Mentor Public Schools

Mentor High School

Program of Studies
Grades 9 – 12

2014 – 2015

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Mentor High School
Program of Studies

Introduction

Purpose

The purpose of this document is to give guidance to students and parents in selecting classes; clarify academic expectations, pre-requisite courses and graduation requirements; and provide a master list of current course offerings.

Introduction

The Program of Studies has been compiled through the cooperative efforts of teachers, counselors and administrators guided by Ohio State Minimum Standards, Mentor Exempted Village School Board Policy, and professional educators with a special knowledge of current curriculum practices.

The purpose of school is learning. Learning means growth in new areas of knowledge, skills or attitudes. Every student must challenge himself or herself to a level of course work that allows him or her to grow and learn. The selection of too difficult a program may result in frustration and failure; too easy a program may result in a lackadaisical attitude, reduced achievement, and surely a failure to reach one's maximum potential. One of our district's vision statements is to prepare our students for the 21st Century and beyond. The courses in this book are designed to do that, and to give our students the foundation they need to be successful.

Materials and Supplies

Mentor Schools provides basic textbook materials and supplies for all courses. Many courses, however, require workbooks and other supplementary materials to be purchased by the students. A list of these courses, the required materials, and their costs will be available to students. Courses requiring fees have been designated in this book. Students who, because of financial reasons, are unable to pay the scheduled fee should contact the building principals so that alternative arrangements can be made.

Drop and Add Requirements

Students are required to take a minimum number of courses each year. This "minimum course load" includes both required courses and elective courses. With the guidance of parents and counselors, students select these courses during the registration period. This is the time when "schedule planners" are completed. In addition to the required courses, students have an opportunity to select whatever elective courses they wish. The Program of Studies Booklet is the students' and parents' guide for making these selections.

During the time between registration and the end of the school year (early June), students and parents may discuss and request changes in these courses. After the close of the school, no courses will be dropped from a student's schedule at any time unless: **1) a technical error was made in the process of scheduling the student's requests, 2) the student has been clearly academically misplaced, or 3) there is a scheduling conflict.** This is partly due to the fact that the teaching staff has already been hired/reassigned to teach the courses and sections required by the previous spring's sign up. Students who wish to drop or change classes due to academic misplacement must do so no later than the end of the semester for year classes, and the end of the first nine weeks of a semester class. Students may be permitted to drop a class at the beginning of the following year and through the second week of school, as long as another class is added during the same period. This would again depend on class size and staffing considerations. Students are encouraged to sign up for, and follow through on, as many courses as they, their parents, and counselors feel they are academically able to attempt. Courses may be added after the close of school in the spring and during the next school year during the first two weeks of each semester if the class the student wishes to take is not filled. **Schedule changes will not be permitted on the basis of teaching style, personality or time of day.**

Prerequisites

Course prerequisites are designed to promote student success and should be followed. Such requirements will be waived only due to unusual circumstances, e.g., transfers from another district with different course offerings. Requests of this kind will be considered on a limited, individual basis.

Non-Discrimination

The Mentor Exempted Village Public School District hereby gives notice that it does not discriminate on the basis of race, color, national origin, sex, or disability in the educational programs and activities operated by the district. It is the policy of the Mentor Exempted Village Public School district that educational programs and activities are provided without regard to race, color, national origin, sex, or disability.

No student shall be denied admission to the Mentor Exempted Village Public School District or to a particular course or instructional program or otherwise be discriminated against for reasons of race, color, national origin, sex, or disability, or any other basis of unlawful discrimination.

Course Offerings

An elective course will be offered only if the number of students enrolled is sufficient to warrant its inclusion in the curriculum.

Graduation Requirements

It is a student's responsibility to see that requirements for graduation are met. School officials will make every effort to keep up-to-date records and to keep students and parents informed about the status of progress toward compiling the necessary course work for graduation requirements. However, it is the student's responsibility to be acquainted with necessary requirements to meet this goal.

The overall credit requirements for graduation from Mentor High School are as follows:

Subject	Units of Credit
English	4
Social Science U.S. History U. S. Government Economics Elective	3 (required – 1) (required – 0.5) (required – 0.5) (required – 1)
Science Physical Biological Elective	3 (required – 1) (required – 1) (required – 1)
Mathematics	4
Health	0.5
Physical Education	0.5
Fine Arts/Business	1*
Electives (all other credits)	5
Total	**21**
***All students must receive instruction in economics and financial literacy during grades 9-12 and must complete at least two semesters of fine arts taken any time in grades 7-12. Students following a career-technical pathway are exempted from the fine arts requirement.**	

Students must pass all parts of the Ohio Graduation Test examinations to receive a diploma. **Students who do not meet the necessary requirements for graduation are not eligible to participate in any senior activities relating to and including commencement.**

Course Cancellations

Insufficient enrollment causing the cancellation of specific classes or scheduling conflicts may require the student to select alternative courses. In these cases the student and parent will be notified as soon as possible and will be assisted in selecting another course.

Course Load

Ninth and **tenth** grade students are required to take six courses or the equivalent each semester. **Eleventh** grade students are required to take five courses one semester and six courses the other semester. **Twelfth** grade

students are required to take a minimum of five courses each semester (American Government is required in the twelfth grade and in the eleventh grade from graduating class of 2016 and beyond). Students achieve sophomore, junior or senior standing by having earned the number of credits indicated below:

Sophomore – 5.25 credits, **Junior** – 10.75 credits, **Senior** – 16 credits

Students who have failed courses, dropped out and subsequently reentered school, or have had school progress delayed because of personal circumstances or illness may elect to attend high school more than four years. In fact, in such cases it is recommended that more time be allotted to the educational program.

All students are required to have an accurate schedule on file in the school student management system.

Students who attend summer school must make the necessary schedule adjustments in August upon return of the counselors.

College Core

In order to be successful in college, high school students should undertake a well-balanced program with some courses in all subject areas. Because requirements for colleges vary, students should check the recommendations of the specific colleges in which they are interested before planning their schedules. Basically, however, most colleges recommend that students complete at least the following subjects:

- Four years of English;
- Three years of science (two of which should be laboratory);
- Three years of math (Algebra 1, Algebra 2, Geometry), one of which should be taken in twelfth grade;
- Two years of world language (Some colleges recommend three years – see your counselor);
- Three years of social science;
- One year of visual and/or performing arts (Some four-year institutions recommend one credit in an art or music program for admittance. Please check with your counselor and the colleges you are interested in attending).

Some of Ohio's state universities require these courses for unconditional admission. A math class in twelfth grade is highly recommended. Students must complete Algebra 2 by the end of the twelfth grade. Students who plan to attend community college should discuss with their counselors the requirements for admission and the transfer policies. With careful planning, students may be able to take a Career Prep or Tech Prep program **and** complete the college prep curriculum.

Athletics & Extracurricular Activities Eligibility

In order to be eligible for athletics and extracurricular activities, students must pass the equivalent of five units of credit and maintain a 2.0 grade point average. *Summer school credits and grades are **not** considered in determining eligibility.*

Standards

1. Students must pass courses during the previous nine-week grading period that earn a minimum of <u>five credits per year</u> toward graduation.
2. Students must have achieved a minimum of a 2.0 grade point average in the nine-week period preceding the period of their participation.

Students who do not meet **both** of the eligibility standards defined above shall be ineligible for participation in or practice interscholastic athletics or extracurricular activities until the end of the grading period.

Probation Status

Students achieving a grade point average between 1.0 and 2.0, and who have passed courses that earn a minimum of five credits per year, may petition for probationary status. In order to remain eligible during probationary status, the student must attend a mandatory study table at school. The student must attend study table for 30 minutes, three days per week. The study table is supervised, and the student must be working on school related material. As long as the student attends the required study table and works as required, he/she will be eligible for participation. However, if the student fails to meet the requirements of the probationary contract, the following penalties will occur:

- First offense: The athlete becomes ineligible for the next calendar week.
- Second offense: The athlete becomes ineligible for the remainder of the grading period.

A student remains on probation the entire grading period. At the end of the grading period his/her status will be re-evaluated. An athlete may remain on probation during consecutive grading periods if he/she is making academic progress. If an athlete does not demonstrate academic progress (improved grades), he/she becomes ineligible for the following grading period. If the athlete has been on probation for more than one consecutive grading period and he/she is still not eligible, his/her status will be re-evaluated to determine if alternate intervention is required or if ineligibility is needed. If an athlete is ineligible, but possibly could return to eligibility during the sport season, he/she must attend the study table as if they are on probation in order to regain their eligibility the following grading period. *Please check with your principal or the Director of Athletics if you are unsure of your eligibility status.*

Educational Options

The Mentor Secondary Program provides each student with a broad and general educational background as is reflected in the requirements for graduation. The primary goal of the educational program is to insure that, before the students graduate from Mentor High School, they have mastered the basic learning skills. These skills will enable them to become lifelong learners and to cope successfully with a changing society. The second goal of the program is to offer students, once they have demonstrated competency in the basic skills, a wide variety of choices permitting them to develop their own sequence of studies that will assist them in developing the personal, career and educational skills necessary for success either in their chosen vocation or in college. The career and college preparatory programs of studies outlined elsewhere in this booklet are designed to guide students in the selection of subjects that will lead them toward their chosen goal.

Lakeland Articulation

Completion of certain sequences of courses at Mentor High School may lead either to a course waiver or credit by examination at Lakeland Community College. Lakeland charges a nominal fee for credit by examination. Some of the career preparation programs also have bi-lateral agreements with two-and four-year state of Ohio colleges and universities. Please ask the instructors or counselors for specific information. Application forms for course waiver credit by examination may also be obtained from the counselors. For more information regarding the curriculum, consult the most current community college bulletin.

Early Graduation

1551 Sixth Semester Graduation, Grade 11
1552 Seventh Semester Graduation, Grade 12

A student may be eligible for early graduation either at the end of the junior year (sixth semester) or at the end of the first semester of the senior year (seventh semester). *Those students who wish to be considered for early graduation should ask the unit principal or counselor in the unit office for more information early in their high school experience.*

Sixth semester graduation – To be eligible for sixth semester graduation, a student must have met all Mentor Board of Education requirements at the end of the junior year. These requirements include: (1) earning a minimum of 21 units of credit, (2) earning 3-1/2 credits during the last 2 semesters of attendance, and (3) making the proper application by June 1 of the junior year. The senior English requirement can be met by completing 6 semester hours of English at a local college.

Seventh semester graduation – To be eligible for seventh semester graduation, a student must have met all Mentor Board of Education requirements at the end of the first semester of the senior year. These requirements include: (1) earning a minimum of 21 units of credit, and (2) earning 3-1/2 credits during the last two semesters of attendance. The fourth English and math credit can be met by completing ½ credit for the first semester in the appropriate English and math course and by completing an additional ½ credit in English and math.

1550 Post-Secondary Enrollment Option (PSEO)

This program is available as an option to earn credit toward high school graduation by attending on a full or part-time basis a state-assisted college or university or any institution holding a certificate of authorization to

award degrees issued by the Ohio Board of Regents. Alternatively, the student could choose to receive college credit rather than high school credit, but in that case, he or she would have to pay all tuition, textbooks, materials, and fees. Please refer to your counselor if you are interested in this option.

Advanced Placement Courses

Advanced Placement courses offer students the opportunity to do college-level studies in the tenth, eleventh and twelfth grades. Upon completion of the AP course, students may take the nationally administered examination in May. According to their performance on the examination, they may receive up to twelve college credit hours for each examination they take. This makes it possible for a student who is successful on the exam(s) and in the courses(s) to enter college at or near the sophomore level. Schools throughout the U. S. recognize the Advanced Placement Program, though different schools treat AP credit differently. If students have questions about how their intended college handles AP credit, they should consult their counselor. At this time, Advanced Placement courses are offered in the following areas at Mentor High School:

Art	Biology	Psychology
English	Calculus AB & BC	American Government
French	Chemistry	U.S. History
German	Physics	European History
Spanish	Statistics	Economics (Micro and Macro)
		Computer Science A

Admission to the honors and Advanced Placement courses requires several criteria, including the following:

1. A commitment to academic achievement;
2. A grade point average of B or better;
3. An understanding and acceptance of the time the courses involve, both in terms of study time and homework;
4. Teacher and counselor recommendations;
5. Performance on academic achievement tests;
6. Parental approval and support.

We deal with three basic questions in our consideration of a student for placement in an Advanced Placement class:

1. Does the student have sufficient general ability?
2. Has he or she adequate academic preparation?
3. Has he or she sufficient motivation and maturity?

Credit Flexibility

Credit Flexibility is any alternative coursework, assessment or performance that demonstrates proficiency needed to be awarded equivalent graduation credit as approved by the school district. Approved credit awarded through this policy will be posted on the student's transcript and counted as required graduation credit in the related subject area or as an elective. Information regarding the Credit Flexibility policy and program is posted on the district website. Interested students should contact their guidance counselor for additional information and guidelines.

Cardinal Achievement Academy

The Cardinal Achievement Academy is part of Mentor High School. Students enrolled in the academy are considered students of Mentor High School and have the same rights and privileges of MHS students. The academy is designed for students who are not achieving success in the traditional school setting. Often these students exhibit some of the following characteristics: academic failure; school or class truancy; apathy or indifference to education; or deficiency in credit completion. The academy offers a full range of classes to meet the needs of all students. All classes and coursework are conducted online. Mentor High School faculty serve as teachers-of-record in the courses.

Community Service
Grades 9-12 (not a graduation requirement)

The Community School Service Club provides an opportunity for students at Mentor High School to do volunteer service within the Mentor Exempted Village School District or with an approved community agency. Recognition will be given on the student's transcript and at graduation if 30 hours or more are completed.

A list of volunteer assignments will be developed to give the student the opportunity to choose an area of interest. Areas might include: club activities, audiovisual, library aide, teacher's assistant, student tutor, office

clerical, and other areas deemed appropriate. A list of services will be developed for student reference with the local community agencies.

Career Preparation Options

Senior Project/Capstone
1558 Senior Project, Grade 12

Senior Project/Capstone is designed to provide interested seniors with the opportunity to work on meaningful independent projects of their own selection and design. Eligible seniors will be excused from their classes the last two and one-half weeks of the school year to pursue a project outside the normal school setting. The project may take the form of an experience, such as extensively shadowing a person in a specific career field, or it may be a research project, a creative endeavor, or travel experience. Seniors will be eligible for participation in this project based on the following criteria:

1. Passing all classes;
2. Meeting all graduation requirements;
3. Maintaining good attendance;
4. Displaying good citizenship;
5. Developing a project acceptable to the committee.

Each participating senior will develop a project subject to approval by the project committee. The student is responsible for choosing a faculty advisor who will meet with the student on a weekly basis. Participating seniors will keep a daily journal to record their experiences and reflections. Students must spend 30 hours a week pursuing the project. At the conclusion of the project, the student will write a reflection paper on the experience. The student will also be evaluated by his/her on-site coordinator. Participating seniors will have **Senior Project/Capstone** appear on their transcript. Capstone Project is three weeks and exclusively for Career Tech/College Tech Prep students. Information will be discussed by the program instructor.

Career Tech Prep Programs

There are typical sequences for courses designed to develop a student's skills to the extent that he or she may qualify for direct entry into employment as well as technical preparation for post-secondary education. Courses are strongly recommended for the development of employability skills and are essential to the development of technical skills.

Most career preparation programs are two-year sequences with the exceptions of the practical nursing program and the cooperative work-study courses. Students age 16 or over are eligible for career preparation programs. Students interested in enrolling in a career preparation course should contact their counselors and apply for acceptance. Application to a one-year cooperative work-study course should be made during the junior year.

College Tech Prep Programs

College Technical Preparation (College Tech Prep) is an educational program designed to prepare students for careers as technicians in business and industry. College Tech Prep has been developed to meet the needs of the high school graduate who can no longer rely solely on a diploma as the ticket to a high paying technical career. College Tech Prep is a course of study designed for high school students to help them get a head start in the pursuit of a technical career. Through a blending of higher level academic and technical courses, College Tech Prep helps students to prepare themselves more fully for the advanced classes required by two-year technical and community colleges. Lakeland Community College and Mentor High School have formed a partnership that provides high school students the opportunity to earn college credits toward an Associate of Applied Business or Applied Science degree at Lakeland. (For a list of high school courses that are accepted as Lakeland credits, consult your counselor.) Some four-year universities such as Cleveland State have also joined the College Tech Prep initiative to provide an easy transition from a two-year degree to a four-year degree.

Career Passport

The Career Passport is a career planning document for Career Technical Education students that identifies the student's marketable skills and assists in the transition from school to work. The Passport will include a letter of verification, diploma, resume, written definition of career goals, record of achieved competencies, transcript, and sample of learned employability

skills. The portfolio may also include a school profile, record of awards, achievement letters or recommendations, sports vita, and a documentation of community service.

Summer School

The Summer School Program is designed to allow students to correct or remediate academic weaknesses in courses they have previously failed. In gaining credit for their enrollment and successful completion of their classes, the students may have the opportunity to advance to the next grade level and/or attain credits needed to graduate. Seniors attending summer school who successfully pass credits necessary to meet graduation requirements will receive an August diploma. Students may be tutored in classes for credit that are not offered in summer school at the expense of the student. All summer school classes and tutoring requests should be approved through the student's counselor and/or principal.

Students may take physical education for new credit and apply it toward graduation. This class is open to students entering grades nine through twelve only.

Registration for summer school make-up classes begins the Monday after the end of the school year. Summer school lasts for five weeks.

Tuition is set by the Board of Education, and summer school is operated at no cost to the Board of Education through funds derived from tuition. All classes of summer school are contingent upon sufficient enrollment.

Profile of an Honors/Advanced Placement Student

Students who succeed as honors and/or advanced placement students share some common characteristics that are important to their success. When making decisions about enrolling in honors and/or advanced placement courses, students need to consider the characteristics of the typically successful honors/advanced placement student and make decisions about enrollment based on self-evaluation of their skills, abilities, and work ethic. We encourage all students to challenge themselves intellectually. We want to be sure that students make decisions about enrollment in honors/advanced placement courses based on sound information and careful consideration.

<u>The Characteristics of Successful Honors/Advanced Placement Students</u>

- ✓ Demonstrated strengths in:
  - Study skills
  - Motivation
  - Reading skills
  - Organization and time management skills
  - Initiative
- ✓ Willingness to exhibit intellectual curiosity (sincere interest in learning)
- ✓ Willingness to accept responsibility for his/her own learning
- ✓ Willingness to spend time beyond what is expected in a college-preparatory class
- ✓ Willingness to accept challenges, acknowledge that the work will be difficult, and perseverance when it is
- ✓ Ability to accept and learn from constructive criticism and mistakes

Students who demonstrate these characteristics are most often highly successful in honors/advanced placement courses.

Academic Letter Program

Each May we will hold an Underclassmen Awards Ceremony to recognize outstanding academic achievement based on a student's first three (3) grading periods GPA. Academic Letter criteria are as follows*:

Year	GPA	Award
1	3.5 or higher	Class Numerals and Certificate
2	3.5 or higher	Academic Letter and Certificate
3	3.5 or higher	Lamp of Knowledge Pin and Certificate
4	3.5 or higher	Lamp of Knowledge Pin and Certificate

*for the class of 2016 and beyond—the class of 2015 and prior follow previous guidelines of receiving their letter the first year and pins/certificates for all subsequent years.

Comparison of Diplomas with Honors Criteria
Students need to fulfill all but one criterion for any of the following Diplomas with Honors

Subject	High School Academic Diploma with Honors Graduating Classes 2011 and Beyond	Career-Technical Diploma with Honors for Graduating Classes 2011 and Beyond
English	**4** units	**4** units
Mathematics	**4** units, including Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four-year sequence of courses that contain equivalent content	**4** units, including Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four-year sequence of courses that contain equivalent content
Science	**4** units, including physics and chemistry	**4** units, including physics and chemistry
Social Studies	**4** units	**4** units
Foreign Language	**3** units (must include no less than 2 units for which credit is sought), i.e., 3 units of one language or 2 units each of two languages	Not counted toward requirements
Fine Arts	**1** unit	Not counted toward requirements
Career-Technical	Not counted toward requirements, and may not be used to meet requirements	Now counted in Electives
Electives	Not counted toward requirements	**4** units of Career-Technical minimum. Program must lead to an industry recognized credential, apprenticeship, or be part of an articulated career pathway which can lead to post-secondary credit.
Grade Point Average	**3.5** on a 4.0 scale	**3.5** on a 4.0 scale
ACT/SAT Score [excluding scores from the writing sections]	**27** ACT / **1210** SAT	**27** ACT / **1210** SAT
Additional Assessment	Not applicable	Achieve proficiency benchmark established for appropriate Ohio Career-Technical Competency Assessment or equivalent

Present School: _____ **MENTOR HIGH SCHOOL** Present Grade: _____

Schedule Planner

Recommended Course Load

9th grade – 12 courses (6 each semester)
10th grade – 12 courses (6 each semester)
11th grade – 11 courses (6 one semester, 5 one semester)
12th grade – 10 courses (5 each semester)

Maximum Course Load

9th grade – 12 courses (6 each semester)
10th grade – 12 courses (6 each semester)
11th grade – 12 courses (6 each semester)
12th grade – 12 courses (6 each semester)

Student Number **Last Name** **First** **Middle**

The purpose of the Schedule Planner is to help ensure that your schedule meets Mentor High School's requirements. Sophomores must schedule a minimum of 12 modules each semester and juniors 12 modules one semester and 10 the other. Also, physical education must be taken either first or second semester. Seniors must schedule a minimum of 10 modules each semester. Some courses require permission for enrollment. The student must have the appropriate department coordinator or teacher initial the planner to approve these courses.

First Semester				
Course Number	**Course Title**	**Appr/Rec**	**Credit**	**Number of Modules**
	English ( )			2

Second Semester				
Course Number	**Course Title**	**Appr/Rec**	**Credit**	**Number of Modules**
	English ( )			2

Drop and Add Regulations

Students are required to take a minimum number of courses each year. This "minimum course load" includes both required courses and elective courses. With the guidance of parents and counselors, students select these courses during the registration period. This is the time when "schedule planners" are completed. In addition to the required courses, students have an opportunity to select whatever elective courses they wish. The Program of Studies Booklet is the students' and parent's guide for making these selections.

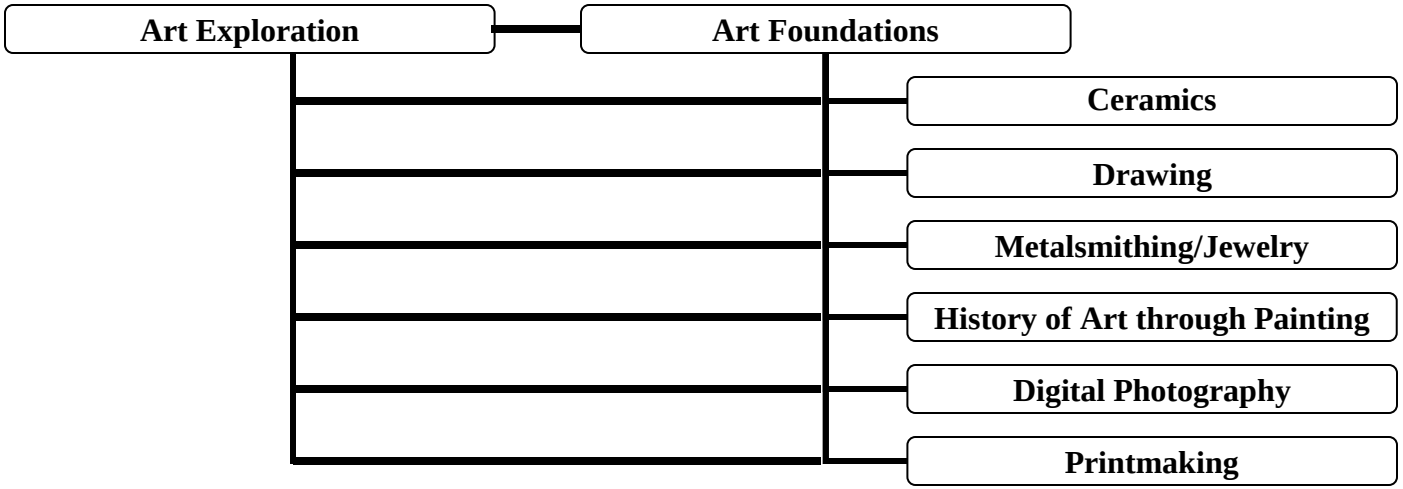
During the time between registration and the end of the school year (early June), students and parents may discuss and request changes in these courses. After the close of the school, no courses will be dropped from the student's schedule at any time unless: **1) a technical error was made in the process of scheduling the student's requests, 2) the student has been clearly academically misplaced, or 3) there is a scheduling conflict.** This is partly due to the fact that the teaching staff has already been hired/reassigned to teach the courses and sections required by the previous spring's sign up. Students who wish to drop or change classes due to academic misplacement must do so no later than the end of the semester for year classes, and the end of the first nine weeks of a semester class. Students may be permitted to drop a class at the beginning of the following year and through the second week of school, as long as another class is added during the same period. This would again depend on class size and staffing considerations. Students are encouraged to sign up for, and follow through on, as many courses as they, their parents, and counselors feel they are academically able to attempt. Courses may be added after the close of school in the spring and during the next school year during the first two weeks of each semester if the class the student wishes to take is not filled. **Schedule changes will not be permitted on the basis of teaching style, personality or time of day.**

I understand it is my responsibility to see that requirements for graduation are met. I also understand the "Drop and Add Regulations" in effect at Mentor High School.

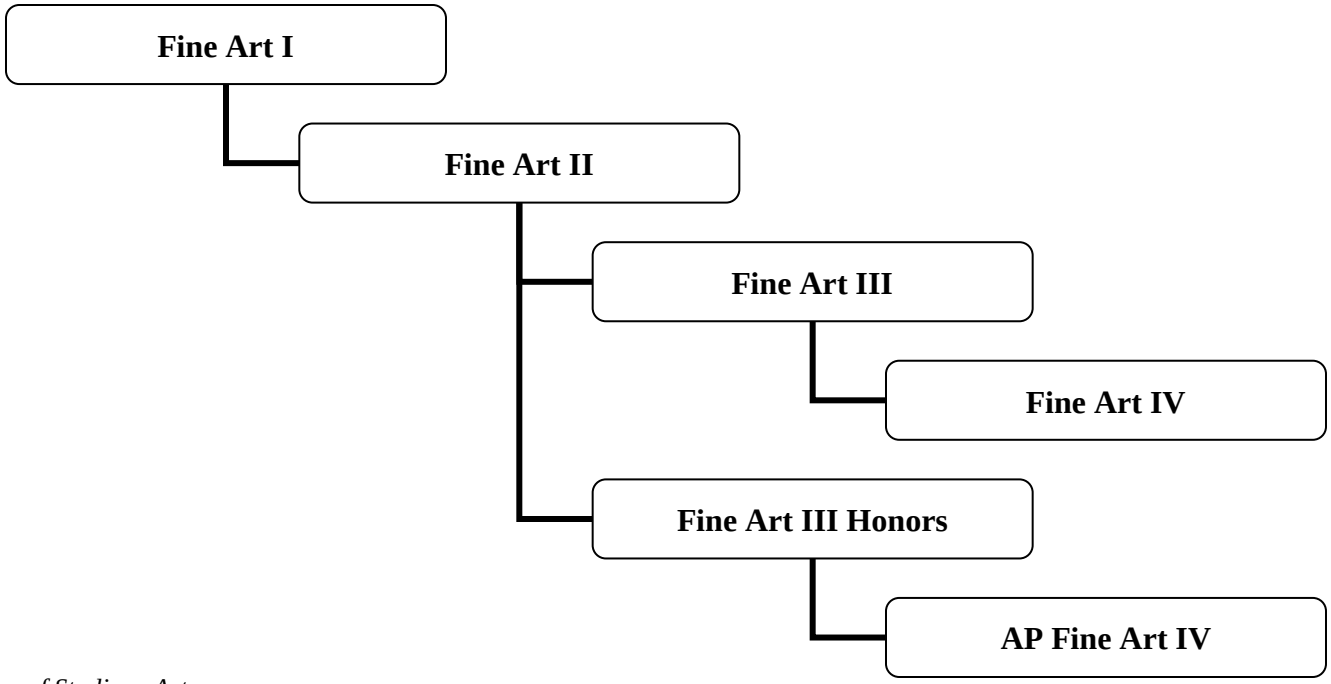
Student Signature _____ Date _____ Parent Signature _____ Date _____

It is the policy of the Mentor Exempted Village Schools to provide equal educational counseling and extracurricular opportunities to all students without regard to race, color, creed, national origin or sex. Therefore, all students are eligible to enroll in al courses listed for which they have met the specified academic or prior course prerequisites.

Art Courses Flowchart



Note:
Students may enter Fine Art I from any of the courses listed above upon teacher recommendation. Fine Art students may take Ceramics, Drawing, Metalsmithing/Jewelry, History of Art through Painting, Digital Photography and/or Printmaking in conjunction with Fine Art.



Art

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1004	Art Exploration	1.0	2	This course is open to students who are interested in a year-long "product based" art class. This course explores a variety of media and techniques. It also prepares the student for any semester art courses. Creative problem solving, craftsmanship, and care of materials will be stressed. Students will be required to purchase a supply packet in addition to the art fee.		No
1010	Art Foundations	.50	1	This semester course is designed to teach students about visual literacy and the "language of visual art." It also prepares the student for any other semester art courses. Emphasis will be on the observation of art, the design of art, and the analysis of art through the elements and principles of design. Students will be required to purchase a journal and a supply packet in addition to the art fee.		No
1001	Fine Art I	1.0	2	This course is designed to be the first course in a series of Fine Art classes. Its purpose is to begin the portfolio preparation process. This course is designed for those students indicating a serious interest in art, but not necessarily a career in art. Previous preparation in seventh and eighth grade art, combined with demonstrated proficiency in media and techniques, serve as a basis for student participation in Fine Art 1. Students will be required to purchase a journal and a supply packet in addition to the art fee.	Teacher Recommendation	No
1043	Fine Art II	1.0	2	This course is designed to be the second course in the series of Fine Art classes. Its purpose is to continue the portfolio preparation process and provide further development of drawing skills, painting techniques, and design concepts that were explored in Fine Art I. A shift of emphasis from previous art classes is the expectation that students have strong drawing skills and a work ethic which embraces working on projects both in class and outside of class. This course is designed to continue the fine art experience but students may not necessarily desire a career in art. Students will be required to purchase a journal and a supply packet in addition to the art fee.	Fine Art I and Teacher Recommendation	No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1044	Fine Art III	1.0	2	Major emphasis will be on a further development and refreshment of drawing, basic painting skills and design concepts. Students will not just be introduced to media but will be exploring principles of design through a variety of drawing and painting processes. Students will draw from life, paint (transparent and opaque), respond to creative problem solving and deal with two-dimensional design both with and without color. This course is designed to continue the fine art experience but students may not necessarily desire a career in art. A journal is required, and a junior portfolio will be assembled. A studio fee is required.	Fine Art II and Teacher Recommendation	No
1044H	Fine Art III Honors	1.0	2	This course enables highly motivated students to explore the goal of art as a career option. Emphasis is placed on the production of a volume of quality pieces of artwork. It is the expectation that students have strong drawing skills and a work ethic which embraces working on projects both in class and outside of class. This course provides students with an awareness of post-secondary options in art and helps them begin to prepare an excellent portfolio for study at the college level. All students enrolling in the course are expected to assemble and submit a Junior Studio Art Portfolio. Successful completion of this course will prepare students for the opportunity to enroll in AP Fine Art IV.	Fine Art II and Teacher Recommendation	Yes
1045	Fine Art IV	1.0	2	This course is designed to continue the fine art experience but students may not necessarily desire a career in art; students may wish to continue art as an avocation. Students will draw from life, paint (transparent and opaque), respond to creative problem solving, and deal with two-dimensional organizational issues. The major emphasis in Fine Art 4 will be to develop and refine those skills learned in the previous fine art classes as well as introduce and develop new concepts associated with an individual interpretation theme. A journal is required and a senior portfolio will be assembled. A studio art fee is also required.	Fine Art III and Teacher Recommendation	No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1045AP	AP Fine Art IV	1.0	2	After completing this course, the student will be able to pursue art in a post-secondary school. This course enables highly motivated students to perform at the college level while still in high school. Emphasis is placed on the production of a volume of quality pieces of artwork. It is the expectation that students have strong drawing skills and a work ethic which embraces working on projects both in class and outside of class. This course allows students to compare their work with that of other high school students throughout the nation and helps them prepare an excellent portfolio for study at the college level. All students enrolling in the course are expected to assemble and submit an AP Studio Art Portfolio. The AP Studio Portfolio is a performance-based exam rather than a written exam and is mandatory for AP course credit. The completion of this course will provide students with the opportunity to receive college credit or to place out of certain college courses. Students should contact their post-secondary institutions to determine the status of AP credentials there.	Fine Art III Honors and Teacher Recommendation	Yes
1012	Ceramics	.50	1	This course is designed to emphasize hand building techniques. Wheel thrown forms may be explored. Students will also study and practice surface decoration, glazing, and firing of pottery and sculpture. Students will be required to pay an art fee.	Art Exploration, Fine Art I or Art Foundations	No
1016	Drawing	.50	1	Students will explore a variety of media in the area of drawing. Emphasis will be on both creative problem solving and critical observation. Strong drawing skills are **not** needed to take this course. Students will be required to purchase a journal and a supply packet in addition to the art fee.	Art Exploration, Fine Art I or Art Foundations	No
1022	Metalsmithing/ Jewelry	.50	1	Students electing to take this course will be offered the opportunity to design and fabricate personal jewelry and small scale sculpture. Students will be introduced to basic bench procedures and silver soldering. Safety will be stressed. Students will be required to purchase a journal and a supply packet in addition to the art fee.	Art Exploration, Fine Art I or Art Foundations	No
1024	History of Art through Painting	.50	1	Students begin with an introduction to the basic principles of painting and learn how to critique and compare works of art. Coverage of artistic movements highlight historical context and introduces students to key artists that represent a variety of geographic locations. Throughout the course, students apply what they have learned about art critique to analyze and evaluate both individual artists and individual works of art. Students will be required to purchase a journal and a supply packet in addition to the art fee.	Art Exploration, Fine Art I or Art Foundations	No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1030	Introduction to Digital Photography	.50	1	This is an introduction to photography that emphasizes basic camera techniques. In this course students will explore digital photography and related technologies for the production of fine art. Students will develop skills necessary to create their own unique body of work using digital photographic techniques. The production and analysis of expressive and thoughtful art work is the main objective of this course. **Requirement:** Students must provide a 7+ megapixel digital camera. There are no exceptions as the school cannot supply cameras. Students will be required to pay an art fee.	Art Exploration, Fine Art I or Art Foundations	No
1020	Printmaking	.50	1	This course is based upon the four major printing processes and includes techniques in linoleum cutting, monoprinting, and acid etching. The creation of multiple prints and presentation of a portfolio of works will be stressed. Students will be required to purchase a supply packet in addition to the art fee.	Art Exploration, Fine Art I or Art Foundations	No

Business/Computer Science

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1061	Accounting	.50	1	This course introduces students to the entire accounting cycle for a service business. Aspects of corporate accounting are also included as well as discussions of current corporate events and business ethics. Students participate in a business simulation to gain "real world" experience. This course includes computerized accounting with Excel.		No
1054	Media & Marketing for the 21st Century	.50	1	This project-based course is designed to introduce students to the business of advertising. Students will learn to define target markets, formulate an advertising plan, and implement an advertising strategy. Students will develop advertisements for a variety of products and services in all types of media. Students will utilize Adobe CS3 and MS Office Suite throughout the course.		No
1066	Law 101	.50	1	Law 101 is an engaging class which makes use of interactive methods to give students a practical understanding of law and our legal system. The course focus: legal issues relevant to students' lives such as the Legal System, Criminal & Civil Law, Juvenile Justice, Contracts, Consumer Protection, Product Liability, and Employment Law to name a few. The course goal: help students develop knowledge and skills essential in our law-oriented society. A field trip to Mentor Municipal Court and mock trials are incorporated within this class.		No
1069	Business Management	.50	1	Business Management requires a combination of skills and knowledge, coupled with good judgment and leadership qualities. This hands-on course takes students through some of the various requirements they may encounter while owning, managing, or planning a business. Students are provided an opportunity to set up and run a company, as well as prepare a business plan. This course includes a field trip.		No
1076	Computer Applications	.50	1	Interested in becoming proficient with the latest Microsoft Office technology? Explore a variety of computer software applications used by businesses and individuals, as well as emerging technologies.		No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1100	Personal Finance	.50	1	This course is designed to help students develop the skills to make informed choices concerning post-secondary schooling, careers, and financial planning. The goal of this course is to provide a bridge between the knowledge acquired throughout high school and the skills needed to succeed after graduation. Students will apply their knowledge to a variety of real-world simulations including: job interviews, paychecks, taxes, banking, investing, budgeting, and financial planning.		No
1088	Programming I: Introduction to Visual Studio	.50	1	Students will learn how to write simple interactive computer programs to run the windows environment using Visual Studio Express. Students will learn and understand the software development cycle as used in the business world. Students will use programming logic and debugging skills to independently create real-life applicable programs. An understanding of variables is essential for success in this class.		No
1090	Programming II: Applications in Computer Science	.50	1	This course is designed to further the knowledge and skills of students in Object Oriented Design (OOD) programming through the continued use of Visual Studio Express and an introduction to a Java Interactive Development Environment. Students will create interactive programs using logic and debugging skills both independently and in teams. Projects prepared by the students will be presented to the class.	Programming I	No
1089	Web Page Design	.50	1	This course is designed to help students learn basic web page design skills through the application of WYSIWYG (What you see is what you get) software applications such as Dreamweaver CS3 and basic HTML. Students will create and manipulate web sites from templates and original thought. Students will learn how to create sites for personal use as well as business applications.		No
1071	International Business and the Global Environment	.50	1	This project-based course provides students with a background in the global marketplace and makes students aware of the growing need for becoming active in a 21st century global business economy. This course gives students an introduction to the essentials of international business and the environmental forces that have an impact on it. Topics include the economic, cultural, legal and political environment and the international management, marketing, finance, exporting and importing functions. An in-depth study of doing business in a specific country is required.		No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1072	AP Computer Science A	.50	1	This class is designed for students who plan to pursue a career that relies on computer technology. Completion of Introduction to Programming I and a strong math background will help assure success. Students will be learning JAVA, an excellent web-based programming language that is the current standard for AP Computer Science. Topics include: program development cycle, program syntax, writing code techniques, classes, data types, methods, conditionals, and repetition statements. Students will gain an in-depth knowledge of how computers execute programs. Students will be given plenty of classroom time to work on projects. Since the software is free, students also will be able to work at home. After the AP test, students will pick a topic of their choosing such as game programming, swing classes, and data management. Students are highly encouraged to take the AP exam in the spring.	Programming I or Permission of Instructor	Yes

Career/Technical Education

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1560	Auto Collision I – **College Tech Prep –** Willoughby Tech Center	3	2	Emphasizes repair techniques, including dent removal with hand and hydraulic tools, welding, brazing, shrinking, torch soldering, body fillers, paint preparation and spraying. Students will then apply what they have learned to work on automobiles.		No
1565	Auto Collision II – **College Tech Prep –** Willoughby Tech Center	3	2	Level 2 will focus on glass and automotive trim repairs, fiberglass construction, panel and sheet metal replacement, damage repair, frame, wheel, and body alignment, automotive electricity and vehicle painting. Successful students will be eligible for an apprenticeship program.	Successful completion of Level I	No
1948 (I)	Auto Services I – **College Tech Prep –** Willoughby Tech Center	3	2	Auto Services trains students in general automotive service and repair. Training is provided in many areas of auto maintenance, including interior/exterior car maintenance, and detailing and oil/fluid changes. Classroom instruction is provided in braking and suspension theories, along with general knowledge of auto care and maintenance. Career opportunities for students who complete this program include: service center technician, retail sales in tires, and service attendant in fluid change shops.	Counselor Recommendation	No
1948 (II)	Auto Services II – **College Tech Prep –** Willoughby Tech Center	3	2	Auto Services trains students in general automotive service and repair. Training is provided in many areas of auto maintenance, including interior/exterior car maintenance, and detailing and oil/fluid changes. Classroom instruction is provided in braking and suspension theories, along with general knowledge of auto care and maintenance. Career opportunities for students who complete this program include: service center technician, retail sales in tires, and service attendant in fluid change shops.	Counselor Recommendation	No
1568	Auto Service Technology **College Tech Prep** Lab/ Related I – Euclid	3	2	Students in this program will be trained in engine repair and performance, automatic transmission and transaxles, manual transmissions, drive trains, and axles, brakes, electrical systems, heating, and air conditioning. This two-year program offers one period of related theory in the classroom and three hours of lab practice on automobiles. In the second semester of the second year, students will begin early release to get to a job site in the automotive field.		No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1569	Auto Service Technology **College Tech Prep** Lab/ Related II – Euclid	3	2	Students in this program will be trained in engine repair and performance, automatic transmission and transaxles, manual transmissions, drive trains, and axles, brakes, electrical systems, heating, and air conditioning. This two-year program offers one period of related theory in the classroom and three hours of lab practice on automobiles. In the second semester of the second year, students will begin early release to get to a job site in the automotive field.	Successful completion of Level I	No
1678	Business Administration and Management I **College Tech Prep** – Mentor	3	2	The Business Administration and Management Program is designed to prepare students to plan, organize, direct and evaluate all or part of a business organization through the allocation and use of financial, human and material resources. This course challenges students by using the latest technology to examine the field of business administration and management. Students gain knowledge and skills in the following areas: management, business analysis, marketing, business law, communication skills, money and personal finance, economics, accounting, financial management, human resource management, information technology, and employability and career development.		No
1679	English 11 College	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace. This course aligns to the College and Career Readiness Anchor Standards and Ohio's new learning standards for English Language Arts.		No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1680	Business Administration and Management II **College Tech Prep** – Mentor	3	2	The Business Administration and Management Program is designed to prepare students to plan, organize, direct and evaluate all or part of a business organization through the allocation and use of financial, human and material resources. This course challenges students by using the latest technology to examine the field of business administration and management. Students gain knowledge and skills in the following areas: management, business analysis, marketing, business law, communication skills, money and personal finance, economics, accounting, financial management, human resource management, information technology, and employability and career development.	Successful completion of Level 1	No
1681	English 12 College	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace. This course aligns to the College and Career Readiness Anchor Standards and Ohio's new learning standards for English Language Arts.		No
1682	Business Administration and Management Lab II **College Tech Prep** – Mentor	3	2	The Business Administration and Management Internship allows for dynamic, real-world application of the principles taught in the classroom. This supervised internship provides excellent insight in the educational requirements, cultural aspects, and skill level of specific career paths. During the second year of the program, students complete their graduation and college admission requirements in the morning and spend the afternoons gaining practical, supervised, paid part-time work experience.		No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1949 (I)	Business Technology I – **College Tech Prep –** Willoughby Tech Center	3	2	Clerical Services is designed to train students in the basic fundamental operations of an office. Students work on individualized projects covering basic keyboarding, Microsoft Office, 10-key adding machine, filing and duplicating. Career opportunities for students who complete this program include: clerical assistant, general office assistant, data entry clerk, and administrative assistant.	Counselor Recommendation	No
1949 (II)	Business Technology II – **College Tech Prep –** Willoughby Tech Center	3	2	Clerical Services is designed to train students in the basic fundamental operations of an office. Students work on individualized projects covering basic keyboarding, Microsoft Office, 10-key adding machine, filing and duplicating. Career opportunities for students who complete this program include: clerical assistant, general office assistant, data entry clerk, and administrative assistant.	Counselor Recommendation	No
1648	CAD/Engineering Technology I **College Tech Prep** – Lakeland	3	2	This program prepares students for a career in operations in manufacturing industries. Emphasis is placed on problem-solving and critical-thinking skills. A CAD engineering technician is available to assist with the implementation of the manufacturing process from design to finished product. Technicians support the work of the engineer, utilizing theoretical knowledge of fundamental scientific, engineering, mathematical, or drafting design and principles. Students will take their required academic courses at their home schools. Transportation to and from Lakeland will be provided by the school district.		No
1650	English 11 College	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace. This course aligns to the College and Career Readiness Anchor Standards and Ohio's new learning standards for English Language Arts.		No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1651	CAD/ET Applied Physics 11 – Lakeland	1	2	Applied Physics/Principles of Technology is a two-year, applied-physics curriculum designed to present the discipline of physics in the context of how it is practically experienced in CAD/Engineering Technology (CAD/ET).		No
1653	CAD/Engineering Technology II **College Tech Prep** – Lakeland	3	2	This program prepares students for a career in operations in manufacturing industries. Emphasis is placed on problem-solving and critical-thinking skills. A CAD engineering technician is available to assist with the implementation of the manufacturing process from design to finished product. Technicians support the work of the engineer, utilizing theoretical knowledge of fundamental scientific, engineering, mathematical, or drafting design and principles. Students will take their required academic courses at their home schools. Transportation to and from Lakeland will be provided by the school district.	Successful completion of Level I	No
1655	English 12 College	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace. This course aligns to the College and Career Readiness Anchor Standards and Ohio's new learning standards for English Language Arts.		No
1656	CAD/ET Applied Physics 12 – Lakeland	1	2	Applied Physics/Principles of Technology is a two-year, applied-physics curriculum designed to present the discipline of physics in the context of how it is practically experienced in CAD/Engineering Technology (CAD/ET).		No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1622	CISCO I **College Tech Prep** – Euclid	3	2	Cisco Networking Technology prepares students for careers in network systems analysis, planning, and administration. Students gain the necessary skills to analyze network system needs from design, installation, maintenance, and management of network systems. Labs utilize Cisco routers and switches through which students learn how to set up ftp sites, email servers, VPN's and web-hosting services. The Cisco curriculum includes preparation for the Network+ certification. Upon completion of the two-year program, students are prepared to take the Cisco Certified Network Associate (CCNA) exam **(Honors Level program).**		Yes
1623	CISCO II **College Tech Prep** – Euclid	3	2	Cisco Networking Technology prepares students for careers in network systems analysis, planning, and administration. Students gain the necessary skills to analyze network system needs from design, installation, maintenance, and management of network systems. Labs utilize Cisco routers and switches through which students learn how to set up ftp sites, email servers, VPN's and web-hosting services. The Cisco curriculum includes preparation for the Network+ certification. Upon completion of the two-year program, students are prepared to take the Cisco Certified Network Associate (CCNA) exam **(Honors Level program).**	Successful completion of Level I	Yes
1631	CNC Manufacturing Technology I **College Tech Prep** – Lakeland	3	2	The CNC Manufacturing Program is designed to prepare students to learn about the manufacturing process from the design to the finished product. Students will learn CAD drawing techniques; use of measurement tools and hand tools; CNC set up and operation; CNC programming; SURFCAM software; 3-D solid modeling, geometry and trigonometry applications; quality control principals; and precision turning and milling.		No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1632	English 11 College	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace. This course aligns to the College and Career Readiness Anchor Standards and Ohio's new learning standards for English Language Arts.		No
1633	CNC Manufacturing Technology Physics I **College Tech Prep** – Lakeland	1	2	Applied Physics/Principles of Technology is a two-year, applied-physics curriculum designed to present the discipline of physics in the context of how it is practically experienced in CNC Manufacturing Technology.		No
1634	CNC Manufacturing Technology II **College Tech Prep** – Lakeland	3	2	The CNC Manufacturing Program is designed to prepare students to learn about the manufacturing process from the design to the finished product. Students will learn CAD drawing techniques; use of measurement tools and hand tools; CNC set up and operation; CNC programming; SURFCAM software; 3-D solid modeling, geometry and trigonometry applications; quality control principals; and precision turning and milling.	Successful completion of Level 1	No
1635	English 12 College	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace. This course aligns to the College and Career Readiness Anchor Standards and Ohio's new learning standards for English Language Arts.		No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1636	CNC Manufacturing Technology Physics II **College Tech Prep** – Lakeland	1	2	Applied Physics/Principles of Technology is a two-year, applied-physics curriculum designed to present the discipline of physics in the context of how it is practically experienced in CNC Manufacturing Technology.		No
1582	Computer Information Systems I **College Tech Prep** – Lakeland	3	2	This curriculum prepares students for high technology careers. Blending academic and technical subjects that emphasize problem-solving and critical-thinking skills, students will be instructed in computer programming, computer software applications, accounting applications, hardware organization and systems. Successful completion of this program may lead to internship programs, a two-year associate degree, employment as an Information Systems Technician, and/or a bachelor's degree.		No
1583	English 11 College	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace. This course aligns to the College and Career Readiness Anchor Standards and Ohio's new learning standards for English Language Arts.		No
1586	Computer Information Systems II **College Tech Prep –**Lakeland	3	2	This curriculum prepares students for high technology careers. Blending academic and technical subjects that emphasize problem-solving and critical-thinking skills, students will be instructed in computer programming, computer software applications, accounting applications, hardware organization and systems. Successful completion of this program may lead to internship programs, a two-year associate degree, employment as an Information Systems Technician, and/or a bachelor's degree.	Successful completion of Level I	No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1587	English 12 College	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace. This course aligns to the College and Career Readiness Anchor Standards and Ohio's new learning standards for English Language Arts.		No
1620	Computer Information Systems I **College Tech Prep** – Euclid	3	2	This curriculum prepares students for high technology careers. Blending academic and technical subjects that emphasize problem-solving and critical-thinking skills, students will be instructed in computer programming, computer software applications, accounting applications, hardware organization and systems. Successful completion of this program may lead to internship programs, a two-year associate degree, employment as an Information Systems Technician, and/or a bachelor's degree.		No
1621	Computer Information Systems II **College Tech Prep –** Euclid	3	2	This curriculum prepares students for high technology careers. Blending academic and technical subjects that emphasize problem-solving and critical-thinking skills, students will be instructed in computer programming, computer software applications, accounting applications, hardware organization and systems. Successful completion of this program may lead to internship programs, a two-year associate degree, employment as an Information Systems Technician, and/or a bachelor's degree.	Successful completion of Level I	No
1613	Information Technology Services Applied Physics 11 – Lakeland	1	2	Applied Physics/Principles of Technology is a two-year, applied-physics curriculum designed to present the discipline of physics in the context of how it is practically experienced in Computer, Networking and Electronic Technology (ITS).		No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1618	Information Technology Services Applied Physics 12 – Lakeland	1	2	Applied Physics/Principles of Technology is a two-year, applied-physics curriculum designed to present the discipline of physics in the context of how it is practically experienced in Computer, Networking and Electronic Technology (ITS).		No
1610	Information Technology Services I **College Tech Prep** – Lakeland	3	2	ITS prepares students to build, evaluate, troubleshoot, and maintain computers, networks, and electronic products and systems by using specialized skills and equipment to ensure product quality.		No
1615	Information Technology Services II **College Tech Prep** – Lakeland	3	2	Students will continue preparing for an A+ certification in Computer Repair Technology, Network+ certification in Computer Networking Technology, applying effective related employability skills and testing, building, maintaining and installing products/systems.	Successful completion of Level I	No
1612	English 11 College	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace. This course aligns to the College and Career Readiness Anchor Standards and Ohio's new learning standards for English Language Arts.		No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1617	English 12 College	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace. This course aligns to the College and Career Readiness Anchor Standards and Ohio's new learning standards for English Language Arts.		No
1694	Construction Management Lab I **College Tech Prep** – Lakeland	2	2	The Construction Management program is a high school and college career path linked to business, industry and lab that insures a seamless pathway from high school to college to careers in Construction Management. It provides technical preparation in a career field such as engineering technology; applied science; mechanical, industrial or practical art of the trades. The program provides a broad survey of multiple construction technology fields; prepares the student for advanced studies and training in a specific construction apprenticeship program; and introduces the technical competencies of the construction management area.		No
1695	Construction Management Related I **College Tech Prep** – Lakeland	1	2	The Construction Management program is a two-year high school and college career path linked to business, industry, and labor that insures a seamless pathway from high school to college to careers in Construction Management. It provides technical preparation in a career field such as engineering technology; applied science; mechanical, industrial or practical art of the trade and applied business practices. The student will learn site development, managing the role of the supervisor, planning and coordination, supervisory relationship with workers and hands-on construction applications.		No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1693	English 11 College	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace. This course aligns to the College and Career Readiness Anchor Standards and Ohio's new learning standards for English Language Arts.		No
1691	Construction Mgmt. Applied Physics I	1	2	Applied Physics/Principles of Technology is a one-year, applied-physics curriculum designed to present the discipline of physics in the context of how it is practically experienced in construction management.		No
1697	Construction Management Lab II **College Tech Prep** – Lakeland	2	2	The Construction Management program is a high school and college career path linked to business, industry and lab that insures a seamless pathway from high school to college to careers in Construction Management. It provides technical preparation in a career field such as engineering technology; applies science; mechanical, industrial or practical art of the trades. The program provides a broad survey of multiple construction technology fields; prepares the student for advanced studies and training in a specific construction apprenticeship program; and introduces the technical competencies of the construction management area.	Successful completion of Level I	No
1698	Construction Management Related II – Lakeland	1	2	The Construction Management program is a two-year high school and college career path linked to business, industry, and labor that insures a seamless pathway from high school to college to careers in Construction Management. It provides technical preparation in a career field such as engineering technology; applies science; mechanical, industrial or practical art of the trade and applied business practices. The student will learn site development, managing the role of the supervisor, planning and coordination, supervisory relationship with workers and hands-on construction applications.		No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1699	Construction Mgmt. Related II - Applied Physics 12 Lakeland	1	2	Applied Physics/Principles of Technology is a two-year, applied-physics curriculum designed to present the discipline of physics in the context of how it is practically experienced in construction management.		No
1696	English 12 College	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace. This course aligns to the College and Career Readiness Anchor Standards and Ohio's new learning standards for English Language Arts.		No
1592	Cosmetology I – Brush	3	2	This two-year program involves related and practical experiences designed to assist the students in developing specific skills and scientific knowledge to be a licensed cosmetologist. Students who successfully complete the program can qualify to take the State Board Examination. Students will be required to purchase a beauty kit during both years along with two uniforms.		No
1595	Cosmetology II – Brush	3	2	This two-year program involves related and practical experiences designed to assist the students in developing specific skills and scientific knowledge to be a licensed cosmetologist. Students who successfully complete the program can qualify to take the State Board Examination. Students will be required to purchase a beauty kit during both years along with two uniforms.	Successful completion of Level I	No
1641	Criminal Justice I – **College Tech Prep –** Euclid	3	2	This program is for students interested in the criminal justice field from private security to public police. Level 1 allows students to explore the private sector of police work such as private security, store detectives, and other law enforcement duties. Students go through a training program which matches the private security academy training.		No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1644	Criminal Justice II – **College Tech Prep –** Euclid	3	2	This program is for students interested in the criminal justice field from private security to public police. Level 1 allows students to explore the private sector of police work such as private security, store detectives, and other law enforcement duties. Students go through a training program which matches the private security academy training.	Successful completion of Level I	No
1629	Culinary Arts I **College Tech Prep** – Euclid	3	2	The Culinary Arts program offers training in food-related occupations to juniors and seniors with interest and aptitude for the food service industry. During the first year students are introduced to the food industry, basic cooking, equipment, safety and sanitation, pastas, breads, food presentation, restaurant preparation, and other topics.		No
1630	Culinary Arts II **College Tech Prep** – Euclid	3	2	In the second year, students learn about stocks, sauces, soups, meats, poultry, fish, seafood salads, dressings, menu planning, restaurant operation, and more.	Successful completion of Level I	No
1603	Early Childhood Education Lab/Related I – **College Tech Prep –** Mentor	3	2	During the first year, students participate in a supervised in-school laboratory located on the school premises. Students will observe the development of children and apply this learning while assisting in the preschool classroom.		No.
1605	English 11 College	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace. This course aligns to the College and Career Readiness Anchor Standards and Ohio's new learning standards for English Language Arts.		No
1606	Early Childhood Education Lab/Related II – **College Tech Prep –** Mentor	3	2	In the second year, students may be able to co-op. Half of the day is spent in classes, and the rest of the day working at child care facilities for typical and special needs children. Seniors plan and present lessons at their job sites.	Successful completion of Level I	No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1608	English 12 College	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace. This course aligns to the College and Career Readiness Anchor Standards and Ohio's new learning standards for English Language Arts.		No
1950 (I)	Hospitality and Lodging I – **College Tech Prep –** Willoughby Tech Center	3	2	HRCE cross-trains students for entry-level positions relating to the hotel and restaurant career area. Students receive experientially-based instruction in many areas which include: making and serving refreshments/foods, planning activities, nutrition, grocery shopping, small appliance use, sewing and materials repair, and other housekeeping and dietary aide activities. Students also receive job experience at training sites in a variety of community businesses, such as metropolitan parks, churches and assisted living centers. Classroom instruction covers basic health, safety and employability skills. Career opportunities for students who complete this program include: front desk assistant, office aide, housekeeping assistant, laundry aide, maintenance assistant, bus person, banquet aide, kitchen assistant, salad prep, host/hostess, and activities assistant.	Counselor Recommendation	No
1950 (II)	Hospitality and Lodging II – **College Tech Prep –** Willoughby Tech Center	3	2	HRCE cross-trains students for entry-level positions relating to the hotel and restaurant career area. Students receive experientially-based instruction in many areas which include: making and serving refreshments/foods, planning activities, nutrition, grocery shopping, small appliance use, sewing and materials repair, and other housekeeping and dietary aide activities. Students also receive job experience at training sites in a variety of community businesses, such as metropolitan parks, churches and assisted living centers. Classroom instruction covers basic health, safety and employability skills. Career opportunities for students who complete this program include: front desk assistant, office aide, housekeeping assistant, laundry aide, maintenance assistant, bus person, banquet aide, kitchen assistant, salad prep, host/hostess, and activities assistant.	Counselor Recommendation	No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1619	Interactive Media I **College Tech Prep** - Mentor	3	2	The Interactive Media curriculum emphasizes problem-solving and critical-thinking skills to teach students to apply various techniques to produce media for advertising, corporate communications departments, educational institutions, and the information and entertainment industries. The program prepares students for further education at a two- or four-year college. Topics covered at Mentor High school are: television production, computer graphics, interactive media production, graphic design for production, recording, digital imaging, digital audio technology, photography, studio equipment maintenance, web page design, content research, application/instruction design, and writing for interactive media.		No
1573	English 11 College	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace. This course aligns to the College and Career Readiness Anchor Standards and Ohio's new learning standards for English Language Arts.		No
1601	Interactive Media II **College Tech Prep** – Mentor	3	2	The Interactive Media curriculum emphasizes problem-solving and critical-thinking skills to teach students to apply various techniques to produce media for advertising, corporate communications departments, educational institutions, and the information and entertainment industries. The program prepares students for further education at a two- or four-year college. Topics covered at Mentor High school are: television production, computer graphics, interactive media production, graphic design for production, recording, digital imaging, digital audio technology, photography, studio equipment maintenance, web page design, content research, application/instruction design, and writing for interactive media.	Successful completion of Level I	No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1594	English 12 College	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace. This course aligns to the College and Career Readiness Anchor Standards and Ohio's new learning standards for English Language Arts.		No
1658	Marketing and Entrepreneurship I – **College Tech Prep** Mentor (junior year)	1	2	This course challenges students by using the latest technology to examine the exciting field of marketing. The curriculum, activities and resources utilized in this course incorporate technology and the Internet with the fields of travel, tourism, and recreation marketing; business management and small business/entrepreneurship; fashion merchandising; business administrations; and sports and entertainment marketing. Students demonstrate the ability to use content and apply knowledge to real-world situations. Topics include economics, marketing research and decision making, domestic and international markets and influences, human resource development, ethics management, and financial analysis. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.		No
1645	Marketing and Entrepreneurship Lab – **College Tech Prep** Mentor (senior year)	3	2	The Marketing Internship allows for dynamic, real-world application of the principles taught in the classroom. This supervised internship provides excellent insight into the educational requirements, cultural aspects, and skill level of specific career paths. During the second year of the program. Students complete their graduation and college admission requirements in the morning and spend the afternoons gaining practical, supervised, paid part-time work experience. Sample occupations include: supply-chain management, marketing information management, pricing, product-service management, marketing communications, retailing and selling.		No

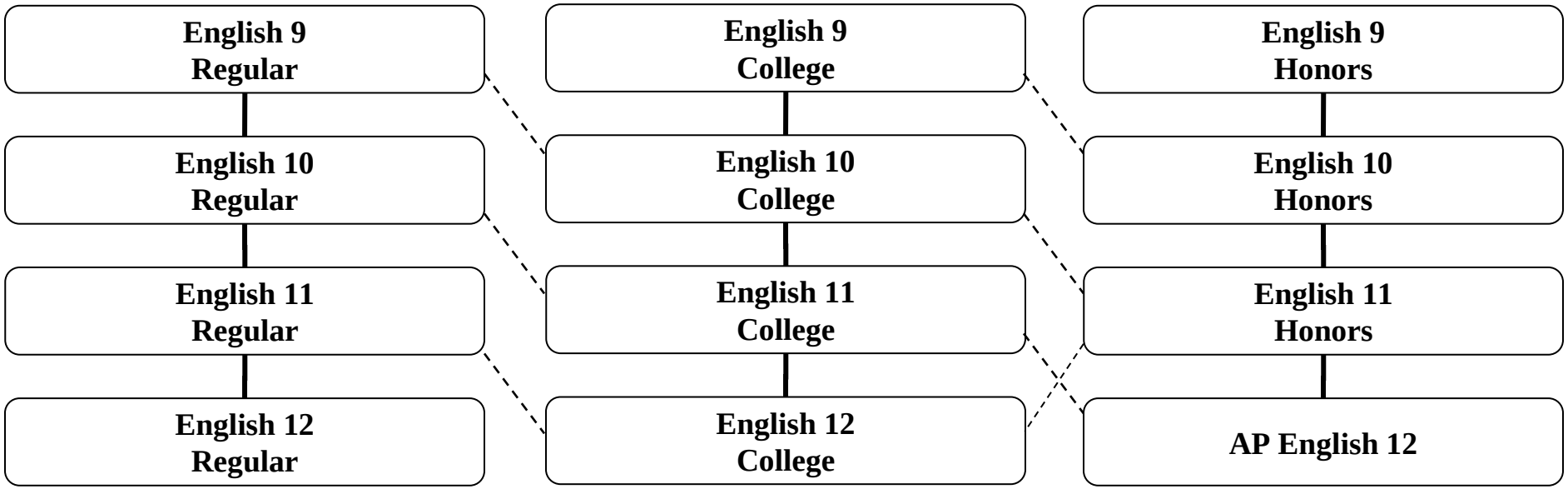
Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1646	Marketing and Entrepreneurship II **College Tech Prep** Mentor (senior year)	1	2	This course challenges students by using the latest technology to examine the exciting field of marketing. The curriculum, activities and resources utilized in this course incorporate technology and the Internet with the fields of travel, tourism, and recreation marketing; business management and small business/entrepreneurship; fashion merchandising; business administrations; and sports and entertainment marketing. Students demonstrate the ability to use content and apply knowledge to real-world situations. Topics include economics, marketing research and decision making, domestic and international markets and influences, human resource development, ethics management, and financial analysis. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.		No
1657	English 11 College	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace. This course aligns to the College and Career Readiness Anchor Standards and Ohio's new learning standards for English Language Arts.		No
1647	English 12 College	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace. This course aligns to the College and Career Readiness Anchor Standards and Ohio's new learning standards for English Language Arts.		No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1684	Licensed Practical Nursing I **College Tech Prep** – Willoughby Tech	4	2	Practical Nursing program prepares students for the NCLEX-PN (state board examination), which licenses them to practice practical nursing. This program introduces the students to anatomy, physiology, microbiology, nursing fundamentals, nursing skills, nutrition, and medical math. Clinical experiences in local hospitals and skilled nursing facilities help prepare graduates for entry-level practical nursing positions in any healthcare setting.	Suggested Preparation: Successful completion of Algebra I and enrolled in Chemistry Students must pass a practical nursing entrance exam in order to apply for the program (per State Board of Nursing requirement).	No
1683	Licensed Practical Nursing II **College Tech Prep** – Willoughby Tech	3	2	Practical Nursing program prepares students for the NCLEX-PN (state board examination), which licenses them to practice practical nursing. This program introduces the students to anatomy, physiology, microbiology, nursing fundamentals, nursing skills, nutrition, and medical math. Clinical experiences in local hospitals and skilled nursing facilities help prepare graduates for entry-level practical nursing positions in any healthcare setting.	Successful completion of Level 1	No
1685	Medical Assisting I **College Tech Prep** – Willoughby Tech	3	2	The Medical Assisting Program is designed to prepare students to handle both clinical duties and administrative responsibilities in a variety of health care settings such as a doctor's office, medical center or medical clinic. Students will learn to schedule appointments, maintain records, measure vital signs, measure and record height/weight, assist with examinations, and perform CPR and first aid.		No
1686	Medical Assisting II **College Tech Prep** – Willoughby Tech	3	2	The Medical Assisting Program is designed to prepare students to handle both clinical duties and administrative responsibilities in a variety of health care settings such as a doctor's office, medical center or medical clinic. Students will learn to schedule appointments, maintain records, measure vital signs, measure and record height/weight, assist with examinations, and perform CPR and first aid.		No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1996 (I)	Production Welding I **College Tech Prep –** Willoughby Tech	3	2	Production Welding teaches students several welding processes, using a variety of materials and techniques. Welding processes include: Arc, Oxy-Acetylene welding and cutting, MIG, TIG and Plasma cutting. Shop safety rules and practices, as well as the use of many hand tools, are included in classroom instruction and are practiced in the lab setting. Career opportunities for students who complete this program include: factory welder, production welder, welder cutter, and welder fitter.	Counselor Recommendation	No
1996 (II)	Production Welding II – **College Tech Prep –** Willoughby Tech	3	2	Production Welding teaches students several welding processes, using a variety of materials and techniques. Welding processes include: Arc, Oxy-Acetylene welding and cutting, MIG, TIG and Plasma cutting. Shop safety rules and practices, as well as the use of many hand tools, are included in classroom instruction and are practiced in the lab setting. Career opportunities for students who complete this program include: factory welder, production welder, welder cutter, and welder fitter.	Counselor Recommendation	No
1566	Visual Communications Lab/Related I **College Tech Prep** – Euclid	3	2	Skills in VIS/COM may lead to career opportunities in art departments of advertising agencies, commercial art supplies, art and display departments of major department stores, advertising departments or newspapers, sign and silk-screen companies, photographic studios and suppliers, package designing and greeting card companies.		No
1528	Visual Communications Lab/Related II **College Tech Prep** – Euclid	3	2	Skills in VIS/COM may lead to career opportunities in art departments of advertising agencies, commercial art supplies, art and display departments of major department stores, advertising departments or newspapers, sign and silk-screen companies, photographic studios and suppliers, package designing and greeting card companies.	Successful completion of Level I	No
1990 AM (9-10) 1990 PM (11-12)	Job Training Program (JTP) – Willoughby Tech Center	3	2	JTP emphasizes development of entry-level employability skills in order for students to be successful in the workplace. Training is designed to enhance each individual student/worker's potential. Under supervision, students receive hands-on, real work experiences while developing at their own pace. The goal for all students is to develop safety skills, knowledge, attitudes and job skills in order to get and keep a job. Classroom instruction and learning activities focus on basic skills and attitudes associated often with assembly production work, specific skill work and department team work. Some students may develop sufficient job skills that allow them to transfer to another career program for more advanced skill training. Career opportunities for students include: machine operator, shipping/receiving clerk, production assembler, quality control inspector, laundry room assistant, and maintenance assistant.	Counselor Recommendation	No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1676	Welding Technology I – **College Tech Prep –**Willoughby Tech	3	2	Career opportunities in welding include welding operator, welder, welder-fitter, specialist welder, welder supervisor, welding analyst, welding technician, inspector, welding foreperson, job shop, welding engineer, welding research engineer, sales engineer, and technical writer. The welding program provides training in a variety of areas such as arc, acetylene, heliarc, and mig welding, straight edge cutting, pattern cutting, manual curing, brazing, and general shop practices. The welding lab is equipped to teach all forms of welding presently utilized in construction and industry. Some job experience activities are included in the second year.		No
1689	Welding Technology II – **College Tech Prep –**Willoughby Tech	3	2	Career opportunities in welding include welding operator, welder, welder-fitter, specialist welder, welder supervisor, welding analyst, welding technician, inspector, welding foreperson, job shop, welding engineer, welding research engineer, sales engineer, and technical writer. The welding program provides training in a variety of areas such as arc, acetylene, heliarc, and mig welding, straight edge cutting, pattern cutting, manual curing, brazing, and general shop practices. The welding lab is equipped to teach all forms of welding presently utilized in construction and industry. Some job experience activities are included in the second year.	Successful completion of Level I	No
Counselors will supply course numbers	Career-Based Intervention – Mentor			The goals of the Career-Based Intervention (CBI) are designed to help students improve academic competence, graduate from high school, develop employability skills, implement a career plan and participate in a career pathway in preparation for post-secondary education and/or career. The CBI program provides a combination of educational and work-based learning opportunities for student success. Students must be referred to the program by their guidance counselor.	Counselor Referral Needed	No

English/Language Arts Courses Flowchart



<u>Electives or 7th Semester Graduates</u>:

Speech (.5 credit)
Drama As Literature (.5 credit)

English/Language Arts

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1303	English 9	1.0	2	This course is designed to solidify students' foundational reading and writing skills. Students will read nonfiction pieces; study elements of short story, classic mythology and poetry. Students will be introduced to Shakespearean drama and will complete a novel study. The course will focus on developing writing skills through weekly grammar instruction and support to organize a thesis-driven, five-paragraph essay. Students can expect to do informal and formal class presentations and short-term research projects. This course aligns to the College and Career Readiness Anchor Standards and Ohio's new learning standards for English Language Arts.	English 8	No
1304	English 9 College	1.0	2	This course expands the sequential development of communication skills: reading, writing, speaking, listening, and thinking. The study of nonfiction, prose, poetry, and drama continues with greater emphasis on literary concepts and classical works. The writing process continues with more complex skills: comparison/contrast, narration and personal journal. Course requirements include both formal and informal oral presentations, developing a thesis, and writing a research paper.	English 8	No
1305	English 9 Honors	1.0	2	This is an accelerated course that places emphasis on interpretive reading and critical thinking skills. Composition activities include further mastery of usage and mechanics, more complex writing skills, and the elements of style. The study of nonfiction, prose, poetry, and drama focuses on how form and content unite to create a memorable piece of literature. Course requirements include both formal and informal oral presentations, developing a thesis, and writing a research paper.	Teacher Recommendation	Yes
1312	English 10	1.0	2	This course is designed to expand students' reading, writing, and speaking skills and to prepare students for all post-secondary options, including two-year or four-year college, technical training or on-job training. English 10 offers students with a blend of rigorous academic requirements, as well as intervention practices for struggling students. This course will require the completion of a research paper as well as expository and persuasive writing. The emphasis is a mix of classical and contemporary literature as well as nonfiction. This course aligns to the College and Career Readiness Anchor Standards and Ohio's new learning standards for English Language Arts.	English 9	No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1313	English 10 College	1.0	2	Students will encounter increasingly challenging content-area and literary texts. Texts will cover a broad range of fiction and nonfiction selections from around the world. Students will use context clues to identify meaning of new vocabulary with emphasis on synonyms, suffixes, root words, etc. Students at this level will deliver research-based presentations and write formal expository, narrative, and persuasive extended responses and compositions that support a clear position about a topic with special attention on citing textual evidence to support claims developed through analyzing texts.	English 9	No
1314	English 10 Honors	1.0	2	This is an accelerated course that emphasizes classical American and World literature as well as pieces of nonfiction in varying lengths. The class includes frequent expository writing and nightly homework. Course requirements include graded class discussions, oral presentations, a formal research paper, and summer reading.		Yes
1316	English 11	1.0	2	English 11 is designed to expand students' reading, writing, and speaking skills. This course is designed to prepare students for all post-secondary options; including two-year or four-year college, technical training, or on-job training. This course offers students with a blend of rigorous academic requirements, as well as intervention practices for struggling students. This course will require the completion of a research paper, an expository essay, a persuasive essay, and a narrative. This course will cover selections from classic and contemporary American literature as well as nonfiction. This course aligns to the College and Career Readiness Anchor Standards and Ohio's new learning standards for English Language Arts.	English 10	No
1317	English 11 College	1.0	2	English 11 College helps the student consolidate the skills and knowledge needed for success in a two- or four-year college. This course is aligned to Ohio's new learning standards and emphasizes reading fiction and nonfiction American literature and writing. Students will have nightly homework; a three- to five-page research paper is required as well as formal oral presentations and assignments related to the summer reading.	English 10	No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1318	English 11 Honors	1.0	2	This is a rigorous course emphasizing interpretation, analysis, and critical thinking. Students are expected to read and write independently. The curricular focus is American literature and nonfiction texts. Written work will include: documented literary analyses using primary and secondary sources; in-class essays; poetry explications; expository and persuasive essays; creative pieces; and short- and long-term research projects. Nightly homework is required and summer reading is assigned.		Yes
1320	English 12	1.0	2	Students will further develop effective communication skills in this course. The emphasis is a mix of classical and contemporary literature as well as career planning.	English 11	No
1321	English 12 College	1.0	2	English 12 College helps the student consolidate the skills and knowledge needed for success in a two- or four-year college. The course emphasizes analysis of both fiction and nonfiction texts. Course requirements include a research paper, formal essays, and oral presentations. Students will read and write independently and will be expected to come prepared to participate in class discussions and various individual and small group assignments. The course will begin with assignments related to the summer reading, and nightly homework will be given throughout the year.	English 11	No
1349	AP English 12 (Literature & Composition)	1.0	2	This accelerated, college-level course is designed to prepare students to pass the AP Literature and Composition Examination prepared by the College Entrance Examination Board. It emphasizes the interpretation and analysis of major works of literary merit and their influence on humanity. Studies include prose, poetry, and dramatic works of fiction. Advanced techniques of expository writing are stressed. Students are expected to read critically so that they may write persuasive analytical literary arguments on a regular basis. Requirements include: nightly reading homework; completion of a ten- to twelve-page research paper critiquing a major work of literature; participation in class discussion; and formal and informal class presentations. Summer reading is also assigned.		Yes

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1336	Drama as Literature	.50	1	The focus of this course is to provide an introduction to drama and the theatre as an enriching experience and art form. Areas of study and analysis include full-length plays, one-act plays, monologues, history of drama, improvisation, pantomime, blocking, staging, directing, and set design. Assignments and analysis in this course will blend individual, partner, and group activities. By the end of this course, students will know the basics of what it takes to competently evaluate, understand the language of, perform, and appreciate drama.		No
1342	Speech	.50	1	Students will be taught a variety of interpersonal speaking skills with a strong focus on public speaking. Emphasis is given to preparing and presenting a variety of speeches: demonstrations, informative, persuasive, and impromptu. Students are required to write and present all speeches.		No

Family and Consumer Sciences

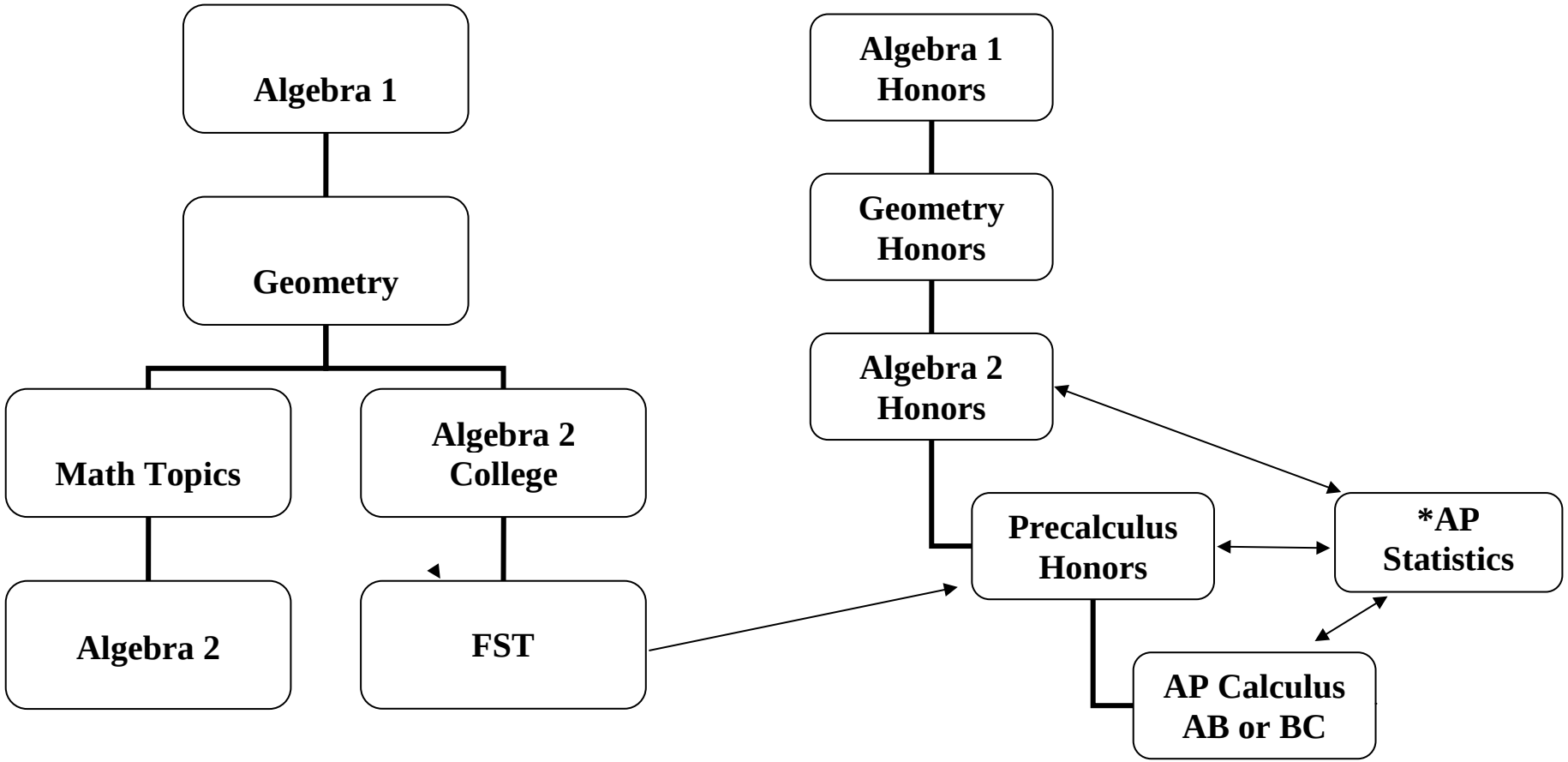
Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1228	Family Living	.50	1	Issues affecting families throughout the life cycle are explored in Family Living. Topics include: marriage readiness, divorce, working with and understanding needs of children and the elderly, starting family traditions, strategies to help balance work and family responsibilities, family law, community agencies supporting families, and much more. This is a great class for any student considering a career in the social sciences or family support services.		No
1214	Gourmet Foods	.50	1	This course gives students experience preparing a variety of dishes using an array of equipment, garnishing tools, and techniques. Weekly gourmet lab experiences include making homemade pasta, desserts, hors d'oeuvres; and preparing, plating, and presenting foods. Students will create a menu for a gourmet restaurant. This course is recommended for any student who would like to build basic culinary arts knowledge and skills and is especially appropriate for students interested in a culinary arts career. Fee required.		No
1232	L.I.F.E. (Living Independently through Financial Education)	.50	1	L.I.F.E. is a course that prepares students to manage their personal and family finances. Hands-on, engaging activities help students apply what they are learning to their personal lives. Students learn how to prioritize their finances and practice making budget-based decisions related to food, housing, entertainment, and other personal and family needs.		No
1216	International Foods	.50	1	This course will take students on a tour of the world to examine the diverse foods, cultures, and customs of such countries as Italy, France, Germany and Japan as well as countries in Africa and the Middle East. Examining global culinary influences within the various regions of the United States is also included. This course is recommended for students who want to learn to cook a variety of foods and/or have an interest in a career, such as international business, where knowledge of cultures from around the world is beneficial. Weekly labs are included. Fee required.		No
1226	Parenting and Child Development	.50	1	This course examines the responsibilities that come with parenting, and students are provided the opportunity to participate in a parenting simulation involving a *Baby Think it Over*® infant simulator. Students will learn how children develop from birth through early childhood. Parenting styles and the effect of personal experience in future parenting will also be studied.		No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1234	Choices – Teen Issues	.50	1	This course is designed to help teens prepare for the challenges and choices they face in school, work, and home life. Students explore various problems relevant to teens today, such as peer pressure, dating relationships, and risky behaviors. Students will look at strategies to manage stress and conflict, improve self-esteem, build healthy relationships, and improve the way they communicate with others. Career exploration, basic employability skills, and portfolio readiness are also integral parts of this class.		No
1208	Sports Nutrition	.50	1	This course teaches students how eating a nutritious, well-balanced diet can enhance sports performance and muscle recovery time, prevent disease, and promote health. Students also have an opportunity to learn how to cook healthy foods in weekly cooking labs. Lab examples include preparing energy bars, recovery shakes, sports salad, calzones, etc. This course is recommended for all students interested in nutrition and health, both personally and as a future career option. Fee required.		No

Health and Physical Education

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1172	Health	.50	1	This course provides the student with information and practical solutions to health issues relevant to adolescents in high school. The emphasis is placed on the development of individual "wellness" through an understanding and awareness of one's physical, mental, and social self. Course material during the 18 weeks deals with nutrition, mental health, family life and human sexuality, chemical substance use and abuse, infectious and non-infectious diseases, CPR, and safety and first-aid.		No
1151	Physical Education 9	.25	1	This course combines lifetime fitness and recreational activities. Students will engage in a variety of activities designed to help them establish a foundation for a lifetime of health and wellness.		No
1162	Physical Education 10	.25	1	The intent of the class is to give students the opportunity for competition and to teach the values of sports etiquette, fair play, hard work, and teamwork by placing students in the roles of player, coach, official, statistician and teammate. In Sport Education, students will experience flag football, indoor soccer, and volleyball (fall); students will experience volleyball, basketball, and softball (spring).	Physical Education 9	No
1163 1164	Conditioning	.25	1	This course is designed to prepare athletes for their individual sports seasons.	No	No
1164F	Conditioning (Freshmen only)	.25	1	This course is designed to prepare athletes for their individual sports seasons.	No	No

Mathematics Courses Flowchart



*AP Statistics may be taken at the same time as Algebra 2 Honors, Precalculus Honors or Calculus.

Mathematics

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1355	Algebra 1	1.0	2	This course provides the basic foundation of algebraic skills such as: operations with rational, irrational, and real numbers; simplifying expressions; and interpreting linear models. In addition, this course includes manipulating, solving and graphing equations and systems of equations. Linear, exponential, and quadratic functions and descriptive statistics are also explored.		No
1352	Algebra 1 Honors	1.0	2	This advanced course will focus on understanding the patterns of algebraic thinking and the application of that thinking to solve real-world problems. Students will learn operations with rational, irrational, and real numbers, simplifying expressions, and interpreting linear models. In addition, this course includes manipulating, solving, and graphing equations as well as inequalities. Systems of equations and inequalities, linear, exponential, quadratic, and absolute value functions as well as descriptive statistics are also explored.	Teacher Recommendation	Yes
1360	Algebra 2	1.0	2	This course builds on the topics presented in Algebra 1, Geometry and Math Topics. The algebra portion of the course covers quadratic, polynomial, exponential, logarithmic, rational and radical functions. The trigonometry portion of the course introduces radian measure, the unit circle and basic trigonometric identities. The statistics portion of the course covers measures of central tendency, normal distributions and probability distributions. Only students who have passed the Math Topics course are eligible to take this class.	Math Topics	No
1363	Algebra 2 College	1.0	2	This course builds on the topics presented in Algebra 1 and Geometry. The algebra portion of the course covers quadratic, polynomial, exponential, logarithmic, rational and radical functions. The trigonometry portion of the course introduces radian measure, the unit circle and basic trigonometric identities. The statistics portion of the course covers measures of central tendency, normal distributions and probability distributions.	A grade of a "C" or higher in Algebra 1 and Geometry or Teacher Recommendation	No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1364	Algebra 2 Honors	1.0	2	This course builds on the topics presented in Algebra 1 Honors and Geometry Honors. The algebra portion of the course covers quadratic, polynomial, exponential, logarithmic, rational and radical functions. The trigonometry portion of the course introduces radian measure, the unit circle and basic trigonometric identities. The statistics portion of the course covers measures of central tendency, normal distributions and probability distributions. This course will also explore sequences and series including infinite series.	Geometry Honors or Teacher Recommendation	Yes
1379	AP Calculus AB	1.0	2	This course is an introduction to college level mathematics and includes both differential and integral calculus. Topics of study include: limits of functions, the derivative and applications of the derivative, the definite integral, the transcendental functions, and methods and applications of integration. Students who successfully complete the AP Calculus Exam are eligible for advanced placement at college and /or college math credit.	Precalculus Honors	Yes
1366	AP Calculus BC	1.0	2	This course is comparable to two semesters of college calculus. In addition to topics covered in AP Calculus AB, this course explores Taylor series and calculus used with parametric and polar functions. In addition to a thorough and in-depth study in calculus, students are assisted in preparing themselves to take the AP Calculus Exam. Students who successfully complete the AP Calculus Exam are eligible for advanced placement at college and/or college math credit.	A grade of an "A" in Precalculus Honors, Algebra 2 and Geometry or Teacher Recommendation	Yes
1377	AP Statistics	1.0	2	This course is an intense year-long study in elementary functions and statistics and is comparable to courses offered at the college or university level. Both the breadth and depth of study are more rigorous than that found in the general statistics course. In addition to a thorough and in-depth study in statistics, students are assisted in preparing themselves to take the Advanced Placement Statistics Examination. Students who successfully complete the AP Statistics Exam are eligible for advanced placement at college and /or college math credit.	Teacher Recommendation	Yes

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1373	Functions/Statistics/ Trigonometry (FST)	1.0	2	FST (Functions, Statistics and Trigonometry) is a math course designed for the college-bound student to be taken after successful completion of Algebra 2 College and prior to enrolling in precalculus and/or AP Statistics. The topics covered in the algebra portion of the course include: solving equations and inequalities, functions, exponents, matrices, and conic sections. The trigonometry topics covered include: the unit circle, trigonometric graphs, equations, identities and inverses. The statistics topics include: measures of central tendency, standard deviation, normal curves and probability.	Algebra 2 College	No
1356	Geometry	1.0	2	This course is designed to acquaint students with the unique properties of shapes and figures in both plane and solid geometry. Topics include: measurement of length, area and volume, estimation, formulas and equations, ratios and proportion, as well as applications of geometric principles along with elementary proofing techniques.	Algebra 1 skills	No
1362	Geometry Honors	1.0	2	This is a rigorous course designed for the college bound math student to acquaint them with the formulas and properties of shapes associated with both plane and solid geometry. Emphasis is placed on the study of congruence, constructions, similarity, right triangles, trigonometry, circles, coordinate geometry, geometric measurement and dimensions, geometric modeling, and probability. Great attention in this course is paid to formal proof writing as a means to reason deductively and to demonstrate that a given conclusion follows logically from other accepted statements.	Algebra 1 Honors or Teacher Recommendation	Yes
1365	Precalculus Honors	1.0	2	This course begins with a comprehensive treatment of college algebra which includes topics such as functions, exponents, transformations, matrices, conic sections and vectors. The second part of the course is focused on trigonometry. Topics covered include the unit circle and trigonometric graphs, equations, identities and inverses. Due to its emphasis on the application of the concepts, precalculus provides a solid foundation for beginning college level calculus.	Algebra 2 Honors or Teacher Recommendation	Yes
1378	Math Topics	1.0	2	This math course is designed for students who need to strengthen their skills to make them successful in Algebra 2. The curriculum covers essentials of mathematics, linear functions, systems of equations, functions, quadratics, geometry topics, statistics and probability, and real-life applications. Students who have earned a C or better in both Algebra 1 and Geometry are not eligible for this course, with the exception of students who have not passed the math portion of the OGT.	Teacher Recommendation	No

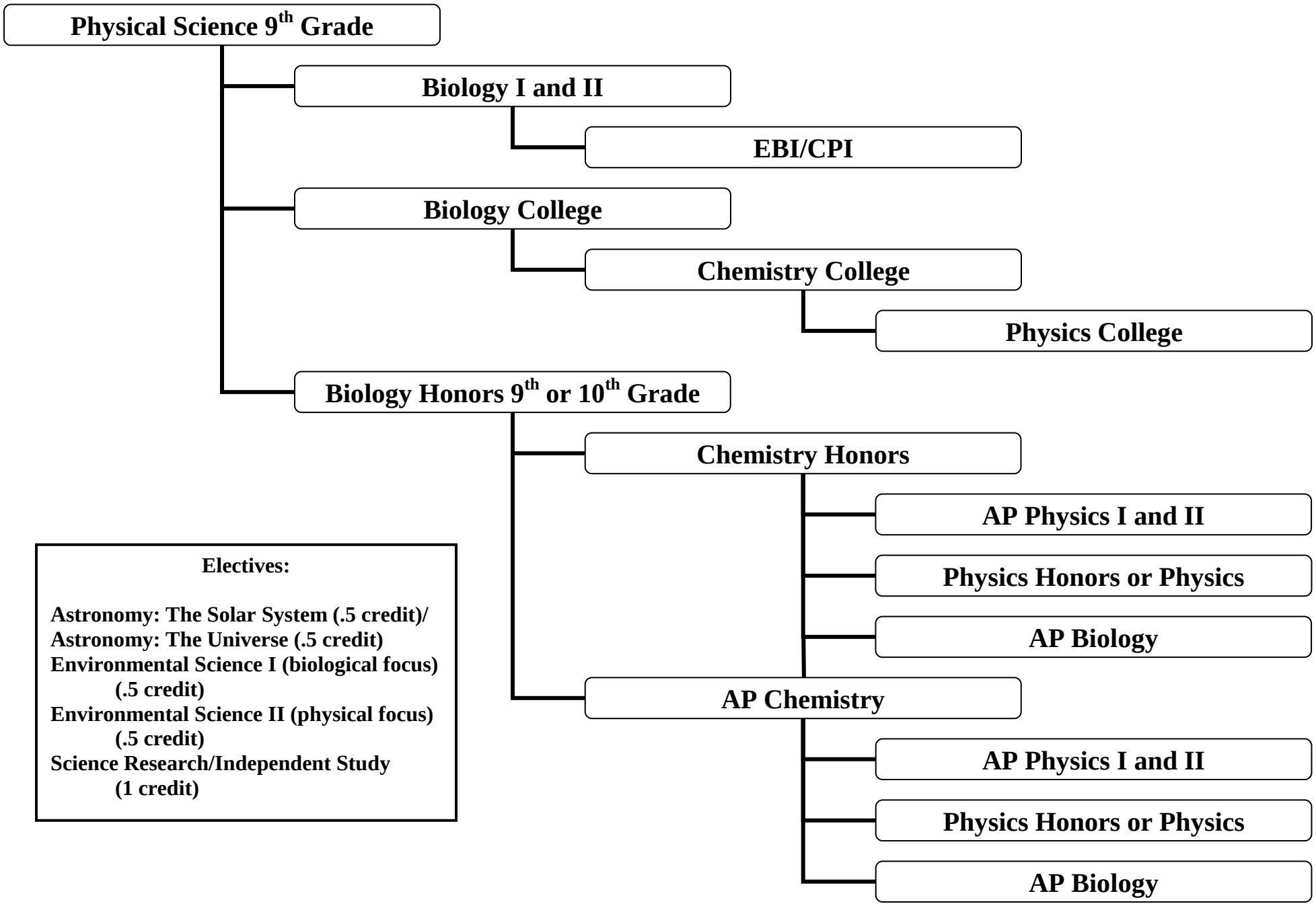
Music

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1425	Freshman Concert Band	1.0	2	The ensemble is composed of ninth graders. Freshman Band offers advanced instrumental literature and advanced approaches to ensemble playing with progressive techniques, theory, and performance skills. Student participation in all scheduled events is required. Auditions for correct seating placement are held throughout the year.	Successful completion of band in previous years	No
1427	Scarlet Symphonic Band	1.0	2	This ninety-member band emphasizes improving playing techniques as well as the learning and performance of good standard musical literature. Public performances by the students are required each semester. Attendance at all performances is required.	Successful completion of band in previous years	No
1428	Gray Symphonic Band	1.0	2	This ninety-member group is selected by audition only. Band directors make the final selection. Public performances by the students are required each semester. Attendance at all performances is required.	Successful completion of band in previous years	No
1439	Concert Orchestra	1.0	2	Orchestra is open to all string players (violin, viola, cello, double bass) and selected by audition. String students will perform selected music from the OMEA High School Class B and C list and comparable literature. Emphasis is placed on advanced pedagogical techniques of string playing as well as theory, expression and performance. Performance experiences may include OMEA Solo and Ensemble contest, large group contest and competitions, concerts and festivals. Attendance is required at all evening and other scheduled performances such as concerts, contest, festivals and evening rehearsals.	Successful completion of orchestra in previous years	No
1431	Symphony Orchestra	1.0	2	Orchestra is open to all string players (violin, viola, cello, double bass) and to selected wind and percussion instrument players from the bands. The orchestra will study and perform orchestral literature in the OMEA Class A list and appropriate professional level works. Performance experiences include OMEA Solo and Ensemble contest, State Orchestra contest and competitions, concerts and festivals. Attendance is required at all evening and other scheduled performances such as concerts, contest, festivals, one sectional per week, and after-school or evening rehearsals.	Audition	No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1429	Wind Ensemble	1.0	2	Wind Ensemble is designed to give students the opportunity to become acquainted with and perform the finest literature written for band. All styles and music periods are studied and rehearsed for performance. Attendance at all performances is required.	Successful completion of band in previous years	No
1414	Concert Choir	1.0	2	Concert Choir is a selective SATB/SSAATTB group of vocal musicians who have mastered basic vocal technique and music literacy. The emphasis is on the study of music literature, including extended works, genre & style relative to music history, and advanced performance skills and interpretation. Music studied will be at the AA and A levels of OMEA classification. Placement audition required. Participation in required performances is mandatory and part of the quarterly evaluation.	Teacher Recommendation based on audition	No
1413	Mixed Chorus	1.0	2	Mixed Chorus is a group of SATB musicians whose emphasis will be on improved vocal/choral production, refined independence in part-singing, increased music reading and ear training skills, and the study and interpretation of various types of music from all time periods and in all styles. Music studied will be at the B and C levels of OMEA classification. Participation in required performances is mandatory and part of the quarterly evaluation.	Teacher Recommendation	No
1405	Freshman Chorus	1.0	2	This is an entry-level ensemble for High School Choir. Emphasis will be on the study of vocal technique, independence in part-singing, increased music reading skills, ear training, and familiarity with various types of music from all time periods and in all styles. The study of music for mixed chorus (SATB) will also be included in the curriculum. Participation in required performances is mandatory and part of the quarterly evaluation.	Teacher Recommendation	No
1412	Concert Women	1.0	2	Concert Women is a selective SSA/SSAA group of vocal musicians who have mastered many basic vocal skills and have excellent music literacy. The emphasis is on the study of music literature, including extended works, genre & style relative to music history, and advanced performance skills and interpretation. Music studied will be at the A and B levels of OMEA classification. Placement audition required. Participation in required performances is mandatory and part of the quarterly evaluation.	Teacher Recommendation based on audition	No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1445	Music Theory and Composition	1.0	2	Music Theory is a study of the basic elements of music to include key signatures, scales, intervals, chords, melody and rhythm. Practical application of these elements is involved in harmonization and analysis of four-part music. This course is strongly recommended for any student considering a music major or minor at the college level. Junior or Senior status only.	Teacher Recommendation or successful pre-test	No

Science Courses Flowchart



Science

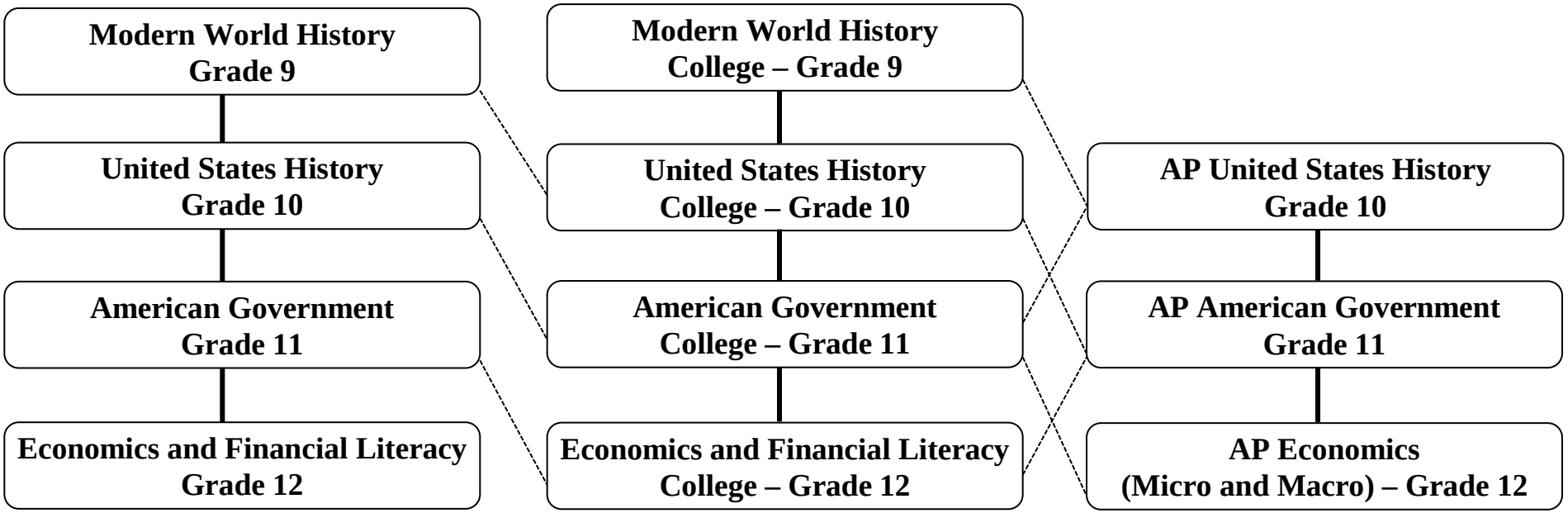
Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1454	Biology I	.50	1	Students will learn basic concepts of Biology including the Scientific Method, biochemistry, cell biology, energy processes, and ecology.		No
1455	Biology II	.50	1	Students will learn DNA, cell division, genetics, evolution, classification of organisms, microbiology, and botany.	Biology I	No
1461	Biology College	1.0	2	The emphasis of the course is on understanding the fundamentals of biology as they apply to daily living. Biology covers the scientific method, biochemistry, cell biology, photosynthesis, cellular respiration, molecular genetics, cell division, evolution, taxonomy, microbiology, botany, and ecology.		No
1462	Biology Honors	1.0	2	The course emphasizes the understanding of the concepts of Biology as they apply to a variety of organisms and on insight and reasoning as a means of determining the answer to a problem or question. Students will be required to complete an independent research project. This course provides the necessary background for AP Biology.	Algebra 1 Honors and currently enrolled in Algebra 2 Honors or Geometry Honors or instructor approval	Yes
1463	AP Biology	1.0	2	This course is the equivalent of a college-level introductory biology course. It provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal with the rapidly changing science of biology. Success on the AP exam usually results in college credit.	Biology Honors, AP or Chemistry Honors or Chemistry with teacher recommendation and instructor approval	Yes
1481	Chemistry College	1.0	2	This course provides students with the fundamentals of chemistry involving real-world applications and problem solving skills. Success in chemistry is closely linked to success in mathematics.	Algebra 1 and Biology College	No
1480	Chemistry Honors	1.0	2	This course is designed to give students a strong background in chemistry in preparation for college science courses. Students use a rigorous high school textbook to study challenging chemistry concepts. Emphasis is placed on detailed problem solving and laboratory experiments.	Biology College or Biology Honors and concurrent enrollment in Algebra 2 Honors or a higher math	Yes

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1495	AP Chemistry	1.0	2	This course follows a national curriculum with a college level pace and difficulty. Students use a college level text and are required to complete college level lab experiments. Activities in this class are specifically designed to prepare students for the AP Chemistry Test.	Biology Honors and concurrent enrollment in Pre-Calculus or instructor approval	Yes
1459	Environmental Science 1	.50	1	This course is designed for students interested in a comprehensive study of current environmental issues and how humans affect the environment. ES I studies an overview of environmental science, energy transfer in ecosystems, interactions of living and non-living factors, and study of populations of species in aquatic and terrestrial biomes. Students must participate in outdoor activities.	Biology I and II or Biology College	No
1460	Environmental Science 2	.50	1	This course is designed for students interested in a comprehensive study of current environmental issues and how humans affect the environment. ES II studies human population issues, use of resources including fossil fuels, land and water, alternative energy, recycling and waste management. Students must participate in outdoor activities.	Biology I and II or Biology College	No
1486	Astronomy: The Solar System	.50	1	Students will gain knowledge and insight into the various bodies in the solar system including the sun, planets, moons, meteoroids, asteroids, and comets. Through lab activities and demonstrations, students will explore our evolving understanding of these bodies and their interactions with Earth. Students will also learn to explain the movements of celestial objects through use of the planetarium. This course is independent of Astronomy: The Universe.	Successful completion of Algebra 1; course offered to juniors and seniors only	No
1487	Astronomy: The Universe	.50	1	Students will learn about the nature of light and its use in studying stars, galaxies and objects outside our solar system. Lab and classroom activities will include star maps, stellar evolution, cosmology, and searching for extra-terrestrial life. Students will utilize current technology (internet, apps, etc.) to aid in the exploration of our changing universe. This course is independent of Astronomy: The Solar System.	Successful completion of Algebra 1; course offered to juniors and seniors only	No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1450	Physical Science 9	1.0	2	This is a survey course using laboratory activities and demonstrations involving the basic concepts of physics, chemistry, and related principles in Earth and space sciences. Concepts include the nature of matter and energy; electricity, identifiable physical properties of substances, properties of forces that act on objects, structures and properties of atoms, how atoms react with each other to form other substances, and how molecules react with each other or other atoms. Earth and space science topics include star formation, galaxies, Earth's interaction with the solar system, and gravitational forces.		No
1457	Earth Biological Investigations (EBI)	.50	1	This lab class is designed for students not seeking a career in science. Aligned with state standards this course covers the basic skills of earth science and biology. It is designed to illustrate the ties between earth science, biology, and technology and their relationship in understanding everyday life situations. EBI and CPI are designed to be taken in conjunction.		No
1456	Chemical Physical Investigations (CPI)	.50	1	This lab class is designed for students not seeking a career in science. Aligned with the state standards this course covers the basic skills of chemistry and physics. It is designed to illustrate the ties between chemistry, physics, and technology and their relationship in understanding everyday life situations. CPI and EBI are designed to be taken in conjunction.		No
1483	Physics College	1.0	2	Physics will acquaint the student with the concepts of mechanics, electricity, magnetism, light, heat, sound, and nuclear physics. Emphasis is placed on demonstrations and laboratory exercises that will provide verification of the physical laws that govern the universe.	Algebra 2 and Biology College	No
1482	Physics Honors	1.0	2	This course involves frequent hands-on laboratory experiments. The computer is used to collect and analyze data. Study of the fundamental laws of mechanics, light, sound, electricity, magnetism, and nuclear physics will help those students interested in science, medicine, or engineering in college.	Successful completion of Biology College and current enrollment in Pre-Calculus or teacher recommendation	Yes

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1493	AP Physics I and II	1.0	2	AP Physics I and II is equivalent to two first-semester college courses in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy and power; mechanical waves and sound; fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. This course presents a rigorous and engaging experience for students focusing on testable explanations and predictions of natural phenomena.	Successful completion of Geometry and Algebra 2 (can be concurrent)	Yes
1471	Science Research/ Independent Study	1.0	2	This course provides students with an outline of methods used for doing a science research experiment and the appropriate use of statistics as proof of experimental validation. Upon completion of the course, students will be expected to create a project to be exhibited at the Northeast Ohio Science and Engineering Fair and the Ohio Academy of Sciences Western Reserve District 5 Science Day. Students are responsible for their own transportation.	Application for approval must be turned in to instructor prior to scheduling deadline	No

Social Studies Courses Flowchart



<u>Electives open to all students:</u>

Psychology (.5 credit)
World Geography (.5 credit)
Contemporary World Issues (.5 credit)
AP Psychology (.5 credit)
AP European History (1 credit)

Social Studies

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1522	American Government College	.50	1	Students will study the functions of all levels of government, with particular emphasis on the federal government. Topics that receive special focus will include: civil liberties, political parties, elections, voting, the three branches of government, and historical documents such as the Declaration of Independence and the U.S. Constitution.		No
1540	AP American Government	.50	1	This course, designed to prepare students for the Advanced Placement Exam, is for those who desire a greater intellectual challenge and are familiar with various institutions, groups, beliefs, and ideas that make up American political reality. The course is college level in nature.		Yes
1530	American Government	.50	1	American Government with a Reading Emphasis is the study of how the government works at all levels. Where the legal basis of government comes from—the Federal and State Constitutions—is also studied. Special attention is given to the rights and responsibilities of being an American Citizen. Reading skills are emphasized in the study of the course.	Counselor Approval	No
1548	AP European History	1.0	2	This course, designed to prepare students for the Advanced Placement Exam, acquaints students with the basic chronology, major events, and dominant trends from approximately 1450 to the present. Emphasis is placed on the intellectual-cultural, political-diplomatic, and social-economic history of Europe.		Yes
1508	U. S. History College	1.0	2	U. S. History studies the events that shaped our country's history starting with westward expansion through the twenty-first century.		No
1519	AP U. S. History	1.0	2	This course, designed to prepare students for the Advanced Placement Test, teaches the students analytical skills and factual knowledge necessary to assess historical sources, to form judgments relative to themes in American history, and to present their ideas and conclusions in clear essay format.		Yes
1516	U. S. History	1.0	2	The study of U. S. History is taught with an emphasis on developing strategies to improve reading comprehension, vocabulary, word attack skills, and study/organizational abilities.	Counselor Approval	No
1526	Economics and Financial Literacy College	.50	1	This course explores the fundamentals that guide individuals and nations as they make choices about how to use limited resources to satisfy their wants. More specifically, it examines the ability of individuals to use knowledge and skills to manage limited financial resources effectively for a lifetime of financial security.		No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1535	AP Economics (Micro and Macro)	1.0	2	This course is designed to prepare students for the Advanced Placement Test and focuses on: the performance of the economy as a whole, inflation, unemployment, (GNP), economic growth, fiscal and monetary policy tools for regulation of economic performance, and international trade. The course focuses on the behavior of individual firms and industries as component parts of the larger economic system.		Yes
1524	Economics and Financial Literacy	.50	1	With emphasis on improved reading and study skills, this course explores the fundamentals that guide individuals and nations as they make choices about how to use limited resources to satisfy their wants. More specifically, it examines the ability of individuals to use knowledge and skills to manage limited financial resources effectively for a lifetime of financial security.	Counselor Approval	No
1532	Psychology	.50	1	This course focuses on the study of human behavior and the psychological/emotional developmental process. Areas of study include perceptual psychology, learning and memory, child/adolescent development, normal and abnormal personality, treatment of abnormal behaviors, and the study of other related areas.		No
1545	AP Psychology	.50	1	This course, designed to prepare students for the Advanced Placement Exam, introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each major subfield within psychology. This course is college-level in nature.		Yes
1512	Contemporary World Issues	.50	1	This course focuses on world events and their relationship to social studies and geography. The historic, economic, political, sociological, cultural, and religious aspects of these events are explored. Content will vary according to current world situations.		No
1515	Modern World History College	1.0	2	This course examines world events from 1600 to present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.		No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1514	Modern World History	1.0	2	Using a strategic reading process, students continue the chronological study of world history. This study incorporates each of the seven standards. As students study historic eras, they consider the influence of geographic settings, cultural perspectives, economic systems and various forms of government. Students gain a deeper understanding of the role of citizens and continue to develop their research skills. Students will learn how to use Cornell notes and a variety of graphic organizers.	Counselor Approval	No
1525	World Geography	.50	1	World Geography focuses on the physical, political, economic, and cultural characteristics of all the continents in the world. Emphasis will be placed on the five themes of geography (place, location, movement, human environment interaction, and region). Students will use knowledge of geographic locations, patterns, and processes to show interrelationships between the physical environment and human activity. Students will gain the knowledge and skill of reading, interpreting, and making maps. Students will be able to explain the interactions that occur in an increasingly interdependent world.		No

Technology Education

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1284	Electronics Technology	.50	1	This is a hands-on technology course which teaches both analog and digital electronics. In this elective course, students systematically solve a variety of problems using different design approaches including troubleshooting, research and development, innovation, invention and experimentation. The course follows the design and designed world standards as set by the state as well as ITEA. One of the units students will explore is robotics.		No
1250	Engineering Technology	.50	1	This elective course is based on the idea that many students will be in the role of a project manager at one time or another. Students prepare and monitor a project work plan, task outline, timeline, resource allocation and cost estimation. They will utilize basic process planning and improvement tools; e.g., flowcharts, diagrams, design for manufacturability (DFM). Students will use CAD (Computer Aided Drafting) at times to solve a variety of design problems.		No
1275	Home Maintenance and Design	.50	1	This elective course will help students with the basics of maintaining the home. Students will learn to do a variety of painting finishes, small repairs, etc. throughout the home. Students will apply measuring skills to estimation of materials needed, i.e. carpeting, tile, etc. Safety practices will be reviewed for each part of the home repair sections as well as OSHA protection of workers. Students will demonstrate the proper installation of door and window replacements and learn how to do some minor restoration.		No
1255	Architectural and Civil Engineering	.50	1	This elective course will teach students how to interpret site drawings and use AutoCAD Architecture 2009 and Revit Architecture 2009 software. Students will participate in a variety of projects using this software to learn about structural physics, test materials for strength, apply hydraulic and pneumatic theory to real-world systems, and perform architectural drafting including residential and commercial. Students will create construction blueprints and topographic/site maps and plans.		No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1260	CAD Engineering	.50	1	This elective course will allow students to apply mathematic and scientific principles to real-life engineering and architecture projects. The Design Academy helps students understand the relevance of what they're learning and master the fundamentals of the engineering and architecture design process using Autodesk software including AutoCAD 2009, Autodesk Inventor Professional 2009, etc. Students are engaged in real-life projects that help them experience the engineering process.		No

World Language

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1111	French 1	1.0	2	Students learn the language through listening, speaking, reading and writing. Dialogues and conversations are used to familiarize the students with the language. While listening and speaking are emphasized, a formal approach to grammar is also presented. In addition, students will explore the culture. Workbooks must be purchased.		No
1112	French 2	1.0	2	The students continue to broaden their vocabulary and grammar. They review and expand their usage of verb tenses introduced in French 1 and are introduced to additional tenses.	French 1 Recommendation: "C" or higher in French 1 or teacher approval	No
1113	French 3	1.0	2	This level continues the objectives of French 2 with communication as a primary goal. The students continue to sharpen their listening and reading skills and are expected to express themselves orally and in writing on a variety of topics. Daily oral presentation is a requirement of the course.	French 2 Recommendation: "C" or higher in French 2 or teacher approval	Yes
1114	AP French 4	1.0	2	Students are challenged to think and react in the French language. All skills are further refined. Daily oral participation and a serious commitment on the part of the student are expected. Students may also take the AP examination.	French 3 Recommendation: "C" or higher in French 3 or teacher approval	Yes
1121	German 1	1.0	2	Students learn the language through listening, speaking, reading and writing. Dialogues and conversations are used to familiarize the students with the language. While listening and speaking are emphasized, a formal approach to grammar is also presented. In addition, students will explore the culture. Workbooks must be purchased.		No
1122	German 2	1.0	2	Students in German 2 increase their knowledge of German through listening, speaking, reading, and writing. The difference between this level and the first level is more vocabulary, four additional grammar points, and more intensive speaking and writing.	German 1 Recommendation: "C" or higher in German 1 or teacher approval	No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1123	German 3	1.0	2	Previous grammar learned is reviewed and subjunctive mood and passive voice are introduced. The student's knowledge of German is extended and cassettes and videos further the student's listening ability. The majority of class time is devoted to conversation with a partner on a wide variety of topics.	German 2 Recommendation: "C" or higher in German 2 or teacher approval	Yes
1124	AP German 4	1.0	2	Written work includes a combination of in-class timed narratives and 200-word expository compositions. Cassettes and videos are used to sharpen listening skills. Daily partner conversations are mandatory and cover a wide variety of topics. Grammar points are refreshed and refined.	German 3 Recommendation: "C" or higher in German 3 or teacher approval	Yes
1131	Spanish 1	1.0	2	Listening and speaking skills are emphasized with stress on the importance of proper pronunciation. Students will have the opportunity to talk about themselves, their interests, their feelings, and their activities. Reading and writing are also stressed for a balanced approach. Students discuss the Hispanic way of life, attitudes and customs in dialogues, readings, drawings, photographs, and songs. Workbooks must be purchased.		No
1132	Spanish 2	1.0	2	Spanish 2 is a continuation of Spanish 1. The four skills of listening, speaking, reading, and writing are emphasized. Basic grammar is completed during this year. Reading selections continue the presentation of the Hispanic way of life.	Spanish 1 Recommendation: "C" or higher in Spanish 1 or teacher approval	No
1133	Spanish 3	1.0	2	The student's ability to communicate is emphasized. The course focuses on the expansion of basic vocabulary and the reinforcement of previous grammatical structures already learned. Advance structure is then introduced. Daily oral participation is a requirement of the course.	Spanish 2 Recommendation: "C" or higher in Spanish 2 or teacher approval	Yes
1134	AP Spanish 4	1.0	2	Spanish 4 combines an advanced and intensive review of grammar, vocabulary, listening comprehension and speaking skills intended to prepare students for the Advanced Placement Language Test. Daily oral participation, projects, and a firm commitment by the student are course requirements.	Spanish 3 Recommendation: "C" or higher in Spanish 3 or teacher approval	Yes