



WEST GEAUGA HIGH SCHOOL

Program of Studies

2016-2017

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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 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 courses, however, because of schedule conflicts, students may need to make alternate choices.

I. Requirements for Graduation (Class of 2017)

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 Guidance.

A. MINIMUM SUBJECT REQUIREMENTS FOR ALL CANDIDATES FOR GRADUATION IN THE CLASS OF 2017

UNITS OF CREDIT

ENGLISH	4
MATHEMATICS	4
SCIENCE	3
SOCIAL STUDIES	3
HEALTH	1/2
PHYS ED	½ or Waive and take ½ in another area
FINE ART	1
ELECTIVES*	5
TOTAL	21

* The state and graduation requirement for **Financial Literacy** instruction may be met through either the Introduction to Business course elective or the Personal Finance course elective.

- **ENGLISH**: Four units of credit: English 9,10,11,12
- **SOCIAL STUDIES**: Three units of credit: Am & World I or American History, Am & World II or World History and America Government.
- **SCIENCE**: 3 credits, Science units must include 1 unit of physical sciences, 1 unit of life sciences and 1 unit advanced study in one or more of the following sciences: chemistry, physics, or other physical science; advanced biology or other life science; astronomy, physical geology, or other earth or space science.
- **MATH**: 4 units of credit- one must include Algebra II or the equivalent

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

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

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:

Honors Diploma Criteria

Students need to fulfill all but one criterion for any of the following...

Subject	High School Academic Diploma with Honors	Career-Technical Diploma with Honors for
English	4 units	4 units
Mathematics	4 units Including Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four-year sequence of courses that contain equivalent content	4 units Including Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four-year sequence of courses that contain equivalent content
Science	4 units Including physics and chemistry	4 units Including physics and chemistry
Social Studies	4 units	4 units
Foreign Language	3 units Including at least 2 units in each language studied	Not counted toward requirements
Fine Arts	1 unit	Not counted toward requirements
Career-Technical	Not counted toward requirements, and may not be used to meet requirements	Now counted in Electives
Electives	Not counted toward requirements	4 units of Career-Technical minimum. Program must lead to an industry recognized credential, apprenticeship, or be part of an articulated career pathway which can lead to post-secondary credit.
Grade Point Average	3.5 on a 4.0 scale (un-weighted)	3.5 on a 4.0 scale (un-weighted)
ACT or SAT Score [excluding scores from the writing sections]*	27 ACT / 1210 SAT	27 ACT / 1210 SAT
Additional Assessment	Not applicable	Achieve proficiency benchmark established for appropriate Ohio Career-Technical Competency Assessment or equivalent

*Writing sections of either standardized test should not be included in the calculation of this score.
 Diploma with Honors requirements pre-suppose completion of all high school diploma requirements in Ohio Revised Code including: ½ unit physical education** -- ½ unit health -- ½ unit in American history -- ½ unit in government

II. Graduation Requirements (Class of 2018 and Beyond)

The information below is from The Ohio Department of Education.

These are the new graduation requirements that take effect with the class of 2018. These are students who are entering ninth grade for the first time in the 2014-2015 school year.

Required Courses

The new requirements did not change the current courses or number of course credits that students must complete to be eligible for graduation.

Assessments

In addition to course credits, students will earn points toward graduation on seven end-of-course exams. The courses in which students take an end-of-course exam will be: English I and II, algebra I, geometry, integrated math I and II, physical science, American history and American government. Students can earn from 1-5 points for each exam, based on their performance.

- 5 – Advanced
- 4 – Accelerated
- 3 – Proficient
- 2 – Basic
- 1 – Limited

Students who take physical science, American history or American government as part of Advanced Placement, International Baccalaureate or college dual credit programs can use their scores from the programs' end-of-course exams in place of the state end-of-course exam scores to accumulate graduation points.

A student who earned high school credit in any of the above courses before July 1, 2014, automatically will receive a score of three points per course exam toward the total points needed for graduation. Middle school students this year who take one of these courses for high school credit must take the corresponding state end-of-course exam in this school year.

Exam Retakes

Students that score below proficient on an exam may retake it after they receive some extra help on the material. Students that score proficient or higher on an end of course exam can retake exams only if, once they take all the exams, they have not met the minimum graduation points to graduate. In this case, a student can retake any exam after receiving some extra help on the material. The same rules apply to substitute exams, which may be used interchangeably with approved tests.

Graduation Points

With few exceptions, students must accumulate a minimum of 18 points from scores on their end of course exams to become eligible for a diploma.

More Flexibility for Students and Families

Students who do not earn the required number of graduation points can still meet the requirements for a diploma if they earn a remediation-free score on a national college admission test. This assessment will be given to students free of charge in the fall of their junior year starting with the graduating class of 2018. Students also can qualify for graduation by earning an approved industry-recognized credential and achieving a workforce-readiness score on a related job skills assessment.

Ohio New High School Graduation Requirements

Beginning with the Class of 2018

House Bill 487 updated Ohio’s graduation requirements to ensure that all students are ready for success in college and work. As a result, the Class of 2017 (10th-graders in the 2014-2015 school year) will be the last students to take the current Ohio Graduation Tests. The new requirements take effect with students entering ninth grade in the 2014-2015 school year (Class of 2018). Additionally, every student in the Class of 2018 and beyond will have the opportunity to take a nationally-recognized college admission exam free of charge in Grade 11. The honors diploma remains another option for students.

Unchanged

Course Requirements	State Minimum
English language arts	4 units
Health	½ unit
Mathematics	4 units ¹
Physical education	½ unit ²
Science	3 units ³
Social studies	3 units ⁴
Electives	5 units ⁵
Other Requirements	
Economics and financial literacy ⁶	
Fine arts	



New

All students take end-of-course exams:

- Algebra I⁷ and geometry or integrated math I and II
- Physical science
- American history and American government
- English I and English II

Students studying Advanced Placement (AP), International Baccalaureate (IB) or taking dual enrollment courses in physical science, American History or American government may take assessments aligned to those courses in lieu of end-of-course exams to avoid double testing.



New

And meet one of the following three:

1. Earn a cumulative passing score on seven end-of-course exams. The scores will be set by the State Board of Education.
2. Earn a “remediation-free” score on a nationally recognized college admission exam such as ACT or SAT. The state of Ohio will pay for all 11th-grade students in the Class of 2018 and beyond to take the exam free of charge.
3. Earn a State Board of Education-approved, industry-recognized credential or a state-issued license for practice in a career and achieve a score that demonstrates workforce readiness and employability on a job skills assessment.

- 1 Mathematics units must include one unit of algebra II or the equivalent of algebra II. Students on a Student Success Plan may be exempted from taking algebra II.
- 2 School districts may adopt a policy that would exempt students who participate in interscholastic athletics, marching band or cheerleading for two full seasons or an approved Junior Reserve Officer Training Corps (JROTC) program for two years from the physical education requirement. Students must take another course, which cannot be a physical education course, of at least 60 contact hours.
- 3 Science units must include one unit of physical sciences, one unit of life sciences and one unit advanced study in one or more of the following sciences: chemistry, physics or other physical science; advanced biology or other life science; astronomy, physical geology or other earth or space science. Students on a Student Success Plan may be exempted from advanced study in science.
- 4 Social studies units must include ½ unit of American history and ½ unit of American government.
- 5 Electives units must include one or any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education or English language arts, mathematics, science or social studies courses not otherwise required.
- 6 All students must receive instruction in economics and financial literacy during Grades 9-12 and must complete at least two semesters of fine arts taken any time in Grades 7-12. Students following a career-technical pathway are exempted from the fine arts requirement.
- 7 The State Board of Education may decide to include an algebra II end-of-course examination in place of the algebra I end of course exam beginning for students entering ninth grade on or after July 1, 2016

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Social Studies	4 units	4 units
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Fine Arts	1 unit	Not counted toward requirements
Career-Technical	Not counted toward requirements, and may not be used to meet requirements	Now counted in Electives
Electives	Not counted toward requirements	4 units of Career-Technical minimum. Program must lead to an industry recognized credential, apprenticeship, or be part of an articulated career pathway which can lead to post-secondary credit.
Grade Point Average	3.5 on a 4.0 scale (un-weighted)	3.5 on a 4.0 scale (un-weighted)
ACT or SAT Score [excluding scores from the writing sections]*	27 ACT / 1210 SAT	27 ACT / 1210 SAT
Additional Assessment	Not applicable	Achieve proficiency benchmark established for appropriate Ohio Career-Technical Competency Assessment or equivalent

*Writing sections of either standardized test should not be included in the calculation of this score.
 Diploma with Honors requirements pre-suppose completion of all high school diploma requirements in Ohio Revised Code including: ½ unit physical education** -- ½ unit health -- ½ unit in American history -- ½ unit in government

III. 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.

IV. 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.

V. 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 and review of the student's records. It is the student 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 and parent's/guardian's responsibility to be acquainted with the necessary requirements to meet this goal.

VI. 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 turned in to the guidance office by **March 1 of each school year**. Should students turn in a course request after the deadline, they may not receive their first choice courses.

VII. Rank in Class, Grade Point Average, and Weighted Grades

The Board of Education acknowledges the usefulness of a system of computing grade point averages and class ranking for high school graduates, both to inform students of their relative academic placement among their peers and to provide students, prospective employers, and institutions of higher learning with a predictive device so that each student is more likely to be placed in an environment conducive to success.

The Board authorizes a system of class ranking, by grade point average, for students in grades 11 and 12. All students shall be ranked together. Class rank shall be computed by the final grade in all subjects for which credit is awarded.

A student's grade point average and rank in class shall be entered on his/her record and shall be subject to the Board's policy on release of student records. Rank in class shall be entered on students' records and on all transcripts where they will be available for review by authorized persons.

- Honors level 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 level 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 honors or AP courses.

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

For Advanced Placement Courses	A=5	B=4	C=3	D=1	F=0
For Honors Level 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

Students must take the AP exam in order to receive the AP course weight. Failure to take the AP exam will result in an honors level weight. The cost of the AP exam is calculated into the course fees.

Any two (2) or more students whose computed grade point averages are identical shall be given the same rank. The rank of the student who immediately follows a tied position will be determined by the number of students preceding him/her and not by the rank of the person preceding him/her.

Credit earned from co-college or post-secondary option courses will be computed in the student’s cumulative grade point average.

Courses taken in the middle school will count as high school credit and will be computed in the student’s cumulative grade point, 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.

These exceptions apply 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.

VIII. Class Honors, Academic Letter, and Commencement Speakers

A. Class Honors

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).

B. Academic Letter

This honor is bestowed on students who have maintained a 3.75 Grade Point Average in the previous school year at West Geauga High School and have also demonstrated good citizenship through attendance and conduct at school.

C. Commencement Speakers

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.

The Student Commencement Speaker will be chosen from those who meet the following requirements and submit an original speech to Mr. Bishop by PROM FRIDAY of each school year. Candidates must be graduating Summa Cum Laude (GPA >4.0), Magna Cum Laude (GPA 4.00-3.75) or Cum Laude (GPA 3.74-3.60). A selection committee made up of 3 teachers, 1 student who is not a senior, 1 district administrator, 1 non-senior parent, 1 member of the Board of Education, the senior class advisor, and the high school principal will read all speeches without knowing the writers' names. Submit typewritten speeches with a name on cover page only. The winning speech will be given, as judged, by its author at graduation.

IX. 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 2015-2016 school year until **May 1st** 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) graduation requirement omitted. |

Required courses may not be dropped. A yearlong course, that is dropped after the first nine weeks and a semester course that is dropped after the interim (4.5 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.

In order for students to change teachers that instruct the same course, a meeting must be scheduled with the student's guidance counselor and principal. If a change does occur, the student will be placed in the class section with the smallest number of students. This may result in significant schedule changes.

In addition, students may wish to accelerate or drop down to a lower level course. A meeting must be scheduled with the teacher, guidance counselor, and principal if this were to take place. This may also result in significant schedule changes. See attached Course Change Request Form.

X. Repeat Credit

A student may choose to repeat a course that was passed. The course grade will be computed in the student's GPA. However, the credit will not be added towards the required 21 credits for graduation.

XI. Professional Recommendations

Professional recommendations from teachers addressing the level of student's classes for the next school year are provided as part of the course selection materials. These are for parent and student consideration and evaluation. Any choice other than the one recommended should be discussed with the teacher and then the counselor. To override a teacher's recommendation, the student and parent must complete a Course Request Override which includes a parent signature. A copy of this form is located in the back of this book.

XII. Advanced Placement Program

The Advanced Placement Program through College Board (www.collegeboard.com) gives students the opportunity to pursue college level studies while still in secondary school and to make students eligible to receive advanced placement and/or credit upon entering college. West Geauga offers sixteen 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 AB, AP Calculus BC, AP Statistics, AP Computer Science A, AP Biology, AP Chemistry, AP Environmental Science, AP United States History, AP Government and Politics, AP World History, AP Physics, AP Psychology, AP Microeconomics, AP Macroeconomics, AP Music Theory and AP Spanish. Advanced Placement examinations may be offered in other disciplines at the student's request. The AP exam is required for all students who take these courses. Students who fail to take the test will have their course grade weighted at the honors level.

XIII. Early Graduation

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

- (1) Meet to discuss options with a counselor and parents;
- (2) Submit a written proposal with parent's signature indicating the plan for completion;
- (3) Be given Administrator's approval to attempt the plan.

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

XIV. 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.

XV. Maximum Class Size

Enrollments of elective courses may be limited in order to avoid overcrowded class sizes or 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.

XVI. Educational Options

A. COLLEGE CREDIT PLUS

College Credit Plus (CCP) enables students the opportunity to earn college and high school credits at the same time by taking courses from community colleges or universities. The CCP requires two conditions. One, the student must be enrolled in both college and high school. Two, the student will earn transcribed college and high school credit upon successful completion of the course. CCP Pathway Requirements will include a path where a West Geauga High School student can earn 15 transcribed credits or 30 transcribed credits.

The CCP opportunities will have no cost to the students while attending a public institution of higher learning. However, if a student fails to complete and pass a course the student and his or her parent/guardian will be financially obligated for the cost of the failed course.

A CCP intent form signed by the student and parent must be submitted to the counselors' office by April 1, 2016 in order to be considered for this program. A form will be distributed at the CCP Information Session on February 24, 2016 and available in the school counseling office. This intent form is mandated by the State of Ohio. It does not mean the student must participate in the program nor is it an application to attend an institution for higher learning.

Criteria for student participation will include: The requirement to attend an informational session prior to participation; submitting the CCP Intent Form; filing an application to the college/university; submitting high school transcripts; and achieving a minimum score in English and Math on a COMPASS, ACT, or SAT exam. The student and parent may also be required to attend a registration session at the specific college/university.

A student wishing to participate in this program must meet the college readiness standards presented by each institution of higher learning. A student electing to participate in CCP may not take more than thirty college credit hours during an academic year. A student may only participate in the CCP program four academic years or 120 credit hours.

The high school counselor must sign all scheduling, add, and/or drop forms. The counseling department will hold an informational meeting for all interested students and parents on ~~March 4~~ February 24th at 7pm. Students and parents of students applying for this option will receive counseling as to the advantages and possible risks of this program. A representative from Lakeland Community College, our partnering institution of higher learning, will assist with this presentation.

15 CREDIT HOUR JUNIOR PATHWAY

15 CREDIT HOUR SENIOR PATHWAY

COURSE CODE	COURSE NAME	CREDIT HOURS	COURSE CODE	COURSE NAME	CREDIT HOURS
ENGL1110	Composition 1	3	ENGL 2250	American Literature	3
ENGL1120	Composition 2	3	ENGL 2280	British Literature	3
POLS 1300	U.S. National Government	3	PSYC 1500	Psychology	3
POLS 2100	State and Local Government	3	SOCY 1150	Sociology	3
COMM 1000	Public Speaking	3	HUMX 1100	Intro to Humanities	3
	Total	15	Total		15
	Science At West G			Math @ West G	
	Math at West G			Science at West G	

30 CREDIT HOUR JUNIOR START

30 CREDIT HOUR SENIOR PATHWAY

COURSE CODE	COURSE NAME	CREDIT HOURS	COURSE CODE	COURSE NAME	CREDIT HOURS
ENGL1110 and ENGL1120	Composition 1	3	ENGL 2250	American Literature	3
	Composition 2	3	ENGL 2280	British Literature	3
POLS 1300 and POLS 2100	U. S. National Government	3	PSYC 1500	Psychology	3
	State & Local Government	3	SOCY 1150	Sociology	3
MATH 1650 and MATH 1700	College Algebra*	4	MATH 2500	Analytical Geometry & Calculus*	5
	Trigonometry*	3	MATH 1550	Statistics*	4
CHEM 1100 and PHYS 1550	Elementary Chemistry*	4	PHYS 1500	Astronomy*	4
	Everyday Physics*	3	GEOG 1100	Physical Geology*	4
COMM 100 and HUMX 1100	Public Speaking	3	Elective	i.e. intro to Education/Criminal Justice	3
	Intro to Humanities	3	ECON 1150	Principles of Economics	3
	Total	32	Total		35

***Encouraged to continue with higher level maths/sciences at West Geauga High School**

B. CREDIT FLEXIBILITY

Credit flexibility offers West Geauga students a variety of learning opportunities with a focus on performance, acknowledges students' differing learning styles, paces, and interest, and enables students to demonstrate creativity, explore academic and career interests, and practice critical thinking.

Students may earn flexible credits by completing coursework (i.e. college, online, etc.), testing out or demonstrating mastery of course content, independent study and/or pursuing one or more educational options in accordance with the District Credit Flexibility Plan.

A credit flex application must be submitted and approved prior to registration and enrollment. Activities completed prior to application acceptance will not be considered.

Consult with your guidance counselor if you want to pursue a credit flexibility plan.

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.

XVII. 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.

XVIII. 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.

A. Post-Secondary Enrollment and all educational option students **MUST** provide proof that they are earning passing grades at the end of the 1st and 3rd quarters and have met all requirements for OHSAA eligibility at the end of each high school quarter. They are considered ineligible until they do so.

B. Credit Flexibility & High School Athletic Eligibility

- To be eligible to play interscholastic high school sports, a student must be currently enrolled in West Geauga High School and must have been enrolled in five full-credit courses during the immediately preceding grading period (semester, quarter, six-weeks, etc.). At the conclusion of the high school’s grading period, a student enrolled in Credit Flex options must be passing all courses, including Credit Flex options in which they are enrolled, to establish athletic eligibility. (The student may not yet have completed the Credit Flex options, but it must be determined that the student was passing at the time the grading period ended.)
- If it is determined that the student was/is not passing, no credit toward the five credits (or equivalent) required for eligibility can be awarded and the student will not be eligible for athletics.

C. Credit Flexibility & NCAA College Athletic Eligibility

Students who anticipate continuing participation in sports at the college level should carefully consider the possibility that the NCAA Initial Eligibility Center may not include some Credit Flexibility options as part of the qualifying core courses required for Division I and II eligibility. For potential college student athletes, the NCAA eligibility requirements specifically address the types of learning opportunities available through the Credit Flexibility policy (e.g., online/distance learning, independent study, one course taken over two years). The NCAA does not allow “credit by exam” (or Mastery Assessment) courses to be applied to core course eligibility requirements.

XIX. Recommended Curriculum for College Preparation

The recommended college preparatory curriculum:

Meeting all of the West Geauga High School Graduation requirements with the following recommendations...

English	4 credits
Mathematics	4 credits
Science	3-4 credits
Social Studies	3-4 credits
Foreign Language	2-3 credits (2 must be in the same language)
Fine Arts.....	1 credit
Business/Technology	1 credit

College Admission Requirements

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

West Geauga High School strongly recommends college prep students include courses in technology and business to meet the rigorous demands of higher education in the 21st Century.

XX. 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.

Students may also earn credits through the various educational options or through credit flexibility. (See Credit Flexibility Application)

CREDITS FROM STATE-CHARTERED, SPECIAL, AND NONCHARTERED SCHOOLS

In recognizing its responsibility to uphold the minimum educational standards of the State of Ohio, the Board of Education establishes the following policy and criteria regarding the acceptance of credits from nonpublic schools whether they be State-chartered, special, or non-chartered schools. For credit or course-work to be accepted for courses taken in such schools, assurance of compliance with minimum requirements established by the State must be provided. Recognition of credits or course-work shall be granted when the proper assurance and the student's transcript has been received. The District reserves the right to assess such transfer students in order to determine proper placement and to be assured the student can demonstrate the skills which are pre-requisite to a placement. Although credits from non-chartered schools may be granted and placed on a student's transcript, no grades will be entered on the transcript or considered for class ranking. Only grades awarded for courses taken at the District or at a school approved or chartered by a State education agency and accredited by the North Central Association shall be considered in class ranking and for entering on the transcript.

XXI. 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 or if the student would like to receive a West Geauga diploma, he or she must meet all graduation and state testing requirements. Application requests for foreign exchange students must be reviewed and approved by the principal, prior to the beginning of the school year.

The following information is necessary in order for a student to go from the West Geauga Local School District (WGSD) to another country as an exchange student and return with credits that will count toward the student's graduation.

- A. At least one semester prior to leaving for the exchange, a meeting between the student, parent/guardian and counselor must be initiated by the parent to prepare and complete the following:
1. Credit Check
 2. Official transcript reflecting all courses completed
 3. Written plan for completion of graduation requirements upon return to the West Geauga Local School District that includes any correspondence courses the student may be taking during the exchange.
 - a. Correspondence courses taken with West Geauga teachers will need to complete an agreement outlining the course expectations. School policies will apply to correspondence courses.
- B. During the student's participation in the exchange program, the following two options are available for awarding credits:
1. The student is provided an official transcript by the school they are attending in a foreign country which lists the course title, credit earned and grade. The student will need to provide the West Geauga Local School District with a course outline for each course listed on the transcript as well as a description of the official grading policies. The course outline will be used by West Geauga to determine whether the course meets a core academic requirement or will be elective credit.

2. If a student is not able to receive an official transcript with recorded grades, the following must be provided to the West Geauga Local School District upon the student's return so decisions can be made regarding the awarding of credit:
 - a. A list of courses taken with an official course outline. This needs to be signed by an administrator at the exchange school for verification. The course outline will be used by West Geauga to determine whether the course meets a core academic requirement or will be elective credit.
 - b. An official accounting of time spent in each class. This must include the length of each class, number of days per week and the number of weeks the class meets. This must be signed by an administrator at the exchange school for verification.
- C. Evaluation of an exchange student's transcript when returning from a foreign country and awarding of credit will be based upon the following:
1. If the student provides an official transcript with recorded grades, the student will be able to select either option "a" or "b" for recording of grades:
 - a. P = Pass
 - b. Letter Grade of A (90-100), B (80-89), C (70-79), D (60-69), F (below 60). Courses not completed will not be recorded.
 2. If the student is not able to provide an official transcript with recorded grades, an evaluation of the student's work will be completed by the principal or designee and credit awarded based upon the following:
 - a. 1/4 credit = 30 contact hours
 - b. 1/2 credit = 60 contact hours
 - c. 1 credit = 120 contact hoursThe course outlines and accounting of time spent in each class will be used when making decisions about whether the course meets a core academic requirement or will be awarded elective credit. All credits awarded through an evaluation of course outlines and time spent in class will be graded on a pass/fail basis.
 3. Since there is such a wide variation in school calendars in foreign countries, it is possible that the student may receive some grades and credits on an official transcript and some that are still in progress. The student has the option of receiving some of the credits through an official transcript from the exchange school as well as some credits by providing the documentation of time spent in class and course outlines.

If the student does not comply with the above requirements and records are either not provided or are incomplete, the student may risk losing credits needed for graduation. It is also possible that the student may need to take a correspondence course(s) while on the exchange in order to complete all of the graduation requirements.

CORE COURSES

COURSE	9th	10th	11th	12th
English 9-1 Honors	X			
English 9-2	X			
English 10-1 Honors		X		
English 10-2		X		
AP English Language- 11			X	
English 11-1 Honors			X	
English 11-2			X	
AP English Language- 12				X
English 12-1 Honors				X
English 12-2				X
Algebra I	X			
Geometry Honors	Alg I Pre-Req	Alg I Pre-Req		
Geometry	Alg I Pre-Req	Alg I Pre-Req		
Geometry Exp		Alg I Pre-Req		
Algebra II Honors	Geo Pre-Req	Geo Pre-Req	Geo Pre-Req	
Algebra II	Geo Pre-Req	Geo Pre-Req	Geo Pre-Req	
Algebra II Exp			Geo Pre-Req	
Pre-Calculus Honors		Alg II Pre-Req	Alg II Pre-Req	Alg II Pre-Req
Pre-Calculus		Alg II Pre-Req	Alg II Pre-Req	Alg II Pre-Req
Pre-Calculus Exp		Alg II Pre-Req	Alg II Pre-Req	Alg II Pre-Req
AP Calculus AB			Pre-Calc Pre-Req	Pre-Calc Pre-Req
AP Calculus BC			Pre-Calc Hon Pre-Req	Pre-Calc Hon Pre-Req
AP Statistics			Alg II Pre-Req	Alg II Pre-Req
Probability & Statistics			Alg II Pre-Req	Alg II Pre-Req
Personal Finance		Meets Requirement for Financial Literacy	Meets Requirement for Financial Literacy	Meets Requirement for Financial Literacy
Programming I	Geo Pre-Req	Geo Pre-Req	Geo Pre-Req	Geo Pre-Req
Programming II	Program II Pre-Req	Program II Pre-Req	Program II Pre-Req	Program II Pre-Req
College Prep Science 9	X			
Adv. College Prep Science 9	X			
Biology I Honors	X	CP Sci 9 Pre-Req		
Biology I		CP Sci 9 Pre-Req		
Earth & Space Science		Bio Pre-Req	Bio Pre-Req	

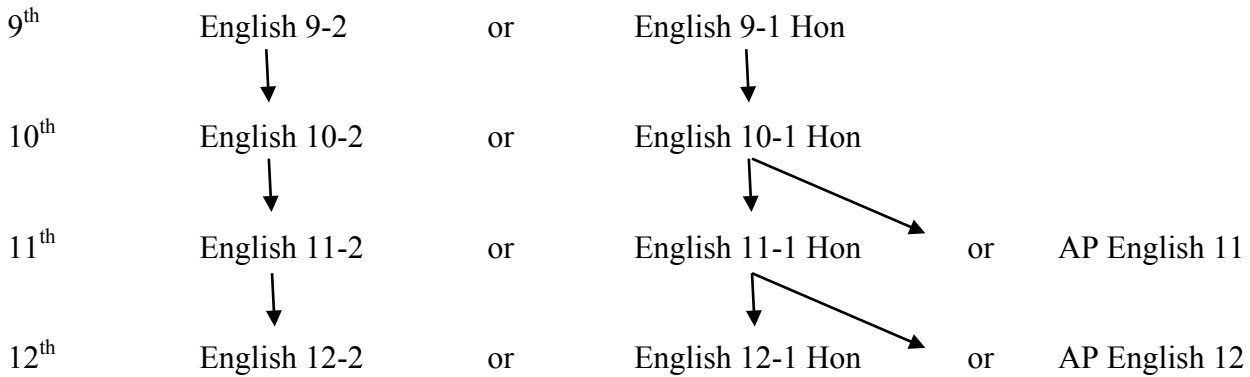
Chemistry Honors		Bio Hon & Geo Hon Pre-Req	Bio Hon & Geo Hon Pre-Req	
Chemistry		Bio & Geo Pre-Req	Bio & Geo Pre-Req	
Chemistry in the Community		Bio Pre-Req	Bio Pre-Req	
Physics Honors			Chem Hon & Alg II Pre-Req	Chem Hon & Alg II Pre-Req
Physics			Chem & Alg II Pre-Req	Chem & Alg II Pre-Req
AP Physics			Chem & Alg II Pre-Req	Chem & Alg II Pre-Req
AP Biology			Hon Bio & Hon Chem Pre-Req	Hon Bio & Hon Chem Pre-Req
Biology II			Bio & Chem Pre-Req	Bio & Chem Pre-Req
AP Chemistry			Bio Hon & Alg II Pre-Req	Bio Hon & Alg II Pre-Req
Physics II Honors			Phys Hon & Alg II Pre-Req	Phys Hon & Alg II Pre-Req
Environmental Science				Chem Pre-Req
Forensic Science				Chem Pre-Req
American History Hon	X			
American History	X			
World History Hon		X		
World History		X		
US Government			X	X
AP US Government			X	X
AP US History			X	X
Human Geography			X	X
Human Geography Hon			X	X
Psychology			X	X
AP Psychology			X	X
AP Microeconomics			X	X
AP Macroeconomics			X	X

ELECTIVE COURSES

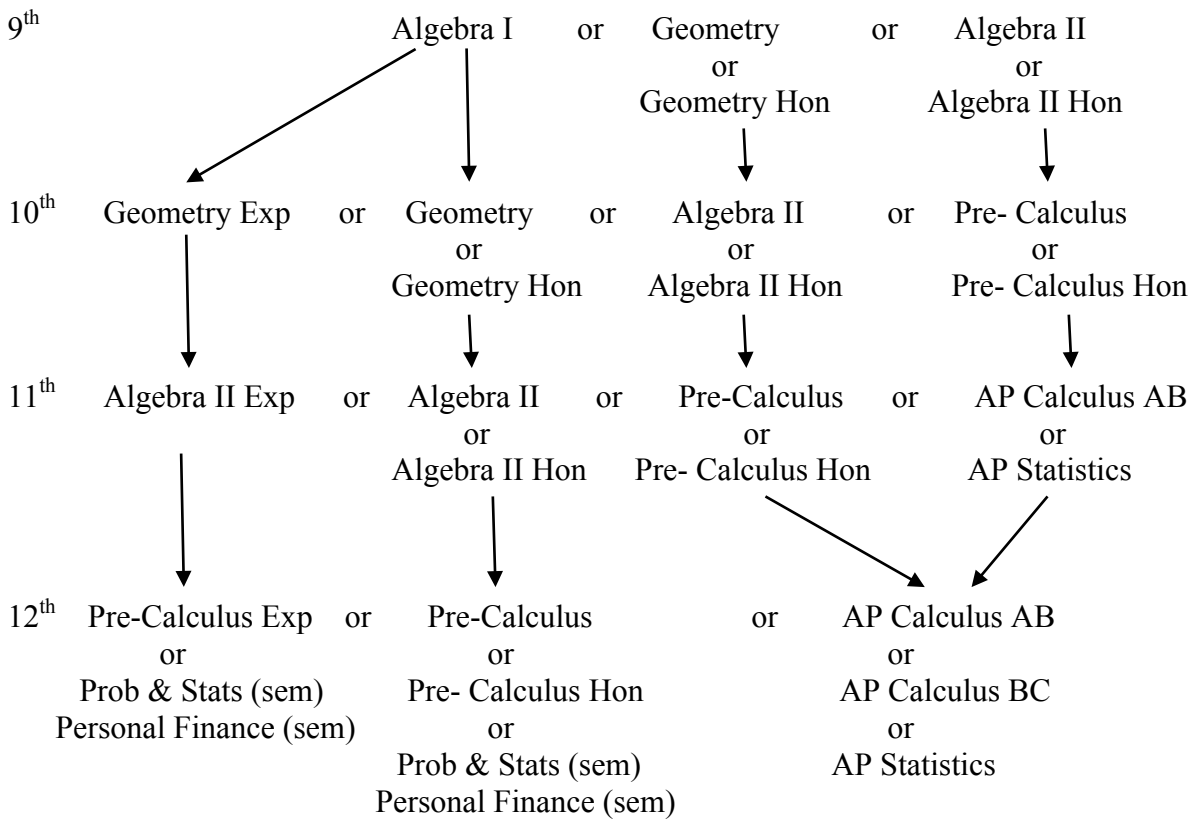
COURSE	9th	10th	11th	12th
Introduction to Business	Meets Requirement for Financial Literacy	Meets Requirement for Financial Literacy	Meets Requirement for Financial Literacy	Meets Requirement for Financial Literacy
Art I, II, III, AP	I	I-II	I-II-III	I-II-III-AP
Sculpture		Art I Pre-Req	Art I Pre-Req	Art I Pre-Req
Ceramics		Art I & Sculpt. Pre-Req	Art I & Sculpt. Pre-Req	Art I & Sculpt. Pre-Req
AP Art History			X	X
Photography			X	X
Accounting		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
Writing/Research for College Experience I, II			X	X
Yearbook		I Application Req	I-II Application Req	I-II Application Req
Journalism I	X	X	X	X
Journalism II, III, IV (Newspaper)		Jour. I Pre-Req	Jour. I, II Pre-Req	Jour. I, II, III Pre-Req
Creative Writing	X	X	X	X
Speech Survey	X	X	X	X
Life Management		X	X	X
Parenting			X	X
Foods and Nutrition			X	X
Quest			X	X
Latin I, II, III, AP	I	I-II	I-II-III	I-II-III-AP
Spanish I, II, III, IV, AP	I-II	I-II-III	I-II-III-IV	I-II-III-IV-AP
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		Treble or Men's Pre-Req + Audition	Treble or Men's Pre-Req + Audition	Treble or Men's Pre-Req + Audition
Treble Choir	X	X	X	X
Men's Chorus	X	X	X	X
Music Appreciation	X	X	X	X
Music Theory	X	X	X	X
AP Music Theory	X	X	X	X
Woods/Metals I, II, III	I	I-II	I-II-III	I-II-III
Drafting I	X	X	X	X
Engineering Drafting (odd years)		Drafting Pre-Req	Drafting Pre-Req	Drafting Pre-Req
Architectural Drafting (even years)		Drafting Pre-Req	Drafting Pre-Req	Drafting Pre-Req

WEST GEAUGA HIGH SCHOOL COURSE SEQUENCES

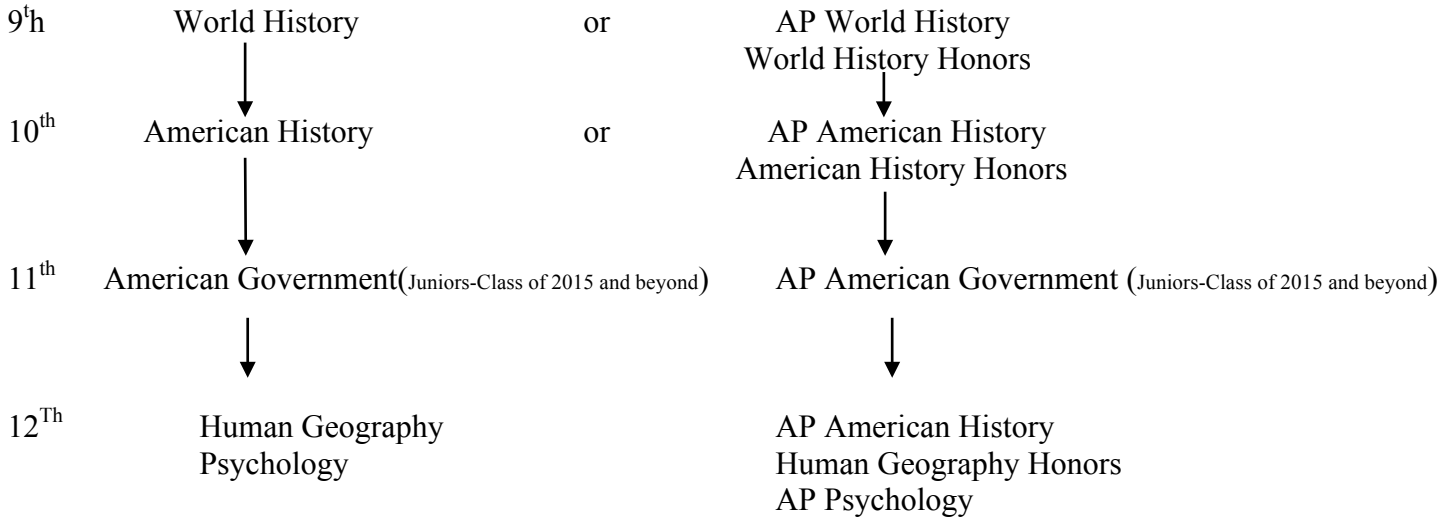
ENGLISH



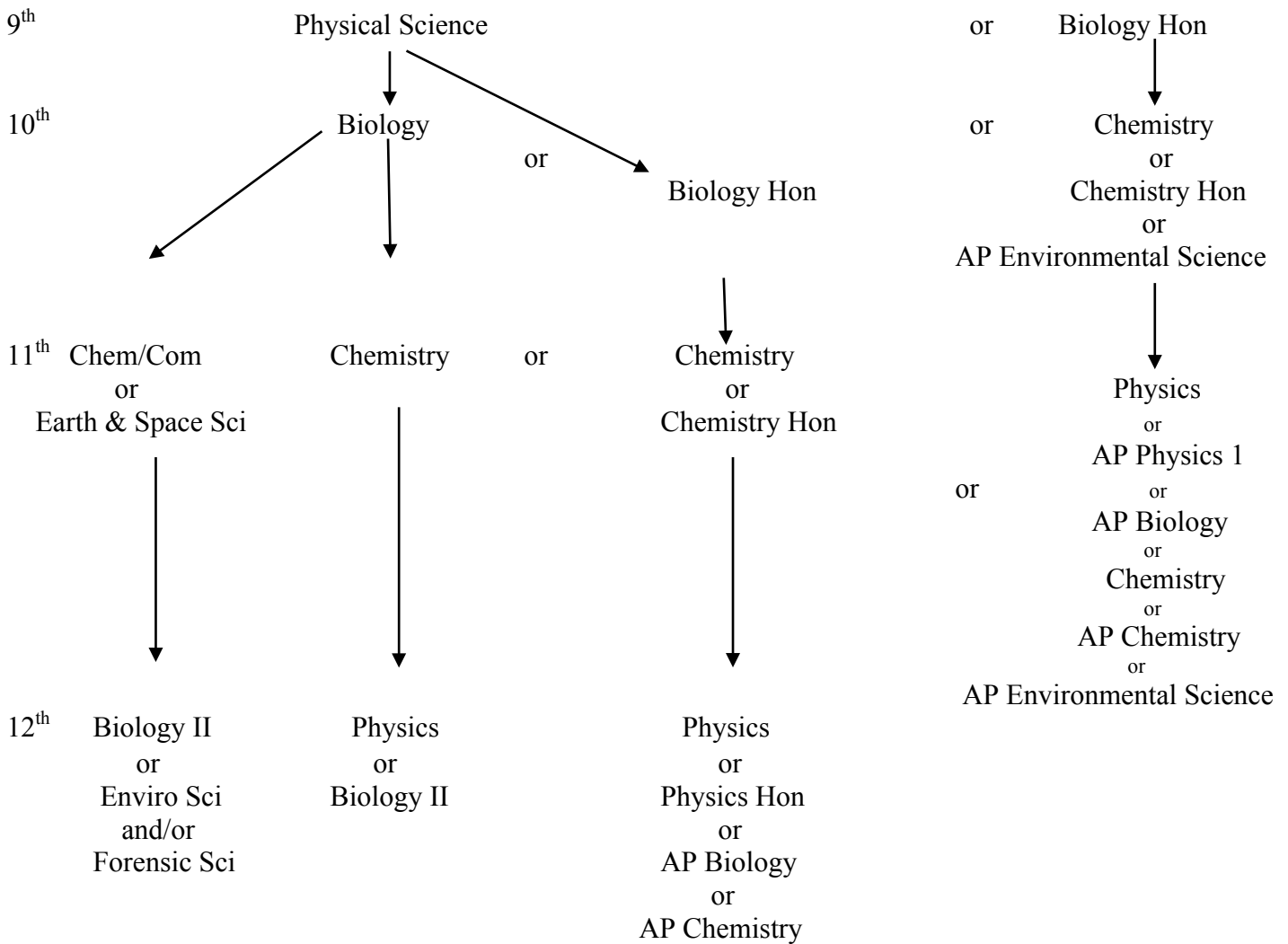
MATH



SOCIAL STUDIES



SCIENCE



***ODE is currently revising the model science curriculum. The program will be reassessed as changes are made.**

WEST GEAUGA HIGH SCHOOL 4YEAR PLAN WORKSHEET

Subject	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English				
Math				
Science				
Social Studies				
Elective				
Elective				
Elective				

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: American History, American History Honors	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 lifelong 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) Pre-requisite: 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 Pre-requisite for the opportunity to enroll in Art IV: AP 2-D Design. Course fee required.

SCULPTURE: Grades 10 – 12 (Semester course, ½ credit) Pre-requisite: 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) Pre-requisite: 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 digital SLR camera & 35mm camera, their uses and proper results for each. Much time is spent using Adobe Photoshop and in the darkroom developing film and producing pictures using such techniques as cloning, dodging, burning, using poly contrast filters and vignetting. Various uses of Photoshop will demonstrated throughout the year. Creativity is stressed with student experimentation with the equipment and photography processes. Composition is discussed and various techniques such as color balancing, sepia toning and application of Adobe filters are also ways in which students use their creative ideas to produce quality projects. All projects assigned are designed to allow for individual expression and student interest. (A fully adjustable digital SLR camera is preferred *(At a minimum, SLR 35mm camera is required.)*)

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.

ADVANCED PLACEMENT ART HISTORY: Grades 11 – 12 (Year course, 1 credit) Pre-requisite: 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 20th 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. The cost of the AP exam is calculated into the course fee.

ADVANCED PLACEMENT STUDIO ART/ART IV: Grade 12 (Year course, 1 credit, lab required. Pre-requisite: 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. The cost of the AP exam is calculated into the course fees.

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, entrepreneurship, business management, marketing, and careers.

PERSONAL FINANCE: Grades 9 - 12 (Semester course, ½ credit) This course will teach the basics of personal finance, including consumerism, banking, credit, budgeting, taxes and investments. Students will role-play living on a set income. Fee Required for Stock Market Game. This course satisfies the financial literacy graduation requirement as set forth by the Ohio Department of Education.

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.

ENTREPRENEURSHIP: Grades 10-12 (Year Course, 1 Credit) Pre-requisite: Introduction to Business or Accounting I or go through an interview process. Entrepreneurship is an imperative component of a strong economy and a key driver of the US economy. This course is designed for individuals who are creative thinkers and risk takers. Students in this entrepreneurship course focus on recognizing business opportunities, assist in launching a real business that is viable. Students will operate and maintain the newly created business. The entrepreneurs of the competitive marketplace must also understand production, marketing, finance, accounting, human resources, global competition, and social, environmental, and legal issues. Just as critical are communication skills, initiative, creativity, flexibility, and problem solving techniques. Students will function as store managers for the school's store, Café Achieve. Students will be responsible for all operations of the café, including product development, promotion and distribution of goods, pricing and inventory control functions, and development and maintenance of the school store website. As with any business, the success of the store will depend upon the interest and work of the students to properly supervise, keep merchandise on hand, and adhere to store operating procedures.

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. The cost of the AP exam is calculated into the course fees.

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. Summer reading and writing assignments are mandatory. Students are expected to take the AP English examination. The cost of the AP exam is calculated into the course fee.

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) Pre-requisite: 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, 1 credit) Yearbook II Pre-requisite: Yearbook I & Application. 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. Applications are available in the guidance office. Students must have a digital camera to use for the class.

WRITING & RESEARCH FOR THE COLLEGE EXPERIENCE I: Grade 11 (Semester 2) (Semester course, ½ credit) This course is designed to help juniors explore careers and prepare for college. Lessons will initially focus on selecting a career/major and finding the best school for the students' individual needs and personalities. Essay writing and ACT/SAT test preparation will also be a main focus of the class. This class then takes the students one step further into the college experience as it covers such topics as course selection, study skills, and time and money management. Students will also discover the myths and dangers of the application process and campus life along with ways to avoid such pitfalls. Wellness and health will also be included in this holistic approach to the successful college student, as it covers stress management, diet, exercise, and overall personal health.

WRITING & RESEARCH FOR THE COLLEGE EXPERIENCE II: Grade 12 (Semester 1) (Semester course, ½ credit) This course is designed to help seniors finalize career plans and prepare for college. Lessons will focus on the application process and the survival skills needed upon arriving on campus. This class then takes the students one step further into the college experience as it covers such topics as college course selection, study skills, and time and money management. Final essay prep and test taking skills and strategies will be addressed as well. Students will also discover the myths and dangers of campus life and ways to avoid such pitfalls. Wellness and health will also be included in this holistic approach to the successful college student, as it covers stress management, diet, exercise, and overall personal health.

Family and Consumer Science

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.

FRESHMEN MENTORING: Participation is mandatory for all freshmen; Mentors: Grades 11-12 (Full year course, ½ credit) This course allows junior and senior students to mentor incoming freshmen. During activity period mentors will meet with small groups of freshmen to guide them through their transition to the high school. The goals of the program are for freshmen to develop positive connections with upperclassmen, receive social and academic support and teach students about the expectations of our school. Mentors are required to go complete an application process.

Foreign Language

SPANISH I: (Year courses, 1 credit) This course is offered to students in grades 9, 10, 11. The goals of this level are to introduce the basic language skills: listening, speaking, reading, writing and culture. Reinforcement and development of language acquisition skills and knowledge of Hispanic culture will be emphasized via readings, skits, videos, projects, PowerPoint presentations, integrated performance tasks, practice Spanish AP exercises, and other assignments in correlation with the textbooks and classroom materials. The use of a textbook and web-based activities aids students in understanding the structural aspects of the language. Students will be required to buy a workbook.

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. Spanish culture is emphasized through readings, videos, web-based and other activities. Students will be required to buy a workbook.

SPANISH II HONORS: (Year courses, 1 credit) This course is offered to students who received a “B” or higher in Level I Spanish and were recommended by their teacher. In this level, emphasis is placed on oral communication and advancement of pronunciation, reading, writing, and listening skills. The honors level provides optimum exposure to developing language acquisition skills and Hispanic culture via readings, skits, videos, projects, PowerPoint presentations, web-based activities, integrated performance tasks, practice Spanish AP exercises, and other assignments in correlation with the textbooks and classroom materials. Students will be required to buy a workbook.

SPANISH III: (Year course, 1 credit). This course is open to students who have successfully completed Spanish II and plan not to further their study after Spanish III. Further development of oral accuracy, reading skills, and grammar analysis is stressed. Students will be required to buy a workbook.

SPANISH III HONORS: (Year course, 1 credit.). This course is open to students who have successfully completed Spanish II Honors and plan on taking Spanish IV Honors. Further development of oral accuracy, reading skills and grammar analysis is stressed in preparation for the Spanish AP Test. Students will be required to buy a workbook.

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.

ADVANCED PLACEMENT SPANISH LANGUAGE: (Year course, 1 credit). This advanced level course is designed as an introductory college level class. It will focus on increasing proficiency in all areas of the language and will encourage students to refine as well as increase their knowledge. The class will emphasize reading, writing, speaking, and listening in Spanish. These skills will be developed through classic and contemporary reading selections, discussing current events, formal and informal speaking presentations, as well as a variety of activities that allow for refinement of language skills. Students are expected to take the AP Spanish Language Exam. The cost of the AP exam is calculated into the course fee.

LATIN I: (Year course, 1 credit). This course covers the basics of Latin. One textbook is used. Students will need to purchase an accompanying workbook. 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) Pre-requisite: 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) Pre-requisite: 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) Pre-requisite: 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) Pre-requisite: 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. Students are expected to take the AP Latin Exam. The cost of the AP exam is calculated into the course fee.

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.

OUTDOOR PURSUITS: Grades 9-12 (Semester course, 5 periods per week, ¼ credit). This course is only offered as an elective credit and will not fulfill the state mandated PE requirement. This course will expose students to a variety of outdoor physical activities with the goal of instilling lifetime physical activity. Possible activities covered include hiking, backpacking, rock climbing, mountain biking, in-line skating, snowshoeing, cross-country skiing, ultimate Frisbee, and orienteering. Field trips will be utilized to facilitate real world experiences. A course fee will be determined once field trips and equipment rentals are established. Upperclassman will get scheduling priority. This class is limited to 15 students.

PERSONALIZED PHYSICAL FITNESS: Grades 9-12 (Semester course, 5 periods per week, ¼ credit). This course is only offered as an elective credit and will not fulfill the state mandated PE requirement. Strength training, flexibility, and aerobic conditioning will be incorporated into a comprehensive plan to help the student reach his/her individual fitness goals. Heart rate monitors will be utilized to ensure aerobic goals are met. Students who currently participate in athletics will be able to incorporate their coach's conditioning goals into their program. Upperclassman will get scheduling priority. This class is limited to 15 students.

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. A P.E. Waiver is attached to this document.

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: (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 a Texas Instruments TI- 83 or TI – 84 model graphing calculator, as this is the type used in the next generation assessment students will be required to take at the end of the course.

GEOMETRY EXPLORATION: (Year course, 1 credit) Pre-requisite: 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 a Texas Instruments TI- 83 or TI – 84 model graphing calculator, as this is the type used in the next generation assessment students will be required to take at the end of the course.

GEOMETRY: (Year course, 1 credit). Pre-requisite: 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 a Texas Instruments TI- 83 or TI – 84 model graphing calculator, as this is the type used in the next generation assessment students will be required to take at the end of the course.

GEOMETRY HONORS: (Year course, 1 credit) Pre-requisite: 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 a Texas Instruments TI- 83 or TI – 84 model graphing calculator, as this is the type used in the next generation assessment students will be required to take at the end of the course.

ALGEBRA II EXPLORATION: (Year course, 1 credit) Pre-requisite: 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) Pre-requisite: 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) Pre-requisite: 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) Pre-requisite: 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) Pre-requisite: 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) Pre-requisite: 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.

ADVANCED PLACEMENT CALCULUS AB: (Year course, 1 credit) Prerequisite: Pre-Calculus and teacher's recommendation. 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. This course prepares the student for the AP Calculus AB Exam in May. This class is geared to students interested in engineering or mathematics as a major in college. The material covered is at least equivalent to one semester of college Calculus and, therefore, the pace of instruction is rapid. A graphing calculator is required. Students are expected to take the AP Calculus AB Exam. The cost of the AP exam is calculated into the course fee.

ADVANCED PLACEMENT CALCULUS BC: (Year course, 1 credit) Prerequisite: Pre-Calculus Honors and teacher's recommendation. This course parallels Calculus AB but includes additional, more rigorous material to prepare the student for the AP Calculus BC Exam in May. This class is geared to students interested in engineering or mathematics as a major in college. The material covered is equivalent to more than one semester of college Calculus and, therefore, the pace of instruction is more rapid than AP Calculus AB. A graphing calculator is required.

PROBABILITY & STATISTICS: (Year Course, 1 credit) Pre-requisite: Algebra II
This course is an introduction to major statistical topics and calculations. In addition to being useful for general life experiences, these topics are useful in a wide variety of occupations including psychology, health sciences, business, and of course math and science careers in general and are often required for a degree in those and other fields. This class may be taken concurrently with pre – calculus or calculus.
A TI-83 or 84 series graphing calculator is REQUIRED for this class.

PERSONAL FINANCE: Grades 10-12 (Semester course, ½ credit) Pre-requisite: Algebra I. 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. This course satisfies the financial literacy graduation requirement as set forth by the Ohio Department of Education.

ADVANCED PLACEMENT STATISTICS: (Year course, 1 credit) Pre-requisite: 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. Students are expected to take the AP Statistics BC Exam. The cost of the AP exam is calculated into the course fee.

PROGRAMMING I: Grades 9-12 (Semester course, ½ credit) Co-requisite: Geometry. A course designed to introduce the concepts of structured programming and problem solving skills using C+ programming language. Students will learn how to make simple computer programs. Concepts to be covered include variables, decision making, loops and functions. Knowledge of programming is **NOT** required.

PROGRAMMING II: Grades 9-12 (Semester course, ½ credit) Prerequisite: Programming I or permission of instructor. This course is a continuation of Programming I in which students will begin to cover more advanced topics. Concepts will include arrays, character arrays, structures, and object oriented programming. Knowledge of the language and subject matter from Programming I is required.

AP COMPUTER SCIENCE A: Grades 10-12 (Year course, 1 credit) Pre-requisite: 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. Students are expected to take the AP Computer Science A Exam. The cost of the AP exam is calculated into the course fee.

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.

MUSIC THEORY: Grades 9 – 12 (Semester course, ½ credit) Pre-Requisite: Knowledge of basic music notation. Content of class includes ear training, harmony, melody, triads, chords, rhythm, style, calligraphy, analysis of musical forms and composition. A \$25.00 workbook must be purchased for this course. It will be used as the text.

AP MUSIC THEORY: Grades 9-12 (Year Course, 1 credit) Prerequisite: Middle school or high school band or choir. The AP Music Theory covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized. Students are expected to take the AP Music Theory Exam. The cost of the AP exam is calculated into the course fee.

CHORAL MUSIC

CONCERT CHOIR: Grades 9-12 (Year course, 1 credit) A non-auditioned mixed choral group for beginning and developing singers. Focus will be on vocal technique, sight-reading, basic music theory, and performance of SAB and beginning SATB repertoire. Will occasionally perform SA, SSA, TB or TTB repertoire.

CHORALE: Grades 10 – 12 (Year course, 1 credit) Pre-Requisite: Audition and recommendation from director. An auditioned mixed choral group for advanced male and female singers. Focus will be on advanced vocal technique, sight-reading, music theory, and performance of advanced SATB and SATB divisi choral repertoire.

INSTRUMENTAL MUSIC

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

CONCERT BAND: Grades 9 – 12 (Year course, 1 credit) Students will play an audition near the end of the first quarter and be placed in either Symphonic Band or Concert Band as determined by their audition. Students in both bands will perform music suited to their ability levels. Repertoire will encompass 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.)

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. Students must be scheduled for band during the class period in order to be in marching band.

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

PHYSICAL SCIENCE: (Year course, 1 credit) This course presents a modern scientific-inquiry approach integrating topics of Earth and Space Science, Chemistry, and Physics. 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.

BIOLOGY: (Year course, 1 credit). Prerequisite: Successful completion of **Physical 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.

BIOLOGY HONORS: (Year course, 1 credit) Prerequisite: Middle School Teacher Recommendation **or** successful completion of 8th grade **Physical Science or Physical Science**. 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 state mandated achievement tests will be incorporated as time permits. Middle School algebra is strongly recommended for the high school honors science program.

EARTH & SPACE SCIENCE: (Year course, 1 credit) Prerequisite: Successful completion of **Physical Science and Biology**. This course presents a modern scientific inquiry approach integrating topics of Earth Science, such as; Structure of a Dynamic Earth, Forces That Attack the Surface, Forces That Raise the Surface, The Ocean, The Earth, The Universe, Atmospheric Science and Earth's History. Emphasis will be on a hands-on approach to scientific learning. Students will be prepared for problem solving and technology integration. This course will give students an insight into the various scientific fields of Earth Science. There will be a heavy emphasis on reading, writing, math and critical thinking skills that will further strengthen a student's life and career skills.

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.

ROBOTICS: (Semester Course, ½ credit) Prerequisite: Completion of Algebra I. This is a one-semester, hands-on course designed to introduce the basics of robotics, relying on the use of LEGO-based robots. It teaches science, technology, engineering, and mathematics. Students will learn how to use feedback from sensors, applied mathematics and measurement to program their robot to navigate in its environment. They will have the opportunity to complete multiple investigations involving partial inquiry and guided research, problem solve, work in teams, and document what they have learned as they investigate how robots make decisions to navigate their environment.

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

CHEMISTRY: (Year course, 1 credit) Prerequisite: Successful completion of Biology **and** Geometry **and** concurrent enrollment in Algebra II or higher-level math course. 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 **and** Geometry Honors **and** concurrent enrollment in Algebra II, Algebra II Honors, or higher-level math course. 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.

PHYSICS: (Year course, 1 credit) Prerequisites: Successful completion of Chemistry **and** 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.

AP PHYSICS 1: (Year course, 1 credit) Prerequisite: Successful completion of Chemistry Honors **and** Algebra II **and** Geometry **and** concurrent enrollment in Pre-Calculus. AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Students are expected to take the AP Physics I Exam. The cost of the AP exam is calculated into the course fee.

BIOLOGY II: Grade 12 (Year course, 1 credit) Prerequisite: Successful completion of Biology or Biology Honors **and** Chemistry or 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.

ADVANCED PLACEMENT BIOLOGY: Grades 11 – 12 (Year course, 1 credit) Prerequisites: Successful completion of Honors Biology **and** Honors Chemistry **or concurrent enrollment in Honors Chemistry or AP 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 Biology Exam. The cost of the AP exam is calculated into the course fee.

ADVANCED PLACEMENT CHEMISTRY Grades 11 – 12 (Year course, 1 credit) Prerequisites: Successful completion of Honors Biology or Biology **and** Honors Chemistry or Chemistry **and** Honors Algebra II or Algebra II. Students are expected to take the Advanced Placement Chemistry Examination. AP Chemistry emphasizes the mathematical and theoretical aspects of inorganic and organic chemistry and laboratory work at the freshman college level. Topics covered include: Atoms, molecules and ions; Stoichiometry; Reactions, Gases; Thermochemistry; Atomic structure; Periodicity; Chemical bonding; States of Matter; Solutions; Colligative properties; Kinetics; Equilibria; Acids and bases; Thermodynamics; Electrochemistry; Coordination chemistry; Nuclear chemistry; and Organic chemistry. The laboratory portion of the course involves: manipulation of equipment/probeware, data collection and analysis, and effective communication of results in order to sharpen and improve students' analytical and synthesis skills. Students will attain a greater breadth and depth of understanding of the fundamental concepts of chemistry and apply problem-solving skills to more advanced questions. Pacing of the course is highly accelerated with the expectation that students will be spend consistent time on coursework outside of the classroom. AP Chemistry provides an excellent foundation for students pursuing science majors in college. Students are expected to take the AP Chemistry Exam. The cost of the AP exam is calculated into the course fee.

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 required to participate in activities beyond the school day involving the Gauga County Park District, an invaluable resource for our course.

FORENSIC SCIENCE: Grade 12 (Semester course, ½ credit) Prerequisite: Successful completion of Chem Com **or** Chemistry **or** Earth & Space Science with preference given to Chem Com and Earth & Space Science students. 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.

AP ENVIRONMENTAL SCIENCE: Grades 10- 12 (Year course, 1 credit) Prerequisites: Full Year of College Prep Science **or** Advanced College Prep Science, Biology, and Chemistry or concurrent enrolled in Chemistry. This is a college equivalent course. AP Environmental Science is an interdisciplinary laboratory science course designed to provide students with the knowledge and methodologies necessary to understand the interrelationships of our world, to analyze environmental problems, and to evaluate solutions to those problems. Field Experiences in a variety of ecosystems and agricultural and industrial settings will be used to demonstrate ecological principles. Satellite mapping technology and data collecting probeware will be used to familiarize students with the tools of modern environmental scientists. As a gateway to other AP science courses, students will be expected to generate relevant research questions, develop and execute a good experimental design, collect usable data, and write reasoned lab reports explaining how data supports or rejects the hypotheses made by the student. Students will be expected to take the AP Environmental Science test in May. Summer coursework will be required. Students are expected to take the AP Environmental Exam. The cost of the AP exam is calculated into the course fee.

Social Studies

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

AMERICAN HISTORY: Grade 9 (Year Course, 1 credit) This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

AMERICAN HISTORY HONORS: Grade 9 (Year Course, 1 credit) This course provides a more in-depth examination of the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. Building upon historical thinking skills developed in earlier grades, students will be expected to analyze primary and secondary sources from multiple perspectives, and to synthesize conclusions based on those sources. A significant emphasis will be placed on in-class discussion and debate, and students will be expected to possess higher level skills in reading and writing.

MODERN WORLD HISTORY: Grade 9 (Year Course, 1 credit)

This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

ADVANCED PLACEMENT WORLD HISTORY: Grade 9 (Year course, 1 credit) AP World History is designed to prepare students for the Advanced Placement exam, administered in May. Students will be exposed to high level primary and secondary source reading materials, and will participate in regular research projects, presentations, and essay writing assignments. Students should be proficient at independent learning and time management skills, and should be prepared to work at an accelerated pace. Throughout the course, students will gain an understanding of human history from the end of the Paleolithic Period (approximately 8000 B.C.E) to the present. Approximately 70% of the material will deal with non-Western/non-American history. The primary historical focus will be on the role of technology and environmental factors in shaping human societies and the consequences of interactions between societies. Students will also practice skills in chronological reasoning, comparison and contextualization, developing historical arguments, and in presenting their own interpretations of historical events. Students are expected to take the AP World History Exam. The cost of the AP exam is calculated into the course fee.

MODERN WORLD HISTORY HONORS: Grade 9 (Year Course, 1 credit)

This course provides a more in-depth examination of world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions, and to synthesize conclusions based on those sources. A significant emphasis will be placed on in-class discussions and debate, and students will be expected to possess higher level skills in reading and writing. Students will also be responsible for successfully completing a variety of long-term projects throughout the year.

ADVANCED PLACEMENT U.S. HISTORY: Grades 9 (Year course, 1 credit) AP U.S. History works to prepare students for the AP U.S. History exam, which they will take in the beginning of May. Students taking the class should expect significant amounts of independent study and research, and should possess the good time management skills necessary to work at an accelerated pace. Primary and secondary reading assignments, group presentations, and essay writing will be a normal part of the class. The course will provide students with an overview of American history, from the characteristics of pre-Columbian societies, to the present day. Seven themes, including identity, migration, politics, economics and technology, America in the world, environment, and culture, will be developed within nine major chronological eras, each representing a distinct period in our development (including colonial, Revolutionary, Antebellum, etc.). Students will also practice skills in chronological reasoning, comparison and contextualization, developing historical arguments, and in presenting their own interpretations of historical events. Students are expected to take the AP U.S. History Exam. The cost of the AP exam is calculated into the course fee.

HUMAN GEOGRAPHY: Grade 11 or 12 *Grade 12 honors diploma candidates get preference when scheduling (Semester Course, ½ credit) This half year course will examine the basic concept of human movement and human culture. The purpose course in is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Problem-based learning is a student-centered technique that ensures solutions to real life problems by incorporating research, technology, extended class discussion and higher level thinking skills. This course will be reading intensive but also employ traditional tests and quizzes.

HUMAN GEOGRAPHY HONORS: Grade 11 or 12 *Grade 12 honors diploma candidates get preference when scheduling (Semester Course, ½ credit) This half year course will examine the basic concept of human movement and human culture. The purpose course in is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Problem-based learning is a student-centered technique that ensures solutions to real life problems by incorporating research, technology, extended class discussion and higher level thinking skills. This course will be reading intensive but also employ traditional tests and quizzes.

AMERICAN GOVERNMENT: Grade 11 Only (Year Course, 1 credit) This course will examine the basic concepts of American government along with current political issues, topics, and controversies. 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.

ADVANCED PLACEMENT U.S. GOVERNMENT & POLITICS: Grade 11 (Year Course, 1 credit) The purpose of AP U.S. Government is to prepare the student for the Advanced Placement exam. Students will be required to be prepared for each class as they would in a college setting. Students will be exposed to high level reading materials and research assignments that will require a willingness to work at an accelerated pace. It is essential that students keep pace with textbook and supplemental readings outside of class. Various research projects will be assigned to enrich the student's understanding of the topic of study. Throughout the course, the student will gain an advanced understanding of the creation of the Constitution, the three branches of American Government, the public policy process(s), the basic rights and responsibilities of a free citizen as well as the role of "linkage" institutions such as political parties and interest groups. Students will be assigned two textbooks. All supplemental readings can be found on the website in pdf format or will be available in class. Students are expected to take the AP U.S. Government & Politics Exam. The cost of the AP exam is calculated into the course fee.

PSYCHOLOGY: Grade 11 or 12 * Grade 12 honors diploma candidates get preference when scheduling (Semester Course, ½ credit) This course focuses on individual behavior and why an individual thinks, feels, and reacts to certain stimuli. Major emphases will be placed on research methods, stages in childhood and adolescence, how the brain works, altered states of consciousness, psychological testing, and psychological disorders. Topics that may be explored include research methods, biological basis of behavior, psychological disorders and their treatment, sensation and perception, states of consciousness, memory, thinking, language, learning, intelligence, motivation, emotion, personality, human development and social psychology. The purpose of this course in psychology is to introduce students to core concepts and content areas in the field. The course introduces students to the methods of inquiry and evaluation used by psychologists. The content of the course provides students with information about issues that all individuals encounter not only concerning themselves but in their relationships with friends, family, and acquaintances. Studying psychology should lead students to an appreciation of and tolerance for individual differences. Students should acquire insight into the complex determinants underlying individual and group behavior. Finally students should be prepared to be intelligent consumers of psychological services.

AP PSYCHOLOGY: Grades 11 or 12 (Year Course, 1 credit) Prerequisite: None. The AP Psychology Course introduces students to the systematic and scientific study of human behavior and mental process. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Through the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence and effectively communicate ideas. Students are expected to take the AP Psychology Exam. The cost of the AP exam is calculated into the course fee.

AP MACROECONOMICS – Grade 11 or 12 (Semester Course, ½ Credit) Prerequisites: None. AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Students are expected to take the AP Macroeconomics Exam. The cost of the AP exam is calculated into the course fee.

AP MICROECONOMICS – Grade 11 or 12 (Semester Course, ½ Credit) Prerequisites: None. AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students’ familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Students are expected to take the AP Microeconomics Exam. The cost of the AP exam is calculated into the course fee.

ONLINE OFFERINGS: (Grades 11 & 12) See your school counselor for online social studies course offerings in the following areas: U.S. Government, U.S. Government Honors, Economics, Geography, Psychology, and Civics. Course offerings may be subject to change. There are fees associated with enrolling in these courses. A credit flexibility contract must be completed and approved in order to enroll in these courses.

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 Pre-requisite to Engineering Drafting or Architectural Drafting. Fee required.

ENGINEERING DRAFTING: Grades 10 – 12 (Year course, 1 credit) Offered odd years only. Pre-requisite: 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. Pre-requisite: 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.

Intervention Programs

READING/WRITING LAB I & II: Grade 9 (Semester Course, ½ Credit). This is a placement class for students that score below college ready on the English and Reading sections of the Explore exam. The reading/writing lab is designed to strengthen student reading and writing skills through reading engagement that focuses on specific reading comprehension strategies. Students will improve appropriate written responses to the reading by developing awareness of the prompt and improving writing conventions.

The Intervention classroom provides a small group self-contained setting taught by an Intervention Specialist for students that receive specialized instruction per Individualized Education Plans. The Intervention curriculum focuses on the essential components of the core curriculum following the Ohio Academic Content Standards – Extended (OACS-E). The extended standards are intended to demonstrate practical and functional application of the state standards. Each student is graded on individual abilities, baseline data, and progress towards IEP goals/objectives. In order for each student to successfully access the curriculum, necessary accommodations and modifications to the curriculum will be made based on individual student needs.

Intervention English Course Descriptions

ENGLISH 909: (Year course, 1 credit) Emphasis is placed on learning reading comprehension skills and strategies to improve comprehension and independence. Students will learn to use context clues, text structures, computer & electronic dictionaries to aide in comprehension of text and the meaning of unknown vocabulary. Students will identify and highlight key words when answering literal questions and will locate information by using text titles, subtitles, charts, index, etc. Students will cite details from text to support their answers when completing comprehension activities. In the writing process, expanding sentence structures by adding key descriptive words will be emphasized. Students will use organizational strategies such as graphic organizers to plan writing assignments. Students will create/write cohesive paragraph(s) that consists of a topic sentence, 3-4 supporting detail sentences and a closing sentence.

ENGLISH 910: (Year course, 1 credit) Emphasis is placed on each student using the reading and writing skills and strategies that were taught in English 909 on a more independent level with less teacher prompting. Students will apply skills/strategies to answer literal and inferential questions and make predictions citing textual evidence. Using knowledge of prefixes and suffixes to understand unknown vocabulary will be emphasized. Graphic organizers will be used to organize short stories according to: setting, main character(s), plot, conflict, climax, resolution. During the writing process students will use graphic organizers with minimal teacher prompting to prepare/organize cohesive responses to writing prompts using proper format. Students will expand sentence structure by adding key descriptive words, information, details, facts and/or textual evidence. Students will proofread writing assignments for capitalization, grammar and punctuation using a writer's checklist.

ENGLISH 911: (Year course, 1 credit) Students will apply reading comprehension strategies in order to identify the author's point of view and purpose of a writing piece and to be able to connect the passage to life experiences. Vocabulary strategies emphasized will be analyzing unknown words with known words through synonyms, antonyms and homophones and paraphrasing newly learned vocabulary. Students will analyze figurative language, connotation and tone in a variety of genres. Students will continue to develop self-check methods on a more independent level to proofread their writing assignments, and 2-3 paragraph essays will be a focus for writing assignments.

ENGLISH 912: (Year course, 1 credit) Reading and writing instruction will focus on students successfully using skills necessary for practical needs in real-life situations as independently as possible. Self-correction methods such as proofreading and revising work will also be emphasized. Review and reteaching of skills taught in English 909, 910 and/or 911 that have not been mastered will be reintroduced. Students will learn to write friendly letters and business letters and to fill out job applications. Students will also use a variety of multi-media formats to compose and present information during class presentations.

Intervention Math Course Descriptions

MATH 909 (Year course, 1 credit) This course is designed to introduce students to functional math skills to use in real-life situations. Basic math skills are reviewed: steps to solving word problems, working with decimals and percents to add, subtract, multiply and divide money. Calculator skills, time telling, money counting and measurement are all reviewed throughout the school year. Students will also use Algebra in the this course to interpret expressions, use factoring to create equivalent expressions, create equations to solve problems with one variable, and graph equations on a coordinate plane.

MATH 910 (Year course, 1 credit) This course is designed to continue developing functional math skills to use in real-life situations on a more independent level. Consumer math topics included in the course are a variety of shopping and dining skills and basic consumer skills. Students will also review money counting skills and making change. Students will also be introduced to geometry, identifying and defining points, lines, line segments, angles, right triangles, coordinate planes, radius and diameter of a circle, and volume. Students will apply geometric shapes in the real world.

MATH 911(Year course, 1 credit) This course will introduce students to using banking services and earning wages. Students will learn how to analyze paychecks, including deductions, gross pay, and net pay. Students will learn how to open and use saving and checking accounts, ATM and credit card services and review money counting skills. Time management topics include reading calendars, interpreting and creating schedules, and figuring elapsed time. Students will be introduced to Probability & Statistics by interpreting and representing data with various types of charts, graphs, and plots. Students will learn mean, median and mode.

MATH 912 (Year course, 1 credit) This course will introduce students to economic and financial literacy. Students will evaluate positive and negative outcomes based on financial decisions and create a simulated personal financial plan that includes short- and long-term goals based on income and monthly fixed and variable expenses. Students will compare personal income with living expenses in order to prepare, adjust and balance a budget and learn about working and earning enough money necessary to be financially independent.

Intervention Science Course Descriptions

SCIENCE 909 (Year course, 1 credit) This course will use Earth Science to emphasize how science and scientific studies benefit our daily lives and our planet. During this course students will identify what scientist do and how science relates to our everyday lives. Students will learn the steps of the scientific process, be exposed to different careers and branches of science and learn to separate fact from opinion. Topics covered in this course include Energy Conservation & Recycling, Earth's History, Earth's Systems & Resources, Global Environmental Problems & Issues, Glacial Geology, Minerals & Rocks, and Plate Tectonics.

SCIENCE 910 (Year course, 1 credit) This course focuses on Physical and Space Science. Physical Science topics include: Structure of Matter, Interactions of Matter & Chemical Reactions, Motion, Force and Energy, Work and Machines, and Energy Resources. Space Science topics include: Study of Inner & Outer Planets, Sun, Asteroids & Comets, Moon & Moon Phases. Students will also explore different types of stars and galaxies and discoveries from recent space exploration.

SCIENCE 911 (Year course, 1 credit) This course focuses on Life Science. The content of this course is aligned with examples of real-life problems and issues, as well as solutions to help students better relate and apply the scientific process in their own lives. Many projects completed in the course give students a chance to find out that they play an important role in current societal concerns in areas such as benefits of living in a healthy environment and benefits and positive choices of healthy living. Other topics covered include: Heredity, Evolution, Diversity & Interdependence of Life and Cells.

Intervention Social Studies Course Descriptions

SOCIAL STUDIES 909 (Year Course, 1 credit) This course emphasizes American and Contemporary World History and how international and national events from the past and present can directly impact our lives. This course helps students take historical facts, think about them critically and apply the knowledge to their daily lives. Students will examine the cause/effect of decisions that have been made in historical and current events and the positive and/or negative impacts of the decisions made. Students will create and interpret timelines leading up to historical events. Students will apply cause/effect of good decision making skills by learning social skills necessary to work collaboratively to identify a problem(s) and develop a solution(s) to the problem.

SOCIAL STUDIES 910 (Year Course, 1 credit) This course emphasizes Geography and its role in daily life. Students will learn to use appropriate maps, globes or other geographic representation, including internet resources, to find various locations and information. Students will compare life where they live to other locations around the world, including identifying products produced in our region that other locations around the world purchase and vice versa. This course requires students to select a location around the world and conduct research to learn about current events, culture, economy, geography, weather and places of interest and create a multi-media presentation.

SOCIAL STUDIES 911 (Year Course, 1 credit) This course emphasizes American Government and current events. This course helps students become well-informed and responsible citizens. Students will learn basic principles of government in the United States, including local, state, and federal levels and the three branches of government at each level. Rights and responsibilities of citizens of the United States, including the Bill of Rights and Amendments and how the government protects the freedom of citizens will also be covered. Students will also identify local organizations or agencies that are supported by tax money that may benefit them in future planning. Students will learn to read and interpret a variety of documents, and answer questions by providing evidence from the reading to defend their answer/position.

SUPPLEMENTAL STUDY SKILLS: Grades 9 – 12 (Semester Course, ¼ credit) This course is designed to assist students who receive Individualized Educational Plan Services under I.D.E.A. with the skills necessary to perform to their highest potential in their high school courses. This will be done through the teaching of organization, study skills, note-taking, and test preparation. Students who have not passed all sections of the Ohio Graduation Test, will also receive additional intervention.

Senior Internship

The Senior Internship 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 Internship 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.

EXCEL TECC PROGRAMS

Two-Year Programs Location

Auto Mechanics	Brush High School
Business Academy	Mayfield High School
Computer-Aided Design Drafting Engineering	Lakeland Community College
Construction Management	Lakeland Community College
Construction Trades	Mayfield High School
Cosmetology	Mayfield High School
Culinary Arts	Beachwood High School
Digital Arts & Technology	Aurora High School
Early Childhood Education	Fairmount ECE/Beachwood
Environmental Education	Gates Mills E.Ed. Center
	Cleveland Botanical Gardens
Information Technology & Programming	Mayfield High School
Interactive Media	Mayfield High School
Medical Technologies	Mayfield High School
Performing Arts Academy	Chagrin Falls High School
Public Safety Academy (PSA)	Cuyahoga Community College (East & West)
Visual Art & Design	Orange High School

One-Year Programs (Seniors Only) Location

Marketing Communications	Beachwood High School
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One or Two Year Programs Location

Career Based Intervention	Gates Mills E.Ed. Center
	Cuyahoga Community College
A.C.E. Gates Mills E.Ed. Center	
Job Training Off Site	

* Credit information for these programs is located in the TECHNICAL EDUCATION COURSE CATALOG

***College credits are subject to change based on the Articulation Agreements with the respective colleges and/or the Ohio Board Regents.**

Excel TECC

EXCEL TECC PROGRAMS Two-Year Programs -- Junior Entry

(Prerequisite: for all programs* - Interview by Instructor; By program start date student must have completed coursework required for junior status at home school including seven [7] credits with a mandatory two [2] credits each earned in English and Mathematics; Attendance and discipline records are considered)

Allied Health	73
Auto Collision	68
Auto Services	69
Business Academy	60
CADD Engineering Technology	70
Construction Trades	64
Cosmetology	78
Culinary Arts	61
Digital Arts & Technology	56
Environmental Education	71
Fire/EMS Training Academy	74
Interactive Media	82
ITP - Information Technology & Programming	83
Licensed Practical Nursing	75
Medical Assisting	76
Medical Technologies	77
Performing Arts Academy	57
Production Welding	65
Studio Art & Design	59
TEACH-Teacher Education And Children's Health	18
Travel, Tourism & Hotel Management	63
Welding	65

*Except Intervention Programs

One-Year Program -- Senior Entry

(Prerequisite: Interview by Instructor; By program start date student must have coursework required for senior status at home school including a mandatory three [3] credits each earned in English and Mathematics; Attendance and discipline records are considered)

Marketing

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NOTES: -Articulation credits are subject to change depending on Agreement reviews and are awarded according to student's completion of Agreement requirements -Career Opportunities listed under each program may require additional postsecondary education or technical training.

ARTS & COMMUNICATION

Digital Arts & Technology

Two-year: GRADES 11-12

Site: *Aurora High School*

COLLEGE CREDITS - Tech Prep

Recommendations: enrolled in College Prep English

Credits: Junior Year - 3 credits (1 Related, 2 Lab)

Senior Year - 3 credits (1 Related, 2 Internship)

Digital Arts and Technology is designed for a student who immerses themselves in today's modern methods of media, communication and culture. Through technology, photography, video, graphic design and audio engineering one is taught how to communicate effectively for today's society. The class is built on a business backbone and integrates social networking, websites and a digital portfolio. Digital Arts uses Digital SLRs, studio strobes, lighting and Adobe Photoshop Lightroom to learn how to take photos, edit and display for any application. Videography can involve music video, short film, documentary and presentation at each stage of production. Recording audio for video is important but is also available for those students who are interested in making and recording music. Pro Tools, the industry standard for audio engineering, is taught at the beginning to intermediate level. The two year program is specifically tailored for the best possible experience. First year students meet everyday in the morning where all aspects are taught to a base level, then each student can independently gravitate toward their desired specialization. The second year meetings are two days in the classroom where the remainder of the week is allocated for student internship. Each senior has the opportunity to intern in their various desired specialization and build their professional network.

PROGRAM CONTENT

- Professional Level Photography
- Film & Video Techniques
- Editing video, audio and photographs
- How these skills relate to today's job market

ARTICULATION:

- Cuyahoga Community College- up to 6 credits

Career Opportunities:

*Video Editor	*Audio Engineer
*Graphic Designer	*Photo Director

ARTS AND COMMUNICATION

Performing Arts Academy

Two-year: GRADES 11-12

Site: *Chagrin Falls High School*

COLLEGE CREDITS - Tech Prep

Prerequisite: An audition and interview is required for admittance.

Credits: 3 credits each year (1 Related, 2 Lab)

The Academy for the Performing Arts provides talented high school juniors and seniors with a joyful, challenging and inspiring training experience in the performing arts that builds confidence, courage and mastery in creative self expression preparing students for high-level college and professional opportunities. The goals of the program are:

- To provide a comprehensive, pre-professional course of study in all aspects of theatre, from literature, technique and history to actual performance.
- To create challenging performance opportunities for students to demonstrate acquired skills. The Academy mounts 7 or 8 full length plays each year.
- Prepare students for post secondary education in the performing arts and related subjects; assisting with audition, contact, interview support and professional guidance in selecting educational and career opportunities.

PROGRAM CONTENT

The classes described below represent the two year course of study that will fully prepare them for college and beyond.

- THE ART OF ACTING: Experiencing, Action, Characterization, Technique, The Stanislavski System
- ACTING SHAKESPEARE: Voice for the Stage, Shakespeare's Play, Scene work in Shakespeare
- ACTING CHEKHOV: Advanced Action, Communion, Emotional Memory
- MUSICAL THEATRE: Music Theory, Singing, Selling a Song, History of Musical Theatre
- BODY/VOICE: Stage Movement, Mime, Tai Chi, Yoga, Fitness, Stage Combat, Clowning
- MUSIC: Music Theory, Keyboarding, Conducting, Composing, History of Music, Private Voice
- TECHNICAL THEATRE: Set, Costume, Lighting and Sound Design; Stage Management; Construction and Producing a Show
- PERFORMANCE PRACTICUM/ART OF THE AUDITION

ARTICULATION:

- Cuyahoga Community College -up to 8 credits

PREREQUISITES

AUDITION: Will consist of two contrasting monologues or one monologue and one song. Monologue and songs should be no more than 2 minutes each. Monologue texts and a list of recommended song selections will be posted on the Academy website: www.chagrinacademy.org. While accompaniment may be provided students must be prepared to sing a cappella.

- INTERVIEW & DOCUMENTS: Students are to submit a 1-page resumé and provide a headshot or school photograph with their application. The student will also be requested to provide one letter of recommendation from a theatre, drama, or music program that they have been involved with or a character reference.

• **PERFORMANCE:** All productions at the Academy are voluntary. However, if a student chooses to audition for an Academy production, he or she must clear their schedule to accommodate rehearsals and performance. Students who cannot provide a schedule reasonably free of conflicts will not be allowed to audition for a production. Academy students are also encouraged to participate in community theatre productions or at their home high school. Should a student decide to participate in an Academy production, he or she must commit to time outside of normal class hours and the school day for rehearsal and performance. Students must provide their own transportation to after school rehearsals and evening events.

• **PROGRAM PARTICIPATION AND ATTITUDE:** 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 to the curriculum in general.

Career Opportunities:

*Actor	*Stage Manager
*Producer	*Lighting Design
*Costume Design	*Set Designer
*Director	*Box Office& Marketing A

ARTS AND COMMUNICATION

Studio Art & Design

Two-year: GRADES 11-12

Site: *Orange High School*

COLLEGE CREDITS - Tech Prep

PREREQUISITE: Studio Art packet completed, six portfolio pieces, reference letter from art teacher and interview with Excel TECC instructor

Credits: 3 credits each year (1 Related, 2 Lab)

The expectation in Studio Art & Design is to prepare self-motivated, creative students for careers in the visual arts by developing a comprehensive portfolio for college acceptance. The program aims to prepare students to be, College & Career Ready.

All art students will be introduced to the multiple careers in the visual arts through the use of social media, guest speakers, class instruction and our own professional networking resource, “ARTatWORK”.

Program Content

- To *embrace* creative problem solving and visual communications while developing individual expressions within content, image and message.
- To *analyze* interdisciplinary connections that influence social and cultural contexts of visual imagery.
- To *identify*, examine and understand the aesthetic, stylistic and functional considerations of designing objects, environments and communications.
- To *create a portfolio of* art works that demonstrates high level of craftsmanship and conceptual understanding for display in various regional and national student exhibitions.
- To *expand* visual literacy as a means to create images that advance individual expression and communication.
- To *develop* and support a personal philosophy of art based on aesthetic theories and understanding of visual culture.
- To *investigate* and plan strategies for lifelong involvement and advocacy of the arts.

SEMESTER COURSES

- Business of Arts & Communication
- Visual Creation
- Visual Design Primer
- Advertising & Communication

ARTICULATION:

- Cuyahoga Community College

Career Opportunities

Interior/Product Design

Display/Graphic/Package Design

Advertising

Illustration/Cartooning

Photography

Fine Art/Freelance Artist

Art Director

BUSINESS & ADMINISTRATION/HOSPITALITY

Business Academy

Two-year: GRADES 11-12

Site: *Willoughby-Eastlake Career Academy*

COLLEGE CREDITS - Tech Prep

Recommendations: Algebra 1 and Geometry credits earned

Credits: 3 credits each year

"LEARNING TO EARN"

The Business Academy is a dynamic, comprehensive program which will introduce students to the exciting professional world of Business. Students will explore several diverse career areas including Entrepreneurship, Marketing, eCommerce, International Business, Management, Financial Literacy, Project Management, Globalization and Business Law, Finance, Operations, and Management.

The objectives of the Business Academy are to prepare students for college or technical school or employment and to connect, collaborate and compete in a global economy. The program provides a wide knowledge base and will expose students to multiple disciplines. Skills like communication, critical thinking, strong work ethic, goal setting, productivity, leadership and teamwork will provide students with a solid foundation for success. The latest technology will be fully integrated to facilitate and foster collaboration and teamwork in a professional environment.

Program Content

• Developing a Business Plan	• Personal Financial Management
• Marketing	• Ethics
• Operations Management	• Business Relationships
• Customer Relations	• Professional Development
• Project Management	• Entrepreneurship
• Finance	• Technology
• Social Responsibility	

SEMESTER COURSES:

- Business Foundations
- Management Principles
- Strategic Entrepreneurship
- Marketing Principles

ARTICULATION:

- Cuyahoga Community College-up to 7 credits
- Bryant & Stratton

Career Opportunities

*Entrepreneur	*Business Analyst
*District Manager	*Small Business Manager
*Project Manager	

BUSINESS & ADMINISTRATION/HOSPITALITY

Culinary Arts

Two-year: GRADES 11-12

Site: *Beachwood High School*

COLLEGE CREDITS - CT2

Credits: Junior Year - 4 credits (1 Related, 2 Lab, 1 Culinary Science)

Senior Year - 5 credits (1 Related, 1 Culinary Math, 3 Paid Internship)

The Culinary Arts I program offers on-site training in our public restaurant to high school juniors showing interest and aptitude for the food service industry. Culinary I focuses on ServeSafe Training and Certification. This certification program is an industry standard.

The Culinary Arts II ProStart curriculum is endorsed by the National Restaurant Association Educational Foundation and provides each student earning a certificate of achievement with articulated college credit. ProStart teaches culinary mathematics, restaurant business management and marketing techniques. The internship component allows the students to work in the food industry for 12.5 hours per week to receive credit and earnings. Students must provide their own transportation.

Program Content

- Quantity Food Preparation
- Proper Use/Care of Commercial Equipment
- State and Local Sanitary Codes
- Classical Cooking Techniques
- Dining Room Service
- Global Cuisine
- Real Industry Work Experience
- Food Cost Control/Food Purchasing
- Menu Planning
- Menu Marketing

ARTICULATION:

- NRAEF ProStart Certification directly articulates with state college-level culinary programs - up to 10 credits individually articulate to other schools nation-wide
- CT2 - 6 sem credit hours

Career Opportunities

Chef/Pastry Chef/Sous Chef
Catering/Event Sales Manager
Food and Beverage Manager
Restaurant Manager/Owner
Food Scientist

BUSINESS & ADMINISTRATION/HOSPITALITY

Marketing

One-year: GRADE 12 only

Site: *Beachwood High School*

COLLEGE CREDITS - Tech Prep

Recommendations: College Prep course of study

Credits: 3 credits (2 Related, 1 Work)

Marketing 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, research the Internet, engage in small group debates, develop interpersonal communication and leadership skills, create effective persuasive presentations, and discuss classroom to work world experiences. A cooperative learning experience, in which students are evaluated and earn high school credit, will provide an opportunity for students to connect their classroom and career-field experiences.. Students participate in DECA and/or Junior Achievement. Both national organizations encourage students to develop marketing skills outside of the classroom and to collaborate with other students across the country.

Program Content

• Computer Technology	• Sales
• Virtual Business Simulations	• Fashion Merchandising
• Retail Management	• Promotions
• Public Relations	• Product Design
• Consumer Behavior	• Research
• Business Administration	• Consulting
• Direct Marketing	• Merchandising
• Entrepreneurship	• Advertising
• Global Marketing	• E-commerce

ARTICULATION:

- Johnson & Wales - up to 15 credit hours
- Northwood University - 4 credit hours as 'Principles of Marketing 208'
- Lakeland Community College-up to 12 credits

Career Opportunities

Advertising/Promotions/Public Relations

Consumer Psychology

Industrial/Retail Sales

E-Business

Visual Merchandising

Media Planning

BUSINESS & ADMINISTRATION/HOSPITALITY

Travel, Tourism & Hotel Management

Two-year: GRADES 11-12

Site: *Willoughby-Eastlake Career Academy*

COLLEGE CREDITS - Tech Prep

Credits: 3 credits each year

Career Technical programs in lodging and travel service prepare learners for careers in management, marketing and operations of lodging facilities, meetings and events and travel-related services. Students will be ready for entry level employment and post-secondary education in pathways that relate to hospitality hotel management, restaurant and food/beverage services, lodging services, travel and tourism, recreation, amusement, and attractions.

Guest speakers from the industry and field experiences are included in regular class time. Seniors are permitted to work second semester in a travel/tourism related position during program hours with permission and proper paperwork completed.

Program Content

The student will learn:

*Business Operations/21 st Century Skills	• Experience Management
• Safety and Sanitation	• Culinary Industry Fundamentals
• Foodservice Operations	• Lodging Operations
• Travel and Tourism Operations	• Event Planning & Design

SEMESTER COURSES:

- Hospitality Fundamentals
- Event & Food Planning
- Front Office Management & Operations
- Hospitality Management
- Travel & Adventure Planning

ARTICULATION: • Lakeland Community College - up to 5 credits

CERTIFICATIONS AVAILABLE:

- Guest Service Gold (American Hotel and Lodging Educational Institute)
- Workplace Safety and Health (National Institute for Occupational Safety and Health)
- ServSafe
- Teenage Restaurant Worker Safety (Occupational Health and Safety Administration)

Career Opportunities

Front Office Manager
 Small Business Owner
 Welcome Center Supervisor
 Destination Marketer
 Tourism Marketing Specialist
 Gaming & Casino Supervisor

CONSTRUCTION TECH/MANUFACTURING

Construction Trades

Two-year: GRADES 11-12

Site: *Mayfield High School*

COLLEGE CREDITS - Tech Prep

Credits: 3 credits each year (1 Related, 2 Lab)

The Construction Trades program prepares students with the fundamentals needed to work in the building, remodeling, maintenance or repair of public or private buildings and homes. A good portion of the curriculum is hands-on. Sessions are coupled with theory and lab demonstrations, with an emphasis on safety, both on the job and in the classroom.

Program Content

- Masonry
- Drywall
- Carpentry
- Electrical
- Roofing
- Plumbing
- Siding
- Safety
- Building & Property Maintenance
- Construction Management • Painting/Wallpapering
- Home Building
- Flooring (covering)
- Mathematics/Estimating
- Windows/Doors
- Blueprint Reading

ARTICULATION:

- Lakeland Community College-up to 9 credits
- Cuyahoga Community College-up to 3 credits

Career Opportunities

Building Inspector

Carpentry/Woodworker

Masonry/Stone Cutter

Repair/Labor Work/Maintenance

Cabinetry

Plumber/Electrician

CONSTRUCTION TECH/MANUFACTURING

Production Welding

Two-year: GRADES 11-12

Site: *North High School*

COLLEGE CREDITS - Tech Prep

Credits: 3 credits each year

In the Production Welding Program, first-year students will learn fundamental welding and safety skills needed to reach the goal of employment in the welding trades. Skills include ARC, MIG, TIG, Oxy-fuel welding and cutting and Plasma torch cutting. Shop safety and use of basic shop tools and equipment are learned and students use these skills to fabricate and repair projects in class. Second-year students refine their skills and focus on areas of interest.

Program Content

The student will learn:

- Shop Safety
- Use of Hand Tools
- Use of Power Tools
- Oxyacetylene Welding & Cutting
- Plasma Cutting
- ARC Welding
- MIG Welding
- TIG Welding
- Employability Skills
- Utilizing Measuring Devices

SEMESTER COURSES:

- Gas Metal Arc Welding
- Shielded Metal Arc Welding
- Flux Cored Arc Welding
- Gas Tungsten Arc Welding

ARTICULATION:

- Lakeland Community College-up to 10 credits Career Opportunities

Career Opportunities

Production Welder

Welder Fitter

Iron Workers

Fabrication

Iron Workers

CONSTRUCTION TECH/MANUFACTURING

Welding

Two-year: GRADES 11-12

Site: *Willoughby-Eastlake Career Academy*

COLLEGE CREDITS - Tech Prep

Credits: 3 credits each year

Welding technician students learn to proficiently produce welds of different arc welding processes along with background knowledge of machine settings and blueprint reading. Students have a high probability for high paying employment due to the increasing need for young welders in the industry.

The welding machines and equipment found in the shop match professional equipment used in the field.

Students utilize multiple tools to enhance fabrication skills while completing several, large scale community service projects and having the choice to compete in the SkillsUSA competitions.

Students become effective and professional communicators by working closely with local business and industry to complete community service projects and be a part of the Gang for Good, a non-profit organization started by past students.

Program Content

Students will learn:

• Gas Metal Arc Welding (GMAW)	• Oxy-Fuel Cutting (OFC)
• Gas Tungsten Arc Welding (GTAW)	• Blueprint Reading
• Shielded Metal Arc Welding (SMAW)	• SkillsUSA Competition
• Flux Cored Arc Welding (FCAW)	• Community Service
• Plasma Arc Cutting (PAC)	• Fabrication
• Carbon Arc Gouging (CAC-A)	• Team-building

SEMESTER COURSES:

- Gas Metal Arc Welding
- Shielded Metal Arc Welding
- Flux Cored Arc Welding
- Gas Tungsten Arc Welding

ARTICULATION:

- Lakeland Community College-up to 10 credits

CERTIFICATION AVAILABLE:

- AWS Welding Certifications

Career Opportunities

Iron Workers

Boiler Makers

Production Welding

Fabrication

Welding Repair

EDUCATION & TRAINING

Teach

Teacher Education And Children's Health

Two-year: GRADES 11-12

Site: *Fairmount Early Childhood Center @ Beachwood*

COLLEGE CREDITS - Tech Prep

Credits: 3 credits each year (1 Related, 2 Lab)

The T.E.A.C.H. (Teacher Education and Children's Health) program prepares students to fill a vital role in the education and health of children. High school students receive the opportunity to teach and care for children in many different learning environments. The first year of the program stresses basic skills needed to work with children and the students are provided with the opportunity to actively be engaged with children at our laboratory schools. In the second year, the students expand their experiences with opportunities to intern with children birth through school-age and other childhood professionals. Again, the students assume a different role in the classroom and gain knowledge and experience working with children. In related class, the students are involved in learning activities requiring higher order thinking skills where they create and implement many learning opportunities for children. Students also have the option to complete the Child Development Associate process with the guidance and support from their instructor as well as earn credits toward a degree in any career field related to Child Development.

Program Content The student will learn:

- Childhood Theory
- Child Development
- Educational Technology
- Communication & Assessment
- Health & Safety
- Curriculum & Instruction
- Communicable Diseases
- First Aid & CPR Training
- Recognition & Prevention of Child Abuse

ARTICULATION:

- Articulation credits available through Lakeland Community College and Tri-C. All agreements are reviewed and granted annually for 3-7 credit hours

Career Opportunities

Pre-K/Elementary Teacher

Social Worker

Middle/High School Teacher

Intervention Specialist

Child Care Director/Teacher

Child Psychologist

Pediatric Speech/Hearing Therapist

Guidance Counselor

Pediatric Physical/Occupational Therapist

ENGINEERING/TRANSPORTATION

Auto Collision

Two-year: GRADES 11-12

Site: *Willoughby-Eastlake Career Academy*

COLLEGE CREDITS - Tech Prep

Credits: 3 credits each year

The Auto Collision program is designed to teach students the complete cycle of repairing automobiles and other vehicles damaged from normal “wear and tear” or from accidents and collisions. The students develop skills in straightening, forming, soldering, welding, painting and aligning a damaged vehicle. In addition to the required technical learning, the related portion of the training begins to focus on employability and management skills. This aspect includes ordering parts, preparing estimates, writing repair orders, and generally developing good oral and written communication skills. ASE and NATEF certifications are available for qualified students.

Program Content

The student will learn

*Property Safety Practices	*Custom Fabrication
*Use of Hand and Power Tools	*Unibody & Frame Repair
*Rust Repair	*Fiberglass Repair
*Sheet Metal Repair	*Custom Painting
*Body Panel Replacement	*MIG Welding
*Detailing	*Customer Service

SEMESTER COURSES:

- Collision Nonstructural Inspection & Repair
- Collision Painting & Refinishing
- Collision Structural Inspection & Repair
- Collision Electrical & Mechanical

ARTICULATION:

- Cuyahoga Community College
- Ohio Technical College-AP

CERTIFICATIONS AVAILABLE:

- ASE
- NATEF

Career Opportunities

Auto Body Repair & Alignment Technician
Aircraft & Boat Repair Technician
Parts Manager Estimator
Frame & Front End Repair Technician
Custom Shop or Auto Repair Technician
Refinishing & Sales

ENGINEERING/TRANSPORTATION

Auto Services

Two-year: GRADES 11-12

Site: *Willoughby-Eastlake Career Academy*

COLLEGE CREDITS - Tech Prep Credits:

3 credits each year

Two-year: GRADES 11-12 Site: Willoughby-Eastlake Career Academy COLLEGE CREDITS - Tech Prep Credits: 3 credits each year The Auto Services program takes place in “hands on” learning environment. First year students will have the opportunity to receive a SP2 safety certificate and The Valvoline Motor Oil Basics Certificate. Students will remove and replace various steering and suspension components, brakes and exhausts systems and will use MIG welding and Oxy fuel torches. They will also use a computerized wheel balancing machine and a four wheel alignment machine.

Second year students will use a variety of computerized scan tools to diagnose and repair drive train, emission, and electrical issues. During the second semester, students are encouraged to participate in a work study program while receiving high school and college credits for their time “on the job”.

Program Content The student will learn:

*Safety and House Keeping	*General service and procedures
*Break systems	*Electric systems
*Oil and lubrication/maintenance	*Drivetrain
*Steering and Suspension	*Oxy-Acetylene torches
*Exhausts and MIG welding	*Emissions
*Auto Detailing	*Engine Performance
*Scan tool diagnostics	*Computerized wheel alignment/balancing
*Use of information systems and resources	

SEMESTER COURSES:

- Ground Transportation Maintenance
- Automotive Braking, Suspension & Steering Systems
- Ground Transportation Engine & Power Train
- Ground Transportation Electrical/Electronics
- Automotive Engine Performance

ARTICULATION:

- Ohio Technical College
- University of Northwestern Ohio

CERTIFICATIONS AVAILABLE:

- SP2 Safety Certificate
- Valvoline Oils Certificate
- Hours towards ASE Certification

Career Opportunities

*Auto Technician	*Lube Technician
*Service Manager	*Parts Specialist
*Service Writer	*Porter
*Detailer	

ENGINEERING/TRANSPORTATION

Cadd Engineering Technology

Computer-Aideddesign/Drafting

Two-year: GRADES 11-12

Site: *Mayfield Innovation Center @ Mayfield High School*

COLLEGE CREDITS - Tech Prep / CT²

Recommendations: Algebra 1 and Geometry credits earned

Credits: 3 credits each year

STEM: Science, Technology, Engineering, & Mathematics fields: competitive, ever evolving, & in demand! CADD Engineering Technology merges interactive instruction, core engineering concepts, & innovative techniques, & provides a strong foundation for STEM studies & careers. CADD Engineering Technology emphasizes academic/ scholastic achievement, problem-based technical skill development, & work ethics principles, critical for additional studies & successful career navigation in a global economy. Senior students will have internship, career passport, digital portfolio, & transferable college credit opportunities.

Program Content

Competencies include:

- Areas of Architectural, Structural & Civil Engineering, Landscape, Site Planning & thinking GREEN
- Areas of Mechanical, Electrical & Fluid Engineering
- Metallurgy, Pneumatics, Aerospace, Performance Product Life Cycles
- 2D & 3D CADD Techniques & Simulation
- Blueprint Reading, ANSI, ISO
- Use of micrometers, calipers, gauges & scales
- Computer System Management
- Spreadsheets, Word Processing, Presentations, Databases & Desktop Publishing
- Time Management, Interviewing, Portfolios, Applications, Life Skills & Globalization

Software selections may include:

AutoCAD, Solidworks, Revit

SEMESTER COURSES:

- Engineering Design
- Manufacturing Operations
- Architecture: Site & Foundation
- Architecture: Structural/Mechanical

ARTICULATION:

- Lakeland Community College-up to 16 credits
- CT2 - 3 sem credit hours

Career Opportunities

Engineer: Aerospace, Automotive, Civil, Biomechanical, Architectural, Transportation, Manufacturing, Mechanical, Environmental, Nuclear, Electrical, marine	Architect: Commercial & Residential
Technical Illustrator	Product Designer
Mold/Software Designer	Drafter: Mechanical, Civil, Architectural
CAM Programming	

ENVIRONMENTAL & AGRICULTURAL

Environmental Education

Two-year: GRADES 11-12

Site: *Gates Mills Environmental Education Center / Cleveland Botanical Garden*

COLLEGE CREDITS - Tech Prep

Recommendations: completion of Algebra 2 by end of senior year

Credits: 3 credits each year

(1 Related, 2 Lab OR 1 Related, 1 Lab, 1 VL Option)

ARTICULATION:

- Cuyahoga Community College-up to 6 credits
- ATI/Ohio State University - Placement Math test
- Davey Tree Course for college credit

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. Students will explore post-secondary training by visiting Tri-C and the Agricultural Technical Institute in Wooster. Students enrolling in the program become members of FFA, and can join the Ohio Nurserymen and Landscapers Association, and PLANET. Entry employment opportunities are available and continuation of higher education is encouraged after completion of the program. Employment opportunities are very high for those that are serious about their careers. The three areas available to students are:

- CLEVELAND BOTANICAL GARDEN
- FLORICULTURE & GARDENING OPERATIONS
- LANDSCAPE CONSTRUCTION & DESIGN

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. 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.

CAREER OPPORTUNITIES: Public Garden Worker • Landscape Business Owner • Horticulture Management

FLORICULTURE & GARDENING OPERATIONS

The Floriculture and Gardening Operations program introduces students to many areas of the horticulture industry before entering higher education/workforce. It offers the basics in Landscape and golf course gardening, plant production, greenhouse and garden center operations, floral design, interior plant production, sales, customer service, plant identification and care. The program includes class room theory and hands-on instruction by growing, maintaining, selling and designing with annuals, perennials, shrubs, trees, cut flowers and tropical plants. Students are encouraged to participate in a paid internship program to enhance the learning experience!

CAREER OPPORTUNITIES: Floral Designer • Greenhouse Grower • Landscape & Golf Course Technicians • Garden Center Mngmnt • Nursery Worker • Horticulture Sales/Marketing • Plant Propagation • Wedding Consultant • Business Owner/Manager • Estate & Public Gardeners

LANDSCAPE CONSTRUCTION & DESIGN

The Landscape Construction and Design Program is an intensive Tech Prep 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 uses a project-based, problem-based philosophy and provides students with hands-on work and instruction both on the horticulture campus and at off-site locations. Students will engage in topics such as landscape equipment operation, landscape design and estimating, plant identification and care, construction with stone, wood and precast pavers, and general maintenance of the landscape.

CAREER OPPORTUNITIES: Landscape Designer/Architect

- Crew Leader-Landscape Maintenance
- Landscape/Hardscape Construction
- Park System Maintenance
- Gardener

HEALTH SCIENCES

Allied Health

Two-year: GRADES 11-12

Site: *Eastlake Kennedy Academy*

Credits: 3 credits each year

This program is designed to provide the basic health-care skills necessary for an entry-level position in health care. Skills include CPR, STNA training (State Tested Nursing Assistant), nutrition, and health career awareness. Students will learn to assist patients with daily living and fundamental tasks, assist in a health care setting, and prepare sterile environments. Career opportunities for students completing the Allied Health Program may include STNA or home health aide.

Program Content

The student will learn:

- Medical Law & Ethics
- Medical Terminology
- Data Collection
- Anatomy & Physiology
- State Tested Nursing Assistant
- Patient Education
- CPR/First Aid
- Administering Medication
- Sterile Environments
- Career Assistance

SEMESTER COURSES:

- Principles of Allied Health
- Patient Centered Care
- Nutrition & Wellness
- Medical Terminology

CERTIFICATIONS AVAILABLE:

- State Tested Nursing Association [STNA]

Career Opportunities

State Tested Nursing Assistant [STNA]

Home Health Aide

Medical Assistant

Occupational Therapy Assistant

Physical Therapy Assistant

Personal Care Aide

HEALTH SCIENCES

Health Informatics

Two-year: GRADES 11-12

Site: *Eastlake Kennedy Academy*

COLLEGE CREDITS - Tech Prep

Credits: 3 credits each year

Health Informatics is the fusion of healthcare, information technology, and business administration and guides their integration into different aspects of the healthcare sector, at both the individual and population levels. It incorporates collecting, analyzing, and using data to make informed decisions regarding the healthcare system, as well as improve the efficiency of it. It also applies health and information concepts, theories, and practices to real-life situations to achieve better health outcomes.

Program Content

Taught in a Project Based Learning environment, in which groups/teams work together to complete projects and deliverables regarding different aspects of the Health Care Industry:

- PBL is where students work through projects over an extended period of time to solve a problem or challenge in an engaging, hands-on, team-oriented, real-world environment.
- The projects entail being provided a healthcare based scenario and then, after research, analysis, conducting studies, etc, creating end-all ‘deliverables’ based on the findings; this is done within teams/small groups.
- The program involves computer use daily, including use of the Internet, Research, Word, Excel, PowerPoint or Prezi, Moviemaker, Audacity, and Access.
- The H.I. Program’s learning environment allows for students to take control of each project and, within the groups, delve into the content, ask questions, find answers, and make real-life connections between the healthcare industry and their lives.

SEMESTER COURSES

- Data & Use
- Transforming Data into Information
- Transforming Information into Knowledge
- Problems & Solutions

ARTICULATION: • Lakeland Community College

Career Opportunities

Data Analyst

Clinical Researcher

Public Health Nurse

Risk Manager of a Hospital System Hospital

Network Administrator Epidemiologist

Blood Bank Coordinator

Insurance Underwriter

Community Health Program Coordinator

HEALTH SCIENCES

Licensed Practical Nursing

Two-year: GRADES 11-12

Site: *Eastlake Kennedy Academy*

COLLEGE CREDITS - Tech Prep

Credits: 3 credits each year

ADMISSION REQUIREMENTS

- Passage of a pre-entrance exam with a proficient score. Proficient scores generally indicate a moderate level of overall academic preparedness necessary to support learning of nursing-related content.
- Recommended minimum cumulative GPA of 2.5

This unique 2-year program is approved by the Ohio Board of Nursing, North Central Association of Colleges and Schools, and the Ohio Department of Career and Technical Education. It is 1 of only 4 high school nursing programs in the state of Ohio. It progresses from the simple to complex in theory, skills and clinical practice. Clinical experience is correlated with theory and is provided at Lake Health Systems, Inc., LakeMed Nursing and Rehabilitation Center, Gateway Retirement Community, Waterford at Richmond Heights, Lake County MRDD, and Breckenridge Village.

Upon successful completion of the nursing course, the graduate takes the Ohio Board of Nursing examination which provides licensure for the graduate.

Program Content

Courses include:

- Fundamentals of Nursing:
 - Skill Lab Component; Body & Structure; Nutrition; Professional Relationships;
 - Pharmacology; Medical/Surgical Nursing
- Vital Signs - Blood Pressure & Temperature
- Basic Wound Care - Cleaning & Bandaging
- Manage IV's & Give Medications may include Injections
- Manage Electronic Health Records

SEMESTER COURSES:

- Patient Centered Care
- Nutrition & Wellness
- Patient Centered Care & Diagnostics
- Lifespan & Medical Intervention
- Medical Terminology

ARTICULATION:

- Lakeland Community College

CERTIFICATION AVAILABLE:

- NCLEX-PN state board exam

Career Opportunities

Pediatric LPN, Clinic LPN , Charge Nurse, Triage LPN, Private Duty Nurse

HEALTH SCIENCES

Medical Assisting

Two-year: GRADES 11-12

Site: *Eastlake Kennedy Academy*

COLLEGE CREDITS - Tech Prep

Credits: 3 credits each year

The Medical Assisting Program is designed to prepare students to handle both the clinical duties and administrative responsibilities in a medical setting. Students learn anatomy and physiology, medical office protocol, vital signs, and patient care. Medical terminology, medical ethics, office skills, and basic patient care are included. Classroom and clinical settings offer a variety of opportunities for learning.

Program Content

The student will learn:

- Scheduling Appointments
- Maintaining Records
- Measuring Vital Signs
- Measuring & Recording Height/Weight
- Assisting with Examinations
- CPR
- First Aid
- Team-building

SEMESTER COURSES:

- Medical & Dental Office Technology
- Patient Centered Care & Diagnostics
- Lifespan Development & Medical Intervention
- Medical Terminology

ARTICULATION:

- Lakeland Community College - up to 5 credits

CERTIFICATIONS AVAILABLE:

- CPR for Healthcare Providers
- First Aid

Career Opportunities

Certified Medical Assistant

Chiropractor Assistant

Medical Office Assistant

Registered Medical Assistant

Administrative Medical Assistant

Clinical Medical Assistant

Ophthalmic Medical Assistant

Optometric Assistant

Pediatric Medical Assistant

HEALTH SCIENCES

Medical Technologies

Two-year: GRADES 11-12

Site: *Mayfield Innovation Center @ Mayfield High School*

COLLEGE CREDITS - Tech Prep

Recommendations: Algebra 1 and Geometry credits earned

Credits: Junior Year - 3 credits (1 Related, 1 Lab, 1 Human Anatomy & Physiology)

Senior Year - 4 credits (1 Related, 1 Bio/Chemistry, 1 English, 1 Internship)

The Medical Technologies program prepares students with an interest in the medical professions to develop the attitudes, practices, technical and academic skills to obtain employment in medical, allied health occupations and diagnostic treatment facilities and to continue their education in a post-secondary institution in these fields.

The students will participate in instructional, laboratory and clinical experiences designed to prepare individuals in direct patient care, diagnostic, therapeutic and treatment options. Students will participate in an internship under the supervision of physicians, dentists, nurses, emergency personnel, therapists and other allied health staff.

The course is intended for those students who are serious about an educational future in the medical/allied health occupations and diagnostic sciences. It is a College Tech Prep program that articulates with colleges allowing some students to receive college credit in high school.

Program Content

The student will learn:

- Medical Terminology-college course
- Patient Care Skills
- Experience with the latest medical equipment
- Medical Law & Ethics
- Anatomy/Physiology & Biochemistry/Physics
- OSHA Bloodborne Pathogen
- First Responder Certification
- Patient Education
- EKG Certification - college course
- Human Growth & Development
- Acute Care Hospital internship program
- Introduction to Health Care Sciences-college course

SEMESTER COURSES: • Principles of Allied Health • Patient Centered Care & Diagnostics • Lifespan Development & Medical Intervention • Medical Terminology ARTICULATION: • Lakeland Community College - up to 7 credits • Cuyahoga Community College - up to 4 credits CERTIFICATION AVAILABLE: • American Heart Association CPR- Certification for Health Care Providers

Career Opportunities • Medicine • Pharmacy • Sports Medicine • Veterinary Medicine • Nursing • Clinical Research • Dental • Laboratory • Physical Therapy • Dental Hygiene • Clinical Laboratory Technician • EMT/Paramedic • Cardiopulmonary Technician • Occupational Therapy • Radiology/Nuclear Medicine

HUMAN SERVICES / PUBLIC SAFETY

Cosmetology

MAYFIELD: Two-year: GRADES 11-12

Site: *Mayfield High School*;

COLLEGE CREDITS - Tech Prep

Credits: Junior Year - 5 credits (1 Theory, 2 Lab, 1 Anatomy/Chemistry, 1 English)

Senior Year - 5 credits (1 Theory, 2 Lab, 1 English; 150 Internship hours for State Board)

This two-year program involves classroom and practical experiences, 150 hours Internship in a salon and English, Science, and Theory designed to assist the student in developing specific skills and the scientific knowledge to be a licensed cosmetologist. Students who successfully complete the program can qualify to take the State Board Examination.

Program Content

- Sanitation Procedures
- Anatomy, Physiology, Basic Chemistry
- Business Management
- Hair Care Procedures which include: Styling, Cutting, Coloring, Permanent Wave & Chemical Relaxing
- Skin Care/ Nail Care
- Salon Safety Procedures
- English Communications

ARTICULATION:

- Cuyahoga Community College - up to 3 credits; 20-30 hours of ATS (Associate of Technical Study Degree)
- Lakeland Community College - up to 3 credits

*WE Course Description/Content [For students in Willoughby-Eastlake district]:

WILLOUGHBY-EASTLAKE: Two-year: GRADES 11-12

Site: *WE Career Academy*;

COLLEGE CREDITS - Tech Prep

Credits: 3 credits each year

Students will have hands-on experience using styling tools, skin care, and color technology. The Cosmetology Course is designed to train the student in the basic manipulative skills, safety judgments, proper work habits, business skills, and desirable attitudes necessary to obtain licensure and for competency in job entry-level positions in Cosmetology or a related career field.

Upon completion of the 1500 required hours by the Ohio State Board of Cosmetology, students will be required to pass for the Ohio State Board of Cosmetology exam, prior to being employed in the profession. It is a requirement of Ohio State law to have a license to perform services on clients in a salon environment. Students will learn to care for hair, skin, and nails and to create style and beauty.

Program Content	Career Opportunities
<ul style="list-style-type: none"> Sciences: Infection Control, Chemistry, Electricity & Light Therapy, Anatomy & Physiology 	<ul style="list-style-type: none"> Esthetician
<ul style="list-style-type: none"> Principles & Techniques of: Hair Styling, Hair Shaping, Hair Coloring, Chemical Texture Services Scalp & Hair Treatments 	<ul style="list-style-type: none"> Hair Stylist
<ul style="list-style-type: none"> Skin Care Treatments & Application of Cosmetics 	<ul style="list-style-type: none"> Make-up Artist/Consultant
<ul style="list-style-type: none"> Principles & Techniques of Nail Services 	<ul style="list-style-type: none"> Nail Technician
<ul style="list-style-type: none"> Ethics, Communications, Business Management 	<ul style="list-style-type: none"> Cosmetic Sales
<p>ARTICULATION:</p> <ul style="list-style-type: none"> Lakeland Community College - up to 3 credits 	<ul style="list-style-type: none"> CERTIFICATION AVAILABLE: For both Mayfield and WE Programs: State Board of Ohio Cosmetology License

HUMAN SERVICES / PUBLIC SAFETY

Fire/EMS Training Academy

Two-year: GRADES 11-12

Site: *Tri-C East and West (Fire & EMT)*

COLLEGE CREDITS - Tech Prep / CT2

Prerequisite: Complete Sports Physical (when accepted); Parent & student sign waiver of no involvement with Juvenile Court system prior to enrollment

Recommendations: Competence in the following coursework: Biology/Sciences, Math-Algebra, keyboarding and introductory computer applications

Credits: minimum 3 credits each year

Students interested in Fire and EMS should be in good physical condition, have concern for the well-being of other people, have the ability to work on a team, a desire to solve problems, and be able to remain calm under pressure.

The Fire/EMS Training Academy is a two-year program. The first year of the curriculum covers the foundation of firefighting and EMS, which looks at such topics as the history of public safety, ethics, first aid/CPR, medical emergencies, fire behavior, communications, Hazmat training and much more. After completion of the initial year, students will then continue into the senior year Fire/EMT program. The Fire/EMT program will be conducted at Tri-C East and West. Students will be able to obtain their Fire Fighter I and II certification, as well as an EMT-Basic certification, allowing them to search for employment in those careers at the age of 18.

PROGRAM CONTENT

All students will learn:

- Career Exploration & Development
- Firefighting & EMS Operations/Training
- Life Saving Skills
- Public Relations
- Fire Prevention
- Terrorist Assessment Training
- Safety Awareness
- Report Writing Skills
- Hazmat Training -First Aid and CPR
- 911 Telecommunications
- Leadership & Communications

SEMESTER COURSES:

- Foundations of Firefighting and Emergency Medical Services
- Emergency Medical Technician
- Firefighting 1
- Firefighting 2

ARTICULATION:

- Cuyahoga Community College - up to 8 credits in Fire/EMT
- CT2 - up to 22 sem credit hours

CERTIFICATION: (possible):

- Junior Year:
 - American Heart Association First Aid
 - American Heart Association CPR
- Senior Year -Fire Fighter I & II / -EMT Basic
 - Hazmat Operations

Career Opportunities

- Fire Fighter
- EMT-B
- Hospital Technician

Future Opportunities with Further Education

- Paramedic
- Critical Care Transport
- 911 Dispatching
- Fire Investigator
- Hazardous Materials Specialist

INFORMATION TECHNOLOGY

Interactive Media

Two-year: GRADES 11-12

Site: *Mayfield High School*

COLLEGE CREDITS - Tech Prep

Prerequisite: Portfolio/work samples

Recommendations: Art 1; Computer related courses

Credits: 3 credits each year

Interactive Media students learn to use professional level graphic arts computer software for image editing, animation, special effects video, and web design. The computer hardware found in the classroom matches the professional graphic arts work environment. Students utilize digital drawing tablets, scanners, digital photo and video cameras, professional graphics software, and computers with dual display monitors. Students become confident communicating effectively and professionally with adults by doing work for local non-profit organizations and small business clients.

Program Content

<p>The student will learn:</p> <ul style="list-style-type: none">• Design/Art Concepts• Animation• Photography• Web Design• Digital Imaging• 3-D Graphics	<ul style="list-style-type: none">• Desktop Publishing• Special Effects Video• Graphic Design• Multimedia Production• Economics & Business Concepts• Team-building
--	---

SEMESTER COURSES:

- Video & Sound
- Animation
- 3D Techniques
- Web Design

ARTICULATION:

- Lakeland Community College-up to 13 credits
- Art Institute of Pittsburgh-up to 19 credit hours
- Cuyahoga Community College-up to 6 credits
- Virginia Marti College of Art & Design-per portfolio review

Career Opportunities

Graphic Designer

Web Designer

Multi-Media Designer

Digital Imaging Specialist

3D Graphic Artist

Animator

INFORMATION TECHNOLOGY

ITP-Information Technology & Programming

Two-year: GRADES 11-12

Site: *Mayfield High School*

COLLEGE CREDITS - Tech Prep / CT2

Recommendations: Algebra 1 and Geometry; English 1 & 2 credits earned; computer use, keyboarding & MS Office skills

Credits: 3 credits each year

ITP provides students with direction and skills necessary to develop one's talents in a wide range of computing fields. With local and national economic and employment trends strongly pulling toward Information Technology, ITP graduates are prepared to effectively pursue their career in today's tech-based economy.

ITP is a College Tech Prep program affiliated with the Lakeland Community College Tech Prep Consortium. ITP students are prepared to further their education on the collegiate level at a four-year, two-year or technical institution, while having the opportunity to earn advanced college credit during their enrollment in ITP.

Program Content

- Computer Programming Logic & Design
- Software & Web-based Programming
- Multimedia Authoring Systems
- Video/Computer Game Development
- Mobile Device App Development
- Networking Technology Fundamentals
- Professional Leadership, Teamwork & Communication Skills
- Computer Maintenance & Repair
- Regional, State & National levels of competition

- ITP Competitive Teams and Individuals have earned 35 championship awards since 2002 from College Tech Prep and SkillsUSA including SkillsUSA National Champions in 2007, 2008, 2009 & 2010

SEMESTER COURSES:

- Information Technology
- Networking
- Web Design
- Programming

ARTICULATION:

- Lakeland Community College –up to 10 credits
- CT2 - up to 6 sem credit hours

Career Opportunities

Computer & Information Systems Manager

Mobile Device Software Designer

Computer Engineers / Operators

Medical Software Programmers

Network Administrator

PC Network Technician

IT Security Specialist

FRESHMEN MENTORING PROGRAM APPLICATION 2016-2017 SCHOOL YEAR

Dear Mentoring Applicant,

Thank you for your interest in the Freshmen Mentoring Program. This program will be in its 5th year at West Geauga High School. All freshmen will be assigned a pair of mentors during Activity Period. Mentors will be leading these sessions to help freshmen make a smooth transition to the high school environment.

As a mentor, you will be asked to lead activities and discussions during the freshmen mentoring time. If you are chosen to become a mentor you will be paired up with another mentor. You and your partner will be responsible for 10-12 students throughout the year. The goal is to make a positive connection with each student, assist with academic/social issues, conduct mini-lessons, and teach students about the expectations of our school.

We are looking for students that are well-rounded and have the ability to assist the incoming freshmen. In order to be considered, you must be a current sophomore or junior, complete an application, be in good academic standing, have good attendance and discipline reports, and receive a recommendation from a staff member.

Please complete and return application materials by Friday, March 27th 2:30 p.m. If you have any questions, please contact your school counselor. No late applications will be accepted.

Freshmen Mentoring Application

Name: _____ Grade: _____

Address: _____ Phone: _____

Cell Phone: _____ Email: _____

Why do you think you will be an effective leader and role model for the incoming freshmen?

Recommendations

Please give a recommendation form (attached) to one teacher. This recommendation is vital to your acceptance as a mentor. Please have the recommendation sent to the Guidance Office by March 27, 2015.

FOR OFFICE USE ONLY	
GPA:	
Days Absent:	Unusual Circumstance:
Discipline:	Recommendation In: Yes No
Suspension Points:	Application On Time: Yes No
Saturday School:	
Out of School Suspension:	

YEARBOOK I APPLICATION 2016-2017

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 this form to Guidance ATTACHED to your Course Selection Sheet.

Scheduling 2016-2017 Course Request Override

Please note that the course recommendations are done with much thought and knowledge of both the student and upcoming curriculum. Before making an override request, 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: _____

Recommended Course: _____

Student/Parent Selected Course: _____

Reason for the override:

Parent Signature: _____ Student Signature: _____

Date: _____

Please attach this to your 2016-2017 Scheduling Worksheet. Please note that these choices are final as of May 1st and schedule changes will NOT be permitted once school has started. A copy of this form will be submitted to the appropriate department chair.

.....
Scheduling 2016-2017 Course Request Override

Please note that the course recommendations are done with much thought and knowledge of both the student and upcoming curriculum. Before making an override request, 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: _____

Recommended Course: _____

Student/Parent Selected Course: _____

Reason for the override:

Parent Signature: _____ Student Signature: _____

Date: _____

Please attach this to your 2013-2014 Scheduling Worksheet. Please note that these choices are final as of May 1st and schedule changes will NOT be permitted once school has started. A copy of this form will be submitted to the appropriate department chair.

West Geauga High School

PHYSICAL EDUCATION WAIVER INTENT

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.

Name	Grade	Date
Student Signature		Parent Signature

PLEASE DO NOT COMPLETE THE SECTION BELOW - OFFICE USE ONLY

Sport / Activity	Date Started	Date Completed	Athletic Coordinator Verification at Course Completion

Counselor Signature	Athletic Director Signature
	Approved <input type="checkbox"/> Denied <input type="checkbox"/>
	Date

West Geauga High School Credit Flexibility Application



WEST GEAUGA LOCAL SCHOOLS
EXCELLENCE THROUGH TRADITION AND INNOVATION

February 8, 2016

Application Process

1. Discuss possible credit flexibility proposal with your counselor and parents.
2. Download the Ohio Department of Education (ODE) Academic Content Standards at <http://education.ohio.gov/Topics/Ohios-Learning-Standards/Ohios-Learning-Standards> and if applicable, obtain course requirements from the guidance department. This information is necessary to complete your application.
3. Coursework must be taken through an accredited institution. Provide a copy of the course description and syllabus (if applicable) with this application.
4. Request a copy of your transcript to attach to this application.
5. Turn your completed application packet into your guidance counselor. **May 1st** is the deadline for submission of your application for full year and first semester courses. **November 1st** is the submission deadline for second semester courses. **May 15** is the submission deadline for summer courses. Your Credit Flexibility application must be submitted and approved prior to enrollment or registration in any courses. Activities, lessons, or courses completed prior to approval will not be considered.
6. Your application will be reviewed by the WGHS Credit Flexibility Committee. If your proposal is approved, credit must be earned by the date set by the committee. Your proposal must be approved before you begin working toward credit.

Credit Flexibility Rules and Procedures

Student Name: _____ Date: _____

Current Grade Level: _____

To the STUDENT: Please read the following statements and initial that you agree to the following:

_____ Credit Flexibility courses are subject to the same grading policies contained within WGHS Program of Studies, and the grading policies of the institution offering the course. The final grade earned will be entered into the student’s transcript and will be calculated into the cumulative GPA. Weighted grades will only be given in cases of College Board approved AP courses upon completion of the AP exam.

_____ Credit Flexibility options are not funded by the West Geauga Local School District. Students are responsible for all costs associated with a credit flexibility course (the Post-Secondary Enrollment Options Program has its own funding system. See your guidance counselor for more details).

_____ Credit Flexibility can affect your high school and NCAA athletic eligibility, please consult your guidance counselor and the athletic director for more information and access: <http://www.ohsaa.org> and http://www.eligibilitycenter.org/ECWR2/NCAA_EMS/NCAA.html.

_____ Credit will be granted at the end of regular West Geauga High School semesters, or the end of summer for all Credit Flexibility courses.

_____ Requests to withdraw from a course should be made before the end of the fourth week after a Credit Flexibility course has begun. Course withdrawals after this deadline will result in a “WP” (withdrawal pass) or “WF” (withdrawal fail) entered on the student’s transcript based upon the student’s grade in the course at the time of withdrawal (as referenced in the “Schedule Changes” section of the WGHS Program of Studies).

_____ The West Geauga Local School District cannot guarantee the course content will cover the material required to succeed in the next course in sequence, or to pass state-mandated tests. Courses requiring End of Course Exams (EOC) may not be taken online for initial credit.

_____ Academic honesty rules apply just as they do in a traditional class setting (as referenced in the Parent/Student Handbook’s Student Conduct Code).

Your signature indicates that you have discussed the above statements with your parents and agree to the policies set forth by West Geauga High School.

Signature of Student Date

To the PARENT/GUARDIAN of the student submitting a Credit Flexibility proposal:
Please read and discuss the above policies with your child. Your signature indicates that you have read the above statements and agree to the policies set forth by West Geauga High School. Your signature also relieves the school of any liability for your son/daughter during times in which your student is not required to be at school due to this credit flexibility proposal.

Signature of Parent/Guardian Date

Signature of Principal Date

Credit Flexibility Proposal

Student Name: _____ Grade: _____

Method (Please check and provide the name of the institution):

_____ College/University Course: _____

_____ Online/Distance Learning Course: _____

_____ Summer Learning Program: _____

_____ Other Accredited course (please specify): _____

Course/Activity Title: _____

Course Duration: Summer Semester 1 Semester 2 Full Year

Proposed Completion

Date: _____

Type of Credit*: Grade Pass/Fail (only if grading institution will award P/F)

**cannot be changed*

Number of Credit(s): .25 .50 1.0 _____ credits

Please thoroughly and thoughtfully answer the following questions:

1. Explain why you are requesting to take this course outside of the regular school day, and how your Credit Flexibility proposal relates to your high school goals, future academic goals and/or career goals?

2. What prerequisites have you completed that prepare you to pursue this Credit Flexibility option?

3. Have you provided a copy of the course description and syllabus of the course you are requesting to take? THIS IS REQUIRED FOR APPROVAL.

Yes, it is attached No. Please explain:

4. Do you have a current IEP or 504 plan at West Geauga High School?

No Yes, I have an IEP Yes, I have a 504

If yes, please indicate if you would like a copy of your IEP or 504 plan so that you can request accommodations from the institution directly.

No, I do not need a copy Yes, send me a copy

The WGHS Credit Flexibility Committee will use the rubric on the next page to evaluate a student's proposal.

West Geauga High School Credit Flexibility Rubric

Student Name: _____

Date: _____

Current Grade Level: _____ Course Completion Deadline: _____

Requirements	Y/N	Comments
Institution is accredited, and proposed course meets the content and curriculum standards of the Ohio Dept of Education.		
Proposal provides an appropriate explanation for why student is unable to take the course during the regular school day (scheduling conflict, etc.), and aligns with student's future academic and/or occupational goals.		
Proposal demonstrates that student possesses the prerequisites, content knowledge, or skill set to successfully pursue the credit flexibility program.		
Application packet is complete, including student's transcript and course description/syllabus.		
Student has not previously earned credit for the requested course.		
If IEP/504 copy was requested, copy is attached to this approved application.		

Additional Requirements (as determined by committee):

Placement test or assessment required prior to awarding credit and enrollment in next course in sequence (list exam and passing score required): _____

State mandated testing required (list exam and passing score required): _____

Other: _____

Signatures:

Counselor: _____

Date: _____

Administrator: _____

Date: _____

Subject Coord. (core courses): _____

Date: _____

Course Change Request

West Geauga High School 2016-2017

Name: _____

Grade: _____

VIII. Drop and Add Regulations (West Geauga High School Program of Studies)

Students are required to take a minimum number of courses each year. This “minimum course load” includes both required courses and elective courses. With the guidance of parents, 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 2016-2017 school year until May 1, 2013. 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, or 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. 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. **Please note that post-secondary institutions highly recommend that students enroll in the most rigorous course load available to them as well as enrolling in four years in the core courses (English, Math, Science, and Social Studies). Please consider this when making course change decisions.**

Course Change Requested for Allowable Reasons

Requested Change: _____

Please check the reason for this allowable course change...

- Data entry error
 A Failure in a required course
 An imbalance of semester courses
 A graduation requirement omitted

This course change request DOES NOT require signatures, as it is allowable per section VIII. Drop Add Regulations from the West Geauga High School program of Studies

Course Change Requested for Other Reasons

Requested Change: _____

This course change request DOES require signatures, as it is for reasons other than those set forth per section VIII. Drop Add Regulations from the West Geauga High School program of Studies.

PLEASE NOTE: These changes may NOT be able to be approved due to scheduling conflicts and/or class size issues.

Student Signature: _____ Date: _____

Parent Signature: _____

Principal Signature: _____ (if applicable)

Teacher Signature: _____ (if applicable)