics II	4
	<b>TOTAL</b>	<b>56</b>

# Oakstone Academy

## Central Ohio Technical College (COTC) Pathways

### **40 Credit - Associate of Science Pathway**

60 Hours Required for this Degree

Course	Course Name	Credit
ENGL-112 (@ Oakstone)	Composition I	3
ENGL-113 (@ Oakstone)	Composition II	3
ENGL-211 (@ Oakstone)	British Lit. I	3
ENGL-222 (@ Oakstone)	British Lit. II	3
HIST-150 (@ Oakstone)	US History I	3
HIST-151 (@ Oakstone)	US History II	3
PSY-100 (@ Oakstone)	Intro. To Psychology	3
PSY-200 (@ Oakstone)	Abnormal Psychology	3
MATH-140 (@ Oakstone)	College Algebra	3
MATH-150 (@ Oakstone)	Pre-Calculus	5
MATH-200 (@ Oakstone)	Calculus I	5
MATH-210 (@ Oakstone)	Calculus II	5
	<b>Total</b>	<b>42</b>

### **20 Credit – Engineering Technology / STEM Pathway**

60 Hours Required for this Degree

Course	Course Name	Credit
ENGL-113 (@ Oakstone)	Composition II	3
PSY-100 (@ Oakstone)	Intro. To Psychology	3
MATH-150 (@ Oakstone)	Pre-calculus	5
SPCH-100 (Online)	Fund. Of Communication	3
PHIL-200 (Online)	Intro. To Ethics	3
ARCH-168 (Online)	Construction Materials	3
	<b>TOTAL</b>	<b>20</b>

# Oakstone Academy

## Ohio Christian University (OCU) Pathways

### **15 Credit – General Education Pathway**

60 Hours Required for this Degree

Course	Course Name	Credit
LA101 (@ Oakstone)	English Composition I	3
LA102 (@ Oakstone)	English Composition II	3
SO101 (Online)	Introduction to Sociology	3
PS102 (@ Oakstone)	General Psychology	3
HIST-100 (@ Oakstone)	Introduction to Government	3
	<b>Total</b>	<b>15</b>

### **30 Credit – General Education Pathway**

60 Hours Required for this Degree

Course	Course Name	Credit
LA101 (@ Oakstone)	English Composition I	3
LA102 (@ Oakstone)	English Composition II	3
SO101 (Online)	Introduction to Sociology	3
PS102 (@ Oakstone)	General Psychology	3
SP200 (Online)	Basic Oral Communication	3
HIST-100 (@ Oakstone)	Introduction to Government	3
SS205 (Online)	US History I	3
SI132 (Online)	Introduction to Biology	4
LA202 (Online)	Introduction to Literature	3
SI152 (Online)	College Algebra	3
	<b>Total</b>	<b>31</b>

# Oakstone Academy

## Ohio Christian University (OCU) Pathways

### **15 Credit – Business Degree Seeking Pathway**

60 Hours Required for this Degree

Course	Course Name	Credit
MG100 (@ Oakstone)	Introduction to Business	3
MG101 (@ Oakstone)	Introduction to Marketing	3
AC101 (@ Oakstone)	Principles of Accounting	3
EC101 (Online)	Microeconomics	3
EC202 (Online)	Macroeconomics	3
	<b>Total</b>	<b>15</b>

### **15 Credit – English Degree Seeking Pathway**

60 Hours Required for this Degree

Course	Course Name	Credit
LA202 (@ Oakstone)	Introduction to Literature	3
LA312 (@ Oakstone)	Multicultural Literature	3
LA351 (Online)	Literature of Adolescents	3
LA393 (Online)	Special Topics in Writing	3
LA399 (Online)	Special Topics in Literature	3
	<b>Total</b>	<b>15</b>