Mentor Public Schools

Mentor High School

Program of Studies
Grades 9 – 12

2012 – 2013

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Mentor High School
Program of Studies

Introduction

Purpose

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

Introduction

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

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

Materials and Supplies

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

Drop and Add Requirements

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

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

Prerequisites

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

Non-Discrimination

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

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

Course Offerings

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

Graduation Requirements

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

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

Subject	Units of Credit (For students graduating in 2012 and 2013)	Units of Credit (For students graduating in 2014 and beyond)
English	4	4
Social Science	3	3
U.S. History	(required – 1)	(required – 1)
U. S. Government	(required – 0.5)	(required – 0.5)
Economics	(required – 0.5)	(required – 0.5)
Elective	(required – 1)	(required – 1)
Science	3	3
Physical	(required – 1)	(required – 1)
Biological	(required – 1)	(required – 1)
Elective	(required – 1)	(required – 1)
Mathematics	3	4
Health	0.5	0.5
Physical Education	0.5	0.5
Fine Arts/Business	1	1*
Electives (all other credits)	6	5
Total	**21**	**21**

***All students must receive instruction in economics and financial literacy during grades 9-12 and must complete at least two semesters of fine arts taken any time in grades 7-12. Students following a career-technical pathway are exempted from the fine arts requirement.**

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

Course Cancellations

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

Course Load

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

courses one semester and six courses the other semester. **Twelfth** grade students are required to take a minimum of five courses each semester (American Government is required in the twelfth grade). Students achieve sophomore, junior or senior standing by having earned the number of credits indicated below:

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

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

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

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

College Core

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

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

Some of Ohio's state universities require these courses for unconditional admission. A math class in twelfth grade is highly recommended. Students who have not completed Algebra 2 definitely should elect this subject in the twelfth grade. Students who plan to attend community college should discuss with their counselors the requirements for admission and the transfer policies if this is their goal. With careful planning, students may be able to take a Career Prep or Tech Prep program **and** complete the college prep curriculum.

Athletics & Extracurricular Activities Eligibility

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

Standards

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

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

Probation Status

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

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

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

Educational Options

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

Lakeland Articulation

Completion of certain sequences of courses at Mentor High School may lead either to a course waiver or credit by examination at Lakeland Community College. Lakeland charges a nominal fee for credit by examination. Many of the career preparation programs also have articulation agreements in place with several community colleges. Please ask the instructors or counselors for specific information. Application forms for course waiver credit by examination may also be obtained from the counselors. For more information regarding the curriculum, consult the most current community college bulletin.

Early Graduation

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

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

Sixth semester graduation – To be eligible for sixth semester graduation, a student must have met all Mentor Board of Education requirements at the end of the junior year. These requirements include: (1) earning a minimum of 21 units of credit, (2) earning 3-1/2 credits during the last 2 semesters of attendance, and (3) making the proper application by June 1 of the junior year. The senior English requirement can be met by completing 9 quarter hours (6 semester hours) of English at a local college.

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

1550 Post-Secondary Enrollment Option (PSEO)

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

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

Advanced Placement Courses

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

Art	Biology	American Government
English	Calculus AB & BC	American History
French	Chemistry	European History
German	Physics	Macro & Micro Economics
Spanish	Statistics	AP Computer Science A

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

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

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

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

Credit Flexibility

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

Community Service

Grades 9-12 (not a graduation requirement)

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

A list of volunteer assignments will be developed to give the student the opportunity to choose an area of interest. Areas might include: club activities, audiovisual, library aide, teacher's assistant, student tutor, office clerical, and other areas deemed appropriate. A list of services will be developed for student reference with the local community agencies.

Career Preparation Options

Job Shadowing

This program is geared for ninth and tenth graders. By spending one day "shadowing" a person in a particular career area, Mentor students will become more acquainted with the demands, responsibilities, and rewards of a profession.

Senior Project/Capstone
1558 Senior Project, Grade 12

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

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

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

Career Tech Prep Programs

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

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

College Tech Prep Programs

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

Career Passport

The Career Passport is a career planning document for CTE students that identifies the student's marketable skills and assists in the transition from school to work. The Passport will include a letter of verification, diploma, resume, written definition of career goals, record of achieved competencies, transcript, and sample of learned employability skills. The portfolio may also include a school profile, record of awards, achievement letters or recommendations, sports vita, and a documentation of community service.

Summer School

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

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

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

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

†

Profile of an Honors/Advanced Placement Student

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

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

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

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

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

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

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

Schedule Planner

Recommended Course Load

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

Maximum Course Load

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

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

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

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

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

Drop and Add Regulations

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

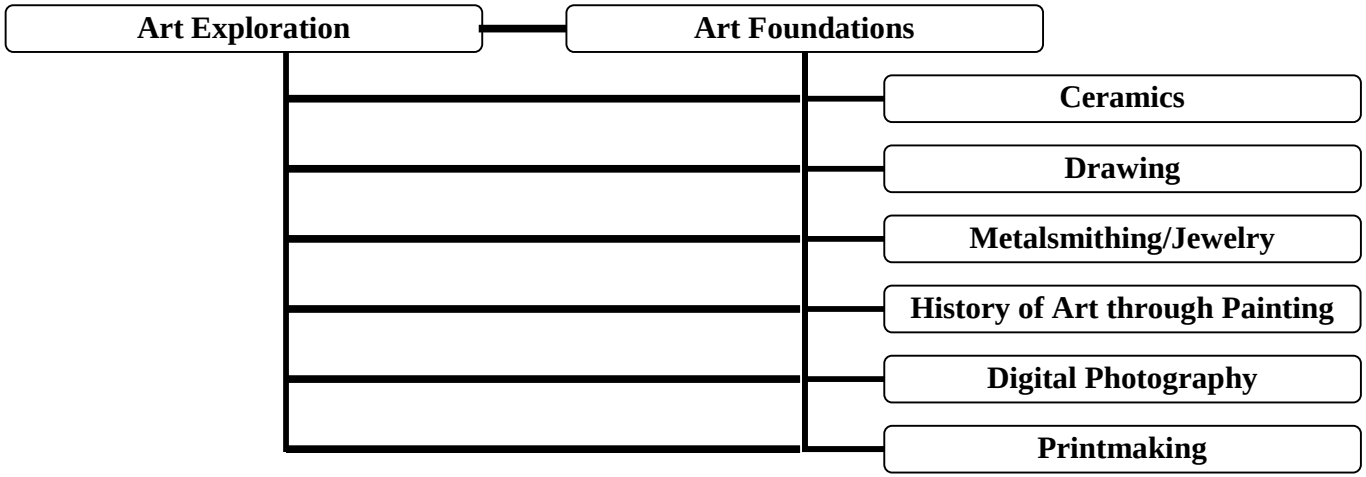
During the time between registration and the end of the school year (early June), students and parents may discuss and request changes in these courses. After the close of the school, no courses will be dropped from the student's schedule at any time unless: **1) a technical error was made in the process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

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

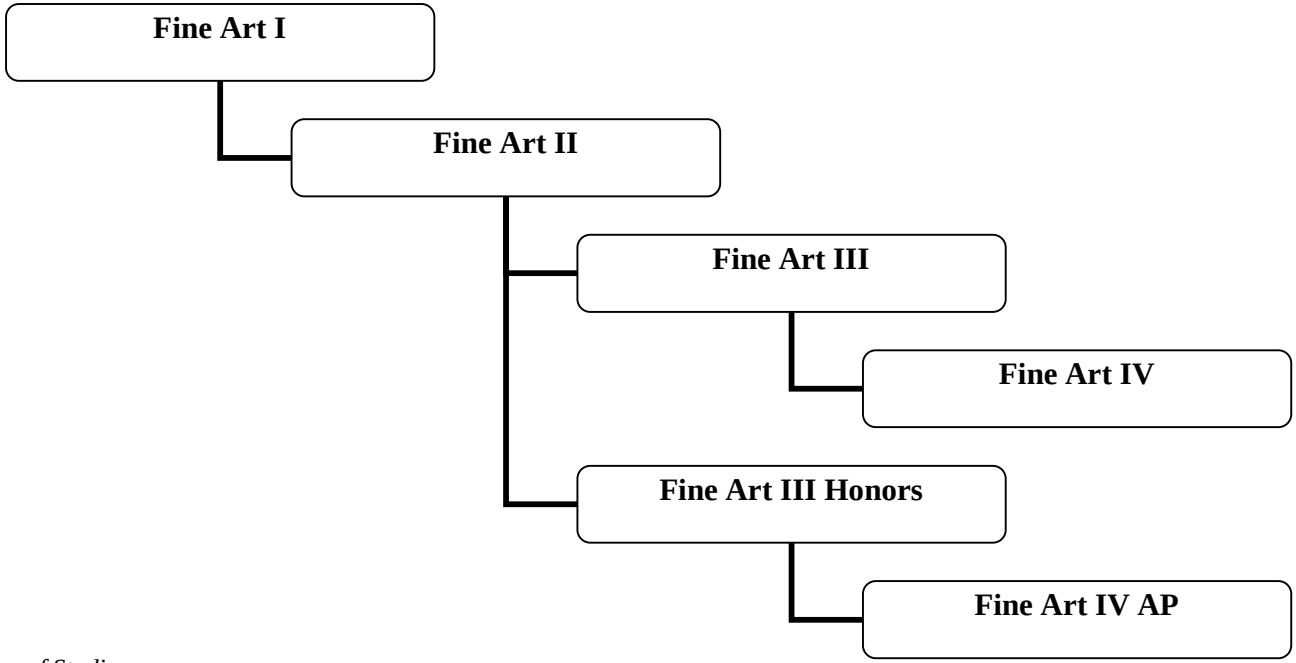
Student Signature _____ Date _____ Parent Signature _____ Date _____

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

Art Courses Flowchart



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



Art

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

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

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

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

Business/Computer Science

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1061	Accounting	.50	1	This course introduces students to the entire accounting cycle for a service business. Aspects of corporate accounting are also included as well as discussions of current corporate events and business ethics. Students participate in a business simulation to gain "real world" experience. This course includes computerized accounting with Excel and QuickBooks.		No
1054	Media & Marketing for the 21st Century	.50	1	This course is designed to introduce students to the business of advertising. This project-based course examines the history of advertising and examines multiple venues for placing advertising. Students will learn to identify the various types of advertising and the means or media by which the advertising message reaches the consumer. The emphasis in this course is on the specifics of copywriting, ad layout and design, print and broadcast media, display and sales promotion techniques, and the psychology of non-personal selling strategies in the market economy. This course includes use of MS PowerPoint and MS Publisher.		No
1066	Law 101	.50	1	Law 101 is an engaging class which makes use of interactive methods to give students a practical understanding of law and our legal system. The course focus: legal issues relevant to students' lives such as the Legal System, Criminal Law, and Juvenile Justice to name a few. The course goal: help students develop knowledge and skills essential in our law-oriented society. A field trip to Mentor Municipal Court and two mock trials are essential components to this class.		No
1069	Business Management	.50	1	Business management requires a combination of skills and knowledge, coupled with good judgment and leadership qualities. This course takes students through some of the various requirements they may encounter while owning, managing or planning a business. Students are provided a hands-on opportunity to set up and run a company, as well as prepare a business plan. This course includes a field trip.		No
1076	Computer Applications	.50	1	Designed to expand student knowledge of the individual components of the Office package and focus on integrating across the Office suite. Students will have the opportunity to explore additional multi-media applications for music mixing and animation.		No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1100	Personal Finance	.50	1	The goal of this course is to provide a bridge between the knowledge acquired throughout high school and the skills needed to succeed after graduation. Students will apply their knowledge to a variety of real-world simulations including: paychecks, taxes, banking, investing, budgeting, and financial planning.		No
1088	Programming I: Introduction to Visual Studio	.50	1	Students will learn how to write simple interactive computer programs to run the windows environment using Visual Basic Express. Students will learn and understand the software development cycle as used in the business world. Students will use programming logic and debugging skills to independently create real-life applicable programs. An understanding of variables is essential for success in this class.		No
1090	Programming II: Applications in Computer Science	.50	1	This course is designed to further the knowledge and skills of students in Object Oriented Design (OOD) programming in the Visual Studio Express and Eclipse Integrated Development Environments. Students will create interactive personal and business programs using logic and debugging skills both independently and in teams. An emphasis will be placed on presentation of their case studies to the class.	Programming I	No
1089	Web Page Design	.50	1	This course is designed to help students learn basic web page design skills through the application of WYSIWYG (What you see is what you get) software applications such as FrontPage 2003 and Dreamweaver CS3, as well as basic HTML. Students will create and manipulate web sites from templates and original thought. Students will learn how to create sites for personal use as well as business application.		No
1071	International Business and the Global Environment	.50	1	This project-based course provides students with a background in the global marketplace and makes students aware of the growing need for becoming active in a 21st century global business economy. This course gives students an introduction to the essentials of international business and the environmental forces that have an impact on it. Topics include the economic, cultural, legal and political environment and the international management, marketing, finance, exporting and importing functions. An in-depth study of doing business in a specific country is required.		No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1072	AP Computer Science A	.50	1	This class is designed for students who plan to pursue a career that relies on computer technology. No computer programming experience is necessary; however, completion of Introduction to Programming I and a strong math background will help assure success. Students will be learning JAVA, an excellent web-based programming language that is the current standard for AP Computer Science. Topics include: program development cycle, program syntax, writing code techniques, classes, data types, methods, conditionals, and repetition statements. Students will gain an in-depth knowledge of how computers execute programs. Students will be given plenty of classroom time to work on projects. Since the software is free, students also will be able to work at home. After the AP test, students will pick a topic of their choosing such as game programming, swing classes, and data management. Students may take the AP exam in the spring.	Programming I or Permission of Instructor	Yes

Career/Technical Education

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1678	Administrative Support Technology I (AST) – **College Tech Prep** - Lakeland	3	2	Administrative Support Technology is a two-year intensive course designed to expose students to those skills commonly requested by employers, both manual and computer. Students will develop basic competencies in Microsoft Office software, along with accounting and records management skills.		No
1679AST	Administrative Support – English 11 College – Lakeland	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace.		No
1680	Administrative Support Technology II (AST) – **College Tech Prep** - Lakeland	3	2	Administrative Support Technology is a two-year intensive course designed to expose students to those skills commonly requested by employers, both manual and computer. Students will develop basic competencies in Microsoft Office software, along with accounting and records management skills.	Successful completion of Level I	No
1681AST	Administrative Support – English 12 College – Mentor	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace.		No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1560	Auto Collision I – Willoughby Tech Center	3	2	Emphasizes repair techniques, including dent removal with hand and hydraulic tools, welding, brazing, shrinking, torch soldering, body fillers, paint preparation and spraying. Students will then apply what they have learned to work on automobiles.		No
1565	Auto Collision II – Willoughby Tech Center	3	2	Level 2 will focus on glass and automotive trim repairs, fiberglass construction, panel and sheet metal replacement, damage repair, frame, wheel, and body alignment, automotive electricity and vehicle painting. Successful students will be eligible for an apprenticeship program.	Successful completion of Level I	No
1948 AM (9-10) 1948 PM (11-12)	Auto Services – Willoughby Tech Center	3	2	Auto Services trains students in general automotive service and repair. Training is provided in many areas of auto maintenance, including interior/exterior car maintenance, and detailing and oil/fluid changes. Classroom instruction is provided in braking and suspension theories, along with general knowledge of auto care and maintenance. Career opportunities for students who complete this program include: service center technician, retail sales in tires, and service attendant in fluid change shops.	Counselor Recommendation	No
1568	Auto Service Technology **College Tech Prep** Lab/ Related I – Euclid	3	2	Students in this program will be trained in engine repair and performance, automatic transmission and transaxles, manual transmissions, drive trains, and axles, brakes, electrical systems, heating, and air conditioning. This two-year program offers one period of related theory in the classroom and three hours of lab practice on automobiles. In the second semester of the second year, students will begin early release to get to a job site in the automotive field.		No
1569	Auto Service Technology **College Tech Prep** Lab/ Related II – Euclid	3	2	Students in this program will be trained in engine repair and performance, automatic transmission and transaxles, manual transmissions, drive trains, and axles, brakes, electrical systems, heating, and air conditioning. This two-year program offers one period of related theory in the classroom and three hours of lab practice on automobiles. In the second semester of the second year, students will begin early release to get to a job site in the automotive field.	Successful completion of Level I	No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1648	CAD/Engineering Technology I **College Tech Prep** – Lakeland	3	2	This program prepares students for a career in operations in manufacturing industries. Emphasis is placed on problem-solving and critical-thinking skills. A CAD engineering technician is available to assist with the implementation of the manufacturing process from design to finished product. Technicians support the work of the engineer, utilizing theoretical knowledge of fundamental scientific, engineering, mathematical, or drafting design and principles. Students will take their required academic courses at their home schools. Transportation to and from Lakeland will be provided by the school district.		No
1650CAD	CAD/ET English 11 College – Lakeland	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace.		No
1651	CAD/ET Applied Physics 11 – Lakeland	1	2	Applied Physics/Principles of Technology is a two-year, applied-physics curriculum designed to present the discipline of physics in the context of how it is practically experienced in CAD/Engineering Technology (CAD/ET).		No
1653	CAD/Engineering Technology II **College Tech Prep** – Lakeland	3	2	This program prepares students for a career in operations in manufacturing industries. Emphasis is placed on problem-solving and critical-thinking skills. A CAD engineering technician is available to assist with the implementation of the manufacturing process from design to finished product. Technicians support the work of the engineer, utilizing theoretical knowledge of fundamental scientific, engineering, mathematical, or drafting design and principles. Students will take their required academic courses at their home schools. Transportation to and from Lakeland will be provided by the school district.	Successful completion of Level I	No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1655CAD	CAD/ET English 12 College – Lakeland	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace.		No
1656	CAD/ET Applied Physics 12 – Lakeland	1	2	Applied Physics/Principles of Technology is a two-year, applied-physics curriculum designed to present the discipline of physics in the context of how it is practically experienced in CAD/Engineering Technology (CAD/ET).		No
1622	CISCO I **College Tech Prep** – Euclid	3	2	Cisco Networking Technology prepares students for careers in network systems analysis, planning, and administration. Students gain the necessary skills to analyze network system needs from design, installation, maintenance, and management of network systems. Labs utilize Cisco routers and switches through which students learn how to set up ftp sites, email servers, VPN's and web-hosting services. The Cisco curriculum includes preparation for the Network+ certification. Upon completion of the two-year program, students are prepared to take the Cisco Certified Network Associate (CCNA) exam **(Honors Level program).**		Yes
1623	CISCO II **College Tech Prep** – Euclid	3	2	Cisco Networking Technology prepares students for careers in network systems analysis, planning, and administration. Students gain the necessary skills to analyze network system needs from design, installation, maintenance, and management of network systems. Labs utilize Cisco routers and switches through which students learn how to set up ftp sites, email servers, VPN's and web-hosting services. The Cisco curriculum includes preparation for the Network+ certification. Upon completion of the two-year program, students are prepared to take the Cisco Certified Network Associate (CCNA) exam **(Honors Level program).**	Successful completion of Level I	Yes

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1949 AM (9-10) 1949 PM (11-12)	Clerical Services – Willoughby Tech Center	3	2	Clerical Services is designed to train students in the basic fundamental operations of an office. Students work on individualized projects covering basic keyboarding, Microsoft Office, 10-key adding machine, filing and duplicating. Career opportunities for students who complete this program include: clerical assistant, general office assistant, data entry clerk, and administrative assistant.	Counselor Recommendation	No
1582	Computer Information Systems I **College Tech Prep** – Lakeland	3	2	This curriculum prepares students for high technology careers. Blending academic and technical subjects that emphasize problem-solving and critical-thinking skills, students will be instructed in computer programming, computer software applications, accounting applications, hardware organization and systems. Successful completion of this program may lead to internship programs, a two-year associate degree, employment as an Information Systems Technician, and/or a bachelor's degree.		No
1583CIS	Computer Information Systems English 11 College– Lakeland	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace.		No
1586	Computer Information Systems II **College Tech Prep –**Lakeland	3	2	This curriculum prepares students for high technology careers. Blending academic and technical subjects that emphasize problem-solving and critical-thinking skills, students will be instructed in computer programming, computer software applications, accounting applications, hardware organization and systems. Successful completion of this program may lead to internship programs, a two-year associate degree, employment as an Information Systems Technician, and/or a bachelor's degree.	Successful completion of Level I	No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1587CIS	Computer Information Systems English 12 College – Lakeland	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace.		No
1620	Computer Information Systems I **College Tech Prep** – Euclid	3	2	This curriculum prepares students for high technology careers. Blending academic and technical subjects that emphasize problem-solving and critical-thinking skills, students will be instructed in computer programming, computer software applications, accounting applications, hardware organization and systems. Successful completion of this program may lead to internship programs, a two-year associate degree, employment as an Information Systems Technician, and/or a bachelor's degree.		No
1621	Computer Information Systems II **College Tech Prep –** Euclid	3	2	This curriculum prepares students for high technology careers. Blending academic and technical subjects that emphasize problem-solving and critical-thinking skills, students will be instructed in computer programming, computer software applications, accounting applications, hardware organization and systems. Successful completion of this program may lead to internship programs, a two-year associate degree, employment as an Information Systems Technician, and/or a bachelor's degree.	Successful completion of Level I	No
1610	Information Technology Services I **College Tech Prep** – Lakeland	3	2	ITS prepares students to build, evaluate, troubleshoot, and maintain computers, networks, and electronic products and systems by using specialized skills and equipment to ensure product quality.		No
1612ITS	Information Technology Services English 11 College – Lakeland	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace.		No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1613	Information Technology Services Applied Physics 11 – Lakeland	1	2	Applied Physics/Principles of Technology is a two-year, applied-physics curriculum designed to present the discipline of physics in the context of how it is practically experienced in Computer, Networking and Electronic Technology (ITS).		No
1615	Information Technology Services II **College Tech Prep** – Lakeland	3	2	Students will continue preparing for an A+ certification in Computer Repair Technology, Network+ certification in Computer Networking Technology, applying effective related employability skills and testing, building, maintaining and installing products/systems.	Successful completion of Level I	No
1617ITS	Information Technology Services English 12 College – Lakeland	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace.		No
1618	Information Technology Services Applied Physics 12 – Lakeland	1	2	Applied Physics/Principles of Technology is a two-year, applied-physics curriculum designed to present the discipline of physics in the context of how it is practically experienced in Computer, Networking and Electronic Technology (ITS).		No
1694	Construction Management Lab I **College Tech Prep** – Lakeland	2	2	The Construction Management program is a high school and college career path linked to business, industry and lab that insures a seamless pathway from high school to college to careers in Construction Management. It provides technical preparation in a career field such as engineering technology; applied science; mechanical, industrial or practical art of the trades. The program provides a broad survey of multiple construction technology fields; prepares the student for advanced studies and training in a specific construction apprenticeship program; and introduces the technical competencies of the construction management area.		No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1695	Construction Management Related I **College Tech Prep** – Lakeland	1	2	The Construction Management program is a two-year high school and college career path linked to business, industry, and labor that insures a seamless pathway from high school to college to careers in Construction Management. It provides technical preparation in a career field such as engineering technology; applied science; mechanical, industrial or practical art of the trade and applied business practices. The student will learn site development, managing the role of the supervisor, planning and coordination, supervisory relationship with workers and hands-on construction applications.		No
1693CM	Construction Mgmt. English 11 College – Lakeland	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace.		No
1696	Construction Mgmt. Applied Physics	1	2	Applied Physics/Principles of Technology is a one-year, applied-physics curriculum designed to present the discipline of physics in the context of how it is practically experienced in construction management.		No
1697	Construction Management Lab II **College Tech Prep** – Lakeland	2	2	The Construction Management program is a high school and college career path linked to business, industry and lab that insures a seamless pathway from high school to college to careers in Construction Management. It provides technical preparation in a career field such as engineering technology; applies science; mechanical, industrial or practical art of the trades. The program provides a broad survey of multiple construction technology fields; prepares the student for advanced studies and training in a specific construction apprenticeship program; and introduces the technical competencies of the construction management area.	Successful completion of Level I	No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1698	Construction Management Related II – Lakeland	1	2	The Construction Management program is a two-year high school and college career path linked to business, industry, and labor that insures a seamless pathway from high school to college to careers in Construction Management. It provides technical preparation in a career field such as engineering technology; applies science; mechanical, industrial or practical art of the trade and applied business practices. The student will learn site development, managing the role of the supervisor, planning and coordination, supervisory relationship with workers and hands-on construction applications.		No
1699	Construction Mgmt. Related II - Applied Physics 12 Lakeland	1	2	Applied Physics/Principles of Technology is a two-year, applied-physics curriculum designed to present the discipline of physics in the context of how it is practically experienced in construction management.		No
1696CM	Construction Mgmt. English 12 College – Lakeland	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace.		No
1592	Cosmetology I – Brush	3	2	This two-year program involves related and practical experiences designed to assist the students in developing specific skills and scientific knowledge to be a licensed cosmetologist. Students who successfully complete the program can qualify to take the State Board Examination. Students will be required to purchase a beauty kit during both years along with two uniforms.		No
1595	Cosmetology II – Brush	3	2	This two-year program involves related and practical experiences designed to assist the students in developing specific skills and scientific knowledge to be a licensed cosmetologist. Students who successfully complete the program can qualify to take the State Board Examination. Students will be required to purchase a beauty kit during both years along with two uniforms.	Successful completion of Level I	No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1642	Crime Scene Technology I – **College Tech Prep** Euclid	3	2	Crime Scene Technology uses scientific techniques to solve criminal cases. It uses chemistry, physics, botany, zoology and medicine, as these sciences relate to law. CST begins with law and public safety as the core body of knowledge; it continues with such disciplines as computer crime, behavioral science, criminal investigation, corporate security, forensic toxicology, controlled substances, trace evidence, firearms and tool marks, questioned documents, and latent prints and impressions.		No
1643	Crime Scene Technology II **College Tech Prep** – Euclid	3	2	Crime Scene Technology uses scientific techniques to solve criminal cases. It uses chemistry, physics, botany, zoology and medicine, as these sciences relate to law. CST begins with law and public safety as the core body of knowledge; it continues with such disciplines as computer crime, behavioral science, criminal investigation, corporate security, forensic toxicology, controlled substances, trace evidence, firearms and tool marks, questioned documents, and latent prints and impressions.	Successful completion of Level I	No
1641	Criminal Justice Lab/Related I – **College Tech Prep** Euclid	3	2	This program is for students interested in the criminal justice field from private security to public police. Level 1 allows students to explore the private sector of police work such as private security, store detectives, and other law enforcement duties. Students go through a training program which matches the private security academy training.		No
1644	Criminal Justice Lab/Related II – **College Tech Prep** Euclid	3	2	This program is for students interested in the criminal justice field from private security to public police. Level 1 allows students to explore the private sector of police work such as private security, store detectives, and other law enforcement duties. Students go through a training program which matches the private security academy training.	Successful completion of Level I	No
1629	Culinary Arts I **College Tech Prep** – Euclid	3	2	The Culinary Arts program offers training in food-related occupations to juniors and seniors with interest and aptitude for the food service industry. During the first year students are introduced to the food industry, basic cooking, equipment, safety and sanitation, pastas, breads, food presentation, restaurant preparation, and other topics.		No
1630	Culinary Arts II **College Tech Prep** – Euclid	3	2	In the second year, students learn about stocks, sauces, soups, meats, poultry, fish, seafood salads, dressings, menu planning, restaurant operation, and more.	Successful completion of Level I	No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1603	Early Childhood Education Lab/Related I – **College Tech Prep** Mentor	3	2	During the first year, students participate in a supervised in-school laboratory located on the school premises. Students will observe the development of children and apply this learning while assisting in the preschool classroom.		No.
1605ECE	Early Childhood Education English 11 College – Mentor	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace.		No
1606	Early Childhood Education Lab/Related II – **College Tech Prep** Mentor	3	2	In the second year, students may be able to co-op. Half of the day is spent in classes, and the rest of the day working at child care facilities for typical and special needs children. Seniors plan and present lessons at their job sites.	Successful completion of Level I	No
1608ECE	Early Childhood Education English 12 College – Mentor	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace.		No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1950 AM (9-10) 1950 PM 911-12)	Hotel, Restaurant and Community Education – Willoughby Tech Center	3	2	HRCE cross-trains students for entry-level positions relating to the hotel and restaurant career area. Students receive experientially-based instruction in many areas which include: making and serving refreshments/foods, planning activities, nutrition, grocery shopping, small appliance use, sewing and materials repair, and other housekeeping and dietary aide activities. Students also receive job experience at training sites in a variety of community businesses, such as metropolitan parks, churches and assisted living centers. Classroom instruction covers basic health, safety and employability skills. Career opportunities for students who complete this program include: front desk assistant, office aide, housekeeping assistant, laundry aide, maintenance assistant, bus person, banquet aide, kitchen assistant, salad prep, host/hostess, and activities assistant.	Counselor Recommendation	No
1619	Interactive Media I **College Tech Prep** - Mentor	3	2	The Interactive Media curriculum emphasizes problem-solving and critical-thinking skills to teach students to apply various techniques to produce media for advertising, corporate communications departments, educational institutions, and the information and entertainment industries. The program prepares students for further education at a two- or four-year college. Topics covered at Mentor High school are: television production, computer graphics, interactive media production, graphic design for production, recording, digital imaging, digital audio technology, photography, studio equipment maintenance, web page design, content research, application/instruction design, and writing for interactive media.		No
1573IM	Interactive Media English 11 College – Mentor	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace.		No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1601	Interactive Media II **College Tech Prep** – Mentor	3	2	The Interactive Media curriculum emphasizes problem-solving and critical-thinking skills to teach students to apply various techniques to produce media for advertising, corporate communications departments, educational institutions, and the information and entertainment industries. The program prepares students for further education at a two- or four-year college. Topics covered at Mentor High school are: television production, computer graphics, interactive media production, graphic design for production, recording, digital imaging, digital audio technology, photography, studio equipment maintenance, web page design, content research, application/instruction design, and writing for interactive media.	Successful completion of Level I	No
1594IM	Interactive Media English 12 College – Mentor	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace.		No
1658	Marketing Management I – **College Tech Prep** Mentor (junior year)	1	2	This course challenges students by using the latest technology to examine the exciting field of marketing. The curriculum, activities and resources utilized in this course incorporate technology and the Internet with the fields of travel, tourism, and recreation marketing; business management and small business/entrepreneurship; fashion merchandising; business administrations; and sports and entertainment marketing. Students demonstrate the ability to use content and apply knowledge to real-world situations. Topics include economics, marketing research and decision making, domestic and international markets and influences, human resource development, ethics management, and financial analysis. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.		No

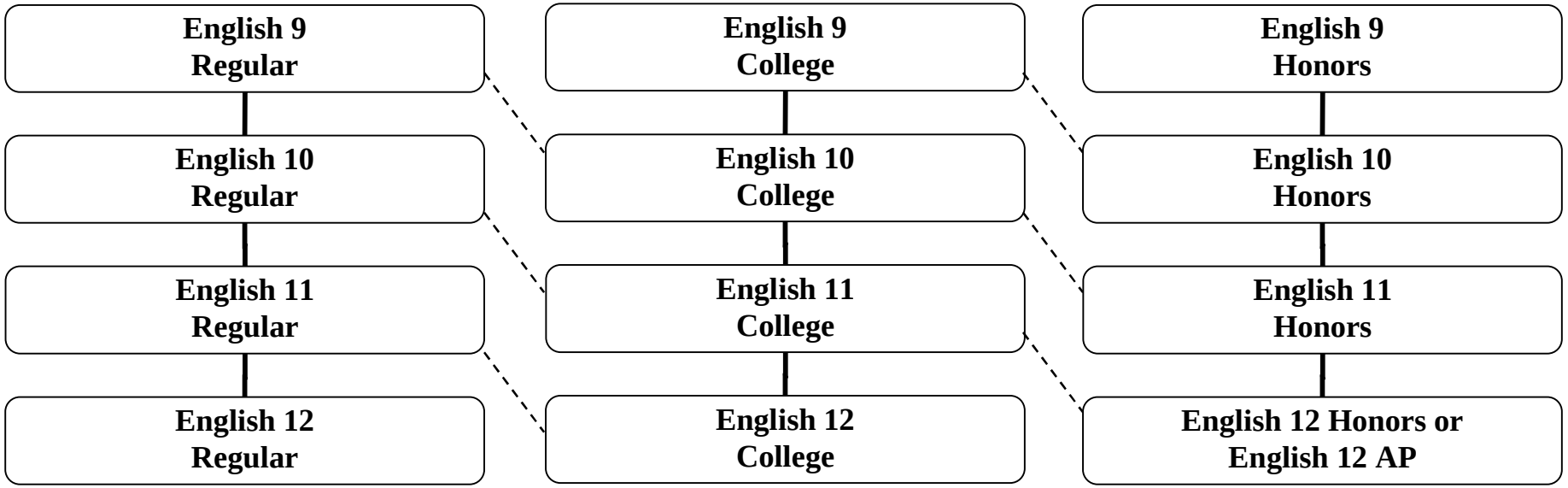
Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1645	Marketing Management Lab – **College Tech Prep** Mentor (senior year)	3.5	2	The Marketing Internship allows for dynamic, real-world application of the principles taught in the classroom. This supervised internship provides excellent insight into the educational requirements, cultural aspects, and skill level of specific career paths. During the second year of the program. Students complete their graduation and college admission requirements in the morning and spend the afternoons gaining practical, supervised, paid part-time work experience. Sample occupations include: supply-chain management, marketing information management, pricing, product-service management, marketing communications, retailing and selling.		No
1646	Marketing Management II – **College Tech Prep** Mentor (senior year)	1	2	This course challenges students by using the latest technology to examine the exciting field of marketing. The curriculum, activities and resources utilized in this course incorporate technology and the Internet with the fields of travel, tourism, and recreation marketing; business management and small business/entrepreneurship; fashion merchandising; business administrations; and sports and entertainment marketing. Students demonstrate the ability to use content and apply knowledge to real-world situations. Topics include economics, marketing research and decision making, domestic and international markets and influences, human resource development, ethics management, and financial analysis. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.		No
1657MKT	Marketing English 11 College – Mentor	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace.		No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1647MKT	Marketing English 12 College – Mentor	1	2	Career Technical Education (CTE) College English seeks to create a balanced experience of technical/professional writing and the traditional college prep language arts curriculum. Its goal is to prepare students for either a two- or four-year college program, as well as prepare for the transition from school to work. English is taught in collaboration with the technology programs. Classes include a study of literature; a concentrated focus on reading, writing, and speaking skills; and technical/professional writing. All skills and activities have the focus of preparing students for post-secondary study and the workplace.		No
1684	Nursing Lab/Related **(Seniors only) College Tech Prep** – Willoughby Tech	4	2	Practical Nursing program prepares students for the NCLEX-PN (state board examination), which licenses them to practice practical nursing. This program introduces the students to anatomy, physiology, microbiology, nursing fundamentals, nursing skills, nutrition, and medical math. Clinical experiences in local hospitals and skilled nursing facilities help prepare graduates for entry-level practical nursing positions in any healthcare setting.	Successful completion of Algebra I and Chemistry Students must pass a practical nursing entrance exam in order to apply for the program (per State Board of Nursing requirement).	No
1996 AM (9-10) 1996 PM (11-12)	Production Welding – Willoughby Tech	3	2	Production Welding teaches students several welding processes, using a variety of materials and techniques. Welding processes include: Arc, Oxy-Acetylene welding and cutting, MIG, TIG and Plasma cutting. Shop safety rules and practices, as well as the use of many hand tools, are included in classroom instruction and are practiced in the lab setting. Career opportunities for students who complete this program include: factory welder, production welder, welder cutter, and welder fitter.	Counselor Recommendation	No
1566	Visual Communications Lab/Related I **College Tech Prep** – Euclid	3	2	Skills in VIS/COM may lead to career opportunities in art departments of advertising agencies, commercial art supplies, art and display departments of major department stores, advertising departments or newspapers, sign and silk-screen companies, photographic studios and suppliers, package designing and greeting card companies.		No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1528	Visual Communications Lab/Related II **College Tech Prep** – Euclid	3	2	Skills in VIS/COM may lead to career opportunities in art departments of advertising agencies, commercial art supplies, art and display departments of major department stores, advertising departments or newspapers, sign and silk-screen companies, photographic studios and suppliers, package designing and greeting card companies.	Successful completion of Level I	No
1990 AM (9-10) 1990 PM (11-12)	Vocational Adjustment Lab (VAL) – Willoughby Tech Center	3	2	VAL emphasizes development of entry-level employability skills in order for students to be successful in the workplace. Training is designed to enhance each individual student/worker's potential. Under supervision, students receive hands-on, real work experiences while developing at their own pace. The goal for all students is to develop safety skills, knowledge, attitudes and job skills in order to get and keep a job. Classroom instruction and learning activities focus on basic skills and attitudes associated often with assembly production work, specific skill work and department team work. Some students may develop sufficient job skills that allow them to transfer to another career program for more advanced skill training. Career opportunities for students include: machine operator, shipping/receiving clerk, production assembler, quality control inspector, laundry room assistant, and maintenance assistant.	Counselor Recommendation	No
1676	Welding Technology I – Willoughby Tech	3	2	Career opportunities in welding include welding operator, welder, welder-fitter, specialist welder, welder supervisor, welding analyst, welding technician, inspector, welding foreperson, job shop, welding engineer, welding research engineer, sales engineer, and technical writer. The welding program provides training in a variety of areas such as arc, acetylene, heliarc, and mig welding, straight edge cutting, pattern cutting, manual curing, brazing, and general shop practices. The welding lab is equipped to teach all forms of welding presently utilized in construction and industry. Some job experience activities are included in the second year.		No

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

English/Language Arts Courses Flowchart



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

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

English/Language Arts

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1303	English 9	1.0	2	This course is designed to solidify students' foundational reading and writing skills. Students will study prose, poetry, and drama. Course requirements include oral presentations, developing a thesis, and writing a research paper.	English 8	No
130399	English 9	1.0	2	This course is designed to expand students' reading, writing, and speaking skills. The emphasis is a mix of classical and contemporary literature as well as career planning. **Students whose native language is not English should sign up for 1303 ESL.**	Counselor Recommendation	No
1304	English 9 College	1.0	2	This course expands the sequential development of communication skills: reading, writing, speaking, listening, and thinking. The study of prose, poetry, and drama continues with greater emphasis on literary concepts and classical works. The writing process continues with more complex skills: comparison/contrast, narration and personal journal. Course requirements include both formal and informal oral presentations, developing a thesis, and writing a research paper.	English 8	No
1305	English 9 Honors	1.0	2	This is an accelerated course that places emphasis on interpretive reading and critical thinking skills. Composition activities include further mastery of usage and mechanics, more complex writing skills, and the elements of style. The study of prose, poetry, and drama focuses on how form and content unite to create a memorable piece of literature. Course requirements include both formal and informal oral presentations, developing a thesis, and writing a research paper.	Teacher Recommendation	Yes
1312	English 10	1.0	2	This course is designed to expand students' reading, writing, and speaking skills. The emphasis is a mix of classical and contemporary literature as well as career planning.	English 9	No
131299	English 10	1.0	2	This course is designed to expand students' reading, writing, and speaking skills. The emphasis is a mix of classical and contemporary literature as well as career planning. **Students whose native language is not English should sign up for 1312 ESL.**	Counselor Recommendation	No
1313	English 10 College	1.0	2	Students will encounter increasingly challenging content-area and literary texts. They will analyze unknown vocabulary using what they know about known words such as synonyms, suffixes, root words, etc. and use this vocabulary in writing applications. Students at this level will deliver informal presentations both orally and visually. Reports will use a variety of communication techniques to present information that supports a clear position about the topic or research questions.	English 9	No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1314	English 10 Honors	1.0	2	This is an accelerated course that emphasizes classical American literature. The class includes frequent expository writing and nightly homework. Course requirements include oral presentations, a formal research paper, and summer reading.		Yes
1316	English 11	1.0	2	This course is designed to expand students' reading, writing, and speaking skills. The emphasis is a mix of classical and contemporary literature as well as career planning.	English 10	No
131699	English 11	1.0	2	This course is designed to expand students' reading, writing, and speaking skills. The emphasis is a mix of classical and contemporary literature as well as career planning. **Students whose native language is not English should sign up for 1316 ESL.**	Counselor Recommendation	No
1317	English 11 College	1.0	2	This course emphasizes reading classical American literature and writing. Students will have nightly homework; a four- to seven-page research paper is required as well as formal oral presentations and summer reading.	English 10	No
1318	English 11 Honors	1.0	2	This is an accelerated course emphasizing classical English literature, expository writing, and critical thinking. Students should expect nightly homework. Course requirements include oral presentations, a five- to seven-page formal research paper, and summer reading.		Yes
1320	English 12	1.0	2	Students will further develop effective communication skills in this course. The emphasis is a mix of classical and contemporary literature as well as career planning.	English 11	No
132099	English 12	1.0	2	Students will further develop effective communication skills in this course. The emphasis is a mix of classical and contemporary literature as well as career planning. **Students whose native language is not English should sign up for 1320 ESL.**	Counselor Recommendation	No
1321	English 12 College	1.0	2	English 12 College helps the student consolidate the skills and knowledge needed for success in a two- or four-year college. The course emphasizes classical British and Western World literature. Course requirements include a five- to ten-page research paper, formal essays, and oral presentations. Students will be expected to participate in class discussions and various small group assignments. Nightly homework is required and summer reading is assigned.	English 11	No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1322	English 12 Honors	1.0	2	This course emphasizes the creative works and philosophies found in classical world literature and their influence on humanity. Advanced techniques of expository writing are stressed. Summer reading, a ten to twelve page critical research paper, and formal oral presentations are course requirements.		Yes
1349	English 12 AP	1.0	2	The design of this course is to prepare students to pass an examination prepared by the College Entrance Examination Board (CEEB). Success on this test represents, in the view of CEEB and participating colleges, the equivalent of two basic college English courses.		Yes
1336	Drama as Literature	.50	1	This course is an introduction to acting and designed for students with limited experience. Students will learn the basic terms and techniques associated with theatre.		No
1342	Speech	.50	1	Students will be taught a variety of interpersonal speaking skills with a strong focus on public speaking. Emphasis is given to preparing and presenting a variety of speeches: demonstrations, informative, persuasive, and impromptu. Students are required to write and present all speeches.		No
1325	Read 180	2.0 (1 credit English; 1 credit Elective)	2	This course is based in the Read 180 software Enterprise edition. At the beginning of the course students are given a computerized assessment to place them in their instructional and independent reading levels. This assessment is repeated in January and in May. The session begins and ends with whole-group, teacher-directed instruction. During the 60 minutes between the whole-group meetings, students break into three small groups that rotate among three stations. The small group direct instruction is based on daily computer assessments of student work. Students are introduced to new concepts, vocabulary, and spelling through the use of an interactive high energy, high interest level DVD. They then work on various comprehension activities on the Read 180 software, read independently using real texts, and respond in a corresponding workbook.	Counselor Recommendation	No

Family and Consumer Sciences

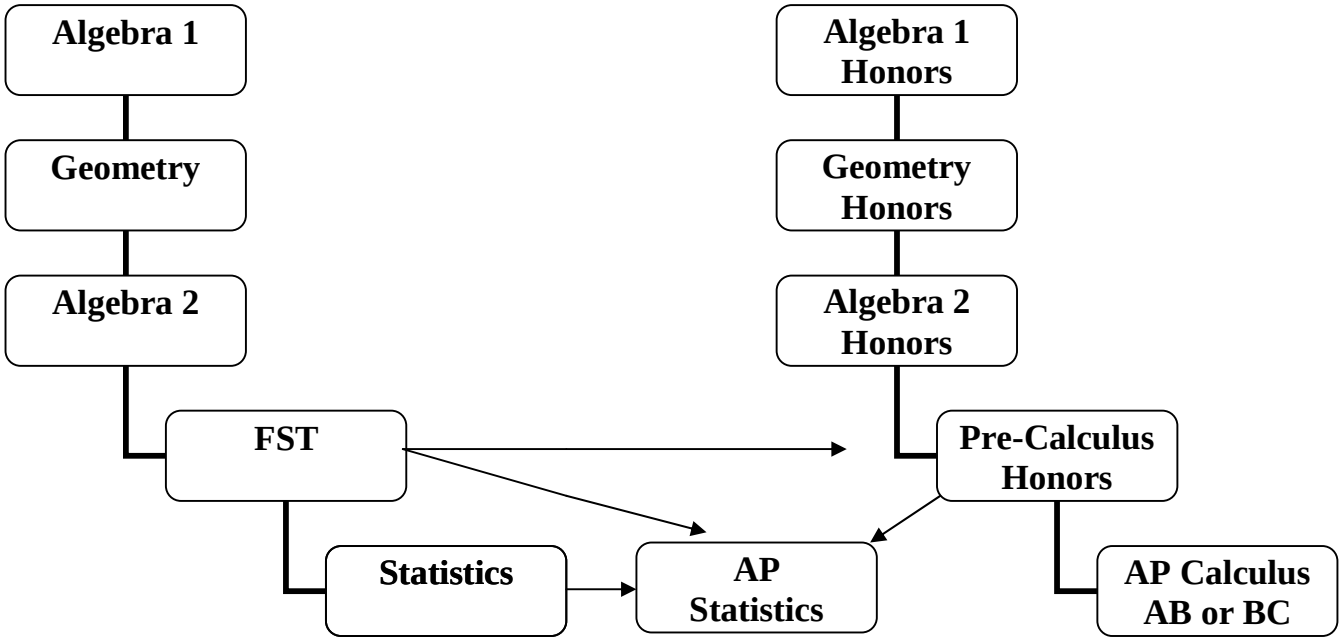
Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1228	Family Living	.50	1	Issues affecting families throughout the life cycle are explored in Family Living. Topics include: marriage readiness, divorce, working with and understanding needs of children and the elderly, starting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

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

Health and Physical Education

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1172	Health	.50	1	This course provides the student with information and practical solutions to health issues relevant to adolescents in high school. The emphasis is placed on the development of individual "wellness" through an understanding and awareness of one's physical, mental, and social self. Course material during the 18 weeks deals with nutrition, mental health, family life and human sexuality, chemical substance use and abuse, infectious and non-infectious diseases, CPR, and safety and first-aid.		No
117299	Health	.50	1	This course provides the student with information and practical solutions to health issues relevant to adolescents in high school. The emphasis is placed on the development of individual "wellness" through an understanding and awareness of one's physical, mental, and social self. Course material during the 18 weeks deals with nutrition, mental health, family life and human sexuality, chemical substance use and abuse, infectious and non-infectious diseases, CPR, and safety and first-aid.	Counselor Recommendation	No
1151	Physical Education 9	.25	1	This course combines lifetime fitness and recreational activities. Students will engage in a variety of activities designed to help them establish a foundation for a lifetime of health and wellness.		No
CF1181	Credit Flex Physical Education	.25	1	This is a special course for students who are enrolled in CTE and tech-prep programs. Eligible students should register through their program instructor with guidance counselor approval.	Counselor Recommendation	No
1162	Physical Education 10	.25	1	The intent of the class is to give students the opportunity for competition and to teach the values of sports etiquette, fair play, hard work, and teamwork by placing students in the roles of player, coach, official, statistician and teammate. In Sport Education, students will experience flag football, indoor soccer, and volleyball (fall); students will experience volleyball, basketball, and softball (spring).	Physical Education 9	No
1163 1164	Conditioning	.25	1	This course is designed to prepare athletes for their individual sports seasons.	No	No
1164F	Conditioning (Freshmen only)	.25	1	This course is designed to prepare athletes for their individual sports seasons.	No	No

Mathematics Courses Flowchart



Mathematics

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1355	Algebra 1	1.0	2	This course provides the basic foundation of algebraic skills such as: operations with rational and real numbers, simplifying expressions, as well as manipulating, solving and graphing equations or simple functions.		No
135519 135599	Algebra 1	1.0	2	This course provides the basic foundation of algebraic skills such as: operations with rational and real numbers, simplifying expressions, as well as manipulating, solving and graphing equations or simple functions.		No
1352	Algebra 1 Honors	1.0	2	This is a rigorous course in which students learn algebraic skills as well as gain an understanding of the theory underlying these skills. This course provides the background for more advanced math courses, especially for the college-bound student pursuing a career related to mathematics or science.	Teacher Recommendation	Yes
1363	Algebra 2	1.0	2	This course presents an in-depth study of algebraic topics to include: real and complex numbers, graphing linear, quadratic, and rational functions as well as techniques for solving equations and systems of equations. The focus of this course is on application rather than theory. It does provide background knowledge for both chemistry and physics.	Geometry and Algebra 1 skills	No
136319 136399	Algebra 2	1.0	2	This course presents an in-depth study of algebraic topics to include: real and complex numbers, graphing linear, quadratic, and rational functions as well as techniques for solving equations and systems of equations. The focus of this course is on application rather than theory. It does provide background knowledge for both chemistry and physics.	Geometry and Algebra 1 skills	No
1364	Algebra 2 Honors	1.0	2	This course is a study of the fields of real and complex numbers. Emphasis in this course is on a rigorous, in-depth study of linear, quadratic, and rational functions in a problem-solving context designed to build the foundation for Pre-Calculus studies.	Teacher Recommendation	Yes
1379	AP Calculus AB	1.0	2	This course is an intense year-long study in elementary functions and calculus and is comparable to courses offered at the college or university level. In addition to a thorough and in-depth study in calculus, students are assisted in preparing themselves to take the Advanced Placement Calculus Examination. Students who successfully complete the AP Calculus Exam are eligible for advanced placement at college and /or college math credit.	Teacher Recommendation	Yes

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1366	AP Calculus BC	1.0	2	This course is an introduction to college level mathematics and includes both differential and integral calculus. Topics of study include: limits of functions, the derivative and applications of the derivative, the definite integral, the transcendental functions and methods of applications of integration. Students who successfully complete the AP Calculus exam are eligible for advanced placement at college and/or college math credit.	Teacher Recommendation	Yes
1377	AP Statistics	1.0	2	This course is an intense year-long study in elementary functions and statistics and is comparable to courses offered at the college or university level. Both the breadth and depth of study are more rigorous than that found in the general statistics course. In addition to a thorough and in-depth study in statistics, students are assisted in preparing themselves to take the Advanced Placement Statistics Examination. Students who successfully complete the AP Statistics Exam are eligible for advanced placement at college and /or college math credit.	Teacher Recommendation	Yes
1373	Functions/Statistics/ Trigonometry (FST)	1.0	2	This course is designed for the college-bound student who would like another year of math before enrolling in Pre-Calculus. It covers Algebraic concepts such as logarithms, matrices, functions, polynomials, systems of equations & inequalities, and sequences & series. The trigonometry portion of the course covers right and oblique triangle trigonometry, graphing of trigonometric functions, the unit circle, and identities. The statistics portion of the course covers measures of central tendency, standard deviation, normal curves and probability.	Algebra 2 or Algebra 2 Honors/Teacher Recommendation	No
1356	Geometry	1.0	2	This course is designed to acquaint students with the unique properties of shapes and figures in both plane and solid geometry. Topics include: measurement of length, area and volume, estimation, formulas and equations, ratios and proportion, as well as applications of geometric principles along with elementary proofing techniques.	Algebra 1 skills	No
135619 135699	Geometry	1.0	2	This course is designed to acquaint students with the unique properties of shapes and figures in both plane and solid geometry. Topics include: measurement of length, area and volume, estimation, formulas and equations, ratios and proportion, as well as applications of geometric principles along with elementary proofing techniques.	Algebra 1 skills	No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1362	Geometry Honors	1.0	2	This course is designed to acquaint students with the formulas, properties and shapes associated with both plane and solid geometry. Knowledge of these properties is exercised through the application of both direct and indirect proofs as a means for enabling students to reason deductively and to demonstrate that a given conclusion follows logically from other accepted statements.	Algebra 1 Honors or prior approval	Yes
1365	Pre-Calculus Honors	1.0	2	This course begins with a comprehensive treatment of trigonometry and is followed by a rigorous, in-depth study of such topics as algebraic and transcendental functions, series, limits and probability. Due to its emphasis on the application of the concepts, Pre-Calculus provides a solid foundation for beginning college level calculus programs.	Teacher Recommendation	Yes
1376	Statistics	.50	1	This semester course includes the study of both descriptive and inferential methods of statistical tests and measurements. Topics include: measures of central tendency, standard deviation, standard normal curves, probability, and introductory hypothesis testing. This course provides background for students continuing studies in fields which apply statistics such as business, science, medicine, and the social sciences.	Teacher Recommendation	No
1378	Math Topics	1.0	2	This math course is designed for students who need to strengthen their skills to make them successful in Algebra 2. The curriculum covers essentials of mathematics, linear functions, systems of equations, functions, quadratics, geometry topics, statistics and probability, and real-life applications. Students who have earned a C or better in both Algebra 1 and Geometry are not eligible for this course, with the exception of students who have not passed the math portion of the OGT.	Teacher Recommendation	No

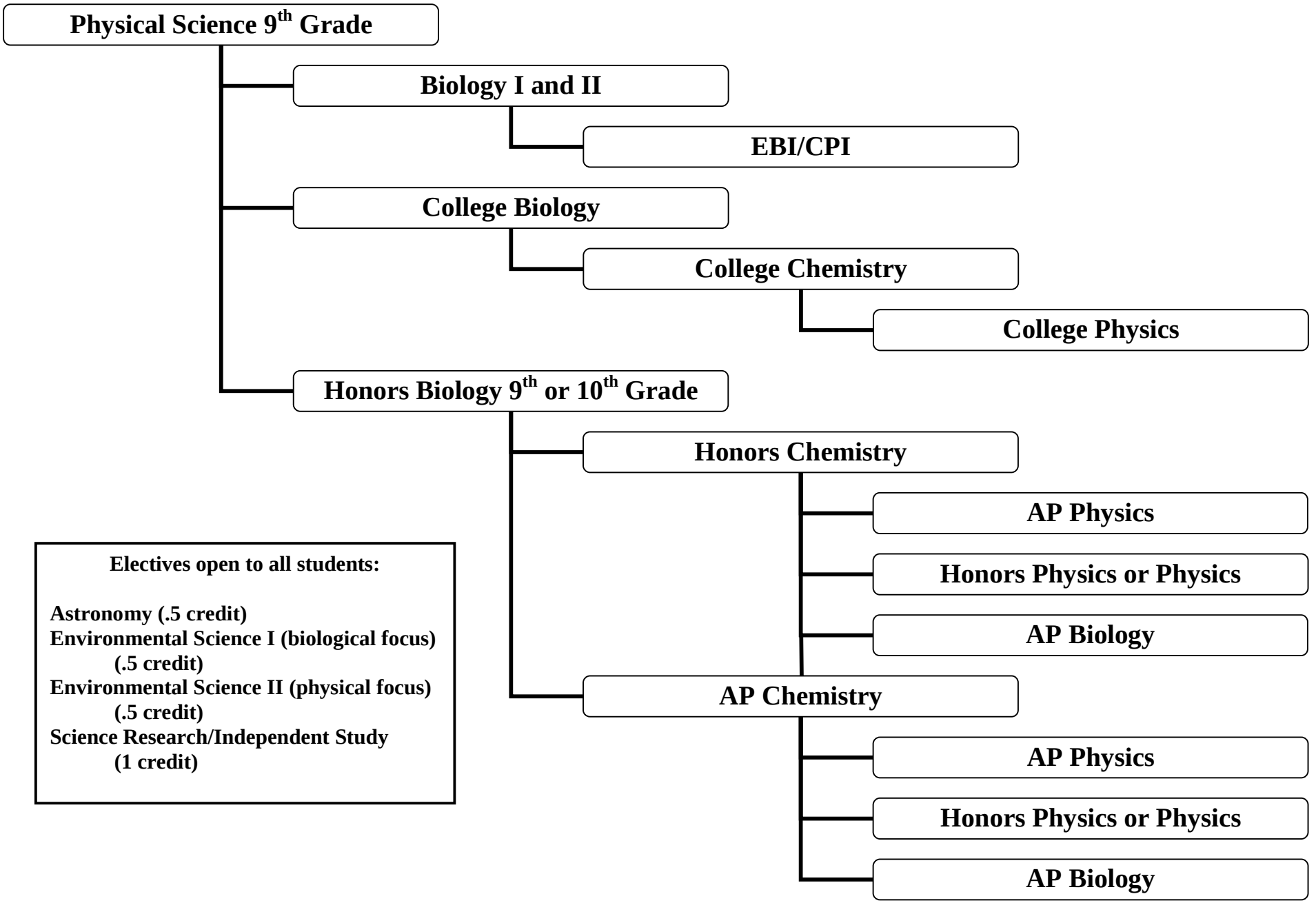
Music

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

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

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

Science Courses Flowchart



Science

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1454	Biology I	.50	1	Students will learn basic concepts of Biology including the Scientific Method, biochemistry, cell biology, energy processes, DNA, cell division genetics and evolution.		No
1455	Biology II	.50	1	Students will learn classification of organisms, microbiology, botany, zoology and ecology.	Biology I	No
1461	Biology College	1.0	2	The emphasis of the course is on understanding the fundamentals of biology as they apply to daily living. Biology covers the scientific method, biochemistry, cell biology, photosynthesis, cellular respiration, molecular genetics, cell division, evolution, taxonomy, microbiology, botany, zoology, anatomy, physiology, and ecology.		No
1462	Biology Honors	1.0	2	The course emphasizes the understanding of the concepts of Biology as they apply to a variety of organisms and on insight and reasoning as a means of determining the answer to a problem or question. Students will be required to complete an independent research project. This course provides the necessary background for AP Biology.	Algebra 1 Honors and currently enrolled in Algebra 2 Honors or Geometry Honors or instructor approval	Yes
1463	Biology AP	1.0	2	This course is the equivalent of a college level introductory biology course. It provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal with the rapidly changing science of biology. Success on the AP exam usually results in college credit.	Biology Honors, AP or Chemistry Honors or Chemistry with teacher recommendation and instructor approval	Yes
1482	Chemistry College	1.0	2	This course provides students with the fundamentals of chemistry involving real-world applications and problem solving skills. Success in chemistry is closely linked to success in mathematics.	Algebra 1 and Biology College	No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1480	Chemistry Honors	1.0	2	This course is designed to give students a strong background in chemistry in preparation for college science courses. Students use a rigorous high school textbook to study challenging chemistry concepts. Emphasis is placed on detailed problem solving and laboratory experiments.	Biology College or Biology Honors and concurrent enrollment in Algebra 2 Honors or a higher math	Yes
1495	Chemistry AP	1.0	2	This course follows a national curriculum with a college level pace and difficulty. Students use a college level text and are required to complete college level lab experiments. Activities in this class are specifically designed to prepare students for the AP Chemistry Test.	Biology Honors and concurrent enrollment in Pre-Calculus or instructor approval	Yes
1459	Environmental Science 1: Biological Focus	.50	1	This course is designed for students interested in a comprehensive study of current environmental issues and how humans affect the environment. ES Biology studies an overview of environmental science, energy transfer in ecosystems, interactions of living and non-living factors, and study of populations of species in aquatic and terrestrial biomes. Students will participate in outdoor activities.	Biology I and II or Biology College	No
1460	Environmental Science 2: Physical Focus	.50	1	This course is designed for students interested in a comprehensive study of current environmental issues and how humans affect the environment. ES Physical studies human population issues, use of resources including fossil fuels, land and water, alternative energy, and recycling and waste management. Students will participate in outdoor activities.	Biology I and II or Biology College	No
1486	Astronomy	.50	1	In this course, the student gains knowledge and insight into the functioning of the solar system, stars, galaxies, and the evolution of the universe. In addition to learning and locating visible objects in space, the student achieves an understanding of the physical, chemical, and nuclear changes associated with celestial objects and our current ideas of the structure and fate of the universe.	Successful completion of Algebra 1	No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1450	Physical Science 9	1.0	2	This is a survey course using laboratory activities and demonstrations involving the basic concepts of physics, chemistry, and related principles in Earth and space sciences. Concepts include the nature of matter and energy; identifiable physical properties of substances, properties of forces that act on objects, structures and properties of atoms, how atoms react with each other to form other substances, and how molecules react with each other or other atoms. Earth and space science topics include processes that move and shape the Earth, Earth's interaction with the solar system, and gravitational forces.		No
1457	Earth Biological Investigations (EBI)	.05	1	This lab class is designed for students not seeking a career in science. Aligned with state standards this course covers the basic skills of earth science and biology. It is designed to illustrate the ties between earth science, biology, and technology and their relationship in understanding everyday life situations. EBI and CPI are designed to be taken in conjunction.		No
1456	Chemical Physical Investigations (CPI)	.05	1	This lab class is designed for students not seeking a career in science. Aligned with the state standards this course covers the basic skills of chemistry and physics. It is designed to illustrate the ties between chemistry, physics, and technology and their relationship in understanding everyday life situations. CPI and EBI are designed to be taken in conjunction.		No
1483	Physics College	1.0	2	Physics will acquaint the student with the concepts of mechanics, electricity, magnetism, light, heat, sound, and nuclear physics. Emphasis is placed on demonstrations and laboratory exercises that will provide verification of the physical laws that govern the universe.	Algebra 2 and Biology College	No
1482	Physics Honors	1.0	2	This course involves frequent hands-on laboratory experiments. The computer is used to collect and analyze data. Study of the fundamental laws of mechanics, heat, light, sound, electricity, magnetism, and nuclear physics will help those students interested in science, medicine, or engineering in college.	Successful completion of Biology College and current enrollment in Pre-Calculus or teacher recommendation	Yes

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1493	Physics AP	1.0	2	In this course, students will use computers to collect data and do frequent hands-on activities. However, this course involves more breadth and depth than Physics Honors and prepares students for the Physics B Advanced Placement Exam.	Successful completion of Biology College and current enrollment in Calculus	Yes
1471	Science Research/ Independent Study	1.0	2	This course provides students with an outline of methods used for doing a science research experiment and the appropriate use of statistics as proof of experimental validation. Upon completion of the course, students will be expected to create a project to be exhibited at the Northeast Ohio Science and Engineering Fair and the Ohio Academy of Sciences Western Reserve District 5 Science Day.	Application for approval must be turned in to instructor prior to scheduling deadline	No

Social Studies

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1522	American Government	.50	1	Students will study the functions of all levels of government including the U.S. Constitution, civil liberties, political parties, elections, voting, and the three branches of government. Emphasis is placed on the rights and responsibilities associated with citizenship.		No
1540	American Government AP	.50	1	This course, designed to prepare students for the Advanced Placement Exam, is for those who desire a greater intellectual challenge and are familiar with various institutions, groups, beliefs, and ideas that make up American political reality. The course is college level in nature.		Yes
1530	American Government with a Reading Emphasis	.50	1	American Government with a Reading Emphasis is the study of how the government works at all levels. Where the legal basis of government comes from—the Federal and State Constitutions—is also studied. Special attention is given to the rights and responsibilities of being an American Citizen. Reading skills are emphasized in the study of the course.	Counselor Recommendation	No
1548	European History AP	1.0	2	This course, designed to prepare students for the Advanced Placement Exam, acquaints students with the basic chronology, major events, and dominant trends from approximately 1450 to the present. Emphasis is placed on the intellectual-cultural, political-diplomatic, and social-economic history of Europe.		Yes
1508	U. S. History	1.0	2	U. S. History studies the events that shaped our country's history starting with westward expansion through the twenty-first century.		No
1519	U. S. History AP	1.0	2	This course, designed to prepare students for the Advanced Placement Test, teaches the students analytical skills and factual knowledge necessary to assess historical sources, to form judgments relative to themes in American history, and to present their ideas and conclusions in clear essay format.		Yes
1516	U. S. History with Reading	1.0	2	The study of U. S. History is taught with an emphasis on developing strategies to improve reading comprehension, vocabulary, word attack skills, and study/organizational abilities.	Counselor Recommendation	No
1526	Economics	.50	1	Students will acquire the background knowledge necessary to understand the major economic issues facing our nation such as free trade, health care reform, fairness to the tax system, the national debt, global competition, corporate restructuring and financial literacy.		No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1510	Economics AP	1.0	2	This course is designed to prepare students for the Advanced Placement Test and focuses on: the performance of the economy as a whole, inflation, unemployment, (GNP), economic growth, fiscal and monetary policy tools for regulation of economic performance, and international trade. The course focuses on the behavior of individual firms and industries as component parts of the larger economic system.		Yes
1524	Economics with Reading	.50	1	This class teaches economic issues with an emphasis placed on improving reading, math and study skills. This class covers important economic topics, including how prices are determined for goods, economic growth and taxes.		No
1532	Psychology	.50	1	This course focuses on the study of human behavior and the psychological/emotional developmental process. Areas of study include perceptual psychology, learning and memory, child/adolescent development, normal and abnormal personality, treatment of abnormal behaviors, and the study of other related areas.		No
1512	World Affairs	.50	1	This course focuses on world events and their relationship to social studies and geography. The historic, economic, political, sociological, cultural, and religious aspects of these events are explored. Content will vary according to current world situations.		No
1515	World History	1.0	2	Students complete the chronological study of world history. As students study each historical event, they consider the geographic setting, the cultural perspectives, the economic implications and the role of governments. They develop a deeper understanding of their role as citizens and continue to expand their command of social skills and methods.		No
1514	World History with Reading	1.0	2	Using a strategic reading process, students continue the chronological study of world history. This study incorporates each of the seven standards. As students study historic eras, they consider the influence of geographic settings, cultural perspectives, economic systems and various forms of government. Students gain a deeper understanding of the role of citizens and continue to develop their research skills. Students will learn how to use Cornell notes and a variety of graphic organizers.	Counselor Recommendation	No

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1525	World Geography	.50	1	World Geography focuses on the physical, political, economic, and cultural characteristics of all the continents in the world. Emphasis will be placed on the five themes of geography (place, location, movement, human environment interaction, and region). Students will use knowledge of geographic locations, patterns, and processes to show interrelationships between the physical environment and human activity. Students will gain the knowledge and skill of reading, interpreting, and making maps. Students will be able to explain the interactions that occur in an increasingly interdependent world.		No

Technology Education

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

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

World Language

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1105	Chinese 3	1.0	2	Students will learn advanced Chinese structures and vocabulary to develop listening, speaking, reading and writing skills. Communication is emphasized as in the previous levels. Students will also learn more about the Chinese culture. Students are required to speak Chinese in daily basis to earn participation points. Workbooks must be purchased.	Chinese 2 Recommendation: "C" or higher in Chinese 2 or teacher approval	Yes
1106	Chinese 4	1.0	2	Chinese 4 is a continuation of Chinese 3, and it is conducted basically in Chinese. All four skills are further developed; more complex material is included in the reading and discussions. Students will further learn Chinese culture, customs, history, and geography through language experiences as well as interactive and hands-on activities. This class will enhance the students' abilities to understand the global nature of their existence and help prepare them to play an important role as citizens of the United States in the 21st century. Making a yearly portfolio is a requirement of the course.	Chinese 3 Recommendation: "C" or higher in Chinese 3 or teacher approval	Yes
1111	French 1	1.0	2	Students learn the language through listening, speaking, reading and writing. Dialogues and conversations are used to familiarize the students with the language. While listening and speaking are emphasized, a formal approach to grammar is also presented. In addition, students will explore the culture. Workbooks must be purchased.		No
1112	French 2	1.0	2	The students continue to broaden their vocabulary and grammar. They review and expand their usage of verb tenses introduced in French 1 and are introduced to additional tenses.	French 1 Recommendation: "C" or higher in French 1 or teacher approval	No
1113	French 3	1.0	2	This level continues the objectives of French 2 with communication as a primary goal. The students continue to sharpen their listening and reading skills and are expected to express themselves orally and in writing on a variety of topics. Daily oral presentation is a requirement of the course.	French 2 Recommendation: "C" or higher in French 2 or teacher approval	Yes

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1114	French 4 AP	1.0	2	Students are challenged to think and react in the French language. All skills are further refined. Daily oral participation and a serious commitment on the part of the student are expected. Students may also take the AP examination.	French 3 Recommendation: "C" or higher in French 3 or teacher approval	Yes
1121	German 1	1.0	2	Students learn the language through listening, speaking, reading and writing. Dialogues and conversations are used to familiarize the students with the language. While listening and speaking are emphasized, a formal approach to grammar is also presented. In addition, students will explore the culture. Workbooks must be purchased.		No
1122	German 2	1.0	2	Students in German 2 increase their knowledge of German through listening, speaking, reading, and writing. The difference between this level and the first level is more vocabulary, four additional grammar points, and more intensive speaking and writing.	German 1 Recommendation: "C" or higher in German 1 or teacher approval	No
1123	German 3	1.0	2	Previous grammar learned is reviewed and subjunctive mood and passive voice are introduced. The student's knowledge of German is extended and cassettes and videos further the student's listening ability. The majority of class time is devoted to conversation with a partner on a wide variety of topics.	German 2 Recommendation: "C" or higher in German 2 or teacher approval	Yes
1124	German 4 AP	1.0	2	Written work includes a combination of in-class timed narratives and 200-word expository compositions. Cassettes and videos are used to sharpen listening skills. Daily partner conversations are mandatory and cover a wide variety of topics. Grammar points are refreshed and refined.	German 3 Recommendation: "C" or higher in German 3 or teacher approval	Yes

Course Number	Course Name	Credit	Sem.	Course Description	Prerequisite	Weighted
1131	Spanish 1	1.0	2	Listening and speaking skills are emphasized with stress on the importance of proper pronunciation. Students will have the opportunity to talk about themselves, their interests, their feelings, and their activities. Reading and writing are also stressed for a balanced approach. Students discuss the Hispanic way of life, attitudes and customs in dialogues, readings, drawings, photographs, and songs. Workbooks must be purchased.		No
1132	Spanish 2	1.0	2	Spanish 2 is a continuation of Spanish 1. The four skills of listening, speaking, reading, and writing are emphasized. Basic grammar is completed during this year. Reading selections continue the presentation of the Hispanic way of life.	Spanish 1 Recommendation: "C" or higher in Spanish 1 or teacher approval	No
1133	Spanish 3	1.0	2	The student's ability to communicate is emphasized. The course focuses on the expansion of basic vocabulary and the reinforcement of previous grammatical structures already learned. Advance structure is then introduced. Daily oral participation is a requirement of the course.	Spanish 2 Recommendation: "C" or higher in Spanish 2 or teacher approval	Yes
1134	Spanish 4 AP	1.0	2	Spanish 4 combines an advanced and intensive review of grammar, vocabulary, listening comprehension and speaking skills intended to prepare students for the Advanced Placement Language Test. Daily oral participation, projects, and a firm commitment by the student are course requirements.	Spanish 3 Recommendation: "C" or higher in Spanish 3 or teacher approval	Yes