



# WEST GEAUGA HIGH SCHOOL

## Program of Studies

2009 - 2010

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## **COURSE PLANNING**

The West Geauga High School Curriculum contains over 100 different courses. Each student will be able to take only a small fraction of these during four years of high school. It is not always an easy task to decide just which courses should be taken. Course planning decisions should involve the student, parent, teacher, and counselor. Future goals and personal objectives must always be kept in mind. Every effort is made to give the students their first choice, however, because of schedule conflicts, students may need to make alternate choices.

### **I. Requirements for Graduation**

The program of studies is arranged in one comprehensive unified curriculum. From this curriculum each student, under careful guidance, is required to choose his/her subjects. The choice of subjects must conform in all details to the requirements of Ohio Statutes, The regulations and standards of the State Department of Education, and the West Geauga Board of Education. The student's final choice must be approved first by parents and then by the Guidance Center.

#### **A. MINIMUM SUBJECT REQUIREMENTS FOR ALL CANDIDATES FOR GRADUATION**

##### **UNITS OF CREDIT**

ENGLISH .....	4
MATHEMATICS .....	3
SCIENCE .....	3
SOCIAL STUDIES.....	3
HEALTH .....	1/2
PHYSICAL EDUCATION .....	1/2
ELECTIVES* .....	7
TOTAL .....	21

\* 1 unit or two 1/2 units must include Business/Technology, Fine Arts, or Foreign Language

- **ENGLISH**: Four units of credit: English 9,10,11,12
- **SOCIAL STUDIES**: Three units of credit: Am & World I, Am & World II, and Am Iss/Sr Seminar fulfill the U.S. History and U.S. Government requirements
- **SCIENCE**: Three units of credit. One credit is required in physical science, and two credits are required in lab science
- **MATH**: 3 units of credit.

Students completing middle school algebra, geometry and/or a foreign language will receive high school elective credit. Such credit will not count toward high school required core curriculum credit.

## **B. STATE MANDATED TESTING**

### **OHIO GRADUATION TEST**

The Ohio Graduation Tests are a key part of Ohio's education reform to establish an aligned system of standards, assessments (tests) and accountability for Ohio schools. The testing requirements were established by the Ohio Assembly in 2001 based on recommendations by the Governor's Commission for Student Success, a broad-based group appointed to improve Ohio's schools. Five tests in reading, writing, math, science and social studies make up the OGT. Students will test for the first time in the spring of their sophomore year. For students who do not pass one or more tests on their first attempt, multiple opportunities during their junior and senior years will be available. In addition to the spring administrations there is an optional summer administration and required fall administration.

Students may graduate and receive a diploma without passing all five tests of the OGT if they meet the following requirements:

- (a) Pass four of the five tests and have missed passing the fifth test by no more than 10 points.
- (b) Have had a 97% attendance rate through all four years of high school and not had an expulsion.
- (c) Have a GPA of 2.5 out of 4.0 in the subject area missed and have completed the curriculum requirements in the subject area missed.
- (d) Have participated in any intervention programs offered by the school and must have a 97% attendance rate in any program offered outside the normal school day.
- (e) Obtain letters of recommendation from each teacher in the subject not yet passed.

Students who have an IEP that requires a different test can take an alternate assessment of the OGT.

## **C. DIFFERENTIATED DIPLOMA REQUIREMENTS**

**High School Diploma** - received by students who have met all curricular requirements of the Board of Education and have passed all state mandated requirements.

**Diploma with Honors** - received by students who have met all curricular requirements of the Board of Education, have passed all state mandated requirements. Students must also meet other criteria prescribed by the Ohio State Board of Education which is described below:

**The student who completes the college preparatory curriculum in high school must meet any eight of the following nine criteria:**

- (a) earn four units of English
- (b) earn three units of mathematics that include Algebra I, Algebra II and Geometry or complete a three-year sequence of courses that contain equivalent content.
- (c) earn at least three units of science that include instructional emphasis on the physical, life and earth and space sciences
- (d) earn three units of social studies
- (e) earn either three units of one foreign language or two units of each of two foreign languages

- (f) earn one unit of fine arts
- (g) earn either one unit of business/technology and two additional units in (a) through (f) above or earn three additional units, in (a) through (f) above.
- (h) maintain an overall high school grade point average of at least 3.5 on a four-point scale up to the last grading period of the senior year.
- (i) obtain a composite score of 27 on the American College Testing (ACT) test or an equivalent composite score of 1820 (with writing) on the Scholastic Assessment Tests (SAT)

**The student who completes an intensive career-technical education curriculum in the high school must meet any nine of the following ten criteria:**

- (a) earn four units of English which may include one unit of applied communication
- (b) earn three units of mathematics which should include algebra, geometry or the sequence of courses that contain equivalent content.
- (c) earn three units of science that develop concepts for physical, life and earth sciences
- (d) earn three units of social studies
- (e) earn two units of a foreign language; or two units of business/technology; or one unit of each
- (f) earn three units in the student's career-technical education curriculum
- (g) two additional units in (a) through (f) above, or in fine arts
- (h) maintain an overall high school grade point average of at least a 3.5 on a 4.0 point scale up to the last grading period of the senior year
- (i) complete a career passport that reflects achievement of the occupational proficiency benchmark established for the Ohio Vocational Competency Assessment or the equivalent
- (j) obtain a composite score of 27 on the ACT test or an equivalent composite score of 1210 on the Scholastic Assessment Tests (SAT)

## **II. Yearly Minimum Credits**

Every student is required to enroll in a minimum of 5.25 units of credit in each of the four high school years.

## **III. Grade Classification**

A student must have completed a minimum of 4.25 units of credit to be classified as a sophomore, 9.5 credits to be classified as junior, and 15 units of credit to be classified as a senior.

## **IV. Time Requirements**

Except in unusual cases, students are required to have 4 years of experience in high school to graduate. A full day of attendance will be required of students. There are options for students who want to accelerate their academic program. This requires discussion among the student, parents, teachers & counselor & review of the student's records. It is the student's and parent's/guardian's responsibility to see that requirements for graduation are met. The Guidance Department will make every effort to keep up-to-date records; however, it is the student's and parent's/guardian's responsibility to be acquainted with the necessary requirements to meet this goal.

## V. Registration of Students

Guidance counselors will meet with students by the end of February of each school year to discuss scheduling options. Students will be given the opportunity to make decisions about the courses they wish to take the next year. Not only will these decisions affect students for the next school year, they will also influence future college and career opportunities. These choices, therefore, should be made with the utmost care and thoughtfulness.

Students are encouraged to discuss the program of study with their parents, teachers and counselor. Each student will receive a registration sheet with course recommendations. The registration form, signed by the student and parent, must be in the guidance office by **March 1<sup>st</sup>** of each school year. Should students turn in a course request after the deadline, they may not receive their first choice.

## VI. Rank in Class, Grade Point Average, and Weighted Grades

Student standing in class will be reported as percentile rank. Percentile ranking will be used for reporting to post-secondary institutions. Class percentile shall be computed by the final grade in all subjects for which credit is awarded.

- High School Honor courses are weighted by adding .5 of a quality point value to a one-credit course and .25 of a quality point value to a half-credit course, etc.
- AP courses are weighted by adding 1 to the quality point value to a one credit course and .5 of a quality point to a half credit course, etc.
- Grades of “D” and “F” will not be weighted for honor or AP courses.

Based on a one (1) credit course, rank in class and cumulative grade point averages are computed according to the following point system:

For Advanced Placement Courses: ..... A= 5 B= 4 C= 3 D= 1 F= 0

Honor Courses: ..... A= 4.5 B= 3.5 C= 2.5 D= 1 F= 0

For all other courses: ..... A= 4 B= 3 C= 2 D= 1 F= 0

Courses taken in the middle school will count as high school elective credit but will not be weighted. Credit earned from co-college or post secondary enrollment option courses will be computed in the student’s cumulative grade point average. If the class taken outside of the West Geauga School District is designated as “Honors” or “Advanced Placement”, the school shall award the student the weighted grade as is provided for on-site courses. The exceptions to this provision are:

- if the building principal determines that the course content and requirements do not parallel those of the high school course
- if the course is not specifically labeled as “Honors” or “Advanced Placement” and clearly demonstrates a level of work synonymous with enriched college classes.

This exception applies only if the weighting does not provide the student with an advantage over his/her classmates.

Under no circumstances will the weighted grade exceed those provided for on-site courses. A student will have the option of not accepting school credit and corresponding grade weighting for any outside courses beyond the number of Honor and AP courses

offered by the school in a similar subject area during his/her school career.

If an on-site class becomes available as an Advance Placement option after the alternative class has been completed, the grade weighting of the off-site class will be changed ONLY if a similar AP class is available to the student's classmates.

## **VII. Class Honors and Commencement Speakers**

Class honors for graduates will be awarded on the basis of cumulative GPA (eight semesters) as follows: Above 4.0, Summa Cum Laude (with highest praise-Gold Medal); 4.0-3.75, Magna Cum Laude (with Great Praise-Silver Medal); 3.74--3.6, Cum Laude (with Praise-Bronze Medal).

The President of the senior class, in good standing, will speak at graduation. The class president's remarks will be submitted in advance, and approved by the Principal and senior class advisor.

Summa and Magna Cum Laude candidates may also apply to speak at graduation. Eligible applicants will submit proposed speeches to the Principal no later than Prom Friday. Speeches will be numbered, copied, and judged, with names removed, by a committee consisting of: 1 member of the Board of Education; 1 Administrator; 3 teachers; 1 student and 1 parent. Committee members will be approved by the Principal and senior class advisor, who will be ex-officio members of the committee. Selected speeches must be read, as judged, at graduation. Committee members may not be related, in any way, to speech applicants.

## **VIII. Drop and Add Regulations**

Students are required to take a minimum of 5.25 credits each year. This minimum course load includes both required courses and elective courses. With the guidance of parents, counselors and teachers, students choose these courses during the course selection period. In addition to the required courses, students have an opportunity to select whatever elective courses they wish. This course selection guide is the students' and parent's guide for making these selections.

A parent or student, with parent's permission, may make a course change request for the 2009-2010 school year until May 1<sup>st</sup> of each school year. After May 1, schedule changes may be made only if there is:

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| (1) a data entry error               | (2) a failure in a required course;   |
| (3) an imbalance of semester courses | (4) a graduation requirement omitted. |

Required courses may not be dropped. An elective course that is dropped after the first nine weeks will result in a failing grade with a mark of "WF". This grade will be placed on the student's transcript, and be computed in the student's GPA. Schedule adjustments may involve the teacher, parent, administration, and a counselor.

## **IX. Repeat Credit**

A student may choose to repeat a course that was passed. The credit will be computed in the student's GPA. However, the credit will be considered as credit beyond the required 21 credits for graduation.

## **X. Professional Recommendations**

Professional recommendations for the level of student's classes next year are provided on each student's registration sheet for scheduling. These are for parent's and student's consideration and evaluation. Any choice other than the one recommended should be discussed with the teacher and then the counselor. These registration sheets are to be reviewed and signed by the parent and student.

To override a teacher's recommendation the student and parent must fill out a Course Request Override located in the back of this book.

## **XI. Advanced Placement Program**

The Advanced Placement Program through College Board ([www.collegeboard.com](http://www.collegeboard.com)) gives students the opportunity to pursue college level studies while still in secondary school and to receive advanced placement and/or credit upon entering college. West Geauga offers ten Advanced Placement courses: AP Language and Composition - Grade 11, AP Literature and Composition – Grade 12, AP Latin: Vergil, AP Studio Art, AP Art History, AP Calculus, AP Statistics, AP Computer Science A, AP Biology and AP United States History. AP examinations may be offered in other disciplines at the student's request.

## **XII. Early Graduation**

Any student desiring to finish high school in less than the recommended four years must complete the following:

- (1) Discuss this with a counselor and parents;
- (2) Submit a written proposal with parent's signature indicating the plan for completion
- (3) Be given approval to attempt this plan by the Administration.

This must be submitted to Guidance by May 1 of the sophomore year.

## **XIII. Minimum Class Size**

An elective course will be scheduled only if the number of students enrolled is sufficient to warrant its inclusion in the curriculum. In general, a minimum of twenty-four students must request a course before it will be placed on the schedule and a minimum of twenty students must be scheduled or the courses may be cancelled. Exceptions to this will be made only in instances where laboratory facilities prohibit group sizes of more than twenty or where state funding requirements necessitate scheduling of a specific course.

## **XIV. Maximum Class Size**

Enrollments of elective courses may be limited in order to avoid overcrowded class sizes and due to limitations of some laboratory facilities. Preference will be given to students according to their grade level. Beyond this, students will be deselected according to the manner all requests are processed through computer scheduling. Any student deselected from a course will be provided an opportunity to choose an alternative elective.

## **XV. Educational Options**

### **A. POST-SECONDARY ENROLLMENT OPTIONS**

Legislation permits students to enroll full or part time at some public or private colleges or universities at no cost to the student. Each college has specific academic requirements for admission to this program. Students and parents of students applying for this option shall receive counseling as to the advantages and possible risks of this opportunity.

College courses may be taken for high school credit and/or college credit. If courses are taken for high school credit, a proportionate share of the district's financial aide is transferred to the college or university and there are no charges made to the student for tuition, fees, books, or materials. However, reimbursement to the college is contingent upon the student's completing each course for which the credit is required. Failure to complete the course whether through a formal "class-drop" process or nonattendance other than for reasons generally accepted by the school district will result in any or all financial obligations for that course defaulting to the student or his/her parent. West Geauga High School will adhere to the policies of the participating college or university. The high school counselor must sign all scheduling, add, and/or drop forms.

Upon completion of the college courses in this option, high school credit will be award proportionate to the following equivalency:

- 1 high school credit = 5 semester hours of college credit
- 1 high school credit - 7 1/2 quarter hours of college credit

Credit from this program, awarded toward high school graduation, will be computed in the student's GPA. These courses will be computed on a non-weighted scale.

A PSEO intent form signed by the student and parent must be submitted to the counselor by March 30<sup>th</sup> of each school year in order to be considered for this program.

### **B. CORRESPONDENCE COURSES, TUTORIAL PROGRAMS, INDEPENDENT STUDY AND DISTANCE LEARNING.**

Students may request approval for credit earned through correspondence courses, distance learning, and tutorial programs. Independent study is limited to senior level students or other students with permission from the Principal. Credit earned through educational options shall be calculated into the student's cumulative grade point average. Credit for course work may be counted as part of the minimum course load.

In order for high school credit to be granted for correspondence courses, distance learning, tutorial programs or independent study courses, either a plan must be developed in advance and approved by the principal thirty days prior to start of the program or it must be an accredited program as approved by the Principal. The plan shall include the following:

1. A statement of approval from the student's parent or guardian.
2. An instructional plan which includes:
  - a. Instructional objectives.
  - b. An outline detailing major instructional activities, materials, and environments.
  - c. For tutorial programs and independent study courses, the total number of clock hours that the student will devote to the activity, stipulating the number of contact hours to be spent with the teachers and hours to be completed independently.

- d. A description of criteria and methods for assessing pupil performance.
3. The name of the teacher who will supervise the plan. A certified teacher shall provide instruction and evaluate pupil performance in tutorial programs and independent study courses. A certified teacher shall evaluate pupil performance in correspondence courses. For independent study and correspondence courses, the teacher must be a West Geauga High School staff member.

Credit for correspondence courses, tutorial programs and independent study courses will be determined as follows:

Distance Learning/Correspondence Courses: Only courses from accredited institutions will be approved (e.g. Indiana University, Ohio University). The credit value for such courses will be determined by the school; as such value is listed in the school's catalog. Proper paper work must be completed 30 days prior to the beginning of any distance-learning course.

Tutorial Programs: For new credit, the students shall meet with the teacher a minimum of 30 clock hours and be assigned an additional 30 clock hours of work for each 1/2 unit of credit. For make-up credit, the student shall meet with the teacher for a minimum of 20 clock hours and be assigned additional 20 clock hours of work for each 1/2 unit of credit.

Independent Study: Seniors shall have the minimum number of clock hours of instruction as are required for each unit of credit granted according to the Ohio Minimum Standards for Secondary Schools.

4. Education options may be approved under the following conditions:
- Options may be approved for students who have followed appropriate procedures.
  - Options for underclass students must be approved by the building principal and counselor on an individual basis.
  - Students may be permitted to enroll in option courses that duplicate courses scheduled in high school curriculum when circumstances preclude the student from enrolling in the regular course.
  - The decision of the administration with respect to alternate learning contracts shall be final.

## C.COLLEGE COURSES

According to the **Ohio Revised Code 9.51.1**, students who wish to take college courses at their own expense, and outside of regular school hours, may do so without participating in a post-secondary enrollment options program (PSEO). A college course successfully completed by a student must be recognized by the high school of attendance and counted toward graduation and subject area requirements. If the high school offers a comparable course, it must award the student comparable credit for the completed equivalent course. If the high school does not offer a comparable course, it must award the student an appropriate number of credits in a similar subject area.

## XVI. Equal Access

All courses at West Geauga High School are available to students without regard to race, religion, national origin, gender or handicap. Programming for special needs students will be coordinated through the Pupil Personnel Department in compliance with all legal mandates.

## **XVII. Athletic Eligibility**

In order to be eligible in grades 9-12, a student must be currently enrolled and must have been in school the immediately preceding grading period. During the preceding grading period, the student must have received passing grades in a minimum of five-one credit courses or the equivalent, with no more than one failing grade. Students with a GPA of 2.0 or above for the preceding grading period, will be granted unconditional eligibility. Students below a GPA of a 2.0 will be placed on conditional eligibility as outlined in Board Policy 2431.

**Eligibility is based on quarter grades, not final grades.** Summer school grades may not be substituted for the fourth quarter. Fourth quarter grades count for athletic eligibility for the following fall season. It is the responsibility of the student and family to understand the eligibility requirements. Please see your guidance counselor or the athletic director with any questions you may have.

## **XVIII. Recommended Curriculum for College Preparation**

The recommended college preparatory curriculum:

English .....	4 credits
*Mathematics .....	3 credits
*Science .....	3 credits
Social Studies .....	3 credits
*Foreign Language .....	2 credits (Must be in the same language)
Fine Arts.....	1 credit

\*Some college programs may require more extensive preparation in specific subject areas. Check with your guidance counselor and the college or university of your choice for additional information.

West Geauga High School strongly recommends college prep students include courses in computer literacy and/or computer science to meet the rigorous demands of higher education in the 21st Century.

## **XIX. Requirements for Awarding Credit**

Academic credit awarded for all courses is based on the Carnegie Unit, universally recognized and accepted by American educational institutions. Carnegie units are determined by scheduled seat time (clock hours). One Carnegie unit of credit may be awarded for 120 hours per year of scheduled course time. Laboratory-based courses require 150 contact hours/year for 1 credit. Courses that meet 60 hours/year will be given 1/2 credit. Guidance Counselors will calculate students' total credits during the scheduling process.

## **XX. Foreign Exchange Students**

Foreign exchange students are expected to enroll in the minimum course load carried by West Geauga seniors. Students are strongly recommended to take a core of American Studies (i.e. American History, American Government, American Literature). A certificate of participation will be awarded at graduation. Application requests for foreign exchange students must be reviewed and approved by the principal, prior to the beginning of the school year.

## **ELECTIVE COURSES**

<b>COURSE</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>	<b>12th</b>
Art I, II, III, AP	I	I-II	I-II-III	I-II-III-AP
Ceramics		Art I Pre-Req.	Art I Pre-Req.	Art I Pre-Req.
Sculpture		Art I Pre-Req.	Art I Pre-Req.	Art I Pre-Req.
AP Art History			X	X
Photography			X	X
Accounting		X	X	X
Intro to Business	X	X	X	X
Computer Applications I, II, III	I	I-II	I-II-III	I-II-III
Web Page Development I, II, III		I	I-II	I-II-III
Yearbook		I	I-II	I-II
Journalism I	X	X	X	X
Journalism II, III, IV (Newspaper)		Jour. I Pre-Req.	Jour. I Pre-Req.	Jour. I Pre-Req.
Creative Writing	X	X	X	X
Speech Survey	X	X	X	X
Life Studies	X			
Life Management		X	X	X
Parenting			X	X
Foods and Nutrition			X	X
Quest			X	X
French I, II, III, IV, V	I-II	I-II-III	I-II-III-IV	I-II-III-IV-V
Latin I, II, III, AP	I	I-II	I-II-III	I-II-III-AP
Spanish I, II, III, IV, V	I-II	I-II-III	I-II-III-IV	I-II-III-IV-V
Personal Finance	X	X	X	X
Programming I	X	X	X	X
AP Computer Science A		Program Pre-Req	Program Pre-Req	Program Pre-Req
Concert Band	X	X	X	X
Marching Band	X	X	X	X
Concert Choir	X	X	X	X
Chorale		X	X	X
Treble Choir		X	X	X
Music Appreciation	X	X	X	X
Music Theory	X	X	X	X
Chemistry II Honors			X	X
Physics II Honors				X
Environmental Science				X
Forensic Science				X
Economics		X	X	X
History in Film			X	X
Woodworking/Metalworking I, II, III	I	I-II	I-II-III	I-II-III
Drafting I	X	X	X	X
Engineering Drafting (odd years)		X	X	X
Architectural Drafting (even years)		X	X	X

## WEST GEAUGA HIGH SCHOOL COURSE SEQUENCES

### ENGLISH

9 <sup>th</sup>	English 9-2	or	English 9-1 Honors		
10 <sup>th</sup>	English 10-2	or	English 10-1 Honors		
11 <sup>th</sup>	English 11-2	or	English 11-1 Honors	or	AP English 11
12 <sup>th</sup>	English 12-2	or	English 12-1 Honors	or	AP English 12

### MATH

9 <sup>th</sup>	Algebra I Exploration	or	Algebra I	or	Geometry Honors	or	Algebra II Honors
10 <sup>th</sup>	Geometry Exploration		Geometry		Algebra II Honors		Pre- Calculus Honors
11 <sup>th</sup>	Algebra II Exploration		Algebra II		Pre-Calculus Honors		AP Calculus
12 <sup>th</sup>	Pre-Calculus Exploration		Pre-Calculus and/or Prob/Stats		Calculus or AP Calculus and/or AP Statistics		AP Statistics

### SOCIAL STUDIES

9 <sup>th</sup>	America and the World I	or	America and the World I Honors
10 <sup>th</sup>	America and the World II	or	America and the World II Honors
11 <sup>th</sup>			AP United States History
12 <sup>th</sup>	American Issues/Senior Seminar	or	American Issues/ Senior Seminar Honors

### SCIENCE

9 <sup>th</sup>	Integrated Science I	or	Advanced Integrated Science I	or	Biology Honors
10 <sup>th</sup>	Biology		Biology Honors		Chemistry Honors
11 <sup>th</sup>	Integrated Science II or Chem/Com		Chemistry or Chemistry Honors		Physics Honors and/or AP Biology
12 <sup>th</sup>			Physics or Physics Honors and/or Biology II		AP Biology

## WEST GEAUGA HIGH SCHOOL 4YEAR PLAN WORKSHEET

Subject	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English				
Math				
Science				
Social Studies				
*Elective				
*Elective				
*Elective				

\*Health/PE requirement of 1 credit (.5 P.E./ .5 Health). Elective credits must also include 1 credit of Business/Technology, Fine Art or Foreign Language. West Geauga High School strongly recommends a minimum of 1 credit in each of these areas, with a rigorous experience in Foreign Language.

## WEST GEAUGA HIGH SCHOOL 9TH GRADE COURSE SELECTION WORKSHEET

### SAMPLE SCHEDULE:

Available Slots	COURSES	CREDIT
1	ENGLISH: English 9-1 or 9-2	1
2	MATH: Algebra I Exp., Algebra I, Geometry, Geometry H, Algebra II, or Algebra II H	1
3	SCIENCE: Col. Prep Science 9, Adv. Col Prep Science 9, or Biology I H	1
4	SOCIAL STUDIES: Am & World 19 <sup>th</sup> Century or Am & World 19 <sup>th</sup> Century H	1
5	Elective: Foreign Language or Other Elective	.5 or 1
6	Elective: Health and/or PE or Other Elective	.5 or 1
7	Elective: Study Hall or Other Elective	0, .5, or 1

Total \_\_\_\_\_

\*Each student must carry a minimum of 5 1/4 credits.

## COURSE DESCRIPTIONS BY DEPARTMENT

### Art

*The art courses are planned to offer students both in-depth experience and the exploration of a variety of art media, styles and concepts. Creative self-expression is fostered as students develop an understanding and appreciation of art through studio art, art history, aesthetic reflection and critiques. These courses are designed to encourage individual growth and confidence for students at many stages of artistic development. Students are guided in the creation of a portfolio as well as in possible career opportunities and life long artistic expression. Most courses are yearly courses and will serve to fulfill the recommended Fine Arts credit. Students are encouraged to continue their artistic development throughout their high school career and their lives.*

**ART I:** Grades 9 – 12 (Year Course, 1 credit) This course will focus on creative self expression, problem solving, and technical use of materials and craftsmanship. Projects will concentrate on the application of elements and principles of design. Students will explore art theory, social and cultural aspects of art, visual vocabulary, and research skills. Student journals will be required. This course prepares students for advanced and semester art courses. Course fee required.

**ART II:** Grades 10 – 12 (Year course, 1 credit) This course builds students understanding of the relationship between elements and principles of design and composition. The expectation is that students have strong drawing skills and a work ethic which embraces working on projects both in class and outside of class. By exploring of art criticism and aesthetics, students will begin to develop a wide range of styles. This course is designed to develop the skills for success in portfolio development courses. Course fee required.

**ART III:** Grades 11 – 12 (Year course, 1 credit) Prerequisite: Teacher Course Recommendation. Within this course, students develop a sketchbook and create a body of artwork that incorporates a growing personal style and various media. The creative process is enhanced through art history, aesthetics, and critiques. This course provides students with an awareness of post secondary options in art. All students are expected to assemble and submit a junior studio art portfolio for evaluation. The portfolio should incorporate a minimum of twelve quality pieces that demonstrates personal style and technical mastery. This portfolio is a prerequisite for the opportunity to enroll in Art IV: AP 2-D Design. Course fee required.

**SCULPTURE:** Grades 10 – 12 (Semester course, ½ credit) Prerequisite: Completion of Art I. This studio-based course covers the components of three-dimensional art. Students will be given hands-on experience in stone carving, basketry, plaster and related media.

**CERAMICS:** Grades 10 – 12 (Semester course, ½ credit) Prerequisite: Completion of Sculpture. This studio-based course will involve students in a variety of traditional and contemporary hand building techniques as well as wheel thrown form. Students will also study and practice surface decoration, glazing, and firing of pottery and sculpture.

**PHOTOGRAPHY:** Grades 11 – 12 (Year Course, 1 credit) This course is designed to teach students the various components of the 35mm camera, their uses and results. Much time is spent in the darkroom developing film and producing pictures using such techniques as dodging, burning, using poly contrast filters and vignetting. Creativity is stressed with students experimenting throughout the year. Composition is discussed and various techniques such as sepia toning and texture screens are also ways in which students use their creative ideas to produce finish projects. All projects assigned are designed to allow for individual expression and student interest. **(A fully adjustable 35mm camera is required.)** \$60 fee required plus additional materials.

## **ADVANCED PLACEMENT ART**

The Advanced Placement Art courses enable highly motivated students to perform at the college level while still in high school. Emphasis is placed on the volume and quality of the work produced. These courses require student focus and dedication.

**AP ART HISTORY:** Grades 11 – 12 (Year course, 1 credit) Prerequisite: Academic achievement in English and history will be reviewed.

This course is offered to students who wish to complete studies equivalent to a full college year of Art History introductory courses. The AP course in Art History is designed to introduce students to the chronological and stylistic development of art beginning with prehistoric and continuing through the 20<sup>th</sup> century. The course will focus on the major movements, artist and arts relationship to historical and cultural diversity. Students will be expected to do supplementary reading, library research and writing assignments based on analysis and comparison. Course fee required.

**ART IV-AP STUDIO ART:** Grade 12 (Year course, 1 credit, lab required. Prerequisite: AP Art III or Art III or AP Teacher recommendation.) This course is more intensive than Art IV in both the quantity and the quality of the work produced. It emphasizes an advanced responsibility of the student to their artistic growth and creative expression. Students are expected to take up the role of leaders within the art community, to share their knowledge and understanding of the creative process and to promote an atmosphere that fosters artistic curiosity and productivity. Upon the completion of this course the student will have produced a minimum of 5 works that demonstrate their mastery of media, 12 works in an area of concentration and 12 works that demonstrate their mastery in a wide range of media, styles and topics. Students develop an in-depth sketchbook that demonstrates their flexibility and fluency of artistic expression. Students will take digital images of their work and submit their AP Studio Portfolios to the College Board. Course fee required.

# **Business/Computer Applications**

**ACCOUNTING I:** Grades 10 – 12 (Year course, 1 credit). This course teaches the principles and methods of recording business transactions, the preparation and interpretation of financial statements with computer applications. Purchase Working Papers.

**INTRODUCTION TO BUSINESS:** Grades 9 – 12 (Year course, 1 credit). This is an introductory course in business helping students to develop an understanding and appreciation of our American business system and the economic setting in which it functions. Included in the course are practical applications in the areas of Economics, business management, technology, careers, consumerism, banking, credit, and investment strategies. Fee Required for Stock Market Game.

**COMPUTER APPLICATIONS I - KEYBOARDING/WORD/POWERPOINT:** Grades 9 – 12 (Year course, 1 credit) Students will learn to touch type, master the keyboard, learn word processing commands, and develop skill in creating presentation documents. Emphasis will include learning Word and PowerPoint to enable the students to produce documents for their school and personal use. Purchase workbooks.

**COMPUTER APPLICATIONS II - EXCEL/PUBLISHER/WEB EDITING:** Grades 10 – 12 (Year course, 1 credit) Students will learn spreadsheet applications with emphasis on creation of tables, charts, graphs, and sorting. Students will learn desktop publishing and be introduced to web editing with Dreamweaver/FrontPage.

**COMPUTER APPLICATIONS III - ACCESS/DREAMWEAVER/FLASH:** Grades 11 – 12 (Year course, 1 credit) Students will learn to create databases, manage data, create charts and report from databases. Students will learn advanced web editing and connect web pages with dynamic content. Students will also be introduced to Flash and its uses in web page development.

**WEB PAGE DEVELOPMENT I, II, III:** Grades 10 – 12 (Year Course, 1 credit) The course will include continued design and implementation of the high school's web site. Also, this course will enable students to use their creativity, problem solving skills, critical thinking skills, and ability to use a variety of input devices. Students will collaborate as a team to complete group based projects and work independently. The students will use HTML code, Dreamweaver, Flash and Photoshop to create web pages that enhance school communication and resources.

# English

## INTRODUCTION

*The high school English curriculum consists of year-long courses for each grade. Advanced Placement courses are offered in the 11th and 12th grades. Choosing the correct English course level is critical for the student's success both during and after high school. Therefore, it is necessary that every student and concerned parent understand the differences between the levels offered.*

*Students will receive an official recommendation from this year's English teacher for an appropriate level for next year. Students who wish to select a level not recommended should consult with their counselors to review their academic records. Since inappropriate placement could result in academic failure, parents will also be consulted. Switching levels during the school year is definitely not encouraged. Also, English courses are sequential. Therefore, two full-year English courses may not be taken in one year. A major difference exists between Level I and Level II. Although both these levels will focus on the same areas of study (American writers, for instance, for juniors), the degree of difficulty, the direction and the demands made on the students will be considerably different.*

*Advanced Placement (AP) courses are offered to junior and senior students who wish to study and write various kinds of analytic and persuasive essays (AP Junior English), study literature of various periods and genres and use the knowledge in discussing and analyzing literary topics (AP Junior and Senior English). Both courses culminate with the student's taking the AP exams to earn college credit. The degree of difficulty is greatest for these AP courses. Teachers will recommend students for placement in AP courses.*

*Level I courses are college bound, but beyond that, they involve an enriched, challenging curriculum, require a serious commitment, and incorporate more difficult work than Level II. Selective colleges recognize Level I as Honors English and recommend this level or AP for admission.*

*Level II courses will satisfy most college bound curricula. The Summer Reading Program promotes reading and literature appreciation as a lifelong habit and strives to meet the district mission of helping each student reach his/her academic potential through broader experiences with literature. The program also provides a broader exposure to various genres of literature for West Geauga students. Summer reading enhances the scope, or depth, of the curriculum by expanding the titles read in any of the courses, enriching course content. Summer reading also provides students with the experience and background in literature needed to succeed on various college entrance exams.*

**ENGLISH 9-2:** (Year course, 1 credit) This course concentrates on improving the students' overall language skills while addressing the needs of the college bound student. The literature component focuses on classical literature, exposing students to representative works from various genres including novels, poetry, drama, essays, and myths. The composition component utilizes a process approach with a focus on writing essays, poetry, fiction, summaries, etc. This course introduces speech skills and integrates grammar, mechanics, and vocabulary into the study of literature and composition. Students will need to purchase paperback books and workbooks for this class.

ENGLISH 9-1 HONORS: (Year course, 1 credit) This course concentrates on improving the students' overall language skills and is designed with enriched course material and more difficult assignments. The literature component focuses on classical literature, exposing students to essays and myths. The variety of works and authors gives students the necessary foundation for more in depth study in subsequent English classes. The composition component utilizes a process approach with a focus on writing essays, poetry, fiction, summaries, etc. Students build confidence in expressing their own ideas about literature through a variety of oral activities, including small group and whole class discussion. Grammar and vocabulary are integrated into the study of literature and composition. Students will need to purchase paperback books.

ENGLISH 10-2: (Year course, 1 credit) This is a regular or college bound course. Included in this course will be a survey of the various types of world literature, a continuation of the grammar study, vocabulary building and practice in creative, persuasive and expository writing to enable the student to discuss literature and write successfully for practical needs.

ENGLISH 10-1 HONORS: (Year course, 1 credit) This course involves enriched course material and more difficult assignments. The literature will include an extensive survey of world literature. Writing skills will be developed through the critical analysis of literature. Basic grammar, vocabulary building, mechanics of writing, as well as essay forms/types will be taught. This course is essential for students who plan to take the Advanced Placement program or Level I programs in the 11th and 12th grades.

ENGLISH 11-2: (Year course, 1 credit) The college-bound curriculum will be followed. Included in this course will be a survey of American literature, a continuation of the grammar study, a review of mechanical skills, small group/project units and oral communication skills. Creative and expository writing will enable the student to discuss literature and to write successfully for his practical needs.

ENGLISH 11-1 HONORS: (Year course, 1 credit) This course involves enriched course material and more difficult assignments. The literature will include a survey of influential American authors and major literary movements. This level will include a review of mechanical skills and an in-depth grammar and vocabulary study to help students understand the English language and to write better. Writing will be taught at this level to prepare the students for the 12th grade Level I course, as well as for college.

ADVANCED PLACEMENT English 11 - LANGUAGE AND COMPOSITION: (Year course, 1 credit) This course is primarily a writing course designed to prepare the students for the AP Composition Exam given in May, as well as for the senior AP literature course. Writing skills will, however, be developed principally through the critical analysis of American works of recognized literary merit. Since the course is the equivalent of a college writing course and can earn the student college credits, it is suggested for students who have demonstrated success in their previous high school English courses. Teacher recommendations are given and test scores and grades will be reviewed. Summer reading and writing assignments are mandatory. Students are expected to take the AP Exam.

ENGLISH 12-2: (Year course, 1 credit) This level includes college-bound curriculum. This course involves a survey of British literature, including such writers as Chaucer, Shakespeare, Wilde, and Orwell; expository writing; vocabulary building and a review of mechanical skills necessary to the students' writing needs. It especially emphasizes the improvement of critical thinking, expository and persuasive writing, and reading.

ENGLISH 12-1 HONORS: (Year course, 1 credit) This course is designed for serious college-bound students who care for literature and the uses of language. The literature will include a historical survey of British writers from the Anglo-Saxon time to the present. The course will involve reading and analysis of British society and history as presented in poetry, prose and drama. Shakespeare's plays will also be studied and instructions in expository writing and vocabulary will be included, as well as a brief research paper.

ADVANCED PLACEMENT English 12 - LITERATURE AND COMPOSITION: (Year course, 1 credit) This course concentrates on the reading and analysis of British prose and poetry. Written assignments will focus on the critical analysis of literature in preparation for the AP Literature and Composition exam. The course is designed for students who wish to complete studies equivalent to a college introductory course in composition and literature. A research paper may be required. Students are expected to take the AP English examination. Summer reading and writing assignments are mandatory.

SPEECH SURVEY: Grades 9 – 12 (semester course, ½ credit) This course is designed for the student interested in developing advanced oral communication skills. Emphasis will be placed on the research, organization and delivery skills necessary in writing and presenting an effective speech. Major units will cover public speaking, debate, oral interpretation and acting.

JOURNALISM I: Grades 9 – 12 (Semester course, ½ credit) This course is designed to introduce the students to all phases of the journalistic process. Emphasis will be placed on the major types of journalistic writing, including, but not limited to, reporting (news and sports), editorials, feature writing, and commentaries. The course will also introduce the students to the basics of layout, copy, type, and preliminary newspaper production skills.

CREATIVE WRITING: Grades 9 – 12 (Semester course, ½ credit) This course is designed to introduce the students to all phases of the creative process. Emphasis will be placed on the creation of original pieces. Original short stories, poems, drama, criticism, essays, satires, etc. will be produced. Submission of pieces in student-based publications will also be encouraged.

JOURNALISM II, III or IV - SCHOOL NEWSPAPER: (Year course, 1 credit) Prerequisite: Journalism I. This course is designed to introduce the students to all phases of the publication process. Emphasis will be placed on producing the West Geauga Student Newspaper. The course will utilize all the skills learned in Journalism I as well as allow students to achieve editor status and begin building journalistic portfolios.

YEARBOOK I, II: Grades 10 – 12 (Year course, ½ credit) This course will include organization, graphic design, editing, publishing, layout, copy writing, marketing, legal issues, and sales in conjunction with the basic experiences in journalism. As students will rely on computers and appropriate software applications, basic computer skills are expected. The culminating activity will be the **Westwind**, the West Geauga High School yearbook. Due to high interest and limited availability, an application will need to be completed by those who register for this course. Interviews may follow. Applicants will be selected based on attendance, academic record, and discipline record. Yearbook II is for editor positions and is done through application. Prerequisite: Yearbook I.

# Family and Consumer Science

## **COURSE DESCRIPTIONS**

**LIFE STUDIES:** Grade 9 (Year course, 1.25 credits) This course comprises: consumer education and management; foods and nutrition; clothing and textiles; personal, family and community relationships; conflict management and careers. Problem solving and decision-making is stressed in all of these areas. A foods unit involves a study of buying and preparing various types of foods to create nutritious meals and snacks. Other specific areas included in this course are:

- Personal money management
- How to use personal resources
- Service project
- How to recognize and use art principles in clothing section.

Fee required.

**LIFE MANAGEMENT:** Grades 10 – 12 (Year course, 1.25 credits) Time to get your act together? This course brings all your academic learning together and helps you apply your knowledge to everyday living. Topics Include: leadership skills, personal development, balancing family, work, and school, food preparation and nutrition, money management, psychology and sexuality, communication skills, conflict management, stress reduction techniques, preparation for college choices, problem-solving techniques and technology-based research projects. Service Project required. Fee required.

**QUEST:** Grades 11 – 12 (Semester course, .63 credit) The main emphasis is placed on learning and practicing communications skills, developing a positive self-concept, building relationships, dealing with family concerns, human sexuality and problem solving methods. Class activities are designed to practice communication techniques.

**PARENTING:** Grades 11 – 12 (Semester course, .63 credit.). Parenting is a course designed to help high school students understand their future responsibilities and roles as caregivers and parents. This course follows the development of the child from pregnancy through early childhood. Parenting skills, child psychology, and communication are emphasized. This course examines the various ways parenting may present itself, including parenting associated with life and lifestyle choices. A variety of instructional resources, including, but not limited to videos and guest speakers including children, are introduced. Field experience is an option.

**FOODS AND NUTRITION:** Grades 11 – 12 (Semester course, .63 credit.) Famous chefs, creative cooks and dieticians begin this way. Learn the basics of food preparation, meal planning and healthy nutritional habits. Work with current topics of interest such as the world food crisis, health foods, food fads and foreign foods. Lab experience allows you to practice what you learn in kitchen groups. Fee required.

# Foreign Language

FRENCH I - SPANISH I: (Year courses, 1 credit) This course is offered to students in grades 9, 10, 11. It is an elective course recommended for students with a letter grade of “C” or higher in college prep/level II English. The goals of this level are to introduce the basic language skills: listening, speaking, reading and writing. The use of a textbook aids students in understanding the structural aspects of the language. Students are also involved in many cultural activities. Students will be required to buy a workbook.

FRENCH II - SPANISH II: (Year courses, 1 credit) This course is offered to students who have successfully completed level I in the middle school or the high school. Oral practice through conversation is continued as well as analysis of basic grammatical patterns. French or Spanish culture is emphasized through readings, field trips and other cultural activities. Students will be required to buy a workbook.

FRENCH II HONORS - SPANISH II HONORS: (Year courses, 1 credit) It is recommended that students in this level have demonstrated continued interest and success in 8th grade. In this level, emphasis is placed on oral communication and reinforcement of pronunciation and reading and writing skills. The honors level provides optimum exposure to foreign culture via readings, skits, filmstrips, projects, and other assignments in correlation with the textbooks and classroom materials. Students will be required to buy a workbook.

FRENCH III HONORS - SPANISH III HONORS: (Year courses, 1 credit). This course is open to students who have successfully completed Honors in the 9th grade or Level II. Further development of oral accuracy, reading skills and grammar analysis is stressed. Students will be required to buy a workbook.

FRENCH IV HONORS - SPANISH IV HONORS: (Year courses, 1 credit). This course is open to students who have successfully completed level III Honors. Continued emphasis is placed on the development of oral skills, particularly free conversation and the study of grammar patterns. Exposure to history, culture and literature of the country will supplement the text. A workbook may be required. Students will begin work to refine their writing skills so as to correctly express their feelings and ideas in the language.

FRENCH V HONORS: (Year course, 1 credit). This is a continuation from French IV Honors. The advanced level course is designed for the motivated students whose interest in French culture, literature and language will encourage him to refine as well as increase his knowledge. Units of study are designed around themes. The readings include literary selections, both classic and contemporary, as well as those taken from periodicals. A variety of activities permit each student to showcase his talents and improve any areas of weakness.

SPANISH V HONORS: (Year course, 1 credit). This advanced level course is designed for the student whose interest is in Spanish culture, literature and language will encourage him to refine as well as increase his knowledge. The readings include literary selections, both classic and contemporary. Among these are El Cid and Don Quixote. A variety of activities will allow for refinement of language skills.

LATIN I: (Year course, 1 credit). This course covers the basics of Latin. One textbook is used. Students will also use a workbook entitled A Course on Words. The text shows students how

English words are made, how to take them apart and the meaning of numerous prefixes, suffixes and bases. The vast majority of prefixes, suffixes and bases come from Latin and a number come from Greek. Students will learn about Roman/Greek culture and history through slides and video the teacher has assembled from trips to Greece and Italia.

LATIN II: (Year course, 1 credit) Prerequisite: Completion of Latin I. This course covers selections from Vergil, Cicero and Catullus. Review of grammar is on a daily basis. Vocabulary consists of 15 to 20 words per week. An appreciation for poetry and literature will be a major focus. Roman culture is covered in more depth.

LATIN II HONORS: (Year course, 1 credit) Prerequisite: Completion of Latin I and teacher recommendation. This course covers selections from advanced college level authors and from those found on the Advanced Placement syllabus for Vergil. Review of grammar is on a daily basis. Vocabulary pace is increased (20 to 25 words per week). An appreciation for poetry and literature will be a major focus. All literary terms used in AP English Writing and AP English Literature are covered at this level. Roman culture is covered in more depth.

LATIN III HONORS: (Year course, 1 credit) Prerequisite: Completion of Latin II Honors or Latin II with teacher recommendation. Students will develop a better understanding of our own political system. Recent historians have pointed out that the culture and values of the Romans of the Republican period closely mirror those of the United States. This study of Roman political challenges offers valuable lessons for our own. There will be an emphasis on the mastery of grammar, since it is essential for genuine understanding of literature. Writing skills and analysis of literary passages are developed. The course has weekly tests over passages from text covered and discussion/analysis of a passage. 25 to 35 new vocabulary words are learned and tested per week. Sight translations are designed to develop reading ability and comprehension. Culture Day sequences will vary from year to year. These Culture Days allow art and sculpture to enhance appreciation for the period.

ADVANCED PLACEMENT LATIN: VERGIL: (Year course, 1 credit) Prerequisite: Completion of Latin III Honors. Students will read selections from the Aeneid by Vergil. A total of 1876 lines are covered during the course of a year. Grammar is reviewed and vocabulary is increased. Vergil is perhaps the single most important poet in Latin and even English poetry without Vergil would be drab and dull. His love of sounds, his perception of people and his understanding of the power of words pop out from every line of text. In addition, those skills necessary to interpret and appreciate English literature are sharpened. Vocabulary will be assigned. Fact sheets with essential information about Vergil will be tested upon return to school.

# Health /Physical Education

HEALTH EDUCATION: Grades 9 – 12 (Semester course, ½ credit) This course provides factual information as a basis for making healthy decisions. It includes drug and alcohol education, tobacco education, suicide, relationships and communication, nutrition, wellness, fitness, personality, mental health, teenage stress, infectious diseases, chronic diseases and sexually transmitted diseases. A guest speaker and workbook fee is charged.

PHYSICAL EDUCATION: Grades 9 – 12 (Semester course, 5 periods per week, ¼ credit OR Year course, 2 periods per week, ¼ credit) A total of one half (1/2) credit in physical education must be earned for graduation. The program activities include badminton, speedball, tennis, basketball, softball, touch football, fitness testing, track & field, recreational sports, weight training, volleyball, & tumbling. Students are required to wear a West Geauga Physical Education uniform. A fee is charged for students who need a uniform.

PHYSICAL EDUCATION WAIVER: Grades 9 – 10

A student may be excused from the high school physical education requirement if, during high school, s/he has participated in interscholastic athletics, marching band (including drill teams or auxiliary units) or cheerleading for at least two full seasons, each one in separate school calendar years. The student, however, is required to complete one-half unit, consisting of at least sixty (60) hours of instruction, in another course of study; any elective (worth at least one-half credit) offered in the Program of Studies fulfills this requirement. For purposes of this policy, the program of interscholastic athletics shall include all activities relating to competitive sports currently listed in the WGHS handbook under Athletics or other sports we might offer in the future. Such events will involve individual students or teams of students from this District competing versus schools outside this District. A full season must include a minimum of 120 hours of activity. All students requesting this waiver must additionally have remained academically eligible throughout and complete the season in good standing.

# Mathematics

*The mathematics curriculum consists of three parallel sequences. The regular sequence of courses is designed to offer a strong preparation for a four-year college. Students enrolling in these courses need a solid background in mathematics and a willingness to work*

*The exploration sequence of courses parallels the regular sequence but is covered in less depth. The course work offers more review and more hands-on exploration to enhance understanding and improve students' skill levels. The exploration sequence will meet college admission requirements but will not prepare students for careers requiring course work in advanced mathematics (such as physics, engineering and pre-med).*

*The honors sequence of courses parallels that of the regular sequence, but is considerably more rigorous and includes enrichment material. The course work is designed to seriously challenge students.*

*Students will receive a professional recommendation from their current mathematics teacher. Since inappropriate placement may result in academic failure and/or the inability to pursue future educational goals, students who wish to select a course not recommended by that teacher should review their academic records with their counselor. Parents will also be consulted in these cases.*

*Students normally should not accelerate their math studies by taking two classes concurrently or by taking a course in summer school. Any student wishing to do this must have written permission from the mathematics department head. It is highly recommended that college bound students take a math course during their senior year.*

**ALGEBRA I EXPLORATION:** (Year course, 1 credit). This course parallels Algebra I. It offers more review and more hands-on exploration. **All students taking this course are required to have the TI-34 II calculator for use in class and on homework. This is a clone of the OGT calculator and will be used throughout the year.**

**ALGEBRA I:** (Year course, 1 credit). This is an introductory course dealing with quantitative literacy and the real number system including equation solving and graphing. **All students taking this course are required to have the TI-34 II calculator for use in class and on homework. This is a clone of the OGT calculator and will be used throughout the year.**

**GEOMETRY EXPLORATION:** (Year course, 1 credit) Prerequisite: Algebra I or Algebra I Exploration. This course parallels Geometry. It offers more review and more hands-on exploration. **All students taking this course are required to have the TI-34 II calculator for use in class and on homework. This is a clone of the OGT calculator and will be used throughout the year.**

**GEOMETRY:** (Year course, 1 credit). Prerequisite: Algebra I or Eighth grade Algebra. This course emphasizes Euclidian geometry and the properties of geometric figures as well as logical reasoning. **All students taking this course are required to have the TI-34 II calculator for use in class and on homework. This is a clone of the OGT calculator and will be used throughout the year.**

**GEOMETRY HONORS:** (Year course, 1 credit) Prerequisite: Eighth grade Algebra or Algebra I and teacher's recommendation. This course parallels topics in Geometry but includes enriched material and is more rigorous. **All students taking this course are required to have the TI-34 II calculator for use in class and on homework. This is a clone of the OGT calculator and will be used throughout the year.**

**ALGEBRA II EXPLORATION:** (Year course, 1 credit) Prerequisite: Geometry or Geometry Exploration. This course parallels Algebra II. It offers more review and more hands-on exploration. A scientific function calculator is required.

**ALGEBRA II:** (Year course, 1 credit) Prerequisite: Geometry, Geometry Honors. This course includes the study of functions and second-degree equations approached both graphically and analytically as well as topics in probability and data analysis. A scientific function calculator is required.

**ALGEBRA II HONORS:** (Year course, 1 credit) Prerequisite: Geometry Honors or Geometry and teacher's recommendation. This course parallels Algebra II but includes enriched material and is more rigorous. A scientific function calculator or graphing calculator is required.

**PRE-CALCULUS EXPLORATION:** (Year course, 1 credit) Prerequisite: Algebra II Exploration. This course covers topics in graphing, statistics, trigonometry, probability and related mathematical concepts, all with real-world applications. A scientific function calculator or graphing calculator is required. This class is open only to students who have been in the exploration sequence previously.

PRE-CALCULUS: (Year course, 1 credit) Prerequisite: Algebra II or Algebra II Honors. This course continues the study of functions, examining them both graphically and analytically. It emphasizes trigonometry, analytic geometry, conic sections and quantitative literacy. A scientific function calculator is required. A graphing calculator is recommended.

PRE-CALCULUS HONORS: (Year course, 1 credit) Prerequisite: Algebra II Honors or Algebra II and teacher's recommendation. This course parallels Pre-Calculus but includes enriched material and is more rigorous. Students are required to complete a summer math assignment prior to the beginning of this course. A graphing calculator is required. However, the TI-89 and TI-92 calculators may not be used on tests.

CALCULUS HONORS: (Year course, 1 credit) Prerequisite: Pre-Calculus or Pre-Calculus Honors. In this course, topics from both integral and differential calculus are studied, along with applications from both science and business. A graphing calculator is required.

AP CALCULUS: (Year course, 1 credit) Prerequisite: Pre-Calculus Honors and teacher's recommendation. This course parallels Calculus but includes more rigorous material to prepare the student for the AP Calculus AB Exam in May. The material covered is at least equivalent to one semester of college Calculus and, therefore, the pace of instruction is more rapid than Calculus. A graphing calculator is required.

PROBABILITY & STATISTICS: (Year course, 1 credit.) Pre-requisite: Algebra II. This is an introduction to statistics and probability. It is geared to students interested in business, science, psychology, and the health fields. This course may be taken concurrently with or as an alternative to either pre-calculus or Calculus. A TI-83 or TI-84 Plus calculator is required.

AP STATISTICS: (Year course, 1 credit) Prerequisite: Algebra II or Algebra II Honors. This course introduces students to the major concepts of statistics. It will prepare students for the AP Statistics Exam while exposing them to the main themes of exploring data, planning a study, anticipating patterns and statistical inference. Students will be required to complete several out-of-class projects. A TI-83 or TI-83 Plus calculator required for class

PROGRAMMING I: Grades 9-12 (Year course, 1 credit) Co-requisite: Geometry. This course will be used to introduce the concepts of structured programming and the problem solving skills using C+ programming language. Knowledge of the language is **NOT** required.

AP COMPUTER SCIENCE A: Grades 10-12 (Year course, 1 credit) Prerequisite: Programming I, or approval of the Math Department. This course continues the study of structured programming using Java. Topics to be covered include object oriented programming; dynamic data structures and AP CS case study. This course is designed for students interested in Computer Science, Mathematics, or Information Systems as a future occupation.

PERSONAL FINANCE: Grades 9 -12 – (Semester course, ½ credit) no prerequisite. This course will teach the basics of personal finance, including budgeting, savings accounts, taxes and investments. Students will role-play living on a set income. **Elective credit only. Course does NOT count toward core math requirement.**

# Music

MUSIC APPRECIATION: Grades 9 – 12 (Semester course, ½ credit) Students will discuss, examine and learn about musical styles and sociological aspects of each historical period. They will explore lives, individual styles and representative works of many composers through listening and reading. Two research papers are required.

MUSIC THEORY: Grades 9 – 12 (Semester course, ½ credit) Content of class includes ear training, harmony, melody, triads, chords, rhythm, style, calligraphy, analysis of musical forms and composition. A \$50.00 workbook must be purchased for this course. It will be used as the text.

## **CHORAL MUSIC**

CONCERT CHOIR: Grades 9 – 12 (Year course, 1 credit) This ensemble is intended for the less-experienced singer. Students will learn and practice proper vocal technique. Emphasis will be placed on musical elements such as music theory, music history, and sight singing. Participants will perform 2 or 3 times a year. Grades are based on participation, concert attendance, and demonstrated knowledge of musical concepts.

CHORALE: Grades 10 – 12 (Year course, 1 credit) Students will build on their musical skills and vocal technique. Sight singing, theory, and study of musical styles will be examined in more detail. This chorus performs several times throughout the year and may participate in district contest. Grades are determined by participation, concert attendance, and demonstrated mastery of musical skills.

TREBLE CHOIR: Grades 10 – 12 (Year course, 1 credit) Prerequisite: At least one year of high school choir. Students will build on their knowledge of music theory, music history, and sight singing. Members of the ensemble will study the various styles of music. Participants will perform several times a year and participate in district contest. Placement in this ensemble is by audition. Grades are based on participation, concert attendance, and demonstrated knowledge of musical concepts.

## **INSTRUMENTAL MUSIC**

*Students will register for Concert/Symphonic Band or Concert/Symphonic Band with Marching. Auditions for seating in either Concert or Symphonic Band will take place near the conclusion of the marching season. Prerequisite is previous membership in the West Geauga band program or by arrangement/audition with director.*

SYMPHONIC BAND: Grades 9 – 12 (Year course, 1 credit) Students are involved with the highest possible level of musical performance, training and appreciation through a repertoire of widely varied musical styles. Participation in all performances is considered an integral part of the course and is required. (Evaluations for seating are conducted on a continual basis.)

CONCERT BAND: Grades 9 – 12 (Year course, 1 credit) Students involved will perform music suited to their ability levels. Repertoire will encompass widely varied styles. Participation in all performances is considered an integral part of the course and is required. (Evaluations for seating are conducted on a continual basis.)

MARCHING BAND: Grades 9 – 12 (Year course, 1 credit) In addition to the regular band program described above, these students will participate in the marching program for the 1st ten weeks of school. The marching band performs at all football games, selected festivals and other activities that may be scheduled. Students enrolled in this course are required to attend pre-school band rehearsals in August, all summer rehearsals, all after school rehearsals and all performances.

NOTE: Students who are not in marching band due to a fall sport/conflict will be in a band made up of non-marchers. They will perform in a concert band-type setting and be assigned to an ensemble if possible. The ensembles and/or concert band will present a fall concert. Participation in the concert is an integral part of the course and is required. This activity will take place during the first eight weeks of school.

NOTE: Students who cannot be scheduled into band five days per week may be scheduled in Band three days per week based on the following criteria: AP Studio Art, AP Biology, Physical Education, and Special Education requirements.

## Science

COLLEGE PREP SCIENCE 9: (Year course, 1 credit) this course presents a modern scientific-inquiry approach integrating topics of chemistry, physics, earth science, and astronomy. Emphasis will be on a hands-on approach to scientific learning. Students will be prepared for problem solving and technology integration. Reading, writing, math and critical thinking skills will continue to be developed. This course will give students an insight into the various scientific fields and promote specialization of future science courses. Course content is aligned with Ohio Graduation Test (OGT) standards.

ADVANCED COLLEGE PREP SCIENCE 9: (Year course, 1 credit) this course presents a modern scientific-inquiry approach integrating topics of chemistry, physics, earth science, and astronomy. The course will incorporate an accelerated pace for these topics for the purpose of enriching and broadening the scope of the standard 9<sup>th</sup> grade science course. Emphasis will be on a hands-on approach to scientific learning. Students will be prepared for problem solving and technology integration. Reading, writing, math and critical thinking skills will continue to be developed. Math concepts related to the science presented will be covered in greater depth. This course will give students an insight into the various scientific fields and promote specialization of future science courses. Course content is aligned with Ohio Graduation Test (OGT) standards. This course is designed to prepare students with a strong aptitude in science to take honors level science courses in subsequent years. **Students will be required to complete a Science Fair project.**

INTEGRATED SCIENCE: (Year course, 1 credit). Prerequisite: Successful completion of Biology. This course involves a study of the integrated sciences including biology. Hands-on activities will be incorporated to enhance the student's understanding of basic concepts. The skills of data recording, organization and interpretation will be developed, as will test-taking skills. Reading, writing and critical thinking skills will be incorporated throughout the year. These skills will be highly emphasized after OGT testing within the context of current issues in science. This course is recommended as a basic science for upperclassmen and required for those students needing to pass the OGT, but not to be used as part of a science core for college preparatory studies.

BIOLOGY: (Year course, 1 credit). Prerequisite: Successful completion of College Prep Science 9. This is a general course that provides a good foundation for further study. Emphasis is placed on principles and concepts underlying living processes. An integral portion of the course is devoted to laboratory study, which accentuates the inquisitive nature of science and the scientific method. Library research and audiovisual materials are used extensively to enrich the core materials. This course qualifies as part of the science core for college prep students. Tenth graders who do not pass the OGT test will be assigned to Integrated Science II following Biology.

BIOLOGY HONORS: (Year course, 1 credit) This is a course open only to ninth grade students who have demonstrated superior work in seventh and eighth grade science and math classes. The student is expected to be highly self-motivated in the sciences. Emphasis in the course will be on the principles and concepts underlying living processes. Much of the coursework will be devoted to laboratory study that emphasizes the inquisitive nature of science and the scientific method. Additional topics related to the Ohio Graduation Test will be incorporated as time permits. Students and parents should be aware that the OGT topics in Earth & space science will be missed and topics in physical science will be covered in years after the OGT is administered for students who take honors biology in 9<sup>th</sup> grade. **Middle School algebra is strongly recommended for the high school honors science program. For questions and concerns, parents/students should contact the High School.**

CHEMISTRY IN THE COMMUNITY: (CHEMCOM) (Year course, 1 credit) Prerequisite: Successful completion of Biology. This course is designed to be taken concurrently with or upon completion of Algebra II **Exploration**. Chemistry in the Community is an integrated chemistry curriculum exploring the interplay of scientific, technological and societal issues in our modern lives. Topics covered are solution chemistry, inorganic and organic reactions and equations, gas laws, biochemistry, nutritional science, and atomic theory within the context of seven thematic units. Students will be expected to draw on prior knowledge from all disciplines to be successful.

**The following courses require extensive mathematical applications. Demonstrated success in higher-level math courses (i.e. Algebra II, Pre-Calculus) is recommended for enrollment:**

CHEMISTRY: (Year course, 1 credit) Prerequisite: Successful completion of Biology and Geometry and concurrent enrollment in Algebra II. This course is an in-depth study of matter, chemical reactions, stoichiometry, energy and the Periodic Table. Laboratory work is an integral part of this course. Chemistry is suitable as a terminal course or preparation for further exploration as well as being recommended for pre-nursing and certain vocational applications. A definite foundation for all college-bound students whether pursuing science or other academic disciplines.

CHEMISTRY HONORS: (Year course, 1 credit) Prerequisite: Successful completion of Biology Honors, Geometry Honors and successful completion of, or concurrent enrollment in Algebra II or Algebra II Honors. The student is expected to be highly self-motivated in the sciences. This course is an in-depth study of matter, atomic structure, chemical reactions, stoichiometry, energy and the periodic table. Extensive laboratory work will be used to reinforce concepts. The course will incorporate an accelerated pace for these topics for the purpose of enriching and broadening the scope of the standard chemistry course. Due to the accelerated pace of this course, students will be expected to have a better than average mathematics ability and a good grasp of abstract concepts. Additional topics related to the Ohio Graduation Test will be incorporated as necessary.

CHEMISTRY II HONORS: Grades 11 – 12 (Semester course, ½ credit) Prerequisite: Successful completion of Chemistry or Chemistry Honors and Algebra II or Algebra II Honors. This course is designed for highly motivated students who are considering a college major in science. Due to scheduling considerations, this course will be strictly limited to 24 students per semester with preference given to seniors. Topics covered will include solutions, colligative properties, acid/base chemistry, reaction energy & kinetics, and electrochemistry (time permitting). Extensive laboratory work will be used to reinforce concepts. This course, combined with Honors Chemistry, is designed to give students a broad understanding of the major concepts in chemistry as preparation for college-level chemistry courses.

PHYSICS HONORS: (Year course, 1 credit) Prerequisites: Successful completion of Chemistry Honors, Algebra II, Geometry and concurrent enrollment in Pre-Calculus. This course is designed for the student who is planning a college major in one of the sciences or mathematics. This course is a study of how natural phenomenon can be explained by the laws of physics and described using the language of mathematics. It will cover the major topics of classical physics including mechanics, energy, waves, sound, light and optics. Laboratory work is an integral part of this course. The course will enrich and further develop reasoning and problem-solving skills with a greater emphasis on mathematical reasoning than in the regular physics course.

PHYSICS: (Year course, 1 credit) Prerequisites: Successful completion of Chemistry, Algebra II, and Geometry. Students will gain a better understanding of natural phenomenon by learning how the laws of physics apply to the world around them. Areas of study include mechanics, energy, waves, sound, light and optics. Laboratory work is an integral part of this class. A good background in mathematical reasoning is recommended. This course will enrich and further develop reasoning and problem-solving skills.

PHYSICS II HONORS: Grade 12 (Semester course, ½ credit) Prerequisite: Successful completion of Honors Physics (or Physics with teacher recommendation). Successful completion of Algebra II required. Recommended: Successful completion of Pre-calc. Due to scheduling considerations, this course will be strictly limited to 24 students per semester. This course will be a continuation of the first year of Honors Physics; however, their Physics teacher may recommend a strong student who completed Physics. Topics covered will include, but not be limited to: Electromagnetism, DC circuits and topics in Modern Physics. This course is intended for those with a continuing interest and curiosity in Physics. There will be an emphasis on projects, laboratory work and developing independent study skills.

BIOLOGY II: (Year course, 1 credit) Prerequisite: Successful completion of Biology and Chemistry or Biology Honors and Chemistry Honors. Chemistry or Chemistry Honors may be taken concurrently. This course is a college freshman level survey of selected topics from entomology, taxonomy, comparative anatomy, and physiology with a focus on zoology and animal survey/development. This course requires selective readings, independent study, research and the successful completion of an insect collection.

AP BIOLOGY: (Year course, 1 credit, 7 periods per week) Prerequisites: Successful completion of Honors Biology and Honors Chemistry. This is a college equivalent course. Content and pace will be similar to that of a first year biology major. Students are required to complete independent readings, research, and presentations in printed, technological, and oral forms. Topics will include molecular and cell biology, heredity and evolution, classification and physiology of the six kingdoms, and ecology. Laboratory work will reinforce good lab techniques and safety. Students will be expected to design and execute a good experimental design, collect usable data, and write reasoned lab reports explaining how data supports or rejects hypotheses made by the student. Students are expected to take the AP exam at the end of this course.

ENVIRONMENTAL SCIENCE: Grade 12 (Semester course, ½ credit) Prerequisite: Successful completion of Chemistry or Chem. Com. Due to scheduling considerations, this course will be strictly limited to 24 students per semester. This course will be a relevant study of the way humans have come to understand and interact with the environment. Emphasis will be placed on identifying environmental problems and how they are solved. Water, air, soil, forests and wildlife resource management will be examined as well as pollution control and solid waste disposal. Students will be required to draw on a wealth of prior knowledge from both Biology and Chemistry. Students will be expected to participate in activities beyond the school day involving the Geauga County Park District, an invaluable resource for our course.

FORENSIC SCIENCE: Grade 12 (Semester course, ½ credit) Prerequisite: Successful completion of Chemistry or Chem. Com. Due to scheduling considerations, this course will be strictly limited to 24 students per semester. Topics covered will include nature of evidence, separation methods, pathology, entomology, serology, DNA analysis, textile identification, ballistics, and legal issues. Laboratory work, field trips, and projects will be an integral part of this course.

# Social Studies

AMERICA & THE WORLD - 19<sup>th</sup> CENTURY: Grade 9 Part I (Year Course, 1 credit)

AMERICA & THE WORLD - 20<sup>th</sup> CENTURY: Grade 10 Part II (Year Course, 1 credit)

These courses examine the major political, economic, social and cultural trends that have shaped our world from 1650 to the present. Courses will be taught thematically, as opposed to a strict chronological progression. Major themes will include Enlightenment thought and its effects, Socialism vs. Capitalism, Industrialization and Globalization. Special emphasis will be placed on the students' use of primary sources of historical information and in the development of student writing. This sequence will fulfill the American History requirement and prepares students for the OGT citizenship exam.

Or

AMERICA & THE WORLD HONORS - 19<sup>th</sup> CENTURY: Grade 9 Part I (Year Course, 1 credit)

AMERICA & THE WORLD HONORS - 20<sup>th</sup> CENTURY: Grade 10 Part II (Year Course, 1 credit)

These advanced level courses provide a more in depth examination of major political, economic and cultural artistic trends that have shaped our world from 1650 to the present. The development of artistic trends will be traced back to antiquity so that the roots of more modern artistic styles can be understood. Particular focus is placed on the use of the arts (architecture, sculpture, painting and music) as a measure of society and its ever-changing outlook on the nature of humanity. Students will be expected to participate in regular reading, interpretive writing assignments and classroom discussions. Due to the increased demands and challenges of honors courses, students should possess higher skill levels in reading and writing. This sequence will also fulfill American History and Government requirements for graduation.

ADVANCED PLACEMENT U.S. HISTORY: Grades 11 – 12 (Year course, 1 credit) The A.P. course in American History is designed to prepare students for intermediate and advanced college courses by making demands upon them equivalent to those of full year introductory college courses. Teacher recommendations are needed and test scores and grades will be reviewed. The course will include a chronological study of American History. In addition, students will learn how to assess and interpret historical material. They will do supplementary reading, library research and written essays. Taking the A.P. examination will be optional and will be at the students' expense.

AMERICAN ISSUES/SENIOR SEMINAR: Grade 12 (Year course, 1 credit) This year long course will examine the basic concepts of government along with the social and economic issues of our global society. Problem-based learning will serve as a framework for the course. Problem-based learning is a student-centered technique that ensures solutions to real life problems by incorporating research, technology, oral presentations and higher level thinking skills. This

course fulfills the government requirement that is mandated by the Ohio Department of Education.

#### SENIOR PROJECT:

The Senior Project Program, endorsed by the school administration and Board of Education, is designed to provide interested and eligible seniors with the opportunity to participate in meaningful independent projects of their own selection and design.

The Senior Project will occur during the last two weeks of the school year.

Seniors will be exempt from the last two weeks of school. The grade each participating senior has upon leaving the classroom will be the grade for the last grading period and the semester final. Final exams will be taken before students leave for their Senior Project Program. The rationale behind the project is as follows:

1. To expose seniors to people and ideas which are not a part of the classroom experience.
2. To develop further the students' skills in
  - a. Identifying a problem.
  - b. Determining possible solutions.
  - c. Reaching conclusions.
  - d. Evaluating conclusions.
  - e. Seeing the world outside the classroom and learning something in the process.
3. To give opportunities to students wishing to engage in
  - a. Educational pursuit.
  - b. Community service.
  - c. Career exploration.
4. To help satisfy a student's personal interests and his/her general intellectual curiosity.

AMERICAN ISSUES/SENIOR SEMINAR HONORS: Grade 12 (Year course, 1 credit) Same topics as regular course, with advanced research and writing (term paper) requirements.

ECONOMICS: Grades 10 – 12 (Semester course, ½ credit). Economics is a survey of the principles of microeconomics and macroeconomics. Students will gain a basic understanding of how the free market economy works with some coverage of other economics systems. Specific topics covered will include supply and demand, price, the money system, inflation and many more. This class is for advanced college bound students and is particularly useful for students headed for a major in business or finance related areas. These majors require economics and this class provides an introduction to the subject.

HISTORY IN FILM: Grades 11 – 12 (Semester Course, ½ credit). This course will investigate major social, economic and political concepts in U.S. History as depicted in classic period films. The course is designed to provide students with an interactive social studies learning experience, which integrates reading, research, and language arts (writing) skills through the Fine Art

medium of film. Students will view selected films in class and at home; participate in classroom activities, and complete required reading and research assignments. Essay exams will allow students to demonstrate their understanding and appreciation of the historical significance of selected films.

ALL FRESHMAN AND SOPHOMORE STUDENTS IN THE SOCIAL STUDIES CLASSES WILL BE ASKED TO PAY A MODERATE FEE FOR CURRENT EVENT MATERIALS.

## **Technology Education**

**DRAFTING I:** Grades 9 – 12 (Year course, 1 credit) In this course, students are introduced to drafting equipment, geometric construction, orthographic projection, dimensioning, isometric views, auxiliary views, developments and architectural drafting. Drawings will be completed on a drafting board as well as in AutoCAD. Drafting I is a prerequisite to Engineering Drafting or Architectural Drafting. Fee required.

**ENGINEERING DRAFTING:** Grades 10 – 12 (Year course, 1 credit) Offered odd years only. Prerequisite: Drafting I. Engineering drafting contains some elements of Drafting I with emphasis on multi-view drawing, dimensioning, structural drafting, auxiliary views, pictorial drawing, sectional views, fastening devices, developments and intersections, gears and cams, piping drafting, model construction. All of the assignments for this course are done using AutoCAD. Fee required plus cost of materials for model.

**ARCHITECTURAL DRAFTING:** Grades 10 – 12 (Year course, 1 credit) Offered even years only. Prerequisite: Drafting I. This course consists of drafting plans for residential structures and learning about the full set of drawings needed by the construction trades to carry out the plan. Included in a set are foundation plans, floor plans, elevations, plot plans and necessary details. Included will be design factors and examples of popular house styles. Assignments are done in AutoCAD. Model construction is included. Fee required.

**WOODWORKING/METALWORKING I, II, III:** Grades 9 – 12 (Year course, 1 credit) Woodworking will include instruction in common wood joints, abrasives, finishing techniques, planning, types of wood and their applications, cost of materials, safety and the operation of power equipment.

Projects may be selected by the student or assigned by the instructor. Metalworking will include basic skills of sheet metal, bench metal, gas and electric welding. The areas of metalworking are also learned through the construction of projects selected by the student assigned by the instructor. A fee is required plus material costs for these courses.

## **EXCEL TECC PROGRAMS**

### **Two-Year Programs Location**

Auto Mechanics .....	Brush High School
Business Academy .....	Brush High School
Computer-Aided Design Drafting Engineering .....	Mayfield High School
Computers, Networking & Electronics Technology .....	Mayfield High School
Construction Management .....	Lakeland Community College
Construction Trades .....	Mayfield High School
Cosmetology .....	Mayfield High School
Culinary Arts .....	Beachwood High School
Early Childhood Education.....	Alpha Park, Mayfield
Horticulture .....	Gates Mills Horticulture Center ClevelandBotanical Gardens
Horticulture Tech Prep.....	Gates Mills Horticulture Center ClevelandBotanical Gardens
Hospitality & Food Service Careers .....	Beachwood High School
Information Technology & Programming .....	Mayfield High School
Interactive Media .....	Mayfield High School
Medical Technologies .....	Mayfield High School
Performing Arts Academy .....	Chagrin Falls High School
Public Service Safety Academy (PSSA).....	Richmond Hts. High School
Video Broadcasting.....	Aurora High School
Visual Art & Design .....	Orange High School

### **One-Year Programs (Seniors Only) Location**

Cooperative Business Internship.....	Solon High School
Marketing Technology.....	Beachwood High School

### **One or Two Year Programs Location**

Career Based Intervention.....	Alpha Park, Mayfield Cuyahoga Community College
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\* Credit information for these programs is located in the Course Department Descriptions section for Juniors and Seniors

# Excel TECC Education Programs

## TECHNICAL EDUCATION COURSE CATALOG 2009-2010

All programs are full year courses.

**931/932**

**Auto Mechanics I  
(Brush High School)**

**College Tech Prep**

**Grade 11**

**3 credits**

**2 Lab, 1 Related**

Prerequisite: Interview by the Instructor

Recommendations: GPA of 2.0 or higher.

Passage of the OGT, Math: Alg.1 – C or better, 3 Science units for high school grad.; Chemistry & Physics, and attendance should be 95% for certificate of completion

\*Estimated Fee: \$45

Recommended for: College

Bound/Technical Education

The Auto Technology program is an ASE (Automotive Service Excellence) Certified Master two-year intensified program designed to prepare the student entering into the automotive world on an apprenticeship level. Areas studied include:

Brakes, Steering & Suspension, Electrical Engine Performance

Air Conditioning

Engine Rebuild

Manual and Automatic Transmissions

Emphasis is also placed on the career options available in the automotive world, including parts manager, sales manager.

Brush High School's provision of equipment supplies and instructional materials is the same as or better than that

found in professional work facilities. The content of this technical program

realistically reflects the requirements of the labor market. Each day the program will entail one period of related class, where book learning will enhance the practical experience in the lab, followed by two periods of lab, where theory lessons are applied.

Students can earn college credit through Tri-C for successfully completing the program.

**950/951**

**Auto Mechanics II  
(Brush High School)**

**College Tech Prep**

**Grade 12**

**3 credits**

**2 Lab, 1 Related**

Prerequisite: Passage of Auto Tech 1

\*Estimated Fee: \$85

Theory and lab continues in the senior year with trouble shooting contests and Early Placement as year-end goals. Students may be placed into the automotive field during the second half of the senior year, providing on-the-job experience while still in high school. Early job placement is dependent upon the student's readiness as determined by the instructor. All students will be required to take the NATEF end of course test. Students can earn college credit through Tri-C for successfully completing the program.

**905/906 Grade 11**

**909/910 Grade 12**

**Business Academy I & II**

**(Brush High School)**

**College Tech Prep**

**Grades 11 & 12**

**3 credits each year**

**2 Lab, 1 Related**

Prerequisite: Interview by Instructor

Recommendations: Algebra 1 and Geometry with a “C” average, minimum GPA 2.0, recommend “Intro to Business” elective to be taken at home school prior to enrolling in this program. Passage of the OGT

\*Estimated Fee: \$135

Recommended for College Bound/Technical Education

This comprehensive business program has been created to give students an awareness of four different areas of business. Students can begin their endeavor in their freshman year by taking business electives at their home schools. The major goal of this program is to give students a wide range of experiences in order to better prepare them for college, technical school or entry into the workforce. The course tracks offered to the students through the Academy are Finance, Entrepreneurship, Business Management, and Advertising. The Business Academy’s objectives are to enhance student’s skills for employment and prepare them for actual work experiences. Through the program, students will acquire knowledge of a viable business operation. The Course Content includes Spreadsheets & Databases, Economics, Personal Finance, Accounting, Microsoft Office, Business Law, Sales & Marketing Management, Professional Development, Presentation Graphics, and Advertising. Students can earn college credits through articulation agreements with Cuyahoga Community College

**921(3)**

**CADD Engineering Technology I**

**(Computer-Aided Design/Drafting)**

**(Lakeland Community College)**

**College Tech Prep**

**Grade 11**

**3 credits**

**2 Lab, 1 Related**

Prerequisite: Interview by Instructor

Recommendation: GPA of 2.0 or better recommended, Algebra I and Geometry with a “C” or better.

\*Estimated Fee: \$200

Recommended for COLLEGE BOUND high school students interested in any engineering field. Should have strong mathematics & science skills and an interest in how things are made or how things work with an interest in design and product invention.

CADD I, the first year of a two-year program offered at Lakeland Community College, meets daily for lab and lecture activities. The program gives high school juniors interested in Science, Technology, Engineering, & Mathematics (STEM) careers a head start on mastering core concepts and techniques critical to success in these areas. CADD, a College Tech Prep program, stresses academic/scholastic achievement, problem-based technical skill development, and work ethics principles critical to success beyond high school. Foundational knowledge such as engineering vocabulary, principles, practices, and techniques form the basis for interactive daily lessons. Competencies include mechanical, manufacturing, electronic and fluid topics such as 2D & 3D design, assembly drawings, product simulation, stress analysis, computer numerical control, metallurgy, current, resistance, voltage, circuits, and pneumatics; as well as areas of Architectural and Civil such as residential and commercial floor plans, elevations, and renderings. Students use cutting-edge software and tools in daily

class activities and competitions for key exposure to engineering fields for the future. Specific software program selections may vary, but will include AutoCAD, Solidworks and Master CAM applications.

**922**

**CADD Engineering Technology II**

(Computer-Aided Design/Drafting)

**College Tech Prep**

(Lakeland Community College)

**Grade 12**

**3 credits**

**2 Lab, 1 Related**

Prerequisite: CADD I.

\*Estimated Fee: \$200

Recommended for: College

Bound/Technical Education

CADD II, a continuation of the CADD I program, it builds on previously learned concepts and principles. Emphasis is placed on developing specialization(s) within engineering areas of interest. Instructor will assume more of a facilitating role working one on one with each student. Students will be involved in independent learning activities based on individual interest, and competitions. Students may also have the opportunity to intern during second semester. New concepts and techniques will be exposed based on student interest, pace of CADD I, and outside involvement and/or need(s) of corporations, colleges, and the community.

**925/926/156 Grade 11**

**984/985/166 Grade 12**

**Construction Management I & II**

(Lakeland Community College)

**College Tech Prep**

**Grades 11 & 12**

**3 credits each year**

**2 Lab, 1 Related**

Prerequisite: Interview by the Instructor and the Lakeland staff.

Recommendations: Student must have passed all areas of the OGT, GPA of 2.0 or

higher, and a “C” average or higher in Alg.1 and Geometry.

\*Estimated Fee: \$200 per year.

The Construction Management College Tech Prep program is a high school and college career path linked to business, industry and labor that insures a specified seamless pathway from high school to college to careers in Construction Management. The program combines two years of secondary education with two years of post-secondary education in a non-duplicative, sequential course of study. It provides technical assistance preparation in a career field such as engineering technology, mechanical, industrial or practical art of the trade and applied business practices. The program is designed to provide a broad survey of multiple construction technology fields; introduce the technical competencies of the construction management area; prepare the student for advanced studies and training in a specific construction apprenticeship program; reinforce common elements and introduce more advanced skills in a construction management field at the post-secondary level. Students will be required to take the NCCER end of course test.

**940/941 (Grade 11)**

**914/915 (Grade 12)**

**Construction Trades**

**I & II**

(Mayfield High School)

**Grades 11 & 12**

**3 credits each year**

**2 Lab, 1 Related**

Prerequisite: Interview by Instructor.

Recommendations: Good attendance and discipline records. \*Estimated Fee: \$200.per year.

The Construction Trades program will prepare students to enter the workforce or to continue education at the post-secondary level. Students will learn basic skills in

safety and in the following trade areas: masonry, gutters, siding, roofing, plumbing, electricity, painting, carpentry, dry wall, floor coverings, and wall-papering. The second year will provide placement/apprenticeship opportunities. Students would work a minimum of 15 hours per week, and must provide their own transportation. Students will be required to take the NCCER end of course test.

### **935/936**

#### **Cooperative Business Internship (Solon High School)**

**Grade 12 (only)**

**4 credits/ year**

**2 Related, 2 Work**

\*Estimated Fee: \$50

Are you interested in obtaining office-related work experience while attending school in your senior year? Maybe you would like to search for the “right” career now, even before going on to college. Here is an opportunity to earn while you learn! The program includes on-the-job training and related in-school instruction. The teacher/coordinator will assist the student in securing a job-training site. No previous work experience is needed. Students attend school in the morning and work in the afternoon. They are required to work a minimum of 20 hours per week and receive competitive wages. In addition, they must provide their own transportation to and from work.

The related class is only offered first period (7:30-8:45 a.m.) at Solon High School. In-class instruction includes: The Microsoft Office, beginning a job search, how to prepare for the job interview, budgeting, banking, online career research, applying for credit, preparing income tax records as well as individual units on personality development for the workplace. Club activities are an integral part of the instructional program. Students are

expected to participate in breakfast meetings, fundraising events and skill competitions sponsored by Business Professionals of America.

### **942/155/495**

#### **Cosmetology I (Mayfield High School)**

**Grade 11**

**5 credits**

**1 Theory, 2 Lab, 1 Eng.3,**

**1 Anatomy/Chemistry**

Prerequisite: Interview by Instructor

Recommendations: 2.0 min. overall GPA, good disciplinary and attendance record—90% attendance record is required to take State test.

**Be sure to read all requirements of the Cosmetology II program before committing to this program.**

\*Estimated Fee: \$450 Fee includes student kit/books (All fees must be paid prior to the first day of school or student will not receive their kit) recommended for: Technical Education/College Bound or strong interest in massotherapy, fashion design, and medical skin care. Students must be on track for graduation credit-wise. If the student fails the English 3 or Chemistry class, the students must take and pass the class in summer school to continue in the Cosmetology II program. If the student fails the Cosmetology I Lab or Theory, they will not be able to advance to the Cosmetology II program.

The lab training consists of learning manipulative skills such as hair cutting, hair styling, hair tinting, permanent waving, blower styling, hot iron styling, manicuring, and facials. Early in the program, students practice on mannequins. As they progress in skills and hours of instruction, they may practice on customers. Students take Anatomy/Chemistry and English to provide the information required to understand the concepts from such a wide range of fields. These include the theory of anatomy;

physiology; histology of the skin, scalp, hair, and nails; cosmetic chemistry; bacteriology; sterilization and sanitation safety; salesmanship; salon management and communication skills. In addition, students study disorders of the skin, scalp, hair and nails. All areas covered in English, Anatomy/Chemistry, Theory and Lab will be part of the State Board of Cosmetology Exam. These courses must be passed to be eligible to take the State Exam.

**943/944/165**

**Cosmetology II**

**(Mayfield High School)**

**Grade 12**

**4 credits**

**1 Theory, 2 Lab, 1 Eng, 4, 150 Internship hours** required to meet State Board Criteria.

(\* Students must be able to provide their own transportation to and from the Internship)

Prerequisite: Successful completion of Cosmetology I \*Estimated Fee: \$320.00

**(All fees must be paid prior to the first day of school)**

Attendance – 90% is required to take State Board Test

Recommended for: Technical Education/College Bound or strong interest in massotherapy, fashion design, and medical skin care.

The Cosmetology II course is designed to assist the student in developing specific skills and scientific knowledge to become a cosmetologist. The major part of the cosmetologist's education is devoted to developing and mastering essential specific manipulative skills.

These competencies include applying chemical preparations to beautify the skin, hair and nails, as well as the principles of hair design and the techniques of altering the hair structure to create various styling effects. The students operate a professional customer clinic. Business management provides the student with the principles

needed to plan and operate a salon as a successful business. The course is also designed for the student to develop such qualities as responsibility, courtesy, leadership, quality workmanship, and the development of desirable personality traits. A math course must be taken during either the junior or senior year at the home school. In order to be eligible to take the State exam, students must pass junior and senior English, junior chemistry, and both years of lab and theory, and participate in 150 hours of Internship after school under the supervision of a managing cosmetology licensee. The internship is one managing cosmetology licensee per student placement. All appropriate forms must be completed prior to the start of the Internship. The student must be in good standing in the cosmetology program before they are given permission by the cosmetology instructor to participate in the Internship program. Students must also meet the attendance requirements.

Upon successfully passing the exam State Board of Cosmetology, the student will be licensed to work in a salon.

**946/947/499**

**Culinary Arts I**

**(Beachwood High School)**

**College Tech Prep**

**Grade 11**

**4 credits**

**2 Lab, 1 Related,**

**1 Culinary Science**

Prerequisite: Interview by Instructor

\*Estimated Fee: \$200

Recommended for: College Bound/Culinary Art Schools

The purpose of this program is to offer training in food related occupations to high school juniors showing interest and aptitude for the food service industry. The first year of this two-year sequence consists of a supervised in-school laboratory experience and related instruction. The students will

develop basic skills in food preparation, service and sanitation. They will learn the basic skills of large quantity food preparation, proper use and care of materials and equipment, compliance with state and local sanitary codes, organizational structure, job descriptions, planning, production, ornamentation, catering and dining service. Culinary Arts I also focuses on Serve Safe Training and Certification. Successful completion of this training may be applied toward college requirements. This certification program is an industry standard.

**948/949/388**

**Culinary Arts II  
(Beachwood High School)**

**College Tech Prep**

**Grade 12**

**5 credits**

**1 Culinary II Related,**

**1 Culinary Math,**

**3 Internship**

Prerequisite: Culinary Arts I

\*Estimated Fee: \$90

Recommended for: College Bound/Culinary Art Schools

This program meets for 1-1/2hrs. daily. Students drive or take a bus directly to Beachwood in the morning and return to their home school for the remainder of the school day.

The work-study component requires the students to work in the food industry for 15 hours per week to receive credit and earnings. The Culinary Arts II program teaches culinary math, restaurant business management and marketing techniques. Topics such as: employability skills, menu planning & design, cost extension/markup, restaurant design and equipment analysis are addressed.

The Culinary Arts II curriculum explores careers in the food industry (not just careers in restaurants!). Through guest speakers from the industry, field trips, job shadowing

and research projects, the students will learn that the food industry offers many diverse career opportunities.

**937**

**Early Childhood Education I  
(Fairmount Early Childhood Center at  
Beachwood)**

**Grade 11**

**3 credits**

**2 Lab, 1 Related**

Prerequisite: Interview by Instructor

\*Estimated Fee: \$135

Recommended for: College

Bound/Technical Education.

During the first year of the program students learn first-hand the physical, emotional and cognitive development of children as they interact with them daily in a preschool and elementary school setting. Students also study theory and child development, which they apply when working with young children. They assist teachers in the planning and execution of the early childhood curriculum (art, music, literature, etc.).

Students are certified in communicable disease, first aid, child abuse recognition and prevention, infant/child CPR.

**938**

**Early Childhood Education II  
(Fairmount Early Childhood Center at  
Beachwood)**

**Grade 12**

**3 credits**

**2 Lab, 1 Related**

Prerequisite: Successful completion of Early Childhood Ed. I.

\*Estimated Fee: \$110

Recommended for: College

Bound/Technical Education

Early Childhood Education II is a continuation of the first year with the added opportunity to work/intern at local community early childhood programs which

include kindergarten, elementary, early intervention preschools, childcare centers, and programs that serve children with special needs. Students compile a professional resource file in preparation for the child development associate credential. Completion of this program articulates directly into a child development associate credential (COA) or an associate degree training program at a two-year institution. Students can earn college credit through Lakeland Community College for successfully completing the program. Students can also pursue a four-year degree in Early Childhood Education in a related field such as teaching.

**967/978 or 967/989/V (I)**

**968/969 or 968/954/V (II)**

### **ENVIRONMENTAL EDUCATION PROGRAMS**

**Cleveland Botanical Garden, Floriculture & Gardening Operations, Landscape & Turf Operations**

**College Tech Prep**

**Grades 10-12**

**3 credits each year**

**1-Related, 2-Lab or**

**1-Related, 1-Lab,**

**1-Virtual Learning**

\*Estimated Fee: \$140

1/4 credit for completion of summer program (optional)

Prerequisite: Interview by Instructor

Recommendations: Good attendance and discipline record, 2.0 GPA, Completion of Alg 2 by the end of the Senior Year

\*Estimated Fee: \$140.00

This group of programs is designed to educate the student in the area of care, cultivation and utilization of plants from a commercial, consumer and academic perspective. Plants provide the basis for our ecosystems and our economies. The curriculum is designed to prepare students for a wide array of careers in horticulture by blending academics and the technical subject areas of turf & ornamentals, greenhouse production, floral design, and

equipment operations. All programs are considered Tech Prep in which students have the opportunity to earn up to 6 Semester College Credits through an articulation agreement with Cuyahoga Community College. Students will be required to complete a Senior Capstone project and prepare a presentation for the Tech Prep Showcase. Students will have the opportunity to explore post secondary training in the area of agriculture by visiting Cuyahoga Community College, and the Agricultural Technical Institute in Wooster. Students enrolling in the program also become members of FFA, and have the opportunity to join the Ohio Nurserymen and Landscapers Association, and PLANET. If a student wants to cultivate the gardener side of their career then they can choose from any of the following areas:

#### **Cleveland Botanical Garden**

Cleveland Botanical Garden Program is for students that desire a career in landscape maintenance and public gardening. The garden houses 10 landscaped acres of permanent, award-winning displays and themed gardens which the students use for their classroom. The students are engaged by hands-on horticultural experiences as they work along side their teachers and the knowledgeable CBG staff members in areas of their interest. This program is designed for those students who wish to develop their landscaping skills, work habits, and knowledge to ultimately become successful workers in the horticulture industry and productive members of society. Entry employment opportunities are available and continuation of higher education is encouraged after completion of the program.

#### **Floriculture and Gardening Operations**

**(Gates Mills Environmental Education Center)**

The Floriculture and Gardening Operations program is for students who wish to explore several areas in the green industry before entering post secondary training or the work

force. The program offers the basics in landscape and golf course maintenance, gardening, greenhouse, floral, garden center and nursery operations, as well as interior plant maintenance. The program includes hands-on training by growing, maintaining, selling and designing with trees, shrubs, perennials, annuals, vegetables, houseplants and cut flowers. Students are encouraged to participate in a paid internship program to enhance the learning experience in specialized areas of horticulture.

### **Landscape and Turf Operations**

(Gates Mills Environmental Education Center)

The Landscape and Turf Operations course is an intensive program designed for students who are serious about employment in the landscape industry and/or to prepare themselves for further education in a college, university, or trade school. The course provides students with instruction and hands-on work both on the horticulture campus and off, in local horticulture related businesses and residential properties. Topics include landscape equipment use and maintenance, construction and installation with stone, wood, and brick, landscape design and landscape maintenance. Employment opportunities are very high for those that are serious about their careers.

**928/958 (Grade 11)**

**929/959 (Grade 12)**

**Hospitality & Food Service Careers I & II  
(Beachwood High School)**

**3 credits each year**

Grade 11 1 Related, 2 Lab

Grade 12 1 Related, 2 Internship

Prerequisite: Interview with Instructor

\*Estimated Fee:

1<sup>st</sup> Year - \$230 -

2<sup>nd</sup> Year - \$70 -

Recommended for: Technical Education.

This program is housed in the community at a business site.

Hospitality and Food Service Careers is a two year program that provides career training at community business sites. The

objective of the program is to work in conjunction with an area Food Service/Hospitality operation to provide an educational training environment for students wishing to pursue a career in hospitality and/or food service. It serves 11th and 12th grade students who will receive career technical related and lab credits. The work-based learning provides a diverse range of experiences with the assistance of Professional Mentors. Course content includes proper safety and sanitation skills; food preparation; retail operation and merchandizing, hospitality training; professional and interpersonal communication skills; employability skills and opportunity for certification in S.T.A.R.T program.

The first year of the program is comprised of a half-day, mentorship. This mentorship is currently at the Embassy Suites Hotel in Beachwood for the first semester and Giant Eagle in Legacy Village for the second semester. The second semester mentorship is a paid position at Giant Eagle. The on site training is supervised by an instructor, job coach and professional mentor. It is designed to offer students personalized, hands-on learning experience.

During the second year of the program students attend related classes and are required to work a minimum of 15 hours a week at a paid internship within the community. Students must provide their own transportation both to and from work. Related classroom instruction and lab experiences are a part of the junior and senior years of the program.

**979/980**

**Marketing Technology**

**(Beachwood High School)**

**College Tech Prep**

**Grade 12 (only)**

**3 credits 2 Related, 1 Work**

Prerequisite: Interview by Instructor

Recommendation: Followed a college preparatory course of study, maintained a

minimum GPA of 2.5, no major disciplinary infractions, passed all sections of the OGT, and missed no more than 12 days of school in the junior year.

\*Estimated Fee: \$110

Recommended for: College Bound/Technical Education

Marketing Technology is a college-preparatory course intended for students desiring to study business, marketing or a related field in college, start a business after graduation, or work immediately. Students will explore business topics through class instruction, researching the internet, engagement in small group debates, development of interpersonal communication and leadership skills, creative or effective persuasive presentations and discussion involving classroom to work world experiences.

All students are employed in diverse fields of choice and are evaluated at their work sites. Students participate in DECA, the marketing leadership association for students, to develop marketing skills outside of the classroom and to collaborate and be involved

with other students across the country. Activities include volunteering, fundraising and business competitions which offer advancement to the state, national and international level. Students also belong to Junior Achievement.

**964/972 (Grade 11)**

**(Grade 12)**

**Medical Careers Technology I & II**

**(AM Session- Ursuline College**

**PM Session- Mayfield HS)**

**Grades 11 & 12**

**3 credits each year**

**2 Lab, 1 Related**

Prerequisite: Interview by Instructor

\*Estimated Fee: \$170

Recommended for: Technical Education

This course will focus on the following competencies:

*Basic Anatomy* - The study of the Human Anatomy and how it works normally. We examine how disease interrupts or affects the human anatomy, the signs and symptoms which are significant for today's health care professional to understand and recognize.

*Human Growth & Development* – A study of the developmental task of each age group from birth to death. We study how health care issues can influence proper development for individuals.

*Medical Terminology and Abbreviations*- Intro to medical terminology to enable the student to read and interpret medical charts and present individual patient cases during their 2<sup>nd</sup> semester internships at the hospital.

*Medical Technology Lab*- Focus is on the health care skills and the four major vital signs: proper body mechanics; positioning of patients; feeding and bathing; transferring and ambulating patients; and intravenous hydration. Students will work with lab partners to promote teamwork.

*Professionalism and Holistic Care*: How to conduct and present yourself in the health care career. The holistic approach by approaching patient care emotionally, mentally, and physically. *Safety and Certification*: health care safety, fire safety, infection control, personal protective equipment, Universal Precautions, OSHA, sterile vs. clean. Every student has the opportunity to earn a health care certificate in CPR and HIPPA.

*Employability Skills*

*Health Care Experience*: Students complete 16 -17 weeks of clinical rotations at Richmond Heights University Hospital or South Pointe Cleveland Clinic Hospital. The student will earn 400 hours of clinical experience. The student must have a C or above to attend the clinical internship. For students not achieving a minimum of a C, they will be transferred to the Excel TECC Job Training program for the 2<sup>nd</sup> semester. Transportation is only provided to the

hospital for the clinical experiences (this may change from year to year).

**960/961/493**

**Medical Technologies I  
(Mayfield High School)**

**College Tech Prep**

**Grade 11**

**3 credits**

**1 Lab, 1 Related, 1 Human Anatomy & Physiology**

Prerequisite: Interview by Instructor

Recommendation: Pass Algebra 1 with a "C", College prep with 10th grade GPA of 2.5 cumulative, good attendance, request will be made of discipline infractions, must have passed all five parts of OGT

\*Estimated Fee: \$140

Recommended for: College Bound/Technical Education

This program prepares students with an interest in the medical professions to develop the attitudes, practices and technical skills to obtain employment in medical, dental and diagnostic treatment facilities and to continue their education in a post-secondary institution in the medical/dental or diagnostic sciences. The students will participate in instructional, laboratory and clinical experiences designed to prepare individuals in direct patient care, diagnostic, therapeutic and treatment options. The course is intended for those students who are serious about an educational future in the medical/dental sciences. It is a Tech Prep program that articulates with colleges allowing some students to receive college credit in high school.

**962/963/168/491**

**Medical Technologies II  
(Mayfield High School)**

**College Tech Prep**

**Grade 12**

**4 credits**

**1 Related, 1 Internship,  
1 Bio/Chemistry, 1 Eng 4**

Prerequisite: Pass the Medical Technologies I, Hepatitis B vaccination or proof of immunity

\*Estimated Fee: \$150

Recommended for: College Bound/Technical Education

The Medical Technologies II program is designed to give senior students an integrated approach to the study of the medical health care industry. Students will participate in a clinical experience that will include an in-depth look at local medical/dental facilities. Related subjects include growth and development, AHA Healthcare Provider C certification, OSHA certification, First Responder, Infection Control and Risk Management, human relations, disease pathology and medical terminology. The program includes one credit of Biology/Chemistry which is integrated with the Medical Technologies lab, and one credit for clinical lab experience. Students are also eligible to take HLTH 1210 (Medical Terminology), HLTH 1220 (Advanced Medical Terminology) and HLTH 110 (Intro to Health Careers) through Lakeland Community College for 5 credit hours. This program has a Senior Capstone requirement. Students must be able to provide their own transportation to the clinical lab experience.

**953/955 (Grade 11)  
(Grade 12)**

**Performing Arts Academy  
(Chagrin Falls High School)**

**College Tech Prep  
Grades 11 & 12**

**3 credits each year**

**2 Lab, 1 Related**

Prerequisite: Audition consisting of two contrasting monologues or one monologue and one song. Monologues and songs should be no more than 90 seconds each.

Monologue texts and a list of recommended song selections will be posted on the Academy website. Students must be prepared to sing a cappella..

\*Estimated fee: \$125.00

Recommendation: 2.5 GPA, good school attendance and discipline record..

During the interview process a resume and a headshot or school photo a letter of recommendation from a theatre, drama or music program student has attended and a character reference should be provided.

The Chagrin Falls Performing Arts Academy is a college preparatory program for high school juniors and seniors. The Academy is an accredited, half-day, high school performing arts program which takes place during the school day, during school hours.

The program will consist of training and performance education. This will include daily acting class, plus classes in voice, movement, musical theatre, technical theatre, dance, stage combat, makeup, history and audition labs. The acting class will consist of sessions of improvisation, scene study and Stanislavski technique. The voice class will include vocal exercises, dialects and monologues. The technique class will involve warm-up exercises, relaxation exercises, fencing, stage combat and clown movement.

Classes consist of training in acting, voice, movement, musical theatre, technical theatre, audition, dance, stage combat, makeup and other exciting creative learning opportunities. There will be fully mounted productions and student plays along with special workshops led by guest artist from the professional theatre. All productions at the Academy are voluntary; however, if a student chooses to audition for Academy productions, he or she must clear their schedule to accommodate rehearsals and performances or they will not be allowed to audition for a production. Students must provide their own transportation to after school and evening events.

The opportunity to study at the Performing Arts Academy is a privilege. Students must come to the Academy with an open and teachable spirit. No student will be allowed to continue in the academy who shows disrespect to his or her fellow actors, to the teacher or the curriculum.

**981 (Grade 11)**

**982 (Grade 12)**

**Public Safety Services Academy  
(Richmond Heights High School)  
Fire and EMT (Tri- C East and West  
Campus the Senior Year)**

**College Tech Prep  
Grades 11 & 12**

**3 credits each year**

**2 Lab, 1 Related**

\*Estimated fee: \$150/year

Prerequisite: Interview by the instructor. The parent and student must sign off on a waiver that there is no involvement with the Juvenile Court system prior to acceptance into the program. Students must complete a sports physical, and show proof of passing the physical at their interview.

Recommendation: Good disciplinary record, 2.0 GPA. The student should exhibit competence in the following coursework: Biology/Sciences, Math-Algebra level,

keyboarding and introductory computer applications.

Students interested in the Public Safety areas should be in good physical condition, have concern for the well being of other people, have the ability to work on a team and be able to remain calm under pressure.

Students should have a strong interest in the Public Health and Safety area and know that they will need post secondary training to secure positions in these fields. The program is a two year commitment. The first year of the curriculum covers the Public Safety Core, which covers the history of public safety, ethics first aid/CPR, the psychology of stress, diversity, communications, Hazmat training and much more. After the completion of the initial year, students will then choose to either continue in the senior year Law Enforcement or EMT/Fire training. The Law Enforcement program will investigate the criminal justice system, the courts, computer crime, patrols, investigation, traffic laws, forensics, as well as professional development. Since students must be 21 years old before being hired into a law enforcement position, the program is geared toward preparation for post-secondary training. The EMT/Fire program will be conducted at the Tri-C East Campus for the EMT training and the Tri-C West Campus for the Fire Fighter I and II, allowing students to search for employment in those areas at the age of 18. It should be stressed that the EMT/ Fire Training programs are at college level and that students must achieve a 80% grade average and meet the attendance requirement to pass the coursework. Potential College articulated credit is 7.0 through Cuyahoga Community College.

**974/977 (Grade 11)**

**987/988 (Grade 12)**

**TV Broadcast and Video Production I & II**

**(Aurora High School)**

**College Tech Prep**

**3 credits each year**

**Grade 11 2 Lab, 1 Related**

**Grade 12 2 Internship,  
1 Related**

Prerequisite: Interview by the Instructor

Recommendation: Enrolled in College Prep Eng, GPA of 2.0 or higher

\*Estimated Fee: \$40 juniors; \$60 seniors

Recommended for: College Bound/Technical Education

This program is designed for students interested in learning the technical and creative aspects of production. Students will receive instruction in the operation of studio and video cameras, a variety of lighting equipment, linear and non-linear editing systems and graphics computers.

Additionally, the student will learn scriptwriting, storyboard, producing and organizational skills required to complete the media production process. Senior students will be required to work internships during their senior year. Students must be able to provide their own transportation to and from their Internship sites as seniors. The attainment of the skills needed to produce audio and video programs will assist students who wish to further their education in the communications, broadcasting, video production, multi-media or public relations fields.

(Satisfies Mayfield Technology Requirement)

**933**

**Visual Art & Design I  
(Orange High School)**

**College Tech Prep**

**Grade 11**

**3 credits**

**2 Lab, 1 Related**

Prerequisite: Portfolio interview and evaluation by Visual Art and Design Instructor, at least one year of High School art, a reference from the art teacher

Recommendation: good attendance record.

\*Estimated Fee: \$170

Recommended for: College

Bound/Technical Education

The first year course of study stresses basic concepts of design, form, light and color theory. Students learn to improve their artwork through disciplined work habits, paying close attention to detail, critiques and meeting deadlines. The first year focuses on preparing a portfolio for art college or a university art program.

**934**

**Visual Art & Design II  
(Orange High School)**

**College Tech Prep**

**Grade 12**

**3 credits**

**2 Lab, 1 Related**

Prerequisite: Successful completion of Visual Art & Design I

\*Estimated Fee: \$35

Recommended for: College Bound Artists.

The students use the skills they learned in the first year to produce a creative, well rounded, personalized portfolio for college entry. Students are individually guided in the application process of choosing the art colleges that are best suited to their strengths and personalities. From March to the end of May, the focus is on simulated and actual art studio projects such as: logo design, CD covers, greeting card design, advertising and product commercials.

## **IT ACADEMY PROGRAMS**

The IT Academy is a two-year college Tech Prep program which offers hands-on application, state-of-the-art technologies, and a college based curriculum. The students complete the core IT Curriculum while they specialize in Computers, Networking Electronics, Information Technology and Programming or Interactive Media. Students can earn up to 21 college credits depending on their career technical specialization in the IT areas.

The IT Academy offers students increased options in their educational training programs. It is a program that is project-based and collaborative within the various technology areas. There are shared competencies within each of these areas such as programming, basic networking design and components, computer applications, digital media, relational database skills, and website development tools. Within the Academy format students will also learn soft skills such as interacting collaboratively, learning to communicate, working as teams, problem solving, critical thinking skills, developing work ethics and values within the workplace, producing quality work, and conducting themselves appropriately within a professional business environment. Students will interview with the IT Academy team and be guided towards their preferred specialty area based on aptitude and interest area.

**970/986 (3) (Grade 11)**

**971 (Grade 12)**

**Computers, Networking and Electronics  
(CNE)**

**(Mayfield High School)**

**College Tech Prep**

**Grades 11 & 12**

**3 credits each year**

**2 Lab, 1 Related**

Prerequisite: Interview by Instructor

Recommendation: GPA of 2.0 or higher, a

“C” average or higher in Alg. 1 and

Geometry. Good attendance and disciplinary  
record.

\*Estimated Fee: \$230 Year 1;

\$210 Year 2

Recommended for: College

Bound/Technical Education

In the two-year Computers, Networking and Electronics Program, students explore many areas related to computers and engineering technology. They create video games using programming languages and 3D design software; create robots using hardware, electronics, and programming languages; build digital electronics and microprocessor projects; troubleshoot, repair, upgrade, and maintain computer hardware and operating systems; configure and administer computer networks; and create websites. Students prepare for college and future careers as video game programmers, 3D animators, electronic engineers, network administrators, web-masters, computer technicians, and electronics technicians. Students can earn college credit through Lakeland Community College for successfully completing the program.

Students may use this program to prepare for A+, CISCO certifications.

(Satisfies Mayfield Technology Requirement)

**927/939 (1) (Grade 11)**

**945 (Grade 12)**

**Information Technology and  
Programming I & II**

**(Mayfield High School)**

**College Tech Prep**

**Grades 11 & 12**

**3 credits each year**

**2 Lab, 1 Related**

Prerequisite: Interview by Instructor

Recommendations: Algebra 1 and Geometry

with a “C” avg., English 1 and 2 with a

minimum “C” average, 90% or higher  
attendance rate and good disciplinary record

are preferred, minimum GPA 2.0 on a 4.0

scale. Competent keyboarding skills and

basic computer use skills are preferred. It is

preferred that the student has successfully

completed the OGT. No programming or

high level computing experience is

necessary.

\*Estimated Fee: \$205

ITP is highly recommended for students with interests in any area of computers including computer programming, software and web development, computer game development, database programming, information systems and technology, networking, multimedia authoring systems, and E-business/E-commerce. ITP provides the opportunity for students to continue their education following high school at university, community college or technical school, earning a two or four year degree. Students can earn a minimum of seven semester hours of college credit through Ohio College Tech Prep and the Lakeland Community College which is applicable to any public college or university in Ohio as well as many private and out-of-state institutions.

ITP is highly regarded as one of the best Information Technology programs in Ohio. Since 2002, ITP students have earned 18 major team and individual-student awards on the regional, state and national

competitions. Since 2004, 100% of the ITP graduates have enrolled in post-secondary education.

Over the two years of ITP the following topics are learned:

Advanced techniques in business productivity software; computer programming logic and design; computer programming, web development and database languages; PC and Network Operating Systems; database systems; E-Business/E-Commerce technologies; computer hardware fundamentals; problem solving techniques and methodology; teamwork, leadership and professionalism skills; communication, technical writing, public speaking and employability skills.

In the first year, all core-competency areas are covered providing a solid foundation on which our students can choose to build their future. In the second year, ITP students have the opportunity to choose their concentration area from a selection of Programming, Multimedia Authoring, Microsoft & Linux Networking Systems, or E-Business/E-Commerce. The second year is further enhanced by collaboration with organizations such as Toastmasters International, Progressive Insurance Company's Enterprise Technology Group, and many other business and industry partners that provide Experiential Learning Opportunities for the ITP students.

Competitive events give ITP students a realistic feeling for the high stakes nature of business and industry in our global economy. Through professional organizations such as Skills USA and Ohio College Tech Prep, ITP students have the opportunity to compete on the local, regional, state and national level as individuals or teams. ITP students showcase their talents, which not only earns them recognition as professionals but also opens the door to scholarship opportunities. For

the 2009-10 school year, there will be the opportunity for a Senior, one year ITP program. The senior only program will focus primarily on Programming and Software Development with a combination of core-content areas and advanced programming skills. (Satisfies Mayfield Technology Requirement). The ITP curriculum is aligned with the Ohio Department of Education Academic Content Standards for Technology and based on The Ohio College Tech Prep Competency Profile for Information Systems—Programming and Software Development strand.

**923/924 (2) (Grade 11)**

**907/908 (Grade 12)**

**Interactive Media**

**I & II**

**(Mayfield High School)**

**College Tech Prep**

**Grades 11 & 12**

**3 credits each year**

**2 Lab, 1 Related**

Prerequisite: Interview by Instructor, a portfolio or work samples which include artwork and any digitally created work. Recommendation: GPA of 2.0 and above, Productivity Tools, Computer Applications, or computer-related courses. Art 1 recommended. Grade of "C" or higher in English 2. Good attendance record.

Estimated Fees:

11th grade - \$230.00

12th grade - \$120

Recommended for: College Bound/Technical Education

Students training in the area of Interactive Media will be using state-of-the-art computer software and equipment, to create designs that incorporate text, graphics, sound, and animation. Using this technology, the students will develop multimedia products for business, training, entertainment, communications and marketing. This course will teach students to cross technical and visual boundaries

using the elements of graphic design, sound and animation, and computer graphic arts. This cutting edge technology will prepare the student for various career choices in graphic arts design, multimedia development, digital imaging and web page design. Also included in the student's learning will be Business, Economics and customer service concepts as well as leadership, teambuilding, communication and problem solving skills. Students wishing to pursue the Tech Prep Option, and continue towards an Associate Degree or a Bachelor's Degree will have to coordinate their math and science classes with their schedule at their home school. Students can earn college credit through Lakeland Community College and Tri-C for successfully completing the program. (Satisfies Mayfield Technology Requirement)

**INTERVENTION PROGRAMS:**  
**Agriculture Career Exploration (A.C.E.)**  
**Career Based Intervention @ Gates Mills,**  
**Career Based Intervention @ Tri-C, Job**  
**Training**

All students have the ability to learn, to establish a career plan and carry out their career path to gain success in their lives. The intervention programs are designed to assist students who possess barriers to career and academic success to establish a career path by using work based learning experiences and gaining competencies to achieve a successful path to career options. The intervention instruction is designed to help students recover credits, get back on track academically and establish career goals. Based on student's age, potential career desires and academic credits they will be referred to the appropriate intervention program by the student's guidance counselor and/or principal.

**966/965 or 966/957/V (I)**  
**976/975 or 976/956/V (II)**  
**Agriculture Career Exploration (A.C.E.)**  
**(Environmental Education Center)**  
**Grades 10-12**  
**7 Credits each year**  
**2 Lab, 1 Related, 4-Virtual Learning**  
1/4 credit for completion of summer program (optional)  
Prerequisite: Interview by Instructor, and recommended by Counselor  
\*Estimated Fee: \$140

This program offers 10th-12th grade students an exploration of the various Agriculture occupations with emphasis on entry level job skills. This work-study program is designed for selected students to explore agriculture-related careers while getting first hand experience in the world of work. Students successfully completing various job shadow sites throughout the school year will have the opportunity to gain paid employment. While learning job skills, students will also gain knowledge in the areas of: employability skills, positive work habits, communication and interpersonal skills, basic floral design, landscape techniques, plant propagation and care, and general horticulture skills. Students will have the opportunity to explore post secondary training in the area of agriculture by visiting Cuyahoga Community College, and the Agricultural Technical Institute in Wooster. Students enrolling in the program become members of FFA, and have the opportunity to join the Ohio Nurserymen and Landscapers Association and PLANET.

**901/904/973(2) V**  
**Career Based Intervention**  
**Gates Mills**  
**(Alpha Park)**  
**Grades 8-10**

(Ages 13, 14 & 15)

**7 Credits each Year possible depending on the performance of the individual student**

**2 Lab, 1 Related, up to**

**4 Virtual Learning**

Prerequisite: Interview by Instructor.

Recommended by Counselor and/or Administrator. \*Estimated Fee: \$140

Career -Based Intervention (CBI) is a Career Technical Education Program designed for students in grades 8-9 (or 13, 14 or 15 years old at the beginning of the school year) who are identified as disadvantaged (either academically, economically or both) and who have barriers to achieving academic and career success. The program is designed to help students recover credits, improve academic competencies, graduate from high school, develop employability skills, and implement a career plan and participate in career pathway exploration. The CBI program will provide a combination of career exploration through hands-on work activities related to the agricultural area and academic intervention for students' success. Students will participate in non-paid work experience for the purpose of developing job skills, work ethic, and life skills. The number of years a student spends in the CBI program is determined by the administration. The students are removed from the high school environment and receive their academic and virtual classes at the Alpha Park location.

The career-work experiences are based at Gates Mills Environmental Education Center facility, area businesses and park systems. This program is designed for the student who is not being successful in a

regular school environment and is aimed at helping the student to become motivated toward education and completing school. Due to the virtual learning component, all students will be assessed through an interview and reading assessment by assignments and career exploration work experiences. Parents will need to be available to participate in a conference as well, before students are placed.

**902/903/930/V**  
**Career-Based Intervention**  
**(Cuyahoga Community College)**  
**Grades 9 & 10**

**7 credits each year**

**1 CBI Related, 2 Lab, up to 4 Virtual Learning** dependent on individual student's performance.

Prerequisite: Interview by Instructor, **students must be at least 15 years of age before school year begins**, pass at least 8th grade basic math, must attend class and work experience every day of school year, follow the guidelines of Mayfield City Schools and Cuyahoga Community College – parent and student will sign a contract. Recommendation: Counselor/Principal Recommended for: Technical Education It is an honor and privilege to attend Cuyahoga Community College while earning high school credit.

\*Estimated Fee: \$30.00

The Career Based Intervention (CBI) program offered at Cuyahoga Community College through Excel TECC, is designed to serve youths fifteen years of age and older. This program is aimed specifically at helping students become motivated toward education and exploring careers through work experience. The Career Based Intervention Program is designed to assist students who possess barriers to career and academic success. The program uses work-based learning experiences and competencies to achieve a successful path to career options.

CBI is based on the key principles of higher student expectations, studying the common curriculum of the school, providing authentic learning opportunities, having supportive structures, and establishing a sense of belonging. In this program, the student receives unpaid work experience at Tri-C for 80 minutes per day. Each student also receives job related instruction in class. The ultimate objective of the CBI program is graduation from high school with marketable skills and a career path. Students will receive one credit for CBI related, two credits for work experience and up to 4 credits in Virtual Learning based on student initiative and performance. Credit recovery course is an option for students if they are progressing through virtual learning satisfactorily.

**912/913/973 (1) /V Grade 11**

**916/917/973(1) /V Grade 12**

**Career-Based Intervention**

**(Cuyahoga Community College)**

**Grades 11 & 12**

**7 credits each year**

**1-CBI Related, 2 credits for Work (1 credit of work = 180 hours), 4 Virtual Learning**

Prerequisite: Interview by Instructor.

Recommended by Counselor and/or Administrator.

Student must be 16 year old of age before the start of the school year, must attend class every day, follow all the guidelines of the Mayfield City Schools, and Cuyahoga Community College while earning high school credit.

\*Estimated Fee: \$30

Career-Based Intervention (CBI) is a career technical education program designed for students in grades 11-12 who are identified as disadvantaged (either academically or economically or both) and who have barriers to achieving academic and career success. The program is aimed specifically at helping students become motivated toward

education exploring work experience. The CBI program is designed to help students recover credits, improve academic competencies, graduate from high school, develop employability skills, implement a career plan and participate in a career pathway in preparing for careers.

CBI is based on the key principles of higher student expectations, studying the common curriculum of the school, providing authentic learning opportunities, having supportive structures and establishing a sense of belonging. In this program, the student can also work outside the school day and earn money as well as credit for graduation. Each student also receives job related instruction in class. The ultimate objective of the CBI program is graduation from high school with marketable skills and a career path.

The main goal of CBI students in grades 11-12 is to be able to graduate and be able to learn employability skills to implement a career plan and to participate in career assessment and compass testing on the Eastern Campus of Cuyahoga Community College.

**Job Training**

**(Mayfield at Alpha Park)**

**Grades 10-12**

**Up to 3 credits**

Prerequisite: Interview by Instructor, students must be at least 16 years of age.

Recommended by: IEP Team, Counselor, VOSE

\*Estimated fees: \$40 - \$55

The Job Training program is a vocational option for students who want an individualized program that enables them to gain relevant work experience and on-the-job training (linked to individual interests) while completing their academic requirements for graduation. Working with the student and members of the IEP team, a progression toward competitive employment

is determined. The majority of the training provided is through community-based placements with on-the-job mentoring and employer provided supports. Paid or unpaid placements are determined individually based on a student's prior experiences and job readiness. Fifteen hours of community employment or training per week is required to earn three vocational/elective credits. Classroom instructional time focuses on pre-placement activities. An appropriate job placement is developed with considerations for proximity to the student's residence, and transportation-related requirements. The outcomes of Job Training are work-adjustment experiences, entry – level job skills, and paid work experience. The program requires a fifteen-hour per week time commitment, which is a combination of one-to-one sessions, monthly workshops and paid or volunteer community placements. The flexibility of the Job Training program's meeting times enables students to complete their academic

requirements while earning elective credit for the job training experience. The goals of the program are: transition to competitive employment, work experience, and employability skill development. When appropriate, students are assisted in identifying post-secondary training options. One to three elective credits per year can be earned through the student's work experience and related instructional sessions. Parental involvement is essential for accomplishing the goals of this program and facilitating the student's attendance at job placement. The student and family are responsible for arranging transportation to community training/job sites. However, training and supports in using public transportation are provided by the Job Training staff as needed. Course outcomes are work adjustment, entry level job skills and paid employment experience. The program is typically completed in two years; however a one year enrollment can be accommodated.

## **NOTES**

## **YEARBOOK I APPLICATION 2009-2010**

Name \_\_\_\_\_

Grade \_\_\_\_\_

Please list extracurricular activities such as sports, music, clubs, or other out of school activities you will be involved in the year you wish to take Yearbook class. Be sure to include an approximate amount of time spent on each.

Briefly, describe why you are interested in taking the Yearbook class. Please include related interests, activities, and possible career goals.

Describe your level of computer literacy. That is, what computer courses have you taken? What software are you proficient using? Are you good at troubleshooting?

Would you rather work with a team or work independently? Explain.

Which do you feel is the most important aspect of our yearbook? Why? Which aspect do you think could use the most improvement? Why? Photography · Design · Color · Cover · Copy writing · Caption writing · Coverage

Who was your English teacher this year? What grades did you earn in that class?

Please explain any excessive absences and/or discipline issues from this year (if applicable).

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Please return to Guidance ATTACHED to your Course Selection Sheet.**

# **SCHEDULING 2008 - 2009**

## **COURSE REQUEST OVERRIDE**

**Please note that the course recommendations are done with much thought and knowledge of the student. Parents are urged to discuss these recommendations with the teacher to help the student be challenged as well as have the most chance for success.**

Student Name: \_\_\_\_\_

Course Recommendation: \_\_\_\_\_

Course Student/Parent Selection: \_\_\_\_\_

Reason for the override: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Parent Signature \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Please turn this in ATTACHED to your course selection sheet. Please note that these choices are final as of May 1st and schedule changes will NOT be made once school has started. A copy of this form will be submitted to the appropriate department chair.

