

# TIFFIN COLUMBIAN HIGH SCHOOL

**Tornado Pride...We Don't Stop!**



## **2026-2027**

**Course Selection Guide**

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*Accurate page numbers TBD*

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## MESSAGE FROM THE PRINCIPAL

This booklet is to assist students and their parents in planning a high school program. As selections are made, one should consider individual ability, needs, interests, and career desires. Lifetime success follows from a personal vision, the ability to remain future focused, and acting in a strategic manner. In today's society, with a global economy, a quality education is more important than ever before.

*"Tiffin City Schools, in partnership with students, families, and the community, will create a learning environment where all students achieve at their full learning potential."*

Tiffin Columbian needs and wants the support of each parent to provide a quality educational program. We depend upon you to assist us in the growth, development, and success of your student. Mutual respect and cooperative efforts are the driving forces that will allow us to accomplish that objective. Feel free to contact the school counselors to answer questions or concerns that you may have. We are here to serve you and are readily available to assist you in the development of an academic program appropriate for your student.

We encourage parents to persuade their student to participate in the co-curricular and extracurricular programs at Columbian. We have found that students involved in school activities perform better in the academic programs than those who are not involved.

**The Course Selection Guide is subject to change, as dictated by available district resources.**

## MESSAGE FROM THE SCHOOL COUNSELORS

Planning a course of study for the high school years is one of the most important steps that you as a student will take toward being prepared for meeting the challenges of the post-high school years. Therefore, you should take the time to review your goals, interests, and abilities before you make your course selections.

Start by asking yourself these questions:

- What are my special talents and abilities and how can I use them to the best advantage?
- Where am I headed after graduation?
- What are my long-range plans for the future—what do I want to be doing five or ten years after graduation?
- What high school courses or other optional courses do I need to get started toward these goals?

As counselors, we will work with each of you to select those courses which will be vital to your post-high school years. You are also encouraged to seek out the advice and counsel of your parents and teachers. Remember, the courses you select are the means of reaching your future goals.

## COURSE OFFERINGS

<b><u>College &amp; Career Readiness</u></b>	<b><u>Credits</u></b>	<b><u>Music</u></b>	<b><u>Credits</u></b>
Preparing for College & Careers	1/2	Band	1
BRAG	1/2	Flag Squad	1/4
Seneca CEO	2	Gold Chorus	1
Work-based Learning	1/2 - 3	Concert Choir	1
		American Music History	1/2
		Instrument Exploration & Performance	1/2
		Music Tech	
<b><u>Art</u></b>		<b><u>Physical Education</u></b>	1/2
Art Foundations	1/2	Fitness for Life	1/2
Ceramics I	1/2	Health	1/2
Ceramics II	1/2	Physical Education	1/2
Ceramics III	1/2	Speed, Strength & Readiness	1/2
Design	1/2	Sports Specific PE	1/2
Digital Art & Photography	1/2	Walking for Fitness	
Drawing	1/2		
Painting	1/2	<b><u>Science</u></b>	1
Sculpture	1/2	Physical Science	1
Advanced Art I	1	Honors Physical Science	1
Advanced Art II	1	Biology	1
Advanced Art III	1	Honors Biology	1
		Anatomy & Physiology	1
<b><u>Business &amp; Technology Education</u></b>		AP Biology	1
Business Applications	1/2	Environmental Science	1
Business Builders	1	Chemistry	1
Financial Literacy	1/2	Honors Chemistry	1
Introduction to Business	1	Physics	1
CCP Principles of Marketing	1	CCP Environment & Society	1
CCP Intro to Unmanned Aircraft Systems	1	CCP Oceanus	1.33
		CCP Anatomy and Physiology	
<b><u>English</u></b>		<b><u>Social Studies</u></b>	1
English 9	1	American History	1
Honors English 9	1	World History	1
English 10	1	Government	1/2
Honors English 10	1	Current World Issues	1/2
English 11	1	Economics	1/2
English 12	1	Introduction to Psychology	1
Communication	1/2	Leadership/Service Learning	1/2
Folklore	1/2	World Cultures	1
Journalism I	1	AP Government	1
Shakespeare	1/2	AP Human Geography	1
Yearbook	1	AP US History	1
AP English Language & Composition	1	CCP Introduction to Psychology	1
AP English Literature & Composition	1	CCP Principles of Sociology	
CCP College Composition I	1		
CCP College Composition II	1		
<b><u>Mathematics</u></b>		<b><u>Spanish</u></b>	1
Applied Algebra	1	Spanish I	1
Algebra I	1	Spanish II	1
Honors Algebra I	1	Spanish III	1
Geometry	1	Spanish IV	1
Honors Geometry	1	Conversational Spanish	
Algebra II	1		
Honors Algebra II	1		
Advanced Quantitative Reasoning	1		
Math IV	1		
Algebra III	1		
PreCalculus	1		
AP Calculus	1		

**\*\*The Course Selection Guide is subject to change, as dictated by available district resources.\*\***

## **COURSE REQUEST AND SCHEDULE CHANGES**

Completed Course Requests must be on file in the Guidance Office by May 1st of the previous school year. Courses will be selected for any student who does not complete Course selections by the deadline. After May 1st, a request for a schedule change will be granted ONLY if it meets one of the following criteria:

- to upgrade a course
- adding a course to replace study hall
- receiving the same teacher for a failed course upon the approval of present teacher, student, and prospective teacher
- notation made on the Course Request sheet
- to drop a course if teacher and student feel course is too difficult (written approval is needed from the teacher)
- irreconcilable schedule conflicts
- changes needed to schedule CCP courses
- if taking eight courses and need a study hall

Additionally, a schedule may be changed at the discretion of the administrators and counselors. No schedule changes will be made after the first 5 days of the semester unless teacher or counselor initiated.

A grade of "F" will be assigned to a student who withdraws after the 1st quarter in any first semester course. A grade of "F" will be assigned to a student who withdraws after the 3rd quarter in any second semester course. This grade will be calculated in the student's grade point average. To avoid this penalty students may make a level change where possible.

### **PARENTS ARE REMINDED THAT CHANGES IN STUDENT COURSE REQUESTS WITHOUT PRINCIPAL APPROVAL ARE NOT ALLOWED AFTER MAY 1, 2026**

Be sure to make every effort to discuss with your student the selection of courses so that last-minute changes are not necessary. If parents have any questions about course selection or course content, call the Counseling Department, 419-447-6331, before **May 1, 2026**.



# GRADUATION REQUIREMENTS

The Tiffin City Board of Education desires that its standards for graduation align with standards of the Ohio Department of Education and our Board of Education.



## OHIO'S GRADUATION REQUIREMENTS

### CLASS OF 2023 AND BEYOND

Ohio's long-term graduation requirements take effect for the class of 2023. For students entering ninth grade on or after **July 1, 2019**, Ohio's new high school graduation requirements provide more flexibility to choose a graduation pathway that builds on a student's strengths and passions – one that ensures students are ready for their next steps after high school. Students in the classes of 2018 through 2022 may also use these requirements as a pathway to graduation.

As a part of this pathway to graduation, students must show that they have completed all three parts of these requirements.

### 1. Credit Requirements:

Students must earn a **minimum total of 20 credits** in specified subjects and take your required tests. Schools can locally require more than 20 credits. Schools are still required to administer all the high school end-of-course assessments. These are: English Language Arts II, Algebra I (or Integrated Math I), Geometry (or Integrated Math II), Biology, American History, and American Government.

### 2. Competency:

Students can demonstrate competency by earning a passing score on Ohio's high school Algebra I (or Integrated Math 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. If students have not met the competency score on these tests, there are four additional ways to show competency.

Option 1	Option 2	Option 3	Option 4	Option 5
Algebra I and ELA II	Career Readiness	College Credit Plus	Military Enlistment	ACT or SAT

**Option 1.** To demonstrate competency using Ohio's state tests, students must earn a score of 684 or above on both the Algebra I (or Integrated Math I) and English language arts II end-of-course exams.

**Option 2.** To demonstrate competency by Career Readiness, students must demonstrate two career-focused activities, at least one must be a foundational option.

- Foundational options: 1. Cumulative score of proficient on 3 or more WebXams. 2. Earn 12-points of industry credential. 3. Complete a registered pre-apprenticeship, an apprenticeship, or show evidence of acceptance into an approved apprenticeship. 4. State-issued license for a practice in a vocation.
- Supporting options: 1. Work-Based Learning. 2. Earn the workforce readiness score on the Workkeys. 3. Earn the OhioMeansJobs Readiness Seal

**Option 3.** To demonstrate competency through the College Credit Plus Program, students must earn credit in a non-remedial math or English course for the subject area not passed.

**Option 4.** To demonstrate competency through Military Enlistment, students must provide evidence of enlistment in a branch of the armed forces to demonstrate competency.

**Option 5.** To demonstrate competency using the ACT or SAT, students must obtain a remediation-free score in the math and/or English subject area on the ACT or SAT. To demonstrate competency in English, a student must be remediation-free in the subjects of English and reading on the ACT or SAT.

### 3. Readiness:

Students can meet the readiness requirement by earning two diploma seals. In alignment with their graduation plan, students should be choosing seals that align with their goals and interests. These seals give students the chance to demonstrate academic, technical and professional skills and knowledge that align to their passions, interests and their post-high school pathway.

Of the two seals students are required to earn, at least one of the two must be State-Defined. Ohio's 12 diploma seals are:

- |   |   |
|---|---|
| • OhioMeansJobs Readiness Seal (State-Defined)        | • Honors Diploma Seal (State-Defined)             |
| • Industry-Recognized Credential Seal (State-Defined) | • Seal of Biliteracy (State-Defined)              |
| • College-Ready Seal (State-Defined)                  | • Technology Seal (State-Defined)                 |
| • Military Seal (State-Defined)                       | • Community Service Seal (Locally-Defined)        |
| • Citizenship Seal (State-Defined)                    | • Fine and Performing Arts Seal (Locally-Defined) |
| • Science Seal (State-Defined)                        | • Student Engagement Seal (Locally-Defined)       |



### Want to learn more?

Contact your school counselor or visit [education.ohio.gov/graduation](https://education.ohio.gov/graduation)



## STATE-DEFINED DIPLOMA SEALS

*Under Ohio's long-term graduation requirements, students must demonstrate readiness as a part of their pathway to earning a high school diploma. To demonstrate readiness, students must earn at least two seals, one of which must be a state-defined seal.*

**Ohio Seal of Biliteracy** - The Ohio Seal of Biliteracy is an award conferred on graduating high school seniors who can demonstrate proficiency in English and a high level of proficiency in at least one other world language, which includes modern languages, classical languages, American Sign Language, Native American and native languages.

**Citizenship Seal** - Students will earn the Citizenship Seal by demonstrating knowledge and skills through coursework, on Ohio's State Tests, Advanced Placement and International Baccalaureate courses and tests, or in College Credit Plus coursework.

**College-Ready Seal** - To earn the College and Career Readiness Seal, students must earn remediation-free scores on the ACT or SAT.

**Honors Diploma Seal** - Students will earn the Honors Seal by satisfying the requirements for one of six honors diplomas.

**Industry-Recognized Credential Seal** - To earn the Industry-Recognized Credential Seal, students must earn an Ohio Department of Education approved industry-recognized credential or group of credentials aligned to a career that is considered in-demand in Ohio.

**Military Enlistment Seal** - A student will earn the Military Enlistment Seal when they provide evidence of enlistment in a branch of the United States Armed Forces. Students also may receive this seal if they participate in a Junior Reserve Officer Training Corps (JROTC) program.

**OhioMeansJobs - Readiness Seal** - To earn the OhioMeansJobs-Readiness Seal, motivated high school students must demonstrate specific professional skills required for success in the workplace. Students must work with at least three experienced and trusted mentors who validate the demonstration of these skills in school, work or the community.

**Science Seal** - Students will earn the Science Seal by demonstrating knowledge and skills through course work, Ohio's State Tests, Advanced Placement and International Baccalaureate courses and tests, or in College Credit Plus coursework.

**Technology Seal** - Students will earn the Technology Seal by demonstrating knowledge and skills on Advanced Placement and International Baccalaureate courses and tests, through College Credit Plus coursework or by completing a qualifying technology course.

For more information on the state-defined seal requirements, please go to the link below:

<https://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Ohio%E2%80%99s-Graduation-Requirements/Graduation-Seals>

## TIFFIN CITY SCHOOLS LOCALLY APPROVED DIPLOMA SEALS

### Community Service Seal

- Can be completed at any point during the four years of high school.
- Cannot be started before June 1st of the summer prior to a students' freshman year.
- Must be completed by March 1st (unless otherwise approved by administration) of senior year.
- Requirements for the Community Service:
  - o 60 Hours
  - o Each community service experience must be pre-approved by a school counselor.
  - o Hours must be documented within each current school year if the community service spans multiple school years.

### Fine and Performing Arts Seal

- Two high school credits of visual or performing art.

### Student Engagement Seal

- 4 complete extra-curricular experiences during high school, such as athletics, clubs, or student government.
- Extra-curricular activities and/or clubs must be school sponsored.
- Coach, athletic director, or club advisor will determine if the student has completed participation to a meaningful extent and sign verification paperwork.
- Non-school sponsored activities will be considered (such as dance, scouts, theater, employment) Students must seek school approval from the guidance office and verification of the time/ participation would have to be provided.

Tiffin City Schools will honor any seals that were earned at a previous school with documentation.

## MINIMUM COURSE REQUIREMENTS FOR GRADUATION FROM COLUMBIAN HS:

Units								
Class	English	Social Studies	Math	Science	Health/ PE	Electives	Total	State Requirements
2023 and beyond	4	3 <sup>6</sup>	4 <sup>2</sup>	3 <sup>3</sup>	1	6 <sup>1,4,5</sup>	21	See Guidance from ODE

1. Includes 1 credit of Business/Career Tech, Fine Arts, or World Language.
2. Mathematics credits must include 1 credit of Algebra II or the equivalent of Algebra II.
3. Science credits must include 1 credit each of Physical Science, Biology, and an Advanced Study.
4. Students must complete at least two semesters of Fine Arts in grades 7-12. Students who successfully complete a career-technical pathway are exempted from the Fine Arts requirement.
5. ½ credit Financial Literacy. (2026 and beyond)
6. Social Studies credits must include American History, World History and Government.

For more information regarding Ohio High School graduation requirements and pathways, please go to [education.ohio.gov](http://education.ohio.gov) – search graduation requirements.

## BUSINESS, TECH, FINE ARTS, WORLD LANGUAGE REQUIREMENT

The following courses may be counted for the Business/Career Tech, Fine Arts, World Language requirement:

- |                      |                               |
|----------------------|-------------------------------|
| All Art classes      | All World Language classes    |
| All Business classes | All Music classes             |
|                      | All Sentinel/Vanguard classes |

## FINANCIAL LITERACY REQUIREMENT

The following courses may be counted for the Financial Literacy requirement.

- Agricultural Business Management
- Career Tech Exploration/Financial Literacy Program
- Financial Literacy

## STUDENTS SHOULD BE AWARE OF THE FOLLOWING REGULATIONS:

- Students need 21 credits for graduation.
- Students will not be permitted to have more than two study halls, unless enrolled in an experiential learning program (CCP, WBL, etc.).
  - Administrator discretion may be used for extenuating circumstances.
- All incoming high school students will be assigned to physical education unless a doctor's excuse is on file. Students also have the option of fulfilling the PE requirement by successfully completing 2 seasons of a sport, marching band, and/or flag.
- Courses for which less than fifteen students register may not be offered.
- A grade of "F" will be assigned to a student who withdraws after the 1st quarter interim in any first semester course. A grade of "F" will be assigned to a student who withdraws after the 3rd quarter interim in any second semester course. This grade will be calculated in the student's grade point average. To avoid this penalty students may make a level change where possible.
- An Equal Opportunity School:** No student, on the basis of race, national origin, sex, or handicap, shall be subject to discrimination under any program or activity.
- For athletic eligibility purposes all students must pass a minimum of five half credit courses each grading period. Please Note: Flag Squad and Physical Education count as 1/4 credit per semester. Students must maintain at least a 1.5 GPA during the grading period preceding the grading period of athletic participation.
- At the time of graduation each student will have fulfilled all course requirements and financial obligations.
- Any 12th grade student who continues in attendance to the completion of the school year, but fails to qualify for credit in one or more courses required for graduation, will not be eligible to participate in the formal commencement exercises where diplomas are awarded.

## WEIGHTED COURSES

Advanced Placement, Honors, Pre-Calculus, CCP, and C-STAG courses are weighted. By weighting these courses, students enrolled will be rewarded by receiving higher grade point averages with grades D- and above. Listed below is a comparison of non-weighted vs. weighted grade point values.

Non-weighted		Weighted	
A	4.00	A+ or A	4.33
A-	3.67	A-	4.00
B+	3.33	B+	3.67
B	3.00	B	3.33
B-	2.67	B-	3.00
C+	2.33	C+	2.67
C	2.00	C	2.33
C-	1.67	C-	2.00
D+	1.33	D+	1.67
D	1.00	D	1.33
D-	0.67	D-	1.00
F	0.00	F	0.00

## COLLEGE PREPARATORY PROGRAM RECOMMENDED FROM THE NATIONAL ASSOCIATION OF COLLEGE ADMISSION COUNSELORS

4 credits of English  
4 credits of Math including Algebra II  
3 credits of Science (or 4 depending on major)  
3 credits of Social Studies including World History, American History, and American Government  
2 credits of the same World Language  
1 credit of the Arts (any art or music department course)  
½ credit Physical Education  
½ credit Health  
½ credit in the area of Financial Literacy

### DIPLOMA WITH HONORS

Below are the requirements for the Academic Honors Diploma. For full details on Academic Honors Diploma and the state's other diplomas including the Career Tech Honors Diploma, STEM Honors Diploma, Art Honors Diploma, and Social Science/Civic Engagement Honors Diploma please visit [ODE's website here](#).

For the Academic Honors Diploma, students must meet **all but one** of the following criteria\*. Students must meet general graduation requirements to qualify for honors diplomas. Interested students should see their school counselor no later than the end of junior year. It may not be possible to complete all course requirements after that time.

#### ACADEMIC HONORS DIPLOMA

Requirements	State Minimum
1 Math	Fourth math must be > Algebra 2
2 Science	One additional unit Advanced Science
3 Social Studies	One additional unit Social Studies
4 World Languages*	3 sequential units of one, or no less than 2 sequential units of two
5 GPA*	3.5 on a 4.0 scale
6 ACT/SAT*	ACT: Score of 27 or higher, SAT: Score of 1280 or higher
7 Seal Requirement	Earn two additional diploma seals, not including Honors Diploma
8 Experiential Learning	Field Experience, OMJ Seal*, Portfolio or Work-Based Learning

\*Students may replace any one of 4,5,6 with a Strength Demonstration; see [ODE](#) for details.

## EDUCATIONAL PROGRAMS

### **ADVANCED PLACEMENT PROGRAMS**

TCHS AP Mission Statement:

“The Advanced Placement program at Tiffin Columbian High School is committed to providing opportunities for all interested students to participate in rigorous, meaningful academic experiences. We believe such experiences will encourage students’ success at the college level as well as prepare them to be productive and competitive contributors to society.”

Are you ready for a unique learning experience that will help you succeed in college? Each year, students around the world who want to learn and achieve at the highest level become AP students. Through AP’s college-level courses and exams, you can earn college credit and advanced placement and stand out in the admissions process. Over 90% of 4-year colleges in the U.S. provide credit and/or advanced placement for qualifying scores. Your AP scores could earn you college credit or advanced placement (meaning you could skip certain courses in college). Use this tool to find colleges that offer credit or placement for AP scores. [AP Credit Policy Search](#)

In addition, AP courses can help you stand out in the college admissions process by showing your willingness to take the most rigorous courses available to you. (From the Collegeboard website – <http://sat.collegeboard.org>)

All students enrolled in AP classes are required to take the AP exam. AP exam fees are not collected for students enrolled in their AP course. However, a student will be charged an unused exam fee if the student drops an AP course from their schedule after October 1. The examinations are administered in May and are approximately three hours in length. Final examination grades are reported on a five-point scale: 5-extremely well qualified, 4-well qualified, 3-qualified, 2-possibly qualified, and 1-no recommendation. Final Exam grades are made available to students online. The AP tests are available to all students at Columbian High School. Columbian offers the following Advanced Placement courses:

AP Biology	AP U.S. Government and Politics
AP Calculus (AB)	AP Human Geography
AP English Literature and Composition	AP U.S. History
AP English Language and Composition	

See individual descriptions of each AP course under the appropriate department listings in this guide.

### **COLLEGE CREDIT PLUS (CCP)**

College Credit Plus allows students to take a college course and earn college plus high school credit while in high school, on a full- or part-time basis. The goal of this option is to promote rigorous academic pursuits and expose students to options beyond the high school classroom. Students may take college courses taught within the high school building, at the college campus, or a course taken online. All CCP classes are weighted.

CCP requires two fundamental conditions:

- Student must be enrolled in both college and high school.
- Student will earn transcribed college and high school credit upon successful completion of the course.

Both student and parent should be informed about CCP prior to enrolling in this program. Information will be updated annually and will be published on the TCHS website. The Intent to Participate form must be turned in to your Columbian school counselor by April 1 of the preceding school year of participation. Students/families will be responsible for tuition and course fees in any course deemed by the university to be an F (failure), W (withdraw) or W/F (withdraw/failure). For the most current information regarding College Credit Plus, please visit the Ohio Department of Education’s CCP website at <https://www.ohiohighered.org/ccp/students-families>

### **COLLEGE CREDIT PLUS (CCP) PROBATION AND DISMISSAL**

[Rule 3333-1-65.13](#) went into effect starting the summer term of the 2018-19 academic year, defining underperforming students and providing regulations for College Credit Plus probation and dismissal from the program.

**PLEASE NOTE:** This rule does not alter, supersede, or affect any college or university policies or procedures on satisfactory academic progress.

### CCP PROBATION

**A student is placed on CCP Probation when he or she either:**

- Has earned lower than a cumulative 2.0 GPA in College Credit Plus courses.
- or**
- Withdraws from, or receives no credit\* for, two or more courses in same term.

**While on CCP Probation, the student:**

- May only enroll in one College Credit Plus course for one college term (semester/quarter).
- May not enroll in a college course in the same subject in which the student previously earned a D, F, or received no credit.\*

### CCP DISMISSAL

**A student is placed on CCP Dismissal when the student has failed to increase his or her GPA to 2.0 or above in College Credit Plus courses during the CCP Probation term.**

- When placed on CCP Dismissal, the student may not enroll in any College Credit Plus courses for the following college term.
- At the end of the dismissal term, the student can request to be reinstated in the program.
- The student may appeal CCP Dismissal within 5 days of being notified of dismissal status.

### APPEALS

**Probation Appeals:**

- A student on CCP Probation may appeal the ability to take a course in the same subject in which he or she previously earned a D, F, or received no credit.\*

**Dismissal Appeals:**

- Within 5 days of being dismissed, the student may submit an appeal to the secondary school to appeal CCP Dismissal.
- The secondary school shall determine whether the student may continue on CCP Dismissal, move to CCP Probation, or participate without restrictions per the school's adopted policy.

**For both types of appeals:**

- Each secondary school is required create a policy to direct the school's appeal process, as described in [Ohio Administrative Code section 3333-1-65.13](#).
- Extenuating circumstances must be considered, separate from academic performance.

\* "No credit" under this rule has been interpreted to mean a transcript entry of W, NC, or equivalent.



# CCP PROBATION & DISMISSAL ROLES & RESPONSIBILITIES

## STUDENTS, PARENTS, SECONDARY SCHOOLS, COLLEGES, & UNIVERSITIES

Review the complete rule ([Ohio Administrative Code 3333-1-65.13](http://codes.ohio.gov) available at <http://codes.ohio.gov>) for details regarding course restrictions, dis-enrollments, policy development, counseling sessions, advising, etc.

## SECONDARY SCHOOLS

Are responsible for:

- Placing students on CCP Probation and/or CCP Dismissal, creating an appeals policy, and managing the appeals process.
- Reviewing the college grades and cumulative GPA's of students.
- Notifying the student and parents of a student's CCP Probation or CCP Dismissal status.
- Verify correct enrollment while on CCP probation.

## COLLEGES & UNIVERSITIES

Are responsible for:

- Sending pre-term notices of student enrollment to secondary schools.
- Sending student grades to secondary schools as soon as possible after the term ends.

## HOMESCHOOLED STUDENTS & FAMILIES

Review entire rule for details on compliance, funding, and payment responsibilities. Actions required by secondary schools must be taken by the parent of the homeschooled student.

## IMPLEMENTATION RESOURCES

Visit the "**Underperforming Students Rule**" section of [www.ohiohighered.org/ccp/resources](http://www.ohiohighered.org/ccp/resources) for:

- [Guidance for Creating an Underperforming Student Policy & Sample Template.](#)
- [CCP Probation and Dismissal Form](#) for use with students and families.
- [Probation Scenarios GPA Calculator](#) to assist with determining student GPA's.

## ADDITIONAL EDUCATIONAL OPPORTUNITIES

### **CREDIT FLEXIBILITY**

The future that our students will encounter demands that we continue to make significant changes in teaching and learning and school design. State legislators understood this when they enacted Senate Bill 311 and directed the State Board of Education to adopt a plan that enables students to “earn units of high school credit based on a demonstration of subject area competency instead of or in combination with completing hours of classroom instruction.”

This plan for “credit flexibility” aligns with the state of Ohio’s vision for education, especially its emphasis on expanded learning opportunities and real world learning environments reflective of today’s realities. It acknowledges that Ohio’s competitiveness in the 21st century’s global economy requires that opportunities for innovation be enhanced, that our systems of learning become more flexible and more adaptive to the environments that surround them, and that our capacity and will to support student learning be expanded. (“New Emphasis on Learning,” June 2009, Ohio Department of Education.)

The various types of credit flex include: Independent Study, Mentorship, Multi-Disciplinary, Online, Testing Out, Course Related Trips and Other Credit Flex opportunities.

Credit Flex application packets are available in the Counselor’s Office. Applications are due May 1 for first semester and Dec. 1 for second semester.

### **EARLY GRADUATION**

#### **Definition**

The practice of facilitating completion of the high school program in fewer than four years for the purpose of providing earlier than typical access to post-secondary educational opportunities.

#### **Referral**

The Board acknowledges that most students derive the maximum scholastic and social benefits from a four-year high school program. However, students who accelerate through the District’s academic program and complete the requirements of the Ohio Department of Education are permitted to graduate early.

Early Graduation is available to high school students provided they follow all of the requirements established for this purpose.

Once approval for early graduation is established, the student becomes a member of the class in the school year in which his/her graduation requirements are completed.

Parents must request permission for Early Graduation for their student on an application obtained from the High School Guidance Department. This must be completed prior to the anticipated final year of high school. See your counselor for a “Parent Request for Early Completion for Graduation” form.

### **INTERCOLLEGIATE ATHLETES**

Students planning to participate in athletics in a Division I or II college, upon high school graduation, should register with NCAA and notify their high school guidance counselor. Please visit the NCAA Eligibility Center website to register and view a list of approved high school courses.

Students are encouraged to consult with their sport-specific coach, as well as the Athletic Director, to ensure all requirements and stipulations for college athletics/admissions are met.

## **SUMMER SCHOOL**

Credit Recovery: Tiffin City Schools offers a summer school program for credit recovery. Any summer course taken at another high school must have a Columbian High School administrator's approval before enrolling.

OST Intervention: Columbian High School offers a summer intervention program for students needing to retake any parts of the Ohio State Test in order to fulfill graduation requirements.

## **COURSE DESCRIPTIONS**

### **ART**

The art program at Columbian High School helps students build skills, creativity, and an appreciation for the visual arts through three progressive tiers.

- **Exploratory Tier:** students try different techniques and media to discover their interests.
- **Application Tier:** focuses on applying skills to more complex, independent projects and developing a personal artistic style.
- **Capstone Tier** is for advanced students creating portfolio-quality work, exploring deeper concepts, and preparing for future involvement in the arts.

All courses emphasize creative thinking, problem-solving, and hands-on studio experiences.

### **EXPLORATORY ART COURSES**

*The Exploratory tier introduces students to a wide range of art concepts, techniques, and media, providing a foundation for creative expression. Students experiment, discover personal interests, and develop basic skills while exploring different approaches to art-making*

### **ART FOUNDATIONS**

½ credit (grades 9-12)

In this course students will explore the elements and principles of art through experimentation with a variety of media and techniques. This art introduction class will introduce a range of areas of art such as drawing, painting, printmaking, sculpture, mixed medium, art history, art criticism, and aesthetics. Knowledge and skills gained in this foundation course will help the students that want to advance in other specific art courses.

### **CERAMICS I**

½ credit (grades 10-12)

The use of clay to make pottery is one of the oldest crafts in existence. It can be used to create everyday objects, sculpture, and other fine art objects. Ceramics will explore all the traditional and modern methods, including the use of molds. Students will use various types of clays, glazes, and application techniques to create their projects. Ceramic classes will also visit and look at various local businesses that manufacture clay products.

### **DESIGN**

½ credit (grade 9-12)

This hands-on course is largely student driven with special attention paid to the design process. Students learn to work through assigned problems step by step with each project culminating with an event. Investigations into engineering, community, industrial design, and collaborative competition are often used as a guide for this exploratory class.

## **DRAWING**

½ credit (grades 9-12)

Drawing is a studio course based on learning new drawing procedures, skills and techniques. Emphasis is placed on new media usage, sketchbook development, and the introduction of themes as an artistic statement. Drawing appreciation units will include art criticism and matting. Students with a serious interest in moving up to advanced art should consider this course.

## **PAINTING**

½ credit (grades 9-12)

This course will investigate painting mediums divided into two main categories. Watercolor, acrylic and oil painting media will be explored. Subject areas such as landscapes, still life, figure painting, and abstraction will be covered. An understanding of historical art styles and color usage will also be incorporated into this course.

## **SCULPTURE**

½ credit (grades 9-12)

This course is an intense investigation into multi-media, traditional and non-traditional sculpture techniques. Human form, non-representational art, found object art, and relief sculpture will be addressed. Students do not need experience with power tools, however a willingness to learn how to use them safely is required.

## **APPLICATION ART COURSES**

*The Application tier is designed for students ready to build on foundational skills by creating more complex, independent, and refined works of art. Emphasis is placed on applying techniques, developing a personal artistic voice, and preparing for continued study or artistic pursuits beyond high school.*

## **ADVANCED ART I**

1 credit (grades 10-12)

Prerequisite: Successful completion of at least 1 Exploratory art course

This full-year course is part of the Application Tier and is designed for students who have demonstrated a higher level of technical skill and artistic understanding in their previous art courses. Advanced Art I provides an opportunity for students to apply and expand upon foundational techniques through advanced compositions and projects tailored to individual artistic interests. Emphasis is placed on creative problem-solving, technical refinement, and the development of a personal artistic voice. Field trips, community art experiences, and guest speakers enrich the course by offering real-world perspectives on art-making and artistic careers. Students may need to purchase materials or equipment necessary for large-scale or advanced work. Please note this is not a weighted course, and enrollment may require teacher approval.

## **CERAMICS II**

½ credit (grades 10-12)

Prerequisite: Successful completion of Ceramics I

This course is intended to continue to advance the study of ceramics. The main emphasis will be on student work, student growth in the medium, and student ability to create expressive, unified, and cohesive three-dimensional forms in clay. In addition to demonstrations of all clay techniques, the student will encompass art history, art appreciation, art criticism, aesthetics, and production. The primary emphasis will be on studio work to build a portfolio of finished pieces by the end of the semester. Students should have the ability to be self-directed.

## **DIGITAL ART & PHOTOGRAPHY**

½ credit (grades 10-12)

This course is designed for students who are interested in learning the fundamentals of digital photography, manipulation and computer generated graphics. It will cover the elements of photographic composition, as well as the basic to intermediate features of Adobe Photoshop. The students will study elements & principles of art to develop a visual understanding and apply critical thinking skills. The history of photography and the camera will be covered. It is strongly recommended that students are computer literate before enrolling in the class.

***Students are liable for damages to school-owned digital media equipment.***

## **CAPSTONE ART COURSES**

The Capstone Tier is designed for students who have demonstrated advanced technical skill, creativity, and independence in previous art courses. Students engage in self-directed, portfolio-quality projects that reflect personal artistic philosophy and professional-level standards. Emphasis is placed on mastery of techniques, conceptual depth, and preparation for post-secondary study or careers in the arts.

***\*Enrollment may require teacher approval to ensure readiness for the rigor and independence expected in this tier.***

### **ADVANCED ART II**

1 credit (grades 11-12)

Prerequisite: Successful completion of Advanced Art I

This full-year course is part of the Capstone Tier and is designed for students who have successfully completed Advanced Art I and demonstrated strong technical ability, creativity, and artistic discipline. Advanced Art II challenges students to apply and extend their skills through self-directed, portfolio-quality projects that reflect personal artistic vision and conceptual depth. Emphasis is placed on independent studio practice, critique, and professional artistic habits. Students may need to purchase materials or equipment necessary for large-scale or specialized projects. Please note this is not a weighted course, and enrollment may require teacher approval.

### **ADVANCED ART III**

1 credit (grade 12)

Prerequisite: Successful completion of Advanced Art II

Advanced Art III represents the highest level of visual art study at Columbian and is part of the Capstone Tier. It is designed for students who have demonstrated exceptional artistic skill, creativity, and independence. Students develop a cohesive and thematic body of work that reflects their personal artistic philosophy and prepares them for college or professional opportunities. Portfolio preparation, advanced critique, research, and independent studio practice are central components. Emphasis is placed on mastery of techniques, experimentation, and refinement of artistic voice. Students may need to purchase materials or equipment necessary for large-scale or specialized projects. This course is ideal for students considering a career or continued study in the visual arts. Please note this is not a weighted course, and enrollment may require teacher approval.

### **CERAMICS III**

½ Credit (grades 11-12)

Prerequisite: Successful completion of Ceramics II

Ceramics III is part of the Capstone Tier and is designed for students who have completed previous ceramics courses and demonstrated advanced skill, technical understanding, and artistic independence. Students focus on creating refined, self-directed ceramic projects that integrate complex techniques, conceptual depth, and personal artistic expression. Emphasis is placed on preparing quality work for exhibition, portfolio development, or post-secondary study. Students may need to purchase materials or equipment necessary for large-scale or specialized projects. Please note this is not a weighted course, and enrollment may require teacher approval.

## **BUSINESS & TECHNOLOGY EDUCATION**

### **BUSINESS APPLICATIONS**

½ credit (grades 9-12)

The focus of this project-based course is on business productivity software applications and professional behavior in computing, including typing, word processing, spreadsheets, databases, presentation graphics, and business-oriented utilization of the Internet. Students will learn computer applications commonly used in the business world, including MS Office Program and other software.

Students will have opportunities to demonstrate their knowledge through multiple independent and group projects, digital resources, presentations, quizzes, and tests. *Note: Students will utilize classroom computers on a daily basis.*

### **BUSINESS BUILDERS**

½ credit (grades 10-12)

Prerequisite: Successful completion of Introduction to Business

How do you turn an idea into a business? This course focuses on recognizing a business opportunity, starting a business, operating and maintaining a business. In this project-based course students will engage in real-world experiences. Emphasis will be placed on networking, student work ethic, communication skills, and the commitment to excellence. Integration of accounting, finance, marketing, business management will be developed throughout projects in this course. Students will work to develop a business plan that includes structuring the organization, financing the organization, and managing information, operations, marketing, and human resources.

Various forms of technologies will be used to expose students to resources and application of business principles for starting, operating and maintaining a business. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. *Note: Students will utilize classroom computers on a daily basis.*

### **FINANCIAL LITERACY**

½ credit (grades 9-12)

This course takes the student through the process of learning how to manage personal resources and making decisions. The student will gain knowledge of economics, personal finance, and consumer rights and responsibilities now and in the future. The goal is for the student to be able to function as a more independent, productive, and informed citizen. This course fulfills the required financial literacy credit.



## **INTRODUCTION TO BUSINESS**

1 credit (grades 9-12)

Before you join the world of work, you'll need the important basics which can be provided in an introductory course in business. The experiences and content from this course can not only impact your future courses, but also your careers. Introductory high school business curriculum is where a real interest in business can start and turn into a passion for a fulfilling career. Students will get a taste of all sorts of career options available in this pathway and likely determine their next step from there.

The curriculum is designed to provide opportunities for students to advance their understanding of the field of business through education, knowledge creation, and the brokering of new and empowering connections. Courses are structured so that students may become innovative, principled and insightful leaders that possess both a local and global perspective. Students will have opportunities to demonstrate their knowledge both in and out of the classroom, through multiple independent and group projects, community-based projects, simulations, presentations, quizzes, and tests. *Note: Students will utilize classroom computers on a daily basis.*

## **COLLEGE & CREDIT PLUS**

### **PRINCIPLES OF MARKETING (CCP WITH HEIDELBERG UNIVERSITY)**

1 credit / 3 college credits

Prerequisite: Students must apply and be accepted to the university to take the course.

Students will learn a managerial approach to the marketing function in a business or not-for-profit organization. The course covers market strategy planning and the marketing mix of place, price, product, and promotion in relation to the customers and/or clients.

### **INTRO. TO UNMANNED AIRCRAFT SYSTEMS AND TECHNOLOGY (CCP WITH TIFFIN UNIVERSITY)**

1 credit / 3 college credits

Prerequisite: Students must apply and be accepted to the university to take the course.

This course allows students to explore UAS (Unmanned Aircraft Systems) Technology and Licensing requirements. The course topics include: UAS operating rules, aviation weather, airspace classification, safety procedures, flight operations, maintenance, photography basics and sectional chart reading in preparation for the FAA Part 107 Remote Pilot Exam. This course will include hands-on flying with real UAS platforms operating under Part 107 pilots to learn basic maneuvers and operations of UAS platforms. This course is conducted by qualified UAS flight trainers and Part 107 UAS pilots with several years experience.

## **EXPERIENTIAL LEARNING OPPORTUNITIES**

### **BRIDGING READINESS AFTER GRADUATION (BRAG)**

½ credit (grade 11-12)

Bridging Readiness After Graduation (BRAG) prepares students for post-secondary experiences, entry or advancement into a particular career field. This career exploration program provides authentic workplace experiences for high school juniors and seniors that develop essential technical and employability skills required by employers. Students report to worksites in a variety of industry sector placements (business, manufacturing, healthcare, etc.) for approximately 6 hours per week during the school day. Students will participate in a Career Readiness Course through partnership with Terra State Community College and may earn the Ohio Means Jobs Readiness Seal on their diploma. Students will earn 0.5 credits for successful completion of the program. This experience is a community partnership and offered off-site. Students are responsible for their own transportation.

## **SENECA COUNTY CEO**

2 credits (grades 11-12)

Prerequisite: Students must apply and be accepted to the program to take the course.

Entrepreneurship education seeks to prepare people, especially youth, to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers and contribute to economic development and sustainable communities. The CEO program is much more than a textbook course. Rather, students are immersed in real life learning experiences with the opportunity to take risks, manage the results, and learn from the outcomes. This course is a community partnership and offered off-site. Students are responsible for their own transportation.

## **WORK-BASED LEARNING**

½ - 3 credits (grades 10-12)

Work-based learning experiences are conducted at a work site during or after school. They are designed to provide authentic learning experiences to students that link academic, technical and professional skills. Students will receive the following credit for hours worked: 0.5 credit for every 60 hours worked. **No more than 3 credits will be awarded per academic year.** This experience is a community partnership and offered off-site. Students are responsible for their own transportation.

## **ENGLISH**

### **ENGLISH 9**

1 credit

English 9 focuses on literature that highlights the theme of Coming of Age. Building on their knowledge of literary elements in traditional literary genres, students study the relationship between narrative voice and style, while also analyzing literary and stylistic elements in film and literature. They develop persuasive writing skills by using rhetorical appeals. Performance and oral interpretation of literature build students' speaking and listening skills. Research continues to play an important role as students evaluate social, cultural, and historical influences on texts. Students also continue to evaluate their use of strategies. An emphasis is placed on real-world application of speaking, writing, reading, and technology skills required for college and career readiness. This is a course requiring students to be independent and collaborative learners. The pace and amount of content covered will be rigorous and challenging for all learners.

### **HONORS ENGLISH 9**

1 credit

Recommendation: Students should demonstrate strong reading comprehension, analytical thinking, and writing skills, along with the ability to engage thoughtfully in discussion, interpret complex texts, and manage a rigorous workload.

Honors English 9 explores literature centered on the theme of Coming of Age. Building on knowledge of literary elements, students analyze the relationship between narrative voice and style across traditional literature and film. They develop persuasive writing skills through the use of rhetorical appeals and strengthen speaking and listening skills through performance and oral interpretation of texts. Research remains a key component, as students evaluate social, cultural, and historical influences on literature, while reflecting on and refining their use of learning strategies.

## **ENGLISH 10**

1 credit

Prerequisite: Successful completion of English 9

English 10 focuses on the concept of culture and community, and examines how these influences shape identity and perspective. Students read and analyze works of world literature, with emphasis on analysis of how stylistic choices and rhetorical elements shape tone in persuasive and argumentative texts, both print and nonprint. Students deconstruct writing prompts and write a synthesis essay that incorporates perspectives from multiple sources, an important writing skill. Students develop their independent learning skills as they respond to opportunities for self-evaluation. An emphasis is placed on real-world application of speaking, writing, reading, and technology skills valuable beyond high school.

Student success in this course requires them to engage in whole group speaking and collaboration opportunities in the classroom. The pace and amount of content covered will be rigorous and challenging for all learners. An emphasis is placed on real-world application of speaking, writing, reading, and technology skills required for college and career readiness.

**All students will take the Ohio State Test for English II.**

## **HONORS ENGLISH 10**

1 credit

Prerequisite: Successful completion of English 9

Recommendation: Students should demonstrate strong reading comprehension, critical thinking, and analytical writing skills, along with the ability to evaluate multiple perspectives, engage thoughtfully in discussion, and manage independent learning tasks.

Honors 10 prepares students to engage in rigorous literary and rhetorical analysis while developing skills foundational for Advanced Placement courses. The course explores the concepts of culture and community and examines how these influences shape identity and perspective. Students analyze literature and non-print texts, focusing on how stylistic choices and rhetorical elements shape tone and meaning in persuasive and argumentative works. They also practice synthesizing multiple sources into cohesive essays and refine independent learning skills through self-evaluation and reflection.

**All students will take the Ohio State Test for English II.**

## **ENGLISH 11**

1 credit

Prerequisite: Successful completion of English 10

English 11 focuses on American fiction and nonfiction, using literary and other texts to present the iconic idea of the American Dream. Students research historical and contemporary texts as they articulate the origins and impact of the ideals and realities of the American Dream on life today and on personal thinking. Students are expected to articulate personal convictions and propose solutions to social issues. Writing in a variety of modes—personal essays, opinions and editorials, credos, reflective self-evaluation, speeches, satire, dramatic scripts, surveys, literary analyses, and research projects—students expand their skills in communicating well through written and spoken language. Instructional elements to help prepare for the ACT and the PSAT will promote test readiness in students. The pace and amount of content covered will be rigorous and challenging for all learners.

## **ENGLISH 12**

1 credit

Prerequisite: Successful completion of English 11

English 12 capitalizes on the confidence and expertise students have gained as interpreters and analyzers of texts by introducing them to multiple lenses through which to view text. Students are asked to broaden their understanding and their interpretive skills by thinking deeply about themes and ideas from multiple perspectives. Using Historical, Cultural, Feminist, Marxist, and Archetypal Criticism, students learn to view texts through some of the filters that result in multiple interpretations of the same text or media story. Students apply the theories of criticism to their own reading and to interpretation of both fiction and nonfiction texts.

English 12 is designed to expand students' language skills and foster a lifelong appreciation for reading, writing, and communication. English 12 students will refine skills required in the workforce and academic world beyond high school.

## **COMMUNICATIONS**

½ credit (grades 9-12)

This course in basic oral communication includes instruction and practical speaking experience. The course will start with students developing an understanding of the basics of communication and then will cover how to build a speech with focus on research, audience, content, organization, and visual aids. The course will also cover how to perform a speech by giving consideration to poise, voice, eye contact, gesture, and speed. Students will deliver a variety of speeches on a wide array of topics chosen by them and will hone the skills to be better presenters and communicators. Students can expect to build and perform at least 8-10 speeches during the course of the semester.

## **FOLKLORE**

½ credit (grades 10-12)

This class will focus on the origins, traditional cultural impacts, and the modern effects and/or adaptations of the five sub genres of folklore, or stories that originated in the oral tradition. This will include the nuances and histories of many of the more well-known Fables, Tall Tales, Myths, Fairy Tales, and Legends and the archetypes that are prevalent in these categories that help define these types of stories.

## **JOURNALISM I: FOUNDATIONS OF JOURNALISM**

1 credit (grades 11-12)

This course introduces students to the principles and practices of modern journalism, emphasizing strong writing, critical thinking, and ethical reporting. Students learn how to research, interview, write, and edit news, feature, opinion, and editorial pieces while studying the role of journalism in society and the responsibilities of credible media. Emphasis is placed on developing voice, accuracy, and style appropriate for publication. As students refine their writing and editing skills, they will begin contributing to school-based publications, preparing for advanced coursework focused on producing and managing the school newspaper.

## **PREPARING FOR COLLEGE AND CAREERS**

½ credit (grades 9-12)

The YouScience™ Preparing for College and Careers (PCC) curriculum is designed to help students develop the necessary skills and knowledge needed to reach their future academic and career goals. The PCC curriculum covers areas critical to individual college and career readiness: 1. Personal characteristic development for success 2. Career discovery and exploration 3. Postsecondary planning 4. Problem-solving 5. Action planning and goal-setting 6. Personal skill development for success 7. Key workplace and life success skills.

## **SHAKESPEARE**

½ credit (grades 10-12)

Students engage in an intensive study of the plays (*Romeo and Juliet*, *Macbeth*, *Othello*, *Much Ado About Nothing*, *Hamlet*, *Taming of the Shrew*) and poetry of the greatest playwright in English literature, William Shakespeare. *King Lear*, *A Midsummer Night's Dream*, and *Richard III* may supplement these works. This seminar-style course explores Shakespeare's life, times, and works, and emphasizes discussion, formal and informal writing, Shakespeare in film, and student presentations. A central question of the course is: "How does Shakespeare's work relate to us today?"

## **YEARBOOK**

1 credit (grades 10-12, priority will be given to upperclassmen)

Yearbook is a class for students who are interested in working on the high school annual. Students will be responsible for layouts, photography, sales campaigns, copywriting, and graphic design. Access to a digital camera and computer knowledge is beneficial. The course requires out-of-class time to complete assignments. Note: Yearbook is a class where students are treated as professionals. Students need to be motivated, organized, hard-working, and will be held accountable to the team for their actions and final product. Students are responsible for choosing the high school annual's theme and page designs, as well as advanced layout, photography, writing, and ad sales campaigns. Adobe InDesign and PhotoShop will be used to complete these tasks. Opportunities for training with professionals in the graphic and computer design fields also are included.

## **AP ENGLISH LANGUAGE AND COMPOSITION**

1 credit

Recommendation: Students should be able to read and comprehend college-level texts and to express themselves clearly in writing.

Fulfills English 11 or English 12 graduation requirements

AP Language and Composition focuses on literary and informational texts to present universal topics--ethics, gender, politics, culture, education, and personal identity. To model the modes of writing expected on the AP test and in college-level course work, students will frequently write under specific time constraints. Students will articulate personal convictions and propose solutions to social issues presented in the writer's arguments. Students will synthesize a variety of sources to create a cogent argument of their own design. Students will recognize and analyze the effectiveness of rhetorical strategies used in a text.

**All students are required to take the Advanced Placement exam which may lead to college placement and/or credit.**

## **AP ENGLISH LITERATURE AND COMPOSITION**

1 credit

Recommendation: Students should be able to read and comprehend college-level texts and to express themselves clearly in writing.

Fulfills English 11 or English 12 graduation requirements

Students in AP Literature and Composition will broaden their understanding of literature by reading rich, rigorous classic and contemporary fiction, poetry, drama, nonfiction, and visual texts. Students will apply high-level thinking skills during frequent Socratic seminars and present both informal and formal speeches. Writing in a variety of modes expected in a college introduction to literature course, students will produce creative pieces, research projects, film and literary analysis essays and collaborative projects that demonstrate a strong command of voice, purpose, and clarity.

**All students are required to take the Advanced Placement exam which may lead to college placement and/or credit.**

## **AP SEMINAR**

1 credit

AP Seminar is a rigorous, year-long interdisciplinary course that challenges students to independently investigate real-world and academic issues from multiple perspectives. Instead of studying a predetermined curriculum, students craft their own research questions ranging from public policy, social issues, ethics, culture, environment, technology, to contemporary global concerns, and explore these topics deeply through research, discussion, critical analysis, and collaborative projects. Drawing on texts, media, data, and diverse sources, students learn to evaluate evidence, assess arguments, and articulate their own reasoned, evidence-based conclusions. Similarly, students develop strong written, oral, and multimedia communication skills as they present their findings individually and as part of a team.

### **Who Should Consider AP Seminar:**

- Students with intellectual curiosity who are eager to explore topics that interest them deeply.
- Students seeking to sharpen research, writing, critical thinking, and presentation skills before college.
- Those interested in multidisciplinary learning that crosses traditional subject boundaries.
- Students who enjoy collaboration, discussion, and working as part of a team, as well as independent research and self-directed learning.

## **COLLEGE COMPOSITION I (CCP WITH TIFFIN UNIVERSITY)**

1 high school credit / 3 college credits

Prerequisite: Students must apply and be accepted to the university to take the course.

Composition I is an introductory college writing course that is based on reading. Writing assignments require accurate reading of professionally written essays. Because accurate reading is vital to understanding and critical thinking, students will learn to become active participants in the reading process. Through this process, students learn to achieve clear, thoughtful writing that is coherent, organized, and well developed. The course emphasizes revision through peer review, instructor feedback and intervention, and portfolio assembly. The course also emphasizes critical analysis of ideas and “writing as a process.”



## **COLLEGE COMPOSITION II (CCP WITH TIFFIN UNIVERSITY)**

1 high school credit / 3 college credits

Prerequisite: Students must apply and be accepted to the university to take the course.

College Composition II is an advanced college writing course in research supported argumentation; the course “encourages practice in close analysis, use of supporting materials, and logical organization” (Rottenberg iii). Students will generate topics for their arguments from their major field of study or an area of interest if a major has not yet been declared. In either case, the instructor will approve the topic. The instructor may also assign topics. Students are actively encouraged to consult often with their academic advisor, professors in their major, or professors in the content area of the argument’s topic for help with content material or a topic itself.

## **MATHEMATICS**

Students at Columbian High School have access to two distinct math pathways designed to meet diverse needs, goals, and post-graduation plans and build upon the foundational math courses of Algebra I and Geometry that all students are required to complete, along with the corresponding Ohio State Tests. The progression of mathematics

- **Foundational Math Courses:** Includes the Ohio state-required and tested courses of Algebra I and Geometry, building essential algebraic and geometric skills. All students are required to take both of these courses as part of the state graduation requirements.
- **Practical Math Pathway** – This pathway continues from Geometry to Algebra II or Advanced Quantitative Reasoning, emphasizing real-world applications and problem-solving skills relevant to a wide range of careers, life experiences, and further education. Students complete Math IV to fulfill the state-required fourth math credit, strengthening essential skills for everyday decision-making and quantitative reasoning.
- **Advanced Math Pathway** – This pathway builds on Geometry with Algebra II, Algebra III, Pre-Calculus, and AP Calculus, emphasizing analytical thinking, complex problem solving, and conceptual understanding. Students in this pathway explore advanced mathematical ideas and their applications, preparing for diverse opportunities in academics, careers, and personal pursuits.

*\*Students may switch pathways if they determine their goals or academic needs change, ensuring flexibility in their math progression.*

## **FOUNDATIONAL MATH COURSES**

### **APPLIED ALGEBRA I**

1 credit (grade 9)

Prerequisite: Students will be placed in this course based on set criteria; This course is designed for students who are struggling with pre-Algebra and need extra support before taking Algebra I.

This course serves as an introduction to algebraic methods and the use of the algebraic properties in simplifying expressions and solving equations using addition, subtraction, multiplication and division. Students will learn how to solve equations, and graph basic functions. They will also learn about exponents, radicals and proportions. Students will NOT take the Algebra I Ohio State Test upon the conclusion of this course.

### **ALGEBRA I**

1 credit (grades 9-12)

Algebra is a way to solve problems and to mathematically understand the world around us. Intended for all students, algebra uses symbols such as “**x**” and “**n**” to represent numbers. Using symbols in this way makes it easier to study number patterns and to solve problems. Topics include basic probability and statistics, solving equations and real-life word problems, graphs of equations and functions, exploring exponents, radicals, polynomials, and graphing calculator technology.

**All students will take the Ohio State Test for Algebra I.**

## **HONORS ALGEBRA I**

1 credit (grades 9-12)

Recommendation: Students enrolling in Honors Algebra I should demonstrate strong foundational math skills, persistence in problem solving, and the ability to manage a rigorous and conceptually demanding workload.

Honors Algebra I challenges students to explore mathematical concepts with greater depth, breadth, and complexity, emphasizing critical thinking, problem solving, and conceptual understanding beyond procedural skills. Students will engage in rich tasks that connect algebraic reasoning to real-world and interdisciplinary applications. A graphing calculator is strongly recommended to support learning and preparation for the Ohio State Test.

**All students will take the Ohio State Test for Algebra I.**

## **GEOMETRY**

1 credit (grades 9-12)

Prerequisite: Successful completion of Algebra I

All of us take many things for granted. As we learn, we would hope to rely more on reason and proof and less on beliefs and guesswork. In geometry we learn how to prove a statement formally, emphasizing the improvement of one's logic and reasoning ability. Geometry will also offer a practical setting in which to use your arithmetic and algebra. Some topics included are lines, segments, angles, triangles, quadrilaterals, polygons, circles, three-dimensional geometry, and the development and proving of these figures

**All students will take the Ohio State Test for Geometry.**

## **HONORS GEOMETRY**

1 credit (grades 9-12)

Prerequisite: Successful completion of Algebra I

Recommendation: Students should demonstrate strong algebraic reasoning, attention to detail, and the ability to manage a rigorous, conceptually focused workload that emphasizes reasoning and proof.

Honors Geometry engages students in exploring geometric relationships and structures with greater depth, breadth, and complexity through reasoning, proof, and application. Emphasis is placed on developing logical thinking, spatial reasoning, and the ability to communicate mathematical ideas clearly and precisely. Students will connect geometric concepts to real-world contexts and other areas of mathematics to build a deeper understanding of how reasoning supports discovery and proof.

**All students will take the Ohio State Test for Geometry.**

## **PRACTICAL MATH PATHWAY**

### **ALGEBRA II**

1 credit

Prerequisite: Successful completion of Geometry

This course extends students' understanding of algebraic concepts through exploration of functions, systems of equations, polynomials, rational expressions, and exponential and logarithmic relationships. Emphasis is placed on reasoning, problem-solving, and connecting algebraic ideas to real-world situations and other areas of mathematics.

### **ADVANCED QUANTITATIVE REASONING (AQR)**

1 credit (grade 11 or 12)

Prerequisite: Successful completion of Geometry

An applied mathematics class, Advanced Quantitative Reasoning (AQR) is the application of basic mathematics skills, such as algebra, to the analysis and interpretation of quantitative information (numbers and units) in real-world contexts to make decisions relevant to daily life. Critical thinking is its primary objective and outcome. It emphasizes interpretation, representation, calculation, analysis/synthesis, assumptions and communication. **This course will fulfill the Algebra II equivalency requirement for graduation.**

### **MATH IV**

1 credit (grade 12)

Prerequisite: Successful completion of Algebra II or Advanced Qualitative Reasoning

Math IV is designed to help students apply mathematical reasoning and problem-solving to real-world situations they will encounter in adult life, including personal finance, data interpretation, and practical decision-making. The course emphasizes using math as a tool for understanding and solving everyday problems rather than focusing on abstract theory. Students will strengthen essential algebraic and quantitative reasoning skills.

### **ADVANCED MATH PATHWAY**

#### **ALGEBRA II**

1 credit

Prerequisite: Successful completion of Geometry

\*The purchase of a TI-83 or TI-84 graphing calculator is encouraged. Graphing calculators are available for students to use in their classrooms, but these are not able to be taken home by students to complete classwork.

This course extends students' understanding of algebraic concepts through exploration of functions, systems of equations, polynomials, rational expressions, and exponential and logarithmic relationships. Emphasis is placed on reasoning, problem-solving, and connecting algebraic ideas to real-world situations and other areas of mathematics.

#### **HONORS ALGEBRA II**

1 credit (grades 10-12)

Prerequisite: Successful completion of Geometry

\*The purchase of a TI-83 or TI-84 graphing calculator is encouraged. Graphing calculators are available for students to use in their classrooms, but these are not able to be taken home by students to complete classwork.

Recommendation: Students should possess strong algebraic fluency, perseverance in solving multi-step problems, and the ability to engage with abstract and conceptually challenging material in a rigorous learning environment.

Honors Algebra II challenges students to explore advanced algebraic concepts with depth, breadth, and complexity, emphasizing reasoning, structure, and connections across multiple mathematical domains. Students will extend their understanding of functions, complex numbers, logarithms, exponentials, sequences, series, and introductory trigonometry through analytical thinking and real-world application. The course focuses on developing problem-solving techniques and abstract reasoning essential for higher-level mathematics and future academic pursuits. A graphing calculator is strongly recommended to support learning.

### **ALGEBRA III**

1 credit

Prerequisite: Successful completion of Algebra II.

\*The purchase of a TI-83 or TI-84 graphing calculator is encouraged. Graphing calculators are available for students to use in their classrooms, but these are not able to be taken home by students to complete classwork.

A theoretical mathematics class, Algebra III is designed for students who are interested in strengthening and increasing their math skills and knowledge. It is intended for students who wish to take more mathematics but may not be pursuing a mathematics related field. Topics studied include: sequences and series, probability and statistics, linear relations, graphs and families of graphs, polynomials, trigonometry, conic sections, and exponentials and logarithms and linear equations and inequalities. A graphing calculator is strongly recommended to support learning.

### **PRE-CALCULUS**

1 credit (grades 11-12)

Prerequisite: Successful completion of Algebra II or Algebra III

\*The purchase of a TI-83 or TI-84 graphing calculator is encouraged. Graphing calculators are available for students to use in their classrooms, but these are not able to be taken home by students to complete classwork.

This course is intended to bridge the gap between Algebra II, Algebra III, and AP Calculus. Students desiring to take engineering courses or major in college math or science should consider this course. Pre-Calculus includes a comprehensive treatment of many different functions, trigonometry, parametric and polar equations, analytic geometry, and graphing technology.

### **AP CALCULUS**

1 credit (grade 12)

Prerequisite: Successful completion of Pre-Calculus.

\*The purchase of a TI-83 or TI-84 graphing calculator is encouraged. Graphing calculators are available for students to use in their classrooms, but these are not able to be taken home by students to complete classwork.

Calculus is the mathematics of motion and change. Where there is motion and growth, where variable forces are at work producing acceleration, calculus is the right mathematics to apply. AP Calculus is designed to provide the highly motivated math student an opportunity to study calculus. The course will consist of an in-depth study of some rigorous topics such as velocity and rate of change, limits, derivatives, integration, transcendental functions, areas between curves, and volumes of solids of revolution. **All students are required to take the Advanced Placement exam which may lead to college placement and/or credit.**

# MUSIC

## **BAND**

1 credit (grades 9-12)

High school Band provides many varied musical experiences for the instrumental student. Each performing group will continue to develop the individual musician and the fundamentals of good performance, while performing music which is challenging, educational, and enjoyable.

All band students 9-12 will participate in the Tornado Marching Band unless they are involved with a Fall sport with permission from the band director and coach. Attendance at all performances is required.

At the conclusion of marching season, all students will audition for placement in Concert Band or Wind Ensemble. Placement will depend on instrumentation, balance of each band, and the performance level of each student.

Sentinel band students who have afternoon Sentinel classes that conflict with Band **may** elect to take "Marching Band Only" due to the afternoon Sentinel class conflict. Others can still participate in band for the full year, on an abbreviated schedule. Otherwise, band is a full year commitment for all band students.

The Concert Band/Wind Ensemble will perform at school concerts, band contests, festivals, and other community events. Attendance at all band events is required. Other performance opportunities for band members include Jazz Band, Basketball Pep Band, and small ensembles. Membership in these groups will be by audition, select instrumentation, or on a volunteer basis—each will be decided by the director.

## **FLAG SQUAD**

1/4 credit (grades 9-12)

First semester course. By audition only.

## **GOLD CHORUS**

1 credit

Gold Choir is an introductory treble ensemble designed for developing singers, typically in their first two years of high school. Students in this group focus on healthy vocal technique, music literacy, interval recognition, and ensemble singing in two- and three-part treble harmony. Emphasis is placed on building confidence, teamwork, and stage presence through performance. This is a co-curricular class, and concert participation is required.

## **CONCERT CHOIR**

1 credit

Concert Choir is an advanced mixed ensemble for students demonstrating strong vocal ability, musical independence, and a commitment to excellence in choral performance. The ensemble typically includes all voice parts (soprano, alto, tenor, and bass), with upperclass treble singers joining baritone and bass voices to create a full SATB sound. Students will study a wide range of choral literature and refine performance, musicality, and leadership skills. This is a co-curricular class, and concert participation is required.

## **AMERICAN MUSIC HISTORY**

½ credit (grades 9-12) semester course

This course traces the evolution of American music as a reflection of the nation's culture and diversity. Students study genres from early folk and blues to jazz, rock, pop, and hip-hop, examining how music tells the story of America's social, cultural, and political changes.

## **INSTRUMENT EXPLORATION & PERFORMANCE**

½ credit (grades 9-12) semester course

Instrument Exploration & Performance is a hands-on music elective designed for students who are new to playing an instrument or who wish to learn a secondary instrument. The course begins with an exploratory phase in which students are introduced to a variety of instrument families—woodwind, brass, percussion, and strings—and have the opportunity to try multiple instruments to discover their interests and strengths.

During the second half of the course, students select one instrument to study in greater depth. Instruction focuses on developing fundamental playing techniques, music-reading skills, and ensemble musicianship. The course culminates in a brief performance, either as a small ensemble or as part of a larger group, showcasing the skills students have developed throughout the semester.

No prior musical experience is required—just a willingness to experiment, practice, and make music with others.

## **MUSIC TECH**

½ credit (grades 9-12) semester course

Music Tech is a hands-on elective designed for students interested in creating and producing music using modern digital tools. Throughout the course, students will explore the foundations of music production. Using digital software and equipment, students will learn how to craft original projects and bring musical ideas to life.

In addition to technical skills, students will study fundamental concepts of music theory, such as rhythm, melody, harmony, and song structure, to better understand how effective music is created. No prior performance experience is required; just curiosity and a desire to explore music in a creative, technology-focused environment.

## **PHYSICAL EDUCATION**

### **FIT FOR LIFE**

½ credit (grades 9-12)

Fit for Life is a personal fitness and wellness course designed to help students develop lifelong habits that support overall health and well-being. This course emphasizes the connection between physical activity, nutrition, and personal lifestyle choices. Students will participate in a variety of fitness activities, explore principles of conditioning and training, and learn how to design individualized fitness plans that promote strength, flexibility, endurance, and balance. In addition, students will examine how healthy eating and goal setting contribute to long-term wellness.

### **HEALTH**

½ credit (grades 9-12)

There is nothing more basic to our lives than the development and maintenance of good health. This process is best promoted when young people are given the opportunity to acquire accurate health information and to develop healthful attitudes and behavior patterns. The health course presents material students need in order to understand how to become and to stay healthy.



## **PHYSICAL EDUCATION**

¼ credit (grades 9-12) semester course

Physical education is a co-educational course which has two objectives. One aim of the course is to present a program of activities based upon physical growth, leisure time, recreational skills, lifetime fitness, desirable patterns of social behavior, safety abilities, and proper attitudes. We try to select, organize, and guide activities suited to the needs, capacities, and interests of everyone taking part.

The other major emphasis will be placed on individual physical fitness through exercise and weight lifting. Students will be expected to strive to improve their strength, physical stature, and cardiovascular development through regularly scheduled sessions both in the weight room and on Columbian's track facility. We promote proper wellness for all students. Proper dress, attendance and participation are required.

A student who, during high school, has participated in interscholastic athletics, marching band, flag squad or cheerleading for at least two full seasons is not required to complete any physical education courses as a condition to graduate.

## **SPEED STRENGTH & READINESS**

½ Credit (grade 9-12)

Prerequisite: Physical Education and/or PE Waiver

This course is designed for all students interested in developing and improving in the areas of physique, muscle tone, and physical fitness. The students will learn proper techniques of weight training as well as a variety of exercise regimens that will improve overall physical strength. It will include components and concepts of physical fitness, nutrition, body composition, and flexibility. A total general body workout will be emphasized, as well as a variety of aerobic activities. This course does not satisfy the physical education requirement for graduation.

## **SPORT SPECIFIC PE**

½ Credit (grade 9-12)

Prerequisite: Physical Education, PE Waiver, participation in at least one interscholastic/ extra-curricular sport and/or teacher recommendation

Sport Specific PE is a semester course designed to allow student/athletes to further their development in the sport or sports of their choice. This class allows students to utilize the facilities of Columbian's gym, the track and the Fort for skills, technique, and drill specialization within their sport/s prior to or during the season. Athletic development throughout high school leads to routine exercise and fitness throughout life. This course does not satisfy the physical education requirement for graduation.

## **WALKING FOR FITNESS**

½ Credit (grade 9-12)

Walking for Fitness is a semester course designed to stress the importance of cardiovascular, muscular, and mental fitness development for maintaining a healthy lifestyle. The course will help students acquire the knowledge, skills, and attitudes necessary for physical fitness through participation in a carefully monitored walking program. Students will track and document their progress through the use of heart rate monitors and pedometers. Students will be required to dress for the weather, as they will walk the track during class, as well as school grounds. This course does not satisfy the physical education requirement for graduation.

# SCIENCE

## **PHYSICAL SCIENCE**

1 credit (grade 9)

This course examines the basics of the physical sciences as they relate to the natural world. Topics covered will include motion, forces and energy as well as structure, characteristics and behavior of atoms and molecules.

## **HONORS PHYSICAL SCIENCE**

1 credit (grade 9)

This course examines the basics of the physical sciences as they relate to the natural world through scientific inquiry. Topics covered will include motion, forces and energy as well as structure, characteristics and behavior of atoms and molecules.

## **BIOLOGY**

1 credit (grade 10-12)

This course investigates the composition, diversity, complexity and interconnectedness of life on Earth. Fundamental concepts of heredity and evolution provide a framework through inquiry-based instruction to explore the living world, the physical environment and the interactions within and between them. Students engage in investigations to understand and explain the behavior of living things in a variety of scenarios that incorporate scientific reasoning, analysis, communication, skills and real-world applications.

**All students will take the Ohio State Test for Biology.**

## **HONORS BIOLOGY**

1 credit (grade 10-12; grade 9 with recommendation)

Prerequisite: Physical Science or teacher recommendation

This course investigates the composition, diversity, complexity and interconnectedness of life on Earth. Fundamental concepts of heredity and evolution provide a framework through inquiry-based instruction to explore the living world, the physical environment and the interactions within and between them. Students engage in investigations to understand and explain the behavior of living things in a variety of scenarios that incorporate scientific reasoning, analysis, communication skills and real-world applications.

**All students will take the Ohio State Test for Biology.**

## **ENVIRONMENTAL SCIENCE**

1 credit (grades 11-12)

Environmental Science covers geological events, ecosystems, population dynamics and biodiversity in the first semester. The course includes air and water pollution, climate change, as well as land use in the second semester.

## **CHEMISTRY**

1 credit (grades 11-12; grade 10 with recommendation)

Prerequisite: Physical Science, Biology or Honors Biology

This course is the general study of the classification and structure of matter and the predictive interactions of matter. The strong lab component of chemistry requires inquiry based learning in order to incorporate scientific reasoning, analysis, communication and real-world applications. An understanding of the formation of leading theories guides students in the area of evaluation, prediction, and application. Chemistry is aimed at students who are planning to pursue a four-year college degree after high school.

## **HONORS CHEMISTRY**

1 credit (grades 11-12; grade 10 with recommendation)

Prerequisite: Physical Science, Biology or Honors Biology

Honors Chemistry is the in depth study of the classification and structure of matter and the predictive interactions of matter. The strong lab component of chemistry requires inquiry based learning in order to incorporate scientific reasoning, analysis, communication and real-world applications. An understanding of the formation of leading theories guides students in the area of evaluation, prediction, and application. Honors Chemistry is aimed at students who are planning to pursue science and/or math majors at college. The emphasis will be to provide students with a background enabling them to be competitive with their college peers.

## **ANATOMY AND PHYSIOLOGY (Non-CCP)**

1 credit (grade 10-12)

Prerequisite: A full year of Biological Sciences

This class is an introduction into basic anatomy and physiology of the human body. Dissection is a major component of this class. The course is designed for any student regardless of career path.

## **PHYSICS**

1 credit (grades 11-12; grade 10 with recommendation)

Prerequisite: Geometry, Physical Science or teacher recommendation

Physics is the science of matter concerned with structure, properties, and behavior. The class work will stress understanding the concepts of physics and how they relate to the things and events of the everyday environment. Much of the course will be answering questions to relate the concepts to the everyday world. The basics of motion, energy, waves, electricity and magnetism will be covered as time allows.

## **AP BIOLOGY**

1 credit (grades 11-12)

Recommendation: Students should have successfully completed high school courses in Biology and Chemistry; or be taking them concurrently with Chemistry with AP teacher recommendation.

There is nothing more amazing than a living organism, whether it be the smallest bacterium or the largest animal, the blue whale. If you would enjoy a fast-paced study of the structure of living things, how they survive, and what effect they have on other living things around them, then this course may be for you.

Advanced Placement Biology is designed to provide the highly motivated student with the opportunity to study introductory college-level biology. The course will consist of an in-depth study of such topics as cells, genetics, heredity, biological chemistry, evolution, taxonomy, organisms, and ecology. Daily lessons will alternate between lecture, discussion, laboratory, and field work. Special emphasis will be placed upon the proper analysis of data collected in experimentation. **All students are required to take the Advanced Placement exam which may lead to college placement and/or credit.**

## **ANATOMY AND PHYSIOLOGY (CCP WITH UNIVERSITY OF FINDLAY)**

4 college credits/1.33 high school credits (grade 10-12, preference given to 11-12); class limited to 25 students

Prerequisite: A full year of Biological Sciences. Students must apply and be accepted to the University of Findlay to take the course.

This class is an introduction into basic anatomy and physiology of the human body. Dissection is a major component of this class. Students will be given the opportunity to use the *Anatomege* board. The course is designed for individuals pursuing a career in health sciences.

## **ENVIRONMENT AND SOCIETY (CCP WITH UNIVERSITY OF FINDLAY)**

2nd semester / 1 credit / 3 college credits / no lab component

Prerequisite: Physical Science and Biology. Students must apply and be accepted to the University of Findlay to take the course.

Environment and Society studies the dependency of humans on their natural environment while emphasizing conservation, sustainability, and energy efficiency. The course initially examines the structure and function of ecosystems. The course then examines man's impact on ecosystems and public health by identifying various sources of air contaminants, water contaminants, and soil contaminants and the composition of municipal and industrial waste. Current writings and events related to the environment are identified and discussed. Public officials and governmental bodies and processes that protect human health and the environment are also examined.

## **OCEANUS (CCP WITH UNIVERSITY OF FINDLAY)**

1st semester 1 credit / 3 college credits/no lab component

Prerequisite: Physical Science and Biology. Students must apply and be accepted to the University of Findlay to take the course.

This is an integrated science course focusing on the marine environment to convey global science concepts. The course investigates physical, chemical, geological, and biological resources, ocean-atmosphere interactions, and current global environmental issues and is intended for non-science majors.

## **SOCIAL STUDIES**

### **AMERICAN HISTORY**

1 credit (grades 9-12)

American History at Columbian High School starts out with a review of significant historical documents, including the Declaration of Independence, the Constitution, and the Northwest Ordinance. The course then picks up with the Reconstruction Era after the Civil War examining the impact of this period on future race relations. The impact of urbanization and immigration are explored, as well as the reforms of the Progressive Era. The course continues with an examination of the causes and effects of U.S. involvement in World War I. The 1920s are studied with an emphasis on social and political changes leading to the economic crisis of the Great Depression. After studying the Great Depression, World War II became a major focus. The relationship between the outcome of World War II and the Cold War is examined in-depth, with emphasis on the Korean War and the Vietnam War. The course continues to current times, with an examination of both domestic and foreign conflicts shaping our nation today.

**All students will take the Ohio State Test for American History.**

### **WORLD HISTORY**

1 credit (grades 10-12)

World History at Columbian High School will examine world events from 1600 to present day, with an emphasis on the western civilization perspective. This course will begin with the Reformation period. The Reformation will establish the environment for the Scientific Revolution and the Age of Enlightenment. Students will explore the cause and effect of the Age of Enlightenment which will lead into the Age of Revolutions, as well as European Imperialism. After the study of Imperialism, the course will examine WWI and WWII. The class will also cover the rise of totalitarian governments, and view the wars in a European perspective. After the completion of WWII, we will examine the Cold War and complete the course with Globalization.

## **GOVERNMENT**

1 credit (grade 11 or teacher recommendation)

The American system of government is extraordinarily dynamic. Change, growth, adaptation, innovation is a basic element in its character. The fundamental principles and the basic structures have remained constant over time, but many of the other characteristics have changed, sometimes remarkably.

The American Government course focuses on how the American people govern themselves at national, state and local levels of government. Students learn about becoming active and involved citizens.

**All students will take the Ohio State Test for Government.**

## **CURRENT WORLD ISSUES**

½ credit (grades 9-12)

Using current events, this elective course focuses on world and local issues that affect students' everyday lives, such as economics, government and conflict. This course incorporates newspapers, online media, cartoons, and newscasts to support class discussion. Additionally, students participate in group projects, presentations and work with primary source materials and opinion pieces in order to better understand the world around them. This course is a student-led research-based environment that relies heavily on student participation with projects and presentations to the class.

## **ECONOMICS**

½ credit (grades 10-12)

Economics is the study of how people and nations make decisions about how to use scarce resources. This course provides an overview of microeconomic, macroeconomic, international economic, and personal economic issues. Students who desire a better understanding of the stock market, business organizations, the banking system, international trade issues, and personal roles in the 21st century economy will benefit from taking this class. This course will help to prepare students for college-level studies in the social sciences and business-related fields. This course does not fulfill the required financial literacy credit.

## **INTRODUCTION TO PSYCHOLOGY**

½ credit (grades 9-12)

Introduction to Psychology is designed to give students an overview of many of the topics within the field of psychology. Learning, developmental issues, the relationship between mind and body, personality theories, and psychological illnesses all fall within the course framework. The course is designed to be of benefit to all students who have an interest in better understanding human behavior. Students who expect to take a psychology course in college will find this course gives them a solid foundation in the discipline.

## **LEADERSHIP/SERVICE LEARNING**

1 credit (grade 11-12)

"Good leaders are made, not born." former USA Secretary of State Colin Powell once said. This course will be creating just those individuals. Through community service, individual service projects, guided curriculum, mentoring and empowerment, this course will prepare you to be an effective leader in your personal, and soon to be, professional lives. The course will challenge students with numerous activities and experiences. This YEAR will be different, but we will have an even bigger opportunity to make a difference. This course will require students to obtain a minimum of 20 hours of community service. Should students go on to complete 60 hours or more, they will satisfy the requirements to earn the Community Service seal.

## **WORLD CULTURES**

½ credit (grade 9-12)

World Cultures is an engaging course designed to introduce students to the diverse cultures, histories, and societies that shape our global community. Through a variety of thematic units, students will explore the geography, customs, traditions, belief systems, art, politics, and economics of regions around the world, gaining a deeper understanding of the interconnectedness of people and cultures across continents. Students will engage with primary and secondary sources, conduct research, and participate in class discussions to help students recognize both the similarities and unique aspects of different societies.

## **AP GOVERNMENT**

1 credit (grade 11-12 or teacher recommendation)

Recommendation: Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Underpinning the required content of the course are several big ideas that allow students to create meaningful connections among concepts throughout the course. Students will also engage in skill development that requires them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.

**All students are required to take the Advanced Placement exam which may lead to college placement and/or credit.**

**Students who take AP Government in lieu of Columbian's Government class are still required to take the Ohio State Test for Government.**

## **AP HUMAN GEOGRAPHY**

1 credit (grade 11-12 or teacher recommendation)

Recommendation: Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

AP Human Geography is an introductory college-level human geography course. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes.

**All students are required to take the Advanced Placement exam which may lead to college placement and/or credit.**



## **AP U.S. HISTORY**

1 credit (grade 11-12 or teacher recommendation)

Recommendation: Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge needed to deal critically with the problems and materials in American History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials - their relevance to a given interpretive problem, reliability, and importance - and to weigh the evidence and interpretations presented in historical scholarship. This course will help the student develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

**All students are required to take the Advanced Placement exam which may lead to college placement and/or credit.**

## **INTRODUCTION TO PSYCHOLOGY (CCP WITH TIFFIN UNIVERSITY)**

1 credit / 3 college credits

Prerequisite: Students must apply and be accepted to Tiffin University to take the course.

Introduction to psychology as a behavioral science, including historical background, human development (genetic and physical) from birth through death, the senses and perception, intelligence and creativity, and the principles of conditioning, learning, memory, and forgetting.

## **PRINCIPLES OF SOCIOLOGY (CCP WITH TIFFIN UNIVERSITY)**

1 credit / 3 college credits

Prerequisite: Students must apply and be accepted to Tiffin University to take the course.

Introduction to the basic concepts of sociological study, elements of social life, social patterns and institutions, and the process of maintenance and change in society.

# **SPANISH**

## **SPANISH I**

1 credit

¡Hola! Discover the fun of language learning in your first Spanish class. This class focuses on speaking, reading, writing, and listening to Spanish, as well as learning about cultural concepts like holidays, music, and slang. You will be able to discuss your family, friends, leisure activities, school, and daily life.

The class is student-focused and involves a lot of practice activities in pairs and small groups. Active participation in class is a must. Come and join the fun!

## **SPANISH II**

1 credit

Prerequisite: Successful completion of Spanish I

Welcome back! We'll continue where you left off in Spanish I. You'll start to express yourself more personally as you greatly expand your vocabulary and build your grammar skills. The emphasis on speaking and listening is still important with some short reading and writing activities being added. Your abilities to write and understand common written items will also improve dramatically. And we'll explore many other cultural aspects of the Spanish speaking world.

### **SPANISH III**

1 credit

Prerequisite: Successful completion of Spanish II

Now that you can speak Spanish a little more fluently, you will enjoy using it in class and out. In Spanish III we will apply the language to real-life situations, including connections with other Spanish-speaking populations (both home and abroad). We will be studying Hispanic cultures, deepening your understanding of grammar, and investigating specific topics. We will read, listen, speak, and write at a more in-depth level. Emphasis is on student use of language in realistic scenarios, to further improve your fluency.

### **SPANISH IV**

1 credit

Prerequisite: Successful completion of Spanish III

Why a fourth year of Spanish, you ask? What could possibly be left to learn? Plenty!!

This advanced level class is the culmination of your language studies here at TC and it is your chance to show off what you know, to put it in action, and to make it work for you. We attempt to provide for individual interests and abilities, as well as do more in-depth analysis of cultural practices, products, and perspectives.

### **CONVERSATIONAL SPANISH**

1/2 credit (repeatable)

Prerequisite: Successful completion of Spanish II

Conversational Spanish is an interactive, communication-focused course designed to strengthen students' speaking and listening skills developed in previous Spanish classes. Through guided discussions, role-playing, cultural simulations, and real-life scenarios, students will practice expressing ideas, asking and answering questions, and sustaining dialogue entirely in Spanish.

This course may be taken in place of *Spanish III* or *Spanish IV*, or alongside them, and is ideal for students who want to build confidence and fluency in everyday conversation. Emphasis is placed on pronunciation, comprehension, and spontaneous language use rather than formal grammar instruction.

*\*This course will NOT count towards an Honors Diploma*

## **VANGUARD-SENTINEL CAREER & TECHNOLOGY CENTERS**

*We will add this section when we have received the updated version from Sentinel*

## STUDENT ACTIVITIES & CLUBS

### Total Involvement In School

Total education should involve total involvement in activities as well. To get the most out of their education, students should not limit themselves to only the academic subjects. Being involved in co-curricular and extracurricular activities gives students a chance to expand horizons and to meet, work, and perform with others who have the same interests.

Band	Baseball	Basketball	Bowling
Cheerleading	Cross Country	Esports	Flag Squad
Football	Golf	Green Sunday	Jazz Band
Key Club	Musical	National Honor Society	School Newspaper
Ping Pong Club	Quiz Bowl	ROX	SADD
Soccer	STAND	Student Council	Softball
Swim & Dive	TC PRIDE	Tennis	Track & Field
Volleyball	Wrestling	Biology Club	Indoor Track

Be a part of the total educational picture by participating in co-curricular and extracurricular activities.

### NATIONAL TESTING & PLANNING WORKSHEETS

#### PSAT (Juniors) Testing fee & date TBD

#### ACT

To register go to [www.actstudent.org](http://www.actstudent.org)

#### SAT

To register go to [sat.collegeboard.org](http://sat.collegeboard.org)

#### HIGH SCHOOL CODE 364-975

### STUDENT'S WORKSHEET

A student planning worksheet is included in the Appendix and can be used to assist in the selection of courses. Procedures for the selection of courses: (Worksheet on the next page.)

1. Check the course descriptions so that you are aware of course content for those courses you want or need.
2. If you have additional questions concerning course content, please contact a teacher in the appropriate subject area.
3. Check to see if there are any prerequisites that need to be met. If there are and you don't meet them, you will not be permitted to enroll in the course.
4. You must be enrolled in a minimum of FIVE classes per semester, and six are recommended. Graduation requires 21 credits.

Parents are reminded that changes in student course requests are not allowed after May 1, 2026. Be sure to take every effort to discuss with your student the selection of courses so that last-minute changes are not necessary. If parents have any questions about course selection or course content, call the Counseling Department, 419-447-6331, before May 1, 2026.

*\*CCP courses scheduled after this date are exempted from this deadline.*

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