Program of Studies
2019 - 2020

Solon City Schools, a diverse collaborative learning community of families, staff, and community members, will ensure all students attain the knowledge and skills to succeed and become contributing, ethical citizens in a global society, through our unwavering commitment to inspire every student to achieve personal excellence.

Solon High School
Solon City Schools

Board of Education

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Kevin Patton
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Dear Students and Parents,

This 2019-2020 Program of Studies is designed to acquaint you with the various programs and courses offered at Solon High School. There are many options to consider when planning your personal schedule. Vast opportunities exist across the curriculum from required courses in core academic areas to electives in business, computer technology, STEM, industrial technology, foreign languages, fine arts, performing arts and physical education. Whether your future plans include college, the world of work, or the military, we have a program to match your needs.

Please consider your schedule very carefully. Good planning and course selection in the beginning of the scheduling process will help in our efforts to give you the priorities you choose. Be sure to include your parents and your counselor in all decisions concerning your schedule.

As you plan for next year, read this information carefully. Ask questions and take a serious look at your educational goals. Evaluate what you have accomplished and what is yet to be done, but do not forget the importance of balance in your life. Please take advantage of the opportunities you have now to bring you greater success in the future!

Sincerely,

Erin Short
Principal
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</table>

Solon High School
349-6230

Erin Short, Principal
Josh Frazier, Assistant Principal
Erica Kosiorek, Assistant Principal
Carla Rodenbacher, Assistant Principal
Ann Trocchio, Counselor, Dept. Chair
Kathleen Kinney, Counselor
Rick Nowak, Counselor
Cindy Russell, Counselor
Brad Sims, Counselor
Mark McGuire, Athletic Director
Students are encouraged to carefully plan a program of studies that will assist them in reaching their educational and occupational goals. The information outlined on the following pages is designed to guide students in selecting the subjects that will lead toward achieving their goals.

It is important that you select courses to fit your career plans. It is suggested that you:
Review all requirements for graduation, read the information given about each department, and use your Course Planner form (on pages 52 and 53) and complete the form for your four-year program, paying particular attention to graduation requirements.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9, 10, 11, 12</td>
<td>4 credits</td>
</tr>
<tr>
<td>Health</td>
<td>1/2 credit</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 credits</td>
</tr>
<tr>
<td></td>
<td>Must include Algebra II or its equivalent</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1/2 credit</td>
</tr>
<tr>
<td></td>
<td>(Courses are semester courses &amp; are each 1/4 credit)</td>
</tr>
<tr>
<td>Science</td>
<td>3 credits</td>
</tr>
<tr>
<td>• Biology</td>
<td>1 credit</td>
</tr>
<tr>
<td>• Chemistry</td>
<td>1 credit</td>
</tr>
<tr>
<td>• Advanced study in:</td>
<td>1 credit</td>
</tr>
<tr>
<td>• Physics, or other physical science</td>
<td></td>
</tr>
<tr>
<td>• Advanced biology or other life science</td>
<td></td>
</tr>
<tr>
<td>• Astronomy, physical geology, or other earth or space science</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 credits</td>
</tr>
<tr>
<td>• World History</td>
<td>1 credit</td>
</tr>
<tr>
<td>• U.S. History</td>
<td>1 credit</td>
</tr>
<tr>
<td>• U.S. Government</td>
<td>1/2 credit</td>
</tr>
<tr>
<td>• Economics</td>
<td>1/2 credit</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1 credit</td>
</tr>
<tr>
<td></td>
<td>One year-long course or two semester courses</td>
</tr>
<tr>
<td>Electives</td>
<td>5 credits</td>
</tr>
<tr>
<td></td>
<td>One sequence or any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education, or English language arts, mathematics, science, or social studies courses not otherwise required.</td>
</tr>
</tbody>
</table>

In order to participate in commencement, students must meet all graduation credit and testing requirements (refer to page 6).
The Resume and Cover Letter are completed in the spring of 11th grade and updated senior year. They serve as a validation of the student’s educational and career experiences and can be used to provide colleges, training institutions, and employers with information for screening, interviewing, and selecting applicants. Students focus on skills such as analytic reasoning, problem solving and teamwork in order to be college and career ready.
<table>
<thead>
<tr>
<th>Criterion</th>
<th>Ohio Diploma</th>
<th>Academic Honors Diploma</th>
<th>International Baccalaureate Honors Diploma</th>
<th>Career Tech Honors Diploma</th>
<th>STEM Honors Diploma</th>
<th>Arts Honors Diploma</th>
<th>Social Science &amp; Civic Engagement Honors Diploma</th>
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<tbody>
<tr>
<td><strong>Math</strong></td>
<td>4 units, must include one unit of Algebra II or equivalent</td>
<td>4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content</td>
<td>4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content</td>
<td>4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content</td>
<td>5 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content</td>
<td>4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>3 units</td>
<td>4 units, including two units of advanced science</td>
<td>4 units, Biology, Chemistry, and at least one additional advance science</td>
<td>5 units, including two units of advanced science</td>
<td>3 units, including one unit of advanced science</td>
<td>3 units, including one unit of advanced science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N/A</td>
<td>4 units, including two units of advanced science</td>
<td>4 units, including two units of advanced science</td>
<td>5 units, including two units of advanced science</td>
<td>3 units, including one unit of advanced science</td>
<td>3 units, including one unit of advanced science</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>3 units</td>
<td>4 units, including two units of advanced science</td>
<td>4 units, including two units of advanced science</td>
<td>5 units, including two units of advanced science</td>
<td>3 units, including one unit of advanced science</td>
<td>3 units, including one unit of advanced science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N/A</td>
<td>4 units, including two units of advanced science</td>
<td>4 units, including two units of advanced science</td>
<td>5 units, including two units of advanced science</td>
<td>3 units, including one unit of advanced science</td>
<td>3 units, including one unit of advanced science</td>
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<tr>
<td><strong>World Languages</strong></td>
<td>N/A</td>
<td>3 units, one world language, or no less than 2 units of each of two world languages studied</td>
<td>4 units, minimum, with at least 2 units in each language studied</td>
<td>5 units, one World Language studied</td>
<td>3 units of one World Language, or no less than 2 units of each of two World Languages studied</td>
<td>3 units of one World Language, or no less than 2 units of each of two World Languages studied</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N/A</td>
<td>4 units, including two units of advanced science</td>
<td>4 units, including two units of advanced science</td>
<td>5 units, including two units of advanced science</td>
<td>3 units, including one unit of advanced science</td>
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<tr>
<td><strong>Fine Arts</strong></td>
<td>2 semesters</td>
<td>1 unit</td>
<td>1 unit</td>
<td>1 unit</td>
<td>4 units</td>
<td>1 unit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 units</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
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<td>4 units, including two units of advanced science</td>
<td>4 units, including two units of advanced science</td>
<td>5 units, including two units of advanced science</td>
<td>3 units, including one unit of advanced science</td>
<td>3 units, including one unit of advanced science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N/A</td>
<td>4 units, including two units of advanced science</td>
<td>4 units, including two units of advanced science</td>
<td>5 units, including two units of advanced science</td>
<td>3 units, including one unit of advanced science</td>
<td>3 units, including one unit of advanced science</td>
<td></td>
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<tr>
<td><strong>GPA</strong></td>
<td>N/A</td>
<td>3.50 on 4.0 scale</td>
<td>3.50 on 4.0 scale</td>
<td>3.50 on 4.0 scale</td>
<td>3.50 on 4.0 scale</td>
<td>3.50 on 4.0 scale</td>
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<tr>
<td></td>
<td>N/A</td>
<td>3.50 on 4.0 scale</td>
<td>3.50 on 4.0 scale</td>
<td>3.50 on 4.0 scale</td>
<td>3.50 on 4.0 scale</td>
<td>3.50 on 4.0 scale</td>
<td></td>
</tr>
<tr>
<td><strong>ACT/SAT/WorkKeys</strong></td>
<td>N/A</td>
<td>27 ACT/1280 SAT</td>
<td>27 ACT/1280 SAT</td>
<td>27 ACT/1280 SAT</td>
<td>27 ACT/1280 SAT</td>
<td>27 ACT/1280 SAT</td>
<td></td>
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<tr>
<td></td>
<td>N/A</td>
<td>27 ACT/1280 SAT</td>
<td>27 ACT/1280 SAT</td>
<td>27 ACT/1280 SAT</td>
<td>27 ACT/1280 SAT</td>
<td>27 ACT/1280 SAT</td>
<td></td>
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<tr>
<td><strong>Field Experience</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<td>N/A</td>
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<td>N/A</td>
<td></td>
</tr>
<tr>
<td><strong>Portfolio</strong></td>
<td>N/A</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<td><strong>Additional Assessments</strong></td>
<td>N/A</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
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</tbody>
</table>

The state’s Education Department determines the criteria for various types of Honor Diplomas. Criteria for the various types are listed above. Please refer to the State’s website (education.ohio.gov) for more information.
Planning and Policies

State Testing Requirements for Graduation

The Ohio legislature has established three pathways for students to meet their state testing requirement for graduation. They are:

1. Earn a cumulative passing score on seven end-of-course exams. The scores will be set by the State Board of Education. A student must earn 18 points (4 in math, 4 in English, 6 between Science and Social Studies) on End of Course Exams (English 9, 10, Algebra I, Geometry, American History, American Government, and Biology).*

2. Earn a “remediation-free” score on a nationally recognized college admission exam such as ACT or SAT. The state of Ohio will pay for all 11th grade students to take the exam free of charge.

3. Earn a State Board of Education-approved, industry-recognized credential or a state-issued license for practice in a career and achieve a score that demonstrates workforce readiness and employability on a job skills assessment.

* The State Board of Education has approved alternative tests for American History (AP US History) and American Government (AP Government).

Credit for Promotion

The minimum student course load is 5 credits per year. Students are encouraged to take more than five credits.

To Grade 10: A student will be promoted to 10th grade with a completed minimum of 5 credits.
To Grade 11: A student will be promoted to 11th grade with a completed minimum of 10 credits.
To Grade 12: A student will be promoted to 12th grade with a completed minimum of 15 credits.

Note: These guidelines should be viewed as minimum. Usually a student will have earned more credits than are needed for promotion.

It is the student’s responsibility to see that requirements for graduation are met. The high school 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 the necessary requirements for graduation.

College Entrance Recommendations

The School's Counseling Department recommends a college preparatory program which includes:

- 4 years of English, with emphasis on composition
- 4 years of mathematics (Algebra I, II and Geometry)
- 3-4 years of science (Biology, Chemistry, Physics)
- 3-4 years of social studies
- 2-3 years of foreign language
- 1 year of fine, applied or performing arts (including photography and graphic arts)

Because of varying university requirements, students are encouraged to check the most recent policies regarding course requirements with each university or college admission office.

Summer School

Summer school information will be available in May. Talk to your school counselors for specific details.
Planning and Policies

Repeating a Course

Students who earn a D in the first year of Math or Foreign Language will be recommended for the same course the following year. Students who earn a D have not reached a level of competency that will enable them to be successful in following years. If a student chooses to not repeat the course, they will have to complete a Scheduling Risk Form. Students who are repeating a course need to meet with their school counselor to discuss transcript and GPA information.

Students who earn an F in any course should meet with their school counselor to discuss if they should repeat the course the following year or if they can take it in summer school.

Student athletes shall fulfill all requirements as set forth by the Ohio High School Athletic Association, including the requirement to pass a minimum of five credits in the preceding grading period.

The participant must meet all standards set by the Ohio High School Athletic Association By-Laws regarding academics, age, amateur status, enrollment and attendance, recruiting, residence, and transfers. Copies of these By-Laws are located online.

In order to be eligible in grades 9-12, a student must be currently enrolled in school the grading period immediately preceding. During the preceding grading period, the student must have received passing grades in a minimum of five one-credit courses which count toward graduation. Physical education courses do not count towards the credits needed for athletic eligibility.

Athletic Eligibility Requirements

Students may change their schedule if they meet one or more of the listed criteria:
1. If a student does not have 5 credits each semester.
2. If a student wants to go up a level, i.e.: Geometry to Honors Geometry, CP English to AP English.
3. Adjustments due to successful completion of summer school.
4. If a student’s schedule is in error – not given the original course request from previous year.
5. Add any additional course(s) where enrollment permits and does not require movement of other courses.

Dropping a Course: If a student drops a course after May 24, 2019 and does not meet one or more of the listed criteria, that dropped course will be denoted on their transcript as a Withdraw. Note: Year-long courses must be dropped by the end of the first semester; semester courses must be dropped by the end of the first nine weeks of the semester.

Adding a class: Students will not be allowed to add a course to their schedule after two weeks from the start of the course.

Changing a level: Students will not be allowed to change a level (for example, Honors Physics to General Physics) after four weeks from the start of the course.

Be advised that if you move down a level (i.e.: AP Psychology to Psychology) a WD will be posted to the transcript.

Senior Clause – In addition to the above penalty, a senior who drops a class will not be eligible for late arrival or early dismissal if that dropped course falls in periods 1 or 7.

Changing a Schedule
Our online Grade Book through PowerSchool software, allows both parents and students access to a student’s information (via any Internet access) reported directly from teachers’ records. All students receive a unique ID number and PIN code for accessing their current classroom information. To access PowerSchool, go to http://www.solonschools.org/shs and click on “PowerSchool Gradebook Login” under “Quick Links.”

Student report cards are posted each nine weeks, and will reflect the record of achievement for the student during that nine weeks period of time only. Grades will represent sufficient assigned work as a realistic evaluation for pupil progress.

For Class of 2020, the nine weeks grade will be expressed in terms of a letter grade (regardless of the percentage value) for the purpose of figuring and reporting a semester or yearly grade.

For the Class of 2021 and beyond, the nine weeks grade will be expressed by percentage for the purpose of figuring and reporting a semester or yearly grade. A grade corresponding to the percentage will appear on the grade card and transcript.

In a year-long class each quarter will be worth 23% of the final grade and the mid-term exam will be worth 8% of the final grade. In a semester class each quarter will be worth 50% of the final grade.

For the members of the Class of 2021 and beyond – student grades will be figured using an average of the quarter and mid-term exam percentages. Please see examples below for greater definition.

SHS Grading Scale:

A = 90 – 100%    B = 80 – 89%    C = 70 – 79%    D = 60 – 69%    F = 59% and below

Point Values for SHS Classes:

<table>
<thead>
<tr>
<th></th>
<th>AP</th>
<th>Honors</th>
<th>College Prep</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>5.0</td>
<td>4.5</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>3.75</td>
<td>3.375</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>2.5</td>
<td>2.25</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Point Scale to Determine Final Grade Class of 2020

A = 35 – 40    B = 25 – 34    C = 15 – 24    D = 5 – 14    F = 0 - 4

Example Semester Courses – each quarter is worth 50%

<table>
<thead>
<tr>
<th></th>
<th>Q1 (50%)</th>
<th>Q2 (50%)</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4 x 5 (20)</td>
<td>B = 3 x 5 (15)</td>
<td>A (35)</td>
</tr>
</tbody>
</table>

Planning and Policies

Grades
Example Year-Long Courses – each quarter is worth 23% and mid-term worth 8%

<table>
<thead>
<tr>
<th>Q1 (23%)</th>
<th>Q2 (23%)</th>
<th>Exam (8%)</th>
<th>Q3 (23%)</th>
<th>Q4 (23%)</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 4 x 2.3</td>
<td>B = 3 x 2.3</td>
<td>B = 3 x .8</td>
<td>B = 3 x 2.3</td>
<td>D = 1 x 2.3</td>
<td>B</td>
</tr>
<tr>
<td>(9.2)</td>
<td>(6.9)</td>
<td>(2.4)</td>
<td>(6.9)</td>
<td>(2.3)</td>
<td>(27.7)</td>
</tr>
</tbody>
</table>

How to Determine Final Grade for Class of 2021 and Beyond
(In year-long classes the basement for an F on the midterm exam or for the quarter will be 42%.
In semester classes the basement for the quarter grade will be 50%.)

Example Semester Course – each quarter worth 50%

<table>
<thead>
<tr>
<th>Q1 (50%)</th>
<th>Q2 (50%)</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93%</td>
<td>84%</td>
<td>88% = B</td>
</tr>
</tbody>
</table>

Example Year-Long Courses – each quarter is worth 23% and mid-term worth 8%

<table>
<thead>
<tr>
<th>Q1 (23%)</th>
<th>Q2 (23%)</th>
<th>Exam (8%)</th>
<th>Q3 (23%)</th>
<th>Q4 (23%)</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>82% x .23</td>
<td>79% x .23</td>
<td>80% x .08</td>
<td>92% x .23</td>
<td>94% x .23</td>
<td>B</td>
</tr>
<tr>
<td>(18.86)</td>
<td>(18.17)</td>
<td>(6.4)</td>
<td>(21.16)</td>
<td>(21.62)</td>
<td>(86.21)</td>
</tr>
</tbody>
</table>

To calculate a student’s GPA for the quarter, multiply the Credit for the course by the Grade Point Value (see chart on previous page) to determine the Grade Point for each class. To calculate the GPA divide the Total Grade Points by the Total Credits.

To calculate a student’s overall GPA, use the student’s final grade in a course and calculate the GPA as done for the quarter.

A transcript is a document indicating a student’s final record of high school performance which includes credits attempted and earned, final grades for each course (quarter and mid-term exam grades are not included once the course is complete), any courses marked WD or WF, and the attendance record. Quarter and mid-term exam grades are included on transcripts that are run during a school year for courses which have not yet been completed and earned credit.

Students who transfer to Solon High School will only receive weighted grades for those courses which are weighted courses offered at Solon High School.

Grade Point Average and Transcripts
The Board of Education approved the following school fees for Solon High School during the 2019-20 school year. This list does not include fees for workbooks which are used in some courses and noted throughout this book.*

### Fee Schedule

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>TERM</th>
<th>APPROXIMATE AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ART</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP 2-D Design</td>
<td>1 Year</td>
<td>32.00</td>
</tr>
<tr>
<td>AP Art History</td>
<td>1 Year</td>
<td>32.00</td>
</tr>
<tr>
<td>AP Studio Art</td>
<td>1 Year</td>
<td>52.00</td>
</tr>
<tr>
<td>Advanced Sculpture</td>
<td>1 Year</td>
<td>37.00</td>
</tr>
<tr>
<td>Advanced Studio</td>
<td>1 Year</td>
<td>37.00</td>
</tr>
<tr>
<td>Animation (CG3)</td>
<td>1 Year</td>
<td>32.00</td>
</tr>
<tr>
<td>Art Foundations</td>
<td>1 Semester</td>
<td>26.00</td>
</tr>
<tr>
<td>Ceramics I</td>
<td>1 Semester</td>
<td>32.00</td>
</tr>
<tr>
<td>Ceramics II</td>
<td>1 Semester</td>
<td>32.00</td>
</tr>
<tr>
<td>Computer Graphics I</td>
<td>1 Semester</td>
<td>21.00</td>
</tr>
<tr>
<td>Computer Graphics II</td>
<td>1 Semester</td>
<td>21.00</td>
</tr>
<tr>
<td>Digital Photography</td>
<td>1 Semester</td>
<td>32.00</td>
</tr>
<tr>
<td>Drawing I</td>
<td>1 Semester</td>
<td>26.00</td>
</tr>
<tr>
<td>Drawing II &amp; Printmaking</td>
<td>1 Semester</td>
<td>26.00</td>
</tr>
<tr>
<td>Painting</td>
<td>1 Semester</td>
<td>37.00</td>
</tr>
<tr>
<td>Photography</td>
<td>1 Semester</td>
<td>32.00</td>
</tr>
<tr>
<td><strong>FAMILY &amp; CONSUMER SCIENCES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children's World</td>
<td>1 Semester</td>
<td>17.00</td>
</tr>
<tr>
<td>Creative Cuisine</td>
<td>1 Semester</td>
<td>27.00</td>
</tr>
<tr>
<td>Fashion Marketing &amp; Design</td>
<td>1 Semester</td>
<td>11.00</td>
</tr>
<tr>
<td>Advanced Fashion</td>
<td>1 Semester</td>
<td>16.00</td>
</tr>
<tr>
<td>Foods</td>
<td>1 Semester</td>
<td>26.00</td>
</tr>
<tr>
<td>Foods for Fitness</td>
<td>1 Semester</td>
<td>26.00</td>
</tr>
<tr>
<td>Single Survival</td>
<td>1 Semester</td>
<td>22.00</td>
</tr>
<tr>
<td>Teen Topics</td>
<td>1 Semester</td>
<td>17.00</td>
</tr>
<tr>
<td><strong>HEALTH &amp; PHYSICAL EDUCATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basketball</td>
<td>1 Semester</td>
<td>16.00</td>
</tr>
<tr>
<td>Lifeguard Certification</td>
<td>1 Semester</td>
<td>95.00</td>
</tr>
</tbody>
</table>

All students taking AP courses will be required to take an exam in May. The fee for the exam is approximately $95 per each AP exam. AP Seminar and AP Research will cost more.

Fees are charged for Technical Education courses. Official information regarding fees will be provided upon application to the program.

* Fees are subject to change. Fees for 2019-20 will not be established until the summer.
SPECIAL SERVICES

At Solon High School, an extensive and systematic program has been implemented to ensure that all students are meeting academic standards. This Pyramid of Strategies is a collaborative effort among teachers, administrators, parents and the students themselves. Communication and input with parents and students are key to identifying the level of assistance necessary as well as which specific strategies may help individual students close learning gaps.

Students who are struggling are encouraged by teachers to take advantage of the various options for additional help offered at Solon High School during the school day.

Parents are urged to monitor their children’s academic progress continually throughout the school year. Solon High School provides several easily accessible tools to aid in this process.

- **Grade Book PowerSchool** provides a real-time look at students’ grades and their performance on individual assignments and assessments. A password to access the confidential online grade book is mailed to parents at the beginning of the school year. Use this same password for the remainder of years the student attends Solon High School.

- **Teacher Webpages** are another convenient way for parents and students to keep up with assignments and upcoming assessments. Teachers post the week’s lesson plans and online weekly assignments.

Whenever questions arise, parents and students should contact the teacher via email or voice mail. Contact information for all staff members is posted on the Solon High School home page on the district web site at www.solonschools.org.

School counseling services are available to students in grades 9-12. There are five full-time counselors who advise students on their personal/social/emotional health, academic career interests, and college goals. Additionally, a financial aid advisor is on staff on a part-time basis. A Student Assistance Facilitator is available for emotional/social support and college essay advisors are available for college essay help.

The School Counseling Department encourages students to request assistance in planning their educational program for their high school and college years. The Solon High School Counseling Website (www.solonschools.org/page/2912) provides parents and students with the most up-to-date information regarding the college application process, a calendar listing colleges that will be visiting, website links, and all of our student handouts and forms. Please use our website for a wealth of career and college planning information. The Naviance College Planning Program is a useful tool available to our students through the guidance website. Students can access and explore information regarding colleges, resume preparation, careers, and course planning at either of these sites.

As you plan, consider the following:

1. *Am I fulfilling specific graduation requirements?*
2. *Am I choosing courses most appropriate to my interests and abilities?*
3. *Am I preparing for post-high school opportunities?*
School counseling administers the following tests:

- **The Pre-ACT** for freshmen and sophomores. The Pre-ACT is a practice ACT test with a career resource component. It determines the student’s academic strengths and weaknesses in English, math, reading and science. Counselors use the information to determine college readiness and guiding students in appropriate course selections and college planning. They also will review results with students regarding career paths and college majors.

- **The PSAT** for sophomores and juniors. The PSAT is a practice SAT. Counselors use the results to guide students in their decision-making process with regard to college admissions testing. They also review with the students areas of strengths and weaknesses. When taken as a junior, this test identifies potential National Merit Scholars based on their scores.

- **ACT & SAT.** These tests are college admissions tests. Students may choose to take either of these tests. Counselors will advise their students in making the choice of which tests to take. Colleges will always use the best score from these exams. Students may register for these exams online at www.actstudent.org and www.collegeboard.org.

- **SAT Subject Test.** SAT Subject Tests are often recommended and sometimes required by highly selective colleges and universities. Check the college/university admission websites to determine if SAT IIs are recommended or required for the schools your student may consider for admission. To register for SAT IIs, go to www.collegeboard.com.

Transcript requests can be made to the School Counseling Office online. Seniors should request transcripts to be sent to colleges to which they are applying through our Naviance program. Also, at the end of the year, transcripts are sent to the colleges to which the student has committed to attending. These transcripts are sent electronically through Naviance.

Transcripts include the following:
- Year-end grades for year-long courses and semester grades for semester courses (No quarter, mid-term exam or final exam grades will appear on the transcript.)
- GPA attained for each year
- Cumulative GPA
- Absence and tardy counts for each academic year

Counselor assignments are as follows:

- Mrs. Cindy Russell (440) 349-6242  cynthiarussell@solonboe.org  A – C
- Mr. Rick Nowak  (440) 349-6243  ricknowak@solonboe.org  D – HO
- Ms. Ann Trocchio (440) 349-7407  anntrocchio@solonboe.org  HP – MC
- Mrs. Kathleen Kinney (440) 349-7307  kathleenkinney@solonboe.org  MD – SEE
- Mr. Brad Sims  (440) 349-6241  bradsims@solonboe.org  SEF – Z
EDUCATIONAL OPTIONS

This program gives seniors the opportunity to provide them with real-life experiences in their career choices. For two weeks in May, a participating senior will “shadow” a mentor in a field in which the student has shown interest. The student will gain an understanding of the practical nature of the professional world – an experience that will provide the necessary drive to succeed in college.

Seniors will have to meet certain requirements regarding grade point average, attendance and discipline. Details regarding these requirements will be announced to the senior class at a meeting in the fall. Solon High School can provide a list of possible on-site sponsors; however, students need to find their own placement. Students will be required to write a daily journal entry and essay paper and will make a short presentation on the project experience. The last day of school for seniors who participate is in early May.

Solon High School’s Advanced Placement program is an opportunity for students to pursue college-level studies while still in secondary school. Through this program they may earn credit, advanced placement, or both, for college. Students who take AP courses learn a subject in depth, develop analytical reasoning skills, and form disciplined study habits that can contribute to continued success at the college level. Students who choose to enroll in one or more AP courses need to consider the information listed below before making final course selections:

- All AP courses have recommended prerequisites. Students should have successfully met the prerequisites for the AP course. Prerequisites are listed in the individual course descriptions.
- AP courses are college level courses. The expectations are at a college level. The work in the classroom is rigorous. The preparation time outside of class such as homework, outside readings, and research may be extensive. Students should be prepared to spend anywhere from 1-3 hours a night on related work.
- All students are required to take the AP exam at the end of the year. Taking the AP exam enables students to compare their knowledge and understanding of a college-level subject with the high academic standards established by college faculty.
- Because of their rigor, AP courses are assigned a weighted grade factor of .25 except for students receiving a grade of D or F.


The fee for each AP exam is approximately $95 and is the responsibility of the student. AP Seminar and AP Research will cost more.
The College Board’s AP Capstone is an innovative college-level program based on two new courses — AP Seminar and AP Research — that complement and enhance discipline-specific AP courses. The program immerses high school students in the challenging practice of the critical skills students need today. The ability to think independently, write effectively, research, collaborate, and learn across disciplines is essential for success in college and beyond.

AP Capstone was developed in response to feedback from higher education and is easily implemented, affordable, and flexible. It has the potential to differentiate and transform high schools and their students by elevating the learning environment through a rigorous, college-level program with high standards of assessment.

AP Capstone Diploma
Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma. This option allows students taking multiple AP courses to distinguish themselves to colleges and universities. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate.

AP Seminar
(5 periods per week for 1 year - 1 Credit)
(Prerequisite include above average achievement in either an Honors/AP English or Social Studies class and a recommendation from an English or Social Studies teacher.)

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

Students are required to take the AP exam in May. AP Seminar's exam costs more than other AP exams.

What Students Will Do:
Exploring different points of view and making connections across disciplines are fundamental components of the AP Seminar experience. Students will consider one topic or issue through a variety of lenses and from multiple perspectives, many of which are divergent or competing. Analyzing topics through multiple lenses aids in interdisciplinary understanding and helps students gain a rich appreciation for the complexity of important issues.

Teachers have the flexibility to choose one or more appropriate themes that allow for deep interdisciplinary exploration. Teachers should encourage students to explore a topic through several of the following lenses:

- Artistic and philosophical
- Cultural and social
- Economic
- Environmental
- Ethical
- Futuristic
- Political and historical
- Scientific

How Students Are Assessed:
Students are assessed with two through-course performance assessment tasks and one end-of-course exam. All three assessments are summative and will be used to calculate a final AP score (using the 1–5 scale) for AP Seminar.
Team Project and Presentation — 25% of AP Seminar Score
• Individual Research and Reflection
• Written Team Report
• Team Multimedia Presentation and Defense

Individual Research-Based Essay and Presentation — 35% of AP Seminar Score
• Individual Multimedia Presentation
• Oral Defense

End-of-Course Exam (3 hours) – 40% of AP Seminar Score
• Understanding and analyzing an argument (three short-answer questions)
• Evaluating and comparing the effectiveness of arguments (essay)
• Synthesizing information to develop an evidence-based argument (essay)

AP Research
(5 periods per week for 1 year - 1 Credit)
(Prerequisite: AP Seminar)

In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic paper. Although the topic of each research study will vary, the course requires students to plan and conduct a study or investigation.

The course provides opportunities (activities/assignments) for students to:
• Understand principles of discipline-specific research methods (e.g., qualitative, quantitative, mixed).
• Employ appropriate disciplinary research methods to develop, manage, and conduct an in-depth study or investigation in an area of student’s own interest, culminating in a 4000-5000 word paper (accompanied by an additional piece of scholarly work – where applicable – to be performed or exhibited).
• Present (using appropriate media) and defend the research design, approach, and findings to a panel.
• Document their processes and curate the artifacts of the development of their scholarly work in a portfolio.

Students are assessed on the academic paper and presentation and oral defense of research. The academic paper is approximately 4,000-5,000 words, and the presentation and defense take approximately 15-20 minutes. The Academic Paper is 75% of the score and the Presentation and Oral Defense is the remaining 25%. This constitutes as the AP Exam grade. The AP Research Exam costs more than other AP exams.

Academic Paper:
• Introduces and contextualizes the research question and initial student assumptions and/or hypotheses.
• Reviews pervious work in the field to synthesize information and a range of perspectives related to the research question (e.g., Literature Review).
• Identifies the gap in the current field of knowledge to be addressed.
• Explains and provides justification for the chosen method, process, or approach.
• Presents the findings, evidence, results, or product.
• Interprets the significance of the findings, results, or product; explores connections to original research question.
• Discusses the implications and limitations of the research or creative work.
• Reflects on the process and how this project could impact the field.
• Discusses possible next steps and/or future directions.
• Provides a complete list of sources cited and consulted in the appropriate disciplinary style.
Presentation and Oral Defense:
- All students will develop a 15-20 minute presentation (using appropriate media) and deliver it to an oral defense panel. Students may choose any appropriate format for their presentation, as long as the presentation reflects the depth of their research. Prior to the presentation, students whose academic paper was accompanied by an additional piece of scholarly work (e.g., performance, exhibit, product) will arrange for the teacher and panelists to view the scholarly work.
- The defense will include three to four questions from a panel consisting of the AP Research teacher and two additional panel members (chosen at the discretion of the AP Research teacher).

College Credit Plus

This program has been established to permit high school students to take coursework at the high school and at a local college simultaneously. The program is intended to provide expanded opportunities for appropriately qualified high school students to experience coursework at the college or university level. The high school continues to be responsible for providing a comprehensive and challenging college preparatory curriculum including Advanced Placement and other advanced level courses for students. College courses should either contribute to or supplement the broad academic preparation needed by high school students.

The State requires schools to publish a 15/30 hour pathway example for the College Credit Plus Program as follows.*

Students must be remediation-free on one of the tests established by the college presidents, or meet alternative criteria to be eligible for CCP. The college/university must pay for one assessment to determine eligibility. When there is a dispute regarding the granting of credit, the school’s decision is now appealed to the Department of Education.

<table>
<thead>
<tr>
<th>Cuyahoga Community College (Example)</th>
<th>Associate of Arts</th>
<th>15/30 Hour Blocks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>Course Name</td>
<td>Semester Hours</td>
</tr>
<tr>
<td>ENG 1010</td>
<td>College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1010</td>
<td>History of Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1250</td>
<td>Contemporary Math</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 1010</td>
<td>Intro to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1010</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>16</td>
</tr>
<tr>
<td>ENG 1020</td>
<td>College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1020</td>
<td>History of Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 1010</td>
<td>Fund of Speech Comm</td>
<td>3</td>
</tr>
<tr>
<td>SOC 1010</td>
<td>Introductory Sociology</td>
<td>3</td>
</tr>
<tr>
<td>LABORATORY SCIENCE</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>

* Subject to change depending upon the State Board of Regents approval of rules and regulations.
Students may earn credits through:
- The completion of coursework;
- Testing out of or demonstrating mastery of course content; or
- Pursuing one or more educational options in accordance with the District’s Credit Flexibility Plan.

Issuance of credit will be determined locally.

School and students who choose educational options will pre-identify and agree on the learning outcomes.

Credits earned through this alternative means will be reflected on students’ transcripts in the same way as traditional credits earned via seat time.
### Academic Awards

#### Honor/Merit Roll and Award Program

Honor and Merit Roll are computed at the end of each nine-week grading period. Students in grades 9-12 who earn a cumulative grade point average of 3.0 or above during the first three grading periods are honored in the spring at a recognition program sponsored by the school, PTA, and Academic Boosters Club. Awards for cumulative GPA at these programs are based on seven semesters plus three grading periods of the senior year.

- **Merit Roll** - students earning a 3.0 to 3.49 grade point average*
- **Honor Roll** - students earning a 3.5 to 5.0 grade point average*

* A student is ineligible for a quarter's Merit/Honor Roll if the student receives a D, F or I in any subject.

#### Academic Graduation Medal

Academic medals to be worn at the graduation ceremony are awarded by the Solon Academic Boosters to seniors who are graduating with at least a 3.5 cumulative grade point average (calculation based on seven semesters plus three grading periods of the senior year).

#### Academic Letter

Students who achieve a grade point average of 3.5 or above for the first three grading periods in an academic year at Solon High School qualify to receive an academic letter. Pins to add to the letter are awarded for the second and third times the student qualifies. These items are awarded by the Academic Boosters Club to students.

#### National Honor Society

The National Honor Society is a national organization for the recognition of students who reflect outstanding accomplishments in the areas of scholarship, leadership, service, and character.

To be considered for selection into the National Honor Society, a Solon High School junior or senior must meet the following criteria:
- Cumulative grade point average of 3.5 or above.
- Submit a resume of activities to support leadership, service and character (by an established deadline).
- Candidates will be rated by faculty based on leadership and character. (Please be advised that this includes daily participation and behavior in all the student's classes).
- Final selection into the National Honor Society shall be by a majority vote of the Solon High National Honor Society Faculty Advisory Council.

Selected juniors and seniors shall be inducted each spring.

#### Student Recognition Programs

Teachers nominate one student in each class to be a Rising S.T.A.R. (acronym for Solon Teachers Are Recognizing Students). Nominations are based on who has improved the most academically during the quarter or from the previous quarter. A lunch and certificate is presented to the students for their work in the first, second and third quarters. The Academic Booster Club provides the lunch during the students’ regularly assigned lunch period.

Each semester, teachers nominate two students from their classes and/or two students in clubs or activities that they advise to receive a Comet of the Semester. Nominations are based on citizenship, service, motivation, creativity, and/or leadership. Students are awarded a certificate during a continental breakfast held before the school day begins.

Teachers award a “Gotcha” card when students display Comet P.R.I.D.E. (Personal Responsibility, Respect, Integrity, Discipline of Self, Empathy). Names of students earning the award are submitted monthly. Drawings are held and prizes are distributed monthly.
# Art

## Courses

*All courses are semester courses except the AP courses, Advanced Studio, Advanced Sculpture, and Advanced Computer Graphics.*

<table>
<thead>
<tr>
<th>Art Foundations</th>
<th>Computer Graphics I</th>
<th>Ceramics I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing I</td>
<td>Computer Graphics II</td>
<td>Ceramics II</td>
</tr>
<tr>
<td>Drawing II &amp; Printmaking</td>
<td>Animation (CG3)</td>
<td>Advanced Sculpture</td>
</tr>
<tr>
<td>Painting</td>
<td>Digital Photography</td>
<td></td>
</tr>
<tr>
<td>Advanced Studio</td>
<td>Photography</td>
<td></td>
</tr>
<tr>
<td>AP Studio Art</td>
<td>AP 2-D Design</td>
<td></td>
</tr>
<tr>
<td>AP Art History</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## College and Career Tracks

Taking courses in sequence is recommended.

* Courses = Prerequisite or teacher permission required.

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDIO TRACK</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drawing I</td>
<td>* Drawing II</td>
<td>* Advanced Studio</td>
<td>* AP Studio Art</td>
</tr>
<tr>
<td>Art Foundations</td>
<td>Painting I</td>
<td></td>
<td>* AP Art History</td>
</tr>
<tr>
<td><strong>2D DESIGN TRACK</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital Photo</td>
<td>* Photo</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3D SCULPTURE TRACK</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ceramics I</td>
<td>* Ceramics II</td>
<td>* Advanced Sculpture</td>
<td></td>
</tr>
</tbody>
</table>
Art Foundations
Beginning Level Course
(5 periods per week for 1 semester - 1/2 Credit)

If you’re interested in careers like architecture, animation, fashion and web design, Art Foundations is where you should start. Learn the foundations of the creative process through the use and elements of art, the principals of design while producing original works using a wide variety of media. You’ll learn how to organize your work for success and how to evaluate or “critique” your artwork. Fee: $26

Drawing I
Beginning Level Course
(5 periods per week for 1 semester - 1/2 Credit)

It is amazing how easy drawing can be once you’ve been shown how to see your subject. This course is geared towards beginning and experienced artists. You will demonstrate basic technical skills using a variety of drawing materials. Subjects studied in this course vary from collage, still-life, perspective and the human face. You will identify sources artists use for visual reference to generate ideas for artworks. This course is recommended to continue your studies in Studio Art for the college-bound art students. Fee: $26

Painting
Beginning Level Course
(5 periods per week for 1 semester - 1/2 Credit)

Have you ever been lost in a painting? Well imagine someone being lost in your painting! This course is designed for beginning and experienced artists. You will explore color, painting styles, and brush techniques by contemporary and historical artists. The use of watercolor, acrylic paint, and other media will be explored as a means to create images that are personally expressive. This course is recommended to continue your studies in Studio Art for the college-bound art students. Fee: $37

Drawing II & Printmaking
Intermediate Level Course
(5 periods per week for 1 semester - 1/2 Credit)

Do you enjoy being surrounded in art images and creating creative expressive drawings? This is the course for you! You will demonstrate proficient technical skills with various art media when creating from observation, memory and imagination. During this course you will communicate through human form as well as the elements and principles of design. Printmaking techniques will be introduced as a different way of expressing your ideas. This course is required to take Advanced Studio for the college-bound art students. Fee: $26

Advanced Studio
Advanced Level Course
(5 periods per week for 1 year - 1 Credit)

Now that you have mastered design, drawing and painting, learn to develop your personal artistic style and communication. Do you need a portfolio for art school or college admissions? This year long course will help you create theme-based works of art and show you how to represent yourself for college admission or AP Studio Art. This course is required in order to take AP Studio Art in your senior year. Fee: $37

AP Studio Art
Accelerated Level Course
(5 periods per week for 1 year - 1 Credit)

This college entry-level studio portfolio course provides advanced challenges in art making for the highly motivated high school student in art. At the completion of this course, 24 works of art will be submitted for Advanced Placement evaluation. Students earning an Advanced Placement score of three to five on their portfolio can earn entry-level credit at their respective colleges. AP Studio students work independently with teacher consultations. Extensive out-of-class commitment is necessary to complete your portfolio. This course can result in college placement credit for successful candidates. Fee: $52

AP Art History
(5 periods per week for 1 year - 1 Credit)

AP Art History emphasizes understanding works of art within their historical context by examining issues such as politics, class, religion, patronage, audience, gender, function, and ethnicity. The course teaches students to understand works of art through both visual and contextual analysis. Students who have done well in other courses in the humanities, such as history and literature, or in any of the studio arts are especially encouraged to enroll. This course can result in college placement credit for successful candidates. Fee: $32
<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
<th>Credit</th>
<th>Description</th>
<th>Fee</th>
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</thead>
<tbody>
<tr>
<td>Ceramics I</td>
<td>Beginning</td>
<td>1/2 Credit</td>
<td>This course explores the scientific elements of clay and glazing. You will investigate functional forms such as vases, pots, mugs and non-functional pots using hand building techniques. The clay is awaiting your creative minds and abilities! Fee: $32</td>
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<tr>
<td></td>
<td>Intermediate</td>
<td>1/2 Credit</td>
<td>If you like using your hands to express yourself then this is the course for you. This course will allow you to use observation, memory and imagination to demonstrate proficient skills. Through class discussions and research of other artists you will create amazing art. Fee: $32</td>
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<tr>
<td></td>
<td>Advanced</td>
<td>1 Credit</td>
<td>A year long course, Advanced Sculpture will be a third tier advanced course in the Solon High School visual art program. The course would be available to students who have taken Ceramics I &amp; II and have an interest in pursuing an AP 3D Design portfolio. The course would be based in Ohio’s visual arts standards at the HS Advanced level. Fee: $37</td>
<td></td>
</tr>
<tr>
<td>Computer Graphics I</td>
<td>Beginning</td>
<td>1/2 Credit</td>
<td>If you love working on the computer and have an interest in the visual arts, this class is for you. Learn how to use the computer as a tool for layout, illustration and design. Students will learn Photoshop to experience a wide range of commercial design and creative fine art projects. Fee: $21</td>
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<tr>
<td>Computer Graphics II</td>
<td>Intermediate</td>
<td>1/2 Credit</td>
<td>Students will have the opportunity to work with the latest digital photo illustration techniques as well as traditional black and white film and darkrooms study to create meaningful, artistic images. The studio structure of this course will allow students time for refinement of work and ideas along with the individual feedback needed to create great images. Students will build a digital portfolio to showcase work ready for college resume and show opportunities. Fee: $32</td>
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<tr>
<td>Digital Photography</td>
<td>Beginning</td>
<td>1/2 Credit</td>
<td>Today everyone with a smartphone camera can snap a picture. Learn how to add value to your images. Basic photographic skills will be introduced to you in challenging and engaging assignments that allow you to explore the technical, conceptual and historic components of photography and how it applies to art and our world today. Fee: $21</td>
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<tr>
<td>Photography</td>
<td>Intermediate</td>
<td>1/2 Credit</td>
<td>Challenging and engaging assignments will allow you to explore advanced photographic concepts and techniques using a variety of cameras to create work that shows personal expression and creative development. Fee: $32</td>
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</tr>
<tr>
<td>Advanced Sculpture</td>
<td>Advanced</td>
<td>1 Credit</td>
<td>A year long course, Advanced Sculpture will be a third tier advanced course in the Solon High School visual art program. The course would be available to students who have taken Ceramics I &amp; II and have an interest in pursuing an AP 3D Design portfolio. The course would be based in Ohio’s visual arts standards at the HS Advanced level. Fee: $37</td>
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</tbody>
</table>
Animation (CG3)
Advanced Level Course
(5 periods per week for 1 year - 1 Credit)

This course explores the use of the computer to create animation and motion graphics. Students will be exposed to animation fundamentals based in hand-drawn cartooning, computer generated animation, video integrations, and stop motion techniques. Projects will focus on Photoshop animation and computer fundamentals, character design and storyboarding to give students the skills they need to create dynamic and innovative work.

Web-based portfolios will be used to showcase daily work. The studio structure of the class will allow students the time, independence and individual attention to study concepts in-depth preparing them for higher level engagement in the field.

Computer Graphics I and II are recommended, but not required to take this course. Knowledge of Adobe Photoshop is required. Fee: $32

AP 2-D Design
(5 periods per week for 1 year - 1 Credit)

Design involves purposeful decision making about how to use the elements and principles of art in an innovative way. For this portfolio, students are asked to demonstrate mastery of 2-D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, drawing, painting and printmaking. At the completion of this course, 24 works of art will be submitted for Advanced Placement evaluation. This course can result in college placement credit for successful candidates. Fee: $32
BUSINESS & Technology

Courses

All courses are semester courses except Career Exploration.

Accounting I
Career Exploration
College Keyboarding
Entrepreneurship
Marketing
Personal Finance

Accounting I
(5 periods per week for 1 semester - 1/2 Credit)

This is an introductory course designed for students who are interested in obtaining career information in the field of accounting. Students will have an opportunity to develop entry-level job skills. They will learn about journals, ledgers, balance sheets, income statements, schedules of accounts receivable and payable, reconciliation of bank statements, payroll, income tax preparation and depreciation. As the theory is being presented, students will have an opportunity to start and develop an automated accounting system in a networked environment. Workbook fee.

Career Exploration
(5 periods per week for 1 year - 1 Credit; students can earn up to 2 additional credits through work experience outside of the classroom)

This course is designed for the student who wants to gain knowledge and skills in the world of work. Students will learn skills that will help them get a job, keep a job and manage the money they are earning. Skills such as interviewing, resume writing, goal setting, and effective work related communication will be included. Additionally they will research career opportunities that relate to their individual interest through interaction with human relations professionals from the greater Solon community. Students will have the opportunity to earn additional credit based on the number of hours they work a week. Students will have to provide paystubs to validate the number of hours worked.

College Keyboarding
(5 periods per week for 1 semester - 1/2 Credit)

This course is offered to accommodate the special needs of students who wish to refresh or improve their keyboarding skills. It is offered at a pace that is challenging and dynamic. Students learn to create, format, edit, revise and print documents such as letters, memorandums, reports, outlines, tables and manuscripts. In addition, they will work with advanced text editing functions.

Entrepreneurship
(5 periods per week for 1 semester - 1/2 Credit)

This introductory course is designed to motivate the student who may be considering ENTREPRENEURSHIP as a possible career. Material will be presented to provide the student with an awareness and understanding of the risks involved when making this type of career decision. Content will include information from accounting, advertising, marketing, finance, management, insurance, law, communication and the use of technology as it applies to the entrepreneurial functions.

When appropriate, guest speakers will be presented and field trips will be taken. Workbook fee.

Marketing
(5 periods per week for 1 semester - 1/2 Credit)

Marketing is a study of the retailers’ and consumers’ roles in the economy. This course outlines the essential concepts, principles and terminology required to understand basic marketing. Material will deal with the areas of promotion, distribution, product development, the general marketing environment and information sources for marketing decisions.

Personal Finance
(5 periods per week for 1 semester - 1/2 Credit)

This is an introductory course designed to help students understand the kinds of business and personal records that they will use as a citizen, taxpayer and consumer.

Units of study will be introduced that emphasize managing money, budgeting, banking services, tax preparation, buying insurance, investing, and credit. Financial Management Simulation fee.
Courses

All courses are year courses except Creative Writing, Film Studies, Public Speaking, and Debate.

English 9 (College Preparatory)
English 9 Honors
English 10 (College Preparatory)
English 10 Honors
English 11 (College Preparatory)
English 11 Honors
English 12 (College Preparatory)
AP English Language and Composition
AP English Literature and Composition
AP Seminar (can be substituted for the English 11 or English 12 requirement)
AP Research (can be substituted for the English 12 requirement)
Media Communications
Creative Writing
Public Speaking
Debate
Film Studies

Students are required to purchase some or all of their supplemental reading materials based on course selection. Students may be required to purchase Vocabulary Workshop and/or Write for College.

Honors English

Honors English courses are intended to challenge and enrich academically talented, highly motivated students to fulfill their potential. Students aspiring to take Honors English courses should have high achievement test scores, exhibit excellent proficiencies in writing and reading skills and should have been enrolled previously in the Honors program. The aim of the Honors courses is to help students develop an in-depth understanding of the various forms of literature while strengthening their writing skills. The Honors English courses serve as the foundations for the AP literature and language courses.

English 9 (College Preparatory)

(5 periods per week for 1 year - 1 Credit)

This one-year college preparatory course provides the student with intensive instruction and practice in the skill of written expression. Students are expected to demonstrate an ability to write in a clear, concise and persuasive manner. They are introduced to the study of selected novels, plays, short stories, poetry and nonfiction. Throughout the course vocabulary, word origins, syntax and grammar are stressed. Students are provided with ample opportunity for oral discussions. Workbook fee. (Workbook will continue to be used for English 10 CP or 10 Honors).

Language Arts Program at Solon High School

To encourage all students to write effectively and frequently, the English Department is committed to teaching writing as a process of drafting and revising. Upon graduation, students can be assured they have received intensive instruction and practice to further their writing skills through a variety of written assignments.

To help students become critical thinkers, they are exposed to a variety of classics and modern literature. Students are taught how to interact with the text and how to discern inferential meanings in the various genre read.
English 9 Honors  
(5 periods per week for 1 year - 1 Credit)

It is an expectation that students who enroll in English 9 Honors possess a solid command of grammar and sentence structure, as well as an elevated vocabulary. Students’ previous work in English classes must illustrate a desire and aptitude in reading many genres, both for personal interest and for literary study. Therefore, they possess strong literal and inferential skills as well as the ability to convey their ideas in formal essays. While in English 9 Honors, students will complete assignments in which they exemplify comprehension and analysis of Greek literature, poetry, classic and modern novels, and various forms of nonfiction. In addition, the writing component of the class will present students with the challenge of responding to complex prompts which require that students demonstrate organization, complex sentence structure, the ability to integrate quotations, and the support of theses. Students are required to purchase various works of literature which will become a part of their personal library. Workbook fee. (Workbook will continue to be used for English 10 CP or 10 Honors).

English 10 (College Preparatory)  
(5 periods per week for 1 year - 1 Credit)

This course provides students with instruction and practice to help them improve their reading and writing skills and vocabulary. Instruction is focused on effective paragraph development and use of transitions and organizational techniques in developing essays. All students will be instructed in the art of public speaking, logical reasoning and oral presentation techniques. Students will be exposed to literary selections from the various genres: novel, drama, short story, poetry and nonfiction. These literary experiences will enrich students and give them a solid basis from which to discuss and write meaningful papers. Workbook from English 9 will continue to be used.

English 10 Honors  
(5 periods per week for 1 year - 1 Credit)

Students who elect this course will prepare to meet the exacting standards of honors classes in drama, literature and writing. Students will write interpretative, analytical, and expository papers that demonstrate a mastery of correct, concise formal English prose. Analysis of literary and dramatic works as well as nonfiction will also be stressed, both in discussions and in writing. The course will require student purchases beyond the normal English 10 curriculum.

English 11 (College Preparatory)  
(5 periods per week for 1 year - 1 Credit)

This course includes the study of poetry, essay, fiction and nonfiction and is based on the writings of various American authors. Discussions of these works will stimulate students to evaluate the ideas expressed in the material read, to relate the universality of these ideas to their own world, and to evaluate and present material in a logical, organized manner both in written and oral forms. Students will take a research-based approach to these discussions and writings. Workbook fee. (Workbook will continue to be used for English 12 CP).

English 11 Honors  
(5 periods per week for 1 year - 1 Credit)

The Honors English 11 course is an in-depth survey of literature through the Twenty-first Century with specific emphasis upon American authors. All genres are studied as in the college preparatory course. However, the selection of major works is more extensive in this course emphasizing discussions and analyses of literature as well as substantial expository and analytical writing. Students are taught procedures for scholarly research and are responsible for the completion of critical research papers. Students are required to purchase various paperback books throughout the year.

English 12 (College Preparatory)  
(5 periods per week for 1 year - 1 Credit)

The twelfth grade curriculum is designed as a bridge between high school and post secondary opportunities. All course content is aligned with our philosophy that students need to be intelligent, productive members of society who can read, speak, and write articulately about modern issues and complex concepts. The students will practice a variety of deep, critical reading skills utilizing both fiction and nonfiction works. These skills will be utilized in a thorough research process that will culminate in a formal academic research paper which will be presented in front of an audience consisting of teachers, peers and members of the professional working community. Workbook from English 11 will continue to be used.

AP English Language and Composition  
(5 periods per week for 1 year - 1 Credit)

This course provides an opportunity for talented students to develop college-level reading and writing skills. Students will study prose (especially non-fiction) written in a variety of periods and consider the effects of language choices on audience. Students will learn to recognize and apply rhetorical strategies in analytical, argumentative, and narrative writings. Prospective students must have department approval and must have completed Honors English 9 and 10. This course can result in college placement credit for successful candidates. All students will participate in the Advanced Placement examination in May.
**AP English Literature and Composition**  
*(5 periods per week for 1 year - 1 Credit)*

This course is designed for qualified and motivated students who wish to pursue college-level studies while still in secondary school. Utilizing college texts and materials, students will strive to write analytical essays with precision, depth and creativity. Extensive and intensive readings in all genres will expose students to the best in literature. This course can result in college placement credit for successful candidates. Prospective students must have department approval and have completed Honors English 9 and 10. All will participate in the Advanced Placement examination in May. Workbook fee.

**AP Seminar**  
*(5 periods per week for 1 year - 1 Credit)*  
*(Prerequisite include above average achievement in either an Honors/AP English or Social Studies class and a recommendation from an English or Social Studies teacher.)*  
*(Can be substituted for the English 11 or English 12 requirement)*

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

Students are required to take the AP exam in May. AP Seminar's exam costs more than other AP exams.

**AP Research**  
*(5 periods per week for 1 year - 1 Credit)*  
*(Prerequisite: AP Seminar) (Can be substituted for the English 12 requirement)*

In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic paper. Although the topic of each research study will vary, the course requires students to plan and conduct a study or investigation.

The course provides opportunities (activities/assignments) for students to:
- Understand principles of discipline-specific research methods (e.g., qualitative, quantitative, mixed).
- Employ appropriate disciplinary research methods to develop, manage, and conduct an in-depth study or investigation in an area of student’s own interest, culminating in a 4000-5000 word paper (accompanied by an additional piece of scholarly work – where applicable – to be performed or exhibited).
- Present (using appropriate media) and defend the research design, approach, and findings to a panel.
- Document the processes and curate the artifacts of the development of their scholarly work in a portfolio.

Students are assessed on the academic paper and presentation and oral defense of research. The academic paper is approximately 4,000-5,000 words, and the presentation and defense take approximately 15-20 minutes. The Academic Paper is 75% of the score and the Presentation and Oral Defense is the remaining 25%. This constitutes as the AP Exam grade. The AP Research Exam costs more than other AP exams.

**Creative Writing**  
*(5 periods per week for 1 semester – 1/2 Credit)*

Students will be writing every day in a variety of genres. They will explore different writing styles. Their writing skills will be developed through pre-writing, writing, editing, revising and critiquing. Students will also be examining various genres by reading various poetry, songs, columns, short stories, plays, monologues, speeches, etc. Additionally, students must be willing to share their work. Students will be asked to give constructive feedback to other students in the class. Goals will be met through various reading, writing and speaking opportunities.

**Debate**  
*(5 periods per week for 1 semester - 1/2 Credit)*

Debate is for students who have already taken the public speaking course. It provides more extensive training and experience in various debate formats. The in-class debates involve topics chosen and researched by the students.

**Film Studies**  
*(5 periods per week for 1 semester - 1/2 Credit)*  
*(Prerequisite: English 9 [and English 10 preferred]*)

A survey of film history and directorial choices that influence how a story is told. We will review films throughout history and from around the world that highlight cultural differences. We will read and write film reviews to understand how to evaluate a director’s choices and a writer’s choices. This course will focus on film analysis through verbal discussions, written analysis, and seminar conversations.
**Public Speaking**
(5 periods per week for 1 semester - 1/2 Credit)

Public speaking is designed to provide instruction and practice in various speaking situations. Students will learn the principles of communication in order to present themselves more effectively. Strategies and formats for giving informative, persuasive, and group presentations will be covered.

**Media Communication**
(5 periods per week for 1 semester - 1/2 Credit)

In this semester long course, you will write for *The Courier* and make video announcements. You will learn how to write news, sports, entertainment and opinion articles for use in newspapers, magazines and the internet, and how to create news videos. Lessons in this course will provide you with hands-on experience, background and motivation to enable you to compete for leadership roles in your future career.

Media Communication is a course that will:

- Teach you **skills** needed to write journalism articles, interview and communicate with people in your community, research and voice your ideas, and market and manage advertisements.
- Introduce you to **written and video communication** techniques.
- Allow you time to become a **published author** and take on leadership roles (editor, business manager, director, etc.) – all terrific for **College Applications**.
- Offer you the opportunity to be creative and to collaborate with peers in **project-based** assignments.
- Apply what you learn through projects for the **school newspaper** and the **morning announcements**.
FAMILY & CONSUMER SCIENCES

Courses
All are semester courses.

- Children's World
- Creative Cuisine
- Foods
- Foods for Fitness
- Fashion Marketing and Design
- Advanced Fashion
- Single Survival
- Teen Topics

Teen Topics
(5 periods per week for 1 semester - 1/2 Credit)

This course is designed for the student who wants to take an action-oriented approach to analyzing challenges faced by adolescents. Students will evaluate current topics from the perspective of the individual, the family, and society. Students will gain practice preparing nutritious meals as well as use the foods lab and sewing lab to take part in community service projects. Fee: $17

Foods for Fitness
(5 periods per week for 1 semester - 1/2 Credit)

Nutrition plays a critical role in overall fitness. Following a balanced diet can help individuals feel better and live a more active lifestyle. The emphasis in this class is placed on personal diet, athletes’ nutritional needs, losing and gaining weight safely, and diets for special health concerns. Students will learn to prepare nutritious snacks and meals in the foods lab. Fee: $26

Children's World
(5 periods per week for 1 semester - 1/2 Credit)

This hands-on class provides students opportunities to learn skills that could be useful in a career working with children. Content includes child development from conception through the teen years, with an emphasis on the needs of children at each stage of life. Students will have the opportunity to create learning games and activities for children and to prepare nutritious and fun meals and snacks for them. Fee: $17

Foods
(5 periods per week for 1 semester - 1/2 Credit)

Want to improve your food habits? This course is for students who enjoy learning basic culinary skills. Students will practice food preparation techniques while considering prices and nutritional values. Content includes planning, preparing and serving foods. The principles learned will broaden students’ abilities to incorporate whole foods into meal preparation as well as prepare baked goods. Fee: $26

Single Survival
(5 periods per week for 1 semester - 1/2 Credit)

Want to live on your own soon? Taught as a simulation of living life in the “real world,” students in this class will select housing and transportation, find a job, open a bank account, pay bills, and deal with crisis situations and many other real life experiences. Cooking labs include planning and preparing snacks, nutritionally sound meals, and entertaining with foods. Fee: $22

Creative Cuisine
(5 periods per week for 1 semester - 1/2 Credit)

Advanced cooking skills are explored in this hands-on lab-based class. Students broaden their experience preparing foods used in family and commercial meals, as well as foods for entertaining. Food preparation techniques as well as nutrition, aesthetics, and cost in meal planning are emphasized. Fee: $27
**Fashion Marketing and Design**
(5 periods per week for 1 semester - 1/2 Credit)

This course is for the student interested in fashion design or marketing. Content includes the study of the fashion industry, fashion trends, and creative marketing techniques. Students will also be introduced to a variety of textiles and fibers for product analysis. Clothing projects will be individualized to meet the needs of the beginning or advanced sewer. Fee: $11

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**Advanced Fashion**
(5 periods per week for 1 semester - 1 Credit)

Students will further their knowledge of fashion design or merchandising by designing an individual garment, crafting the pattern, and sewing the garment. Students will continue learning about the fashion merchandising business by selecting a fashion store to research and follow through a fashion season. Additionally, students will increase their competency in one skill learned in the introductory class by completing a project of their choice. Fee: $16
Courses
All are semester courses.

Basketball
 Competitive Sports
 Lifeguard Certification
 Personal Fitness
 SAQ (Strength, Speed, Agility and Quickness Training)
 Sports and Activities
 Yoga
 Intramural Sports and Activities

Zero Period SAQ (Strength, Speed, Agility and Quickness Training)
 Zero Period Sports and Activities
 Zero Period Yoga
 Zero Period Health
 Health
 Principals of Coaching and Peak Performance
 Sports Management

Students must take two of any non-health courses to complete the physical education credit requirement.

Students can take the following courses multiple times: Basketball, Competitive Sports, Personal Fitness, SAQ, Sports and Activities, and Yoga.

Basketball
This course does not count towards athletic eligibility.
(5 periods per week for 1 semester - 1/4 Credit per semester)

Students in Basketball will get an enriched experience in a semester of basketball which includes fundamental and strategical drills, tactical elements, projects, conditioning, strength training, officiating, coaching, research, and game play. Reversible Jersey Fee: $16

Competitive Sports
This course does not count towards athletic eligibility.
(5 periods per week for 1 semester - 1/4 Credit)

This class requires an intermediate to advanced skill level as the atmosphere will be competitive. Students will enjoy competing in: badminton, racquetball, ultimate games, pickleball, basketball, volleyball, soccer, speedball, lacrosse, floor hockey, softball, recreation games and more. There will be a variety activities offered each semester.

Lifeguard Certification (American Red Cross/ARC)
This course does not count towards athletic eligibility.
(5 periods per week for 1 semester - 1/4 Credit per semester)

Lifeguarding is NOT a learn to swim program. The following physical pre-requisites are REQUIRED to stay in this course for the semester: a 300 yard continuous swim using front crawl and breast stroke, and a 1 foot surface dive and 10 pound brick retrieval with 20 yard swim in under 1 minute and 40 seconds. If students do not meet the requirements, they will be placed into a different available Physical Education class.
Students must be 15 by the end of the school year of which the class was taken to receive a certification. Note: If a student takes the course 1st semester and is not yet 15 by the end of the course, he/she will have to retake all written and physical tests upon turning 15 to receive an ARC certification.

The primary purpose of this course is to provide entry level lifeguard participants with the knowledge and skills to prevent, recognize and respond to land and water emergencies, and care for sustained injuries/illness until emergency medical services (EMS) personnel arrive and take over. Students will learn skills to ensure their ability to work effectively with others as part of a lifeguard team. Students who fulfill all pre-requisite requirements, show proficiency in lifeguarding skills and fulfill test requirements will receive a certification at the end of the course. Course Fee: approximately $95 to cover certification.

**Personal Fitness**  
This course does not count towards athletic eligibility.  
(5 periods per week for 1 semester - 1/4 Credit)

This class is for students seeking a basic introduction and experience to personal fitness. This is a beginner level fitness course. Students will be exposed to a variety of workouts that may include: cardio activities, kickboxing, circuit training, interval training, weight room workouts, pilates, bosu balls, power walking, yoga and more. Discussions about nutrition, basic techniques, fitness principles and more are covered. Students experience a class that is geared toward their individual progress and goals.

**SAQ (Strength, Speed, Agility and Quickness Training)**  
This course does not count towards athletic eligibility.  
(5 periods per week for 1 semester - 1/4 Credit)

SAQ is an advanced weight training course designed to improve a student’s overall strength, balance, stability, coordination, quickness and speed. SAQ training is a series of drills and exercises in the weight room that will teach students the proper techniques of a variety of lifting exercises that will include fundamentals of sport nutrition and strength/conditioning terminology. In the weight room students will get an enrichment of exercises that include Body Weight Training, Circuit Training, Yoga, Distance Running, Sprints, Stretch Bands, Plyometrics, Dumbbells, Squat Racks, Kettle Bells, TRX Bands, Foam Rollers, and more. Benefits of taking this class include improvement of overall strength, decrease risk of injury, greater flexibility, self-esteem and confidence.

**Sports and Activities**  
This course does not count towards athletic eligibility.  
(5 periods per week for 1 semester - 1/4 Credit)

This is a course for students to participate in a variety of individual/team sports and activities. Basic to intermediate skills will be applied while learning the strategy of each activity. Activities may include: badminton, racquetball, ultimate games, touch football, pickleball, basketball, volleyball, soccer, speedball, lacrosse, floor hockey, softball, recreation games and more. There will be a variety of activities offered each semester.

**Yoga**  
This course does not count towards athletic eligibility.  
(5 periods per week for 1 semester – 1/4 Credit)

Looking to relieve stress and anxiety? Want to improve fitness levels such as muscular strength and endurance, flexibility, cardiovascular endurance, and balance? Then this yoga class is for you! This class counts as either a Physical Education or elective credit and you can take it more than once. This course will teach students the basics of yoga and mindfulness. Students will participate daily in different types of yoga: power yoga, slow flow yoga and relaxation yoga. Students will keep a journal and learn stress management strategies. Mindfulness will be a part of daily practice.

**Intramural Sports and Activities**  
This course does not count towards athletic eligibility.  
(5 periods per week for 1 semester - 1/4 Credit)  
(This is an elective course for students that have already fulfilled their Physical Education requirement. Upper classmen only.)

This class is a competitive intramural-like program designed for upperclassmen to incorporate competition and physical activity into their school day. Students will enjoy competing in games such as: badminton, racquetball, ultimate games, touch football, pickleball, basketball, volleyball, soccer, speedball, lacrosse, floor hockey, softball, recreation games and more.

**Zero Period Sports and Activities**  
This course does not count towards athletic eligibility.  
(5 classes per week for 1 semester - 1/4 Credit)

This is a course for students to participate in a variety of individual/team sports and activities. Basic to intermediate skills will be applied while learning the strategy of each activity. Activities may include: badminton, racquetball, ultimate games, touch football, basketball, volleyball, soccer, speedball, lacrosse, floor hockey, softball, recreation games and more. There will be a variety of activities offered each semester.

**Zero Period SAQ (Strength, Speed, Agility and Quickness Training)**  
This course does not count towards athletic eligibility.  
(5 classes per week for 1 semester - 1/4 Credit)

SAQ is an advanced weight training course designed to improve a student’s overall strength, balance, stability, coordination, quickness and speed. SAQ training is a series...
of drills and exercises in the weight room that will teach students the proper techniques of a variety of lifting exercises that will include fundamentals of sport nutrition and strength/conditioning terminology. In the weight room students will get an enrichment of exercises that include Body Weight Training, Circuit Training, Yoga, Distance Running, Sprints, Stretch Bands, Plyometrics, Dumbbells, Squat Racks, Kettle Bells, TRX Bands, Foam Rollers, and more. Benefits of taking this class include improvement of overall strength, decrease risk of injury, greater flexibility, self-esteem and confidence.

**Zero Period Yoga***
This course does not count towards athletic eligibility.
(5 periods per week for 1 semester – 1/4 Credit)

Looking to relieve stress and anxiety? Want to improve fitness levels such as muscular strength and endurance, flexibility, cardiovascular endurance, and balance? Then this yoga class is for you! This class counts as either a Physical Education or elective credit and you can take it more than once. This course will teach students the basics of yoga and mindfulness. Students will participate daily in different types of yoga: power yoga, slow flow yoga and relaxation yoga. Students will keep a journal and learn stress management strategies. Mindfulness will be a part of daily practice.

**Zero Period Health***
(5 periods per week for 1 semester - 1/2 Credit)

Students will be provided with current information to develop healthful attitudes and behaviors. This course will encourage students to examine their lives and apply their values, insights and skills to everyday situations. After a brief introduction to the subject area, the following topics will be discussed: Mental Health, Nutrition, Communication, Relationships, Substance Abuse, Human Sexuality, STDs and HIV.

**Health**
(5 periods per week for 1 semester - 1/2 Credit)

Students will be provided with current information to develop healthful attitudes and behaviors. This course will encourage students to examine their lives and apply their values, insights and skills to everyday situations. After a brief introduction to the subject area, the following topics will be discussed: Mental Health, Nutrition, Communication, Relationships, Substance Abuse, Human Sexuality, STDs and HIV.

**Sports Management**
(5 periods per week for 1 semester - 1/2 Credit)

(This is a health elective course; it does not fulfill the health requirement.)

This interdisciplinary course will allow the students to understand the sport and recreation industry. The program will cover the many facets of the sport and recreation industry including, sport law and the legal aspects of sport and physical activity; sport marketing and promotion; the role of ethics in sport; the economics and finance of the sport industry; and the role of sport in society. Students will gain exposure and a hands-on experience to sport event management, sport-related venue design and operations, management and leadership in sport organizations and media relations.

**Zero Period PE Classes***
(5 periods per week for 1 semester - 1/2 Credit)

(This is a health elective course; it does not fulfill the health requirement.)

Students will be able to fulfill their PE or Health requirement during the zero-period before the school day begins. This will allow students the flexibility they need to take other courses during the regular school day. This class will run from 6:45 a.m.-7:35 a.m. at Solon High School. Students in PE will be given enough time to shower and get ready for school in the varsity locker rooms.
MATHMATICS

Courses

All are year courses except for the semester course of Introduction to Computer Programming.

- Pre-Algebra/Algebra I
- Algebra I
- Algebra II
- Honors Algebra II
- College Algebra
- Geometry
- Honors Geometry
- Integrated Math III
- Pre-Calculus
- Honors Pre-Calculus
- Calculus
- AP Calculus AB
- AP Calculus BC
- Calculus III: A Study in Multivariable Calculus/Differentiated Equations
- AP Statistics
- Introduction to Computer Programming
- AP Computer Science A
- AP Computer Science Principles
- APP Development
- C++

Pre-Algebra/Algebra I

(10 periods per week for 1 year [2 periods per day] - 2 Credits [one for Pre-Algebra and one for Algebra I])

(Teacher recommendation only)

This course is a combination of Pre-Algebra and Algebra I. The student who successfully completes this course will be eligible to take geometry. Only students recommended by teachers will be assigned this class.

In general, the course is designed with structured investigations and a series of guided problems to support team learning and mathematical discourse. Numerous lessons revisit “mathematical background” of selected topics. Each problem is designed to stimulate team discussion of the mathematical concepts. Homework assignments are designed to practice previous ideas as well as content from the current lesson. Included in homework are problems directed at various levels of difficulty – both to challenge and complete understanding.

Topics addressed by Pre-Algebra include working with integer and fraction operations, simplifying variable expressions and solving equations and inequalities, systems of equations, expressions with exponents, identifying ratios, rates and slopes, analyzing, graphing and interpreting data.

Moreover, the student will earn the second credit for completing the Algebra I portion. In this portion, the course provides algebraic content using a problem-based approach in a study team environment. Emphasis is placed on multiple representations of linear, quadratic and exponential functions (analytic, numerical, graphical, and contextual) and the meaning of a solution. A major focus of the course is the development of multiple strategies to solve problems and understand concepts. Students will symbolically manipulate expressions and solve single equations and inequalities as well as systems of linear and non-linear equations and inequalities. Students will be introduced to
Mathematics

absolute value and square root functions. The students will be analyzing, graphing and interpreting data. In addition to algebraic concepts, the course includes the study of the correlation two-variable statistical data.

**Algebra I**

(5 periods per week for 1 year - 1 Credit)

Algebra I is the first course in a sequence of college preparatory mathematics courses designed to prepare students for college and/or career. The student who successfully completes Algebra I will be eligible to take geometry. The *TI-84 Plus* calculator is required daily for student success.

The course is structured around problems and investigations that build conceptual understanding of algebra topics.

This course provides algebraic content using a problem-based approach in a study team environment. Students will be introduced to the meaning of function and its relationship in context. In development of families of functions, students will describe arithmetic and geometric sequences. Emphasis is placed on multiple representations of linear, quadratic and exponential functions (analytic, numerical, graphical, and contextual) and the meaning of a solution. A major focus of the course is the development of multiple strategies to solve problems and understand concepts. Students will symbolically manipulate expressions and solve single equations and inequalities as well as systems of linear and non-linear equations and inequalities. Students will be introduced to absolute value and square root functions. In addition to algebraic concepts, the course includes the study of the correlation two-variable statistical data.

work for each lesson will reinforce previously learned skills and concepts while preparing and connecting these to upcoming lessons. In addition, homework problems allow students to apply previously learned concepts and skills in new contexts and deepen their understanding by solving the same type of problem in multiple ways.

**Geometry**

(5 periods per week for 1 year - 1 Credit)

(Prerequisite: Algebra I)

Geometry is the second course in a sequence of college preparatory mathematics courses designed to prepare students for college and/or career. The student who successfully completes Geometry will be eligible to take Algebra II. The *TI-84 Plus* calculator is required daily for student success.

Geometry is structured around problems and investigations that build spatial visualization skills, conceptual understanding of geometry topics, and an awareness of connections between different ideas. The concepts of Pattern and Reasoning are developed through a three-step procedure of investigating, conjecturing then proving. Proof is developed by increasing the logical rigor of the mathematics by using flowcharts and two-column proof. The course includes the study of shapes and their connections to the world. Key concepts addressed are: transformations and symmetry, similarity and congruence, properties and measurements of plane figures, three-dimensional shapes, investigation and proof, geometric construction, and algebra and probability. Lessons are structured for students to collaborate actively by working in study teams where they will develop multiple strategies to solve problems and make connections between concepts.

**Honors Geometry**

(5 periods per week for 1 year - 1 Credit)

(Prerequisite: Algebra I and teacher recommendation)

Honors Geometry is an accelerated course designed to challenge and prepare the mathematically talented student for college and/or career readiness in STEM (Science, Technology, Engineering, Mathematics) related fields. The course is one in a sequence of courses designed to prepare students to earn advanced placement credit in mathematics (AP Calculus). The *TI-84 Plus* calculator is recommended daily for student success.

Honors Geometry is structured around problems and investigations that build spatial visualization skills, conceptual understanding of geometry topics, and an awareness of connections between different ideas. The concepts of Pattern and Reasoning are developed through a three-step procedure of investigating, conjecturing then proving. Proof is developed by increasing the logical rigor of the mathematics by using flowcharts and two-column proof. The course includes the study of shapes and their connections to the world. Key concepts addressed are: transformations and symmetry, similarity and congruence, properties and measurements of plane figures, three-dimensional shapes, investigation and proof, geometric construction, and algebra and probability. Lessons are structured for students to collaborate actively by working in study teams where they will develop multiple strategies to solve problems and make connections between concepts.
**Integrated Math III**  
(5 periods per week for 1 year - 1 Credit)  
(Prerequisite: Algebra I and Geometry, Teacher Recommendation and approval of the Math Department)

Integrated Math III is the third course in a sequence of college preparatory mathematics courses designed to prepare students for college and/or career. The student who successfully completes Algebra I and Geometry will be eligible to take Integrated Math III.

The course is structured around problems and investigations that build conceptual understanding of algebra topics.

This course is designed to deepen and develop further the fluency with solving linear equations, inequalities, and systems. Then extend solving strategies to exponential, quadratic and rational equations. It applies and extends what students have learned in previous courses by focusing on finding connections between multiple representations of functions, transformations of different function families, finding zeroes of polynomials and connecting them to graphs and equations of polynomials. Students will also use the language of set theory to compute and interpret probabilities for compound events, use regression techniques to analyze the fit of models to distributions of data while describing associations (not causations) by form, direction, strength, and outliers. In addition, describe a univariate set of data by correctly reporting the center, shape, spread and outliers as comparing it to another, and understanding the role of randomness and the normal distribution in making statistical conclusions.

This course provides algebraic content using a problem-based approach in a study team environment. Emphasis is placed on multiple representations of linear, quadratic, exponential and rational functions (analytic, numerical, graphical, and contextual) and the meaning of a solution.

This course is structured around problems and investigations that build the conceptual understanding of these algebraic topics and an awareness of connections between the different topics. Students are encouraged to investigate, communicate their thinking, and generalize their results. During class time, the students will work on challenging problems that introduce new concepts. Then, homework for each lesson will reinforce previously learned skills and concepts while preparing and connecting these to upcoming lessons. In addition, homework problems allow students to apply previously learned concepts and skills in new contexts and deepen their understanding by solving the same type of problem in multiple ways.

**Algebra II**  
(5 periods per week for 1 year - 1 Credit)  
(Prerequisite: Algebra I and Geometry and/or teacher recommendation)

Algebra II is the third course in a sequence of college preparatory mathematics courses designed to prepare students for college and/or career. Algebra II is extension of concepts and skills acquired in Algebra I. The student who successfully completes Algebra II will be eligible to take Pre-Calculus and/or Advanced Placement Statistics (AP Stats). The TI-84 Plus calculator is required daily for student success.

The course includes a study of multiple representations of functions, their transformations, and their inverses (linear, quadratic, polynomial, exponential, logarithmic, absolute value, simple rational, square root). Furthermore, the course includes a study of generalizing relationships, solving linear or quadratic equations in one variable, some mixed systems in two variables, and systems of linear equations in three variables. It includes a study of order and equivalence properties of algebra to rewrite algebraic expressions and equations, computation of real and complex numbers, compare compound interest situations. The course applies the use of multiple algebraic representations to solve problems presented as real world situations or simulations that require polynomial, exponential, or logarithmic relationships.

This course is structured around problems and investigations that build conceptual understanding of algebraic topics, comfort with using general equations to represent functions and relations as well as with interpreting general equations to describe a situation, and an awareness of connections between different ideas. Students are encouraged to investigate, conjecture, and then justify to develop their reasoning skills. The course also uses a multiple-representations approach to investigating new topics. By using multiple-representations, students develop experience with multiple entry points into a problem and have the chance to apply their knowledge of one representation to build understanding of others. Students focus on identifying the connections and interrelationships among these representations to find new ways of looking at problems.

During class time, the students will work on challenging problems that introduce new concepts. Then, homework for each lesson will reinforce previously learned skills and concepts while preparing and connecting these to upcoming lessons. In addition, homework problems allow students to apply previously learned concepts and skills in new contexts and deepen their understanding by solving the same type of problem in multiple ways.

**Honors Algebra II**  
(5 periods per week for 1 year - 1 Credit)  
(Prerequisite: Algebra I, Honors Geometry and teacher recommendation)

Honors Algebra II is an accelerated course designed to challenge and prepare the mathematically talented student for college and/or career readiness in STEM (Science, Technology, Engineering, Mathematics) related fields. The course is one in a sequence of courses designed to prepare students to earn advanced placement credit in mathematics (AP Calculus). Algebra I concepts are expected to be mastered and will be extended in depth. The TI-84 Plus calculator is required daily for student success.

Honors Algebra II provides algebraic content using a problem-based approach in a study team environment. The course includes a study of multiple representations of functions, their transformations, and their
inverses (linear, quadratic, polynomial, exponential, logarithmic, absolute value, sine, cosine, tangent, simple rational, square root). Furthermore, the course includes a study of generalizing relationships, solving linear or quadratic equations in one variable, some mixed systems in two variables, and systems of linear equations in three variables, including 3-D graphing. It includes a study of order and equivalence properties of algebra to rewrite algebraic expressions and equations, computation of real and complex numbers, compare compound interest situations. The course applies the use of multiple algebraic representations to solve problems presented as real world situations or simulations that require polynomial, exponential, logarithmic or trigonometric relationships. The course also connects right triangle definitions of sine, cosine, and tangent to definitions of the trigonometric functions and use the Laws of Sines and Cosines in new contexts. Lastly, the course covers randomization of samples and normal distribution to solve problems.

This course is structured around problems and investigations that build conceptual understanding of algebraic topics, comfort with using general equations to represent functions and relations as well as with interpreting general equations to describe a situation, and an awareness of connections between different ideas. Students are encouraged to investigate, conjecture, and then justify to develop their reasoning skills. The course also uses a multiple-representations approach to investigating new topics. By using multiple-representations, students develop experience with multiple entry points into a problem and have the chance to apply their knowledge of one representation to build understanding of others. Students focus on identifying the connections and interrelationships among these representations to find new ways of looking at problems.

**College Algebra**  
(5 periods per week for 1 year - 1 Credit)  
(Prerequisite: Algebra II, teacher recommendation, and approval by Math Department)

This course is for students who have completed Algebra II, but who need additional practice in algebraic concepts to be successful in the regular Pre-Calculus sequence. Course includes: study of functions with transformations, trigonometry, simplifying and solving complex algebraic equations and probability. The TI-84 Plus calculator is required daily for student success.

**Pre-Calculus**  
(5 periods per week for 1 year - 1 Credit)  
(Prerequisites: Algebra II)

Pre-Calculus is a course primarily designed for high school upperclassmen continuing their preparation for college and/or career. The course builds on concepts introduced and mastered in Algebra II and is the next course in sequence for mathematics for high school students. The course is not designed for students seeking to earn advanced placement credit in mathematics (AP Calculus). Calculator use is emphasized. Graphing calculator (TI-84 Plus or equivalent) is required.

Pre-Calculus is structured around investigations and problem solving. Students will explore concepts and develop mathematical relationships through observation, application, and both formal and informal proof. The course encourages students to pose conjectures, justify solutions, and defend their thinking.

Key concepts addressed are: transformations of functions, periodic functions and their graphs, area under a curve as a foundation for integration, inverses, exponentials, and logarithmic equations and applications. In addition, the course addresses limits, properties of functions, including continuity, increasing and decreasing and concavity, and rates of change. Other concepts include: improving algebraic fluency and simplification techniques, and modeling with functions.

**Honors Pre-Calculus**  
(5 periods per week for 1 year - 1 Credit)  
(Prerequisite: Honors Geometry and Honors Algebra II and/or teacher recommendation)

Honors Pre-Calculus is a course designed for the mathematically talented student intending to take Advanced Placement Calculus who has demonstrated success in both Honors Algebra II and Honors Geometry by maintaining an A or B average.

The course is well balanced among procedural fluency (algorithms and basic skills), deep conceptual understanding, problem-solving and application and extension. Students work collaboratively with others as they use problem-solving strategies, complete investigations, gather evidence, critically analyze results, and communicate clear and effective arguments while justifying their thinking. In addition to transformations of functions, periodic functions and their graphs, inverses, exponentials and logarithms, polar equations, trigonometric functions, matrices, and modeling: an introduction of calculus with functions, graphs, limits, area under a curve, and rates of change is emphasized.

A graphing calculator is required daily.

**Calculus**  
(5 periods per week for 1 year - 1 Credit)  
(Prerequisite: Pre-Calculus)

Differential calculus is completed with the transcendental functions. Integral calculus is introduced with areas under the curve, volumes generated by rotating functions, surface area, length of plane curve segments. Algebraic and transcendental functions are graphically depicted and applied. There will be an emphasis on problem solving from a numerical, graphical and algebraic perspective. A graphing calculator (TI-84 Plus) is required.
AP Calculus AB
(5 periods per week for 1 year - 1 Credit)
(Prerequisites: Pre-Calculus and teacher recommendation only)

AP Calculus AB covers one semester of college calculus in a year of high school. The three main topics: functions, derivatives, and integrals, are all addressed contextually, graphically, numerically, and analytically. Analysis of functions includes limits and continuity. Differential calculus includes techniques of differentiation, numerical approximation, and applications of the derivative. Integral calculus includes numerical approximations, the fundamental theorem of calculus, and applications of integration. Preparation for the Advanced Placement Calculus AB exam is emphasized. Graphing calculator (TI-84 Plus) is required. Students are required to take the AP exam in May.

AP Calculus BC
(5 periods per week for 1 year - 1 Credit)
(Prerequisites: Honors Pre-Calculus and teacher recommendation only)

Differential Calculus is completed including applications. Integral Calculus is introduced with applications. Other topics include differential equations, convergence of sequence and series, power series approximations, parametric equations, polar graphs, and vectors. Preparation for the Advanced Placement Calculus BC exam is emphasized. Graphing calculator (TI-84 Plus) is required. Students are required to take the AP exam in May.

AP Statistics
(5 periods per week for 1 year - 1 Credit)
(Prerequisites: Algebra II and teacher recommendation only)

Advanced Placement Statistics will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to the following four conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. Students who successfully complete the course and the Advanced Placement examination may receive credit and/or advanced placement for a one-semester introductory college statistics course. Graphing calculator (TI-84 Plus) is required. Students are required to take the AP exam in May.

Calculus III: A Study in Multivariable Calculus/ Differentiated Equations
(5 periods per week for 1 year - 2 Credits)
(Prerequisite: AP Calculus BC)

Students will investigate multivariable calculus and various differential equations and/or linear algebra topics. The curriculum will help the student transition into math intensive majors in college. High school credit will be given for this course with the option to also earn college credit. Students need to receive at least a 4 on the Advanced Placement Calculus BC exam.

Introduction to Computer Programming
(5 periods per week for 1 semester - 1/2 Credit)
(Prerequisite: B or higher in Algebra I or teacher recommendation)

Do you enjoy logic puzzles like Sudoku? Do you wonder how those little applications on your calculator work? Introduction to Computer Programming has no homework and uses fun metaphors to learn introductory programming concepts and data structures (like variables, conditions, loops, and methods) in a relaxed environment using the object-oriented language Java. Students will use these tools to develop their logical-thinking skills while designing small-scale computer programs. Fee: $11

AP Computer Science A
(5 periods per week for 1 year – 1 Credit)
(Prerequisite: Successful completion of Introduction to Computer Programming or Independent Summer Study with passage of the Entrance Exam. See the Skipping Intro link on Mr. McKeen’s school web page for details.)

This course picks up where Introduction to Computer Programming left off – it is still fun, but is faster, more challenging, and has weekly homework. It covers the material that a student would encounter in a first year college computer science course. The major emphasis is on writing sophisticated algorithms using advanced concepts and data structures (such as arrays, stacks, queues, recursion, searching, and sorting) in the object-oriented Java language. Students will develop logic skills that they can apply in many areas of life. Preparation for the Advanced Placement Computer Science A exam is emphasized. Students are required to take the AP exam in May and are encouraged to take the subsequent C++ and App Development courses. Fee: $11
### AP Computer Science Principles

(5 periods per week for 1 year – 1 Credit)  
(Prerequisite: Students must have been successful in Algebra I; demonstrate strong logical thinking skills; and must have teacher recommendation)

AP Computer Science Principles is a course designed for the student who is either planning on majoring in Computer Science or has a strong interest in using technology in creative and innovative ways in other fields. Programming experience is not necessary.

AP Computer Science Principles offers a multidisciplinary approach to learning the underlying principles of computation. This course introduces students to abstractions, algorithms, digital information, the Internet, the creative aspects of programming, cybersecurity concerns, and computing impacts on society and culture. The course is organized around these seven big ideas. Students will be expected to be able to write technical responses to prompts; produce quality digital artifacts; collaborate with others; and participate in class daily.

Students are required to complete both thru-course AP Performance Tasks as well as take the multiple-choice AP exam in May. Sophomores, juniors, and seniors who meet the prerequisites may enroll in this class with teacher recommendation. Students are required to purchase a workbook.

### App Development

(5 periods per week for 1 semester – 1/2 Credit) (Prerequisite: Successful completion of AP Computer Science A)

Mobile devices like phones and tablets are everywhere and app usage has become a daily part of most people’s lives. This course will teach students how to create apps for Android devices. Upon successful completion, students will have the base knowledge to create applications that they can load on their phones and portable devices. The class will culminate with a project where students will be required to meet with a teacher or a community member and create an app that will benefit them in some way.

### C++

(5 periods per week for 1 semester - 1/2 Credit)  
(Prerequisite: Successful completion of AP Computer Science)

This course will teach the fundamentals of the C++ programming language, focusing primarily on pointers and memory management, overloaded operators, and complex algorithms. Engineering and high-powered programming make significant use of C++ because of its power.
Music Theory
(5 periods per week for 1 semester - 1/2 Credit)

Music Theory is open to sophomores, juniors and seniors with permission of the instructor. Previous knowledge of music theory is not required but would be helpful. The course objective is to help each student attain college entry level skills in the areas of general theory, sight-reading, sight-singing, composition and arranging. Students will be able to use and develop their new skills in their own area of interest, whether it be in original composition, arranging music for vocal or instrumental groups, improving performance abilities or merely supplying a harmonic background while at the piano or guitar. Workbook fee.

AP Music Theory
(5 periods per week for 1 year - 1 Credit)
(Prerequisite: Placement test and teacher recommendation only)

The ultimate goal of AP Music Theory is an integrated approach to aural, sight-singing, written, compositional and analytical skills. To this end, daily exercises will focus on listening, performing, writing, composing and analyzing music.

Speed and fluency with the rudiments and terminology of music is an initial concern. Continuing work on common practice techniques such as part-writing, tonality and harmony, modulation, phrase structure and formal analysis will constitute the balance of the course. Students are required to take the AP exam in May. Workbook fee.

INSTRUMENTAL MUSIC

Band (Marching and Concert)
(5 periods per week for 1 year - 1 Credit)

The band is open to all students who play an appropriate instrument. The band performs at all football games, home and away, band festivals and parades. Band practice begins in late July. Attendance is required. When school begins, the band meets one period each day and Wednesday evenings from 6:30 until 8:30 p.m. At the conclusion of football season, the band rehearses one period each day. Performances include concerts and contests. Members of the band must play in both marching band and concert band.

CHORAL MUSIC

A cappella Choir
(5 periods per week for 1 year - 1 Credit)
(Open by audition only)

A cappella Choir is open to all 10th grade through 12th grade students by basic audition. The objective of this group is to develop solid vocal technique, basic musicianship skills, and to provide students with an appreciation for the art of vocal music. The choir performs music from all periods with special emphasis being placed on intermediate classical literature. Membership is by audition in February.

Men’s Chorus
(5 periods per week for 1 year - 1 Credit)
(Non-auditioned choir)

Men’s Chorus is open to any male student in grades 9-12. The objective of this group is to develop solid vocal technique, basic musicianship skills, and to provide students with an enjoyable social opportunity in the performance of vocal music.
Women's Chorus
(5 periods per week for 1 year - 1 Credit)
(Non-auditioned choir)

Women’s Chorus is open to any female student in grades 9-12. The objective of this group is to develop solid vocal technique, basic musicianship skills, and to provide students with an enjoyable social opportunity in the performance of vocal music.

Music In Motion
(5 periods per week for 1 year - 1 Credit)
(Open by audition only)

Music In Motion is a highly select choir whose members are chosen on the basis of musicianship, vocal quality, dance skills, and a desire to achieve high performance standards. Music In Motion is open to female students in grades 10-12, and male students in grades 9-12. The choir performs music from all periods with special emphasis being placed on the more difficult classical literature and highly customized show choir music. They perform at all school concerts as well as festivals, contests, and other special events. Membership is by audition in February.
SCIENCE

Courses

All are year courses.

General Biology
Honors Biology
Anatomy & Physiology
AP Biology
General Chemistry
Honors Chemistry
AP Chemistry
General Physics
AP Physics 1
AP Physics 2
Environmental Science
AP Environmental Science
Forensics Science

General Biology
(5 periods per week for 1 year - 1 Credit)

This course is designed to give students an overview of biological concepts. Students will explore topics such as biochemistry, cell structure and function, photosynthesis, respiration, protein synthesis, cellular reproduction, genetics, social issues, evolution and ecology. Relationships of living things are presented through laboratory activities, simulations and classroom discussions. Fee: $16

Honors Biology
(5 periods per week for 1 year - 1 Credit)
(Teacher recommendation only)

This course is designed to develop an understanding of the nature of life by concentrating on cellular structure and function, cellular reproduction, heredity, natural selection, species diversity, ecology, conservation, and social issues. Additionally, the students will be exposed to biochemistry, photosynthesis, respiration, protein synthesis and recombinant genetics. A laboratory approach will be used that develops a scientific approach to problem solving with emphasis on microscopy and structural relationships based on evolutionary trends. This course is recommended for those students planning to incorporate AP Biology into their schedule and/or those students who plan to pursue science-related careers at the college level. Fee: $16

Anatomy & Physiology
(5 periods per week for 1 year – 1 Credit)
(Pre-requisites: achieved a C or better in Biology and Chemistry; can be taken concurrently with Chemistry and approval of biology teacher)

This course presents a systemic approach to the study of the human body. Course topics begin with an introduction of anatomical terminology and an overview of cellular processes and tissue classification. Students then are introduced to the gross and microscopic anatomy of the following systems: integumentary, skeletal, muscular, nervous, circulatory, respiratory, digestive, urinary and reproductive. The laboratory component of the course generally parallels and reinforces lecture concepts through the use of models, histological slides, skeletal materials, as well as cadaver demonstration. Students will learn the names and functions of anatomical structures; learn anatomical structures and concepts that will help them succeed in their future college program; understand the “big picture” of how anatomical systems work together; and understand and apply the clinical relevance of anatomical structures. Fee: $52

AP Biology
(5 periods per week for 1 year - 1 Credit)
(Prerequisites: Honors Biology)

AP Biology is designed to meet the objectives of a general biology course at the college level. The course includes cellular, organismal and populational approaches with stress given to unifying these areas from a chemical and evolutionary viewpoint. There is equal emphasis given to botany and zoology. Evaluation of enrolled students is based on expressing ideas orally, objectively and in essay form. Sophomores, juniors and seniors of special ability may enroll with recommendation of teacher, parent and counselor. Students are required to take the AP exam in May. Fee: $26

General Chemistry
(5 periods per week for 1 year - 1 Credit)
(Prerequisites: Algebra I)

Chemistry deals with all of the substances that make up our environment. It also deals with the changes that take place in these substances. This course is designed to be more conceptual with less mathematical problem solving than Honors Chemistry. This course will expose students to the chemistry taking place all around them. This course is a college prep course intended for students who do not intend to pursue science-related careers. Fee $16

Honors Chemistry
(5 periods per week for 1 year - 1 Credit)
(Prerequisites: Geometry taken concurrently or completed)

Chemistry deals with all of the substances that make up our environment. It also deals with the changes that take place in these substances. This course is similar to general chemistry with more emphasis on individual
initiative and mathematical problem solving skills at the algebra level. This course emphasizes learning of chemical principles and their application to appropriate problems. Most of the problem solving will occur in a laboratory setting. Honors Chemistry will provide a solid base in chemistry and chemical principles to all students who intend to pursue advanced placement chemistry and/or science-related fields in college or professional schools. This course is intended for future science majors. Fee: $16

AP Chemistry
(5 periods per week for 1 year - 1 Credit)
(Prerequisites: Honors Chemistry and Algebra II; Pre-Calculus or a higher level math course taken concurrently)

This is a second year chemistry course for gifted and motivated students who intend to pursue a career in science. The structure, properties and behavior of matter are examined theoretically and in the laboratory. College level texts and labs are used. A major goal is to develop applied mathematics through the study of “real world” chemical problems via daily homework and tests. The course will pose intellectual and laboratory challenges to all students and will satisfy the requirements for a first year college lecture course in General Chemistry. Students are required to take the AP exam in May. Fee: $26

AP Physics 1
(5 periods per week for 1 year - 1 Credit)
(Prerequisite: Pre-Calculus taken concurrently or completed and teacher recommendation)

This is a first year physics course leading to the completion of AP Physics 1 exam. College level text and labs are used. An in-depth study of physical phenomena promoting a deep understanding of physics principles covering the following major areas: motion, force, gravity, energy, momentum, waves and circuits. Students will gain knowledge and develop critical thinking skills through problem solving, experiments, demonstrations, discussions and reading. Students are required to take the AP exam in May. Fee: $26

AP Physics 2
(5 periods per week for 1 year - 1 Credit)
(Prerequisites: AP Physics 1 and Pre-Calculus taken concurrently or completed and teacher recommendation)

This is a second year physics course leading to the completion of AP Physics 2 exam. College level text and labs are used. An in-depth study of physical phenomena promoting a deep understanding of physics principles covering the following major areas: fluids, thermodynamics, electricity, magnetism, optics and modern physics. Students will gain knowledge and develop critical thinking skills through problem solving, experiments, demonstration, discussions and reading. Students are required to take the AP exam in May. Fee: $26

Environmental Science
(5 periods per week for 1 year - 1 Credit)

Environmental Science is designed to introduce students to major ecological concepts and the environmental problems that affect the real world in which they live. Students will learn about the developments in technology and evaluate them for their environmental and social effects. Topics include human population dynamics, land use, ecological interactions, natural resources, air, water and soil qualities, energy sources, and local and global environmental changes. Students will perform classroom, laboratory and field investigations. This course is designed for students considering careers in urban development or management, ecology, natural resources, agriculture, wildlife management and conservation related fields. Fee: $52
SOCIAL STUDIES

Courses

World History
AP World History
U.S. History
AP U.S. History
U.S. Government
AP U.S. Government
Economics
AP Economics
Psychology
AP Psychology
AP European History
AP Comparative Government & Politics
AP Human Geography*
African-American History
Facing History and Ourselves
Sociology

*indicates that it is a new course

U.S. History
(5 periods per week for 1 year - 1 Credit)
(Prerequisite: World History)

This course provides a survey of the development of the U.S. from 1870 to the present.

AP U.S. History
(5 periods per week for 1 year - 1 Credit)
(Prerequisite: World History)
(Recommended concurrent enrollment in Honors English and teacher recommendation.)

This is a demanding course with selective enrollment, providing an in-depth chronological view of the American experience to the present. Emphasis is on writing and on reading a variety of primary and secondary sources. The AP Examination is taken in May and earning a certain score may result in the awarding of college credit and/or placement. Students are required to take the AP exam in May.

U.S. Government
(5 periods per week for 1 semester - 1/2 Credit)
(Prerequisite: U.S. History)

This course is an overview of the U.S. political system including political ideology, the U.S. Constitution and events leading to its adoption, the legislative, executive, and judicial branches, civil liberties, voting behavior and elections.

World History
(5 periods per week for 1 year - 1 Credit)
(Prerequisite: Teacher Recommendation)

This survey course provides a traditional study of significant events from the Enlightenment Period (1750) through present day. As the ninth grade social studies required course of study, this course will utilize the Ohio Department of Education strands to guide instruction with special emphasis on developments in the 20th Century world.

AP World History
(5 periods per week for 1 year - 1 Credit)
(Prerequisite: Teacher Recommendation)

Covering a time period from the beginning of recorded history through the present, the AP World History curriculum covers an immense period of time. This stretch of time is broken into six basic time periods and is assessed in a manner similar to the AP World History test.

This is an extremely demanding course for a select group of students seeking to deepen their knowledge of history through a look at Africa, the Americas, Asia, Europe and Oceania. The course requires exceptional reading and writing skills. Students will focus on historical thinking and analysis of historical sources. In addition to historical analysis, there will be a focus on effective writing in the AP style in preparation for the required AP World History test given in May.
AP U.S. Government
(5 periods per week for 1 year - 1 Credit)
(Prerequisite: Strongly Recommended An A or B in AP U.S. History or an A or B in AP European History)

An extremely demanding course for a select group of students seeking an in-depth view of the American political system. Topics to be covered are detailed study of the three branches of government as laid out in the Constitution, as well as political parties, interest groups, civil rights, civil liberties, voter participation and behavior, public policies, and government bureaucracy. The course demands exceptional reading and writing skills as well as an above average achievement in previous advanced placement courses such as AP U.S History and/or AP European History. It is imperative that the student is highly motivated and willing to put forth the time and effort required for a course of this intensity. Students should expect nightly reading assignments, frequent essays, and complex, comprehensive-based evaluations. The teaching methodology is primarily lecture/discussion with the occasional opportunities for group exercise and simulations. Students must be willing to participate in active class dialogue and debate. Students are required to take the AP Government exam in May.

Economics
(5 periods per week for 1 semester - 1/2 Credit)

A one semester course which aims to introduce the economic concepts that apply to both consumers and producers in the larger economic system. Major areas covered include the evolution of economic systems, different types of business competition, money and the banking industry, international trade, the stock and securities markets, roles of the government in our economy, as well as other basic economics principles and institutions. High levels of math proficiency are not required. This course fulfills the financial literacy requirement.

AP Economics
(5 periods per week for 1 year - 1 Credit)
(Prerequisite: Recommendation by a social studies teacher.)

This course is a full year concentrated study of the principles of Economics as they apply to both consumers and businesses within the larger economic system. During the first half of the course, areas of concentration will include the roles of consumers and businesses in our economy, the different types of markets that businesses compete in, and the roles of the government in our economy. In the second half of the course, the concentration will be on the national economy, fiscal (government) policy and its effects, monetary (banks) policies and their effects, and international trade.

Students in this class will prepare to take both the Micro and the Macroeconomics AP test in May, which may earn them college credit or advanced placement in college. A high level of proficiency in math is not required. Students are required to take the AP exam in May. This course fulfills the financial literacy state requirement.

Psychology
(5 periods per week for 1 semester - 1/2 Credit)

This course is an introduction to the study of human behavior. Topics addressed include but are not limited to: memory, motivation, sleep and dreams, learning theory and behavior modification, perception, personality, abnormal behavior, intelligence and personality testing, stress and the life cycle.

AP Psychology
(5 periods per week for 1 year - 1 Credit)
(Prerequisites include above average achievement in other social studies classes and a recommendation by a social studies teacher.)

This course is a full year concentrated study of the field of Psychology. This is a demanding course for students interested in the systematic and scientific study of the behavior and mental process of human beings and other animals. Students will study the history and approaches to psychology including the theoretical approaches in explaining behavior, the domains of psychology, and the major historical figures and theories. Areas of concentration will also include research methods, the biological basis for psychology, sensation and perception, states of consciousness, learning, cognition, motivation, developmental psychology, personality, abnormal behavior and social psychology. Students will also learn about the ethics and methods psychologists use in their science and practice.

Students must have a strong interest in the field of psychology, and excellent critical thinking and study skills. Students are required to take the AP Psychology exam in May.
AP European History  
(5 periods per week for 1 year - 1 Credit)  
(Prerequisite: students must have successfully completed both World History and U.S. History or completed AP World History. Must also have teacher recommendation.)

AP European History is a course that is designed for students to gain knowledge of basic chronology and of major events and trends from approximately 1450 to present. The students would develop an understanding of some of the principal themes in modern European history, an ability to analyze historical evidence, and an ability to analyze and express historical understanding in writing. Students are required to take the AP exam in May.

AP Comparative Government & Politics  
(5 periods per week for 1 year - 1 Credit)  
(Prerequisite: successful completion of AP or CP Government is strongly recommended)

Through this course, students will have the opportunity to pursue their interest in government and political affairs beyond the United States. The course covers both an introduction to comparative politics concepts and the application of these concepts to substantive content about six countries. Content includes facts about the six countries that form the core of the course – Britain, China, Iran, Mexico, Nigeria, and Russia – combined with conceptual analysis that introduces different ways of organizing politics and their outcomes. Comparative politics enables students to learn about quite diverse political institutions and processes in cultures and societies which are less familiar. It teaches the tools that citizens, as well as students, need to make sense of an increasingly complex and differentiated global environment. This is an excellent course for students who want to pursue degrees in international affairs, international business, international law and public service. Students are required to take the AP exam in May.

AP Human Geography  
(5 periods per week for 1 year - 1 Credit)

AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth’s surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. The course covers issues of migration, climate change, women’s roles, technological innovation and urban development. Students are required to take the AP exam in May.

African-American History  
(5 periods per week for 1 semester - 1/2 Credit)  
(Prerequisite: World History)

This course requires intensive reading, analytical writing, and historical judgment. The course begins with the study of ancient Africa and ends with the challenges of contemporary Black America. Areas of study will include Africa, slavery, Reconstruction, Civil Rights, and racism in America. Students will be expected to investigate, research, interview, visit museums and cultural sites, and contact members of the African-American community to increase their awareness of and interest in an Afro-centric view of the world. Evaluation is based on a variety of tests, projects, and research papers.

Facing History and Ourselves  
(5 periods per week for 1 semester - 1/2 Credit)

The objective of Facing History and Ourselves is to study cases of history that challenge us to analyze and discuss the ideas of racism, anti-Semitism, and prejudices that have existed, and still exist, throughout our world. The focus of this course includes the analysis of human behavior—why do people choose to be bystanders? Why do others stand-up and fight for what is morally right? How are others completely dehumanized and desensitized towards humanity?

The goal of this course is to encourage students of diverse backgrounds to engage in discussions that examine difficult topics in order to promote the development of a more humane and informed citizenry. This course would allow a deeper analysis of world events (topics could include, but are not limited to: Genocide and Mass Violence, The Holocaust, Justice and Human Rights, Race in US History, Anti-Semitism and Religious Intolerance, and Democracy and Civic Engagement) and the ability to study through a variety of platforms (examined through a series of readings, videos, activities and reflections). This course is not about memorizing facts—it is about analyzing why people did what they did and how it changed society. Students will not only have the opportunity to reflect upon the universality of racism and social injustice, but also upon the importance of global awareness and civic engagement.

Sociology  
(5 periods per week for 1 semester - 1/2 Credit)

The study of the fundamental principles of human social behavior with a focus on individual and group behavior, the effects of heredity and environment on human behavior, normal and deviant behaviors, adolescence, educational systems, inter-national cultural differences and similarities, role relationships and conflicts, and the future of society are considered in this course.
### Courses

All courses are semester courses.

- Engineering Applications
- Graphic Arts
- AutoCAD I (Computer Aided Drafting)
- AutoCAD II
- Production Technology
- Robotics
- Woods & Home Construction Technology

### Engineering Applications

(5 periods per week for 1 semester - 1/2 Credit)

(Prerequisite or Concurrent: Pre-Calculus and Physics.)

Students will explore the wide range of engineering professions and their content. Class work will include basic examples of engineering problems and hands on application of concepts. Students will solve problems involving electronics, energy & power, aerospace, mechanical and civil engineering. Fee: $26

### Graphic Arts

(5 periods per week for 1 semester - 1/2 Credit)

An introduction to graphic arts and its related fields. Activities include view camera work, special film developing techniques for silk screening, beginning air brushing and silk screening techniques. Student projects can include printing on t-shirts, glass, mirror, and all paper and poster products. Fee: $32

### AutoCAD I

(Computer Aided Drafting)

(5 periods per week for 1 semester - 1/2 Credit)

The purpose of this course is to provide an entry level knowledge-based and skill-based context for using AutoCAD software. The student will do assignments and projects to learn the AUTOCAD 2011 commands. Fee: $16

### AutoCAD II

(5 periods per week for 1 semester - 1/2 Credit)

Students will extend their knowledge of Computer Aided Drawing to include 3D solid modeling and graphic renderings of designs. Students will design Model Homes, products, mechanical processes and will learn the concepts of rapid prototyping. Engineering concepts and drawing methods will be stressed. Fee: $16

### Production Technology

(5 periods per week for 1 semester - 1/2 Credit)

This course will expose students to a wide range of entertainment related technologies and concepts. Students will examine theatrical, television, film, concert and sporting events from a production point of view. Emphasis will be placed on the design aspects of these events and students will complete a project in one of these venues that encompasses sound, lighting, scenic, special effects, and costume design while considering the constraints of a budget.

### Robotics

(5 periods per week for 1 semester - 1/2 Credit)

(Prerequisite: B or higher in Algebra I)

In this hands-on course, students will learn the principles and concepts needed to design, build, program and control robots. The course will teach programming as well as the Mechanical Engineering concepts needed for design and function. Focus will be placed on the art of combining design, programming and engineering into a working robot. Students will use an Arduino based controller and a remote control to operate the motors, servos, sensors and other mechanical components. The concepts learned in this course will provide a spring board for students going on to college in Robotics, Programming, Engineering or Electronics.
Woods & Home Construction Technology
(5 periods per week for 1 semester - 1/2 Credit)

This course has two distinct sections. First, students will learn basic home construction, maintenance and repair. Projects will include drywall repair, basic electricity, plumbing, siding and roofing. During the second quarter, the focus will shift when students will learn the basics of fine wood-working and will gain an appreciation for finished wood. Safety, tool use and project planning will be stressed throughout the course. Fee: $26
### TECHNICAL EDUCATION

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<td>Aurora High School</td>
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<td>Performing Arts Academy *</td>
<td>Chagrin Falls High School</td>
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<td>Studio Art &amp; Design*</td>
<td>Orange High School</td>
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<td>Business &amp; Administration/Hospitality</td>
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<td>Culinary Arts **</td>
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<td>Construction Trades **</td>
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<td>Welding Technologies **</td>
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<td>Education &amp; Training</td>
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<td>Teacher Education &amp; Children’s Health * (TEACH)</td>
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<td>Engineering /Transportation</td>
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<td>Auto Collision</td>
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<td>Computer-Aided Design/Drafting</td>
<td>Engineering Technology (CADD) **</td>
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<td>Environmental &amp; Agricultural</td>
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<td>Gates Mills Environmental Ed. Center</td>
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<td>Allied Health**</td>
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<td>Excercise Science &amp; Sports Rehabilitation **</td>
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<td>Licensed Practical Nursing (LPN) ** ^</td>
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<td>Medical Assisting **</td>
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<td>Medical Technologies **</td>
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<td>Human Services/Public Safety</td>
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<td>Cosmetology *</td>
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<td>Fire/EMS Training Academy **</td>
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<td>Information Technology</td>
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<td>Interactive Media **</td>
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**12th Grade Only**

|   |   |
| Marketing * | Beachwood High School |

* denotes College Tech Prep Program
** denotes Tech Prep/CT²
^ denotes pre-entrance exam

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Career Technical Education is high school and college education that provides students with:

- Academic subject matter taught with relevance to the real world, often called contextual learning;
- Employability skills, from job-related skills to workplace ethics;
- Education pathways that help students explore interests and careers in the process of progressing through school.

Courses listed in this section have various requirements of students concerning grade point average, earned credits and attendance. In addition, the selection process is based on the student’s application and/or interview. In the winter, counselors meet with the sophomore class to give further information on this program.

Courses listed in this section are in the College Tech Prep Program. College Tech Prep blends college prep and technical education into an exciting program that helps students prepare for high-tech careers and helps employers obtain better-prepared workers. College Tech Prep programs provide a seamless curriculum pathway beginning in the 11th grade and continuing through a two-year associate degree program and/or further education at a four-year degree institution.

Some courses are denoted with a double asterisk because they are a Career-Technical Credit Transfer (CT²) course. These guarantee transferability of credits from Ohio high school/adult workforce career-technical programs to Ohio public two-year and four-year institutions. Requirements for attaining college credit are specific to each career technical course. Excel TECC also has direct articulation agreements with Kent State University and the University of Akron.

Note: Fees are charged for these courses. Official information regarding fees will be provided upon application to the program. Speak to your guidance counselor for specific details about the program. Details can also be found at www.mayfieldschools.org.
WORLD LANGUAGES

Courses
All are year courses.

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<tr>
<th>Courses</th>
<th>French II</th>
<th>French III</th>
<th>French IV</th>
<th>AP French Language &amp; Culture</th>
<th>Spanish I</th>
<th>Spanish II</th>
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<th>Spanish IV</th>
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<td>American Sign Language I</td>
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Students are required to purchase workbooks based on course selection.

Courses to be taken in sequence unless permission is granted by teacher, department head and guidance counselor.

American Sign Language I
(5 periods per week for 1 year - 1 Credit)

Introductory American Sign Language class in which students will develop vocabulary and grammatical skills in the context of purposeful real-life communicative interactions. Students will become proficient in such everyday tasks as introducing themselves or a friend, telling about their activities, asking questions and exchanging information, and describing people, places and things. Through reading, discussion, Internet exploration, and video clips, students will develop an understanding of cultural differences.

American Sign Language II
(5 periods per week for 1 year - 1 Credit)

Intermediate level class in which students will expand vocabulary, grammar and the contexts in which they can interact in culturally appropriate ways. Students will accomplish more abstract communicative tasks such as comparing, evaluating, giving and supporting an opinion or hypothesizing.

New language functions will be introduced and practiced within the context of real-life situations. Authentic materials, video clips, reading and discussion will continue to broaden awareness of and respect for differences and similarities between cultures.

American Sign Language III
(5 periods per week for 1 year - 1 Credit)

ASL III is an advanced level course in which students will expand their ability to communicate in a variety of settings about an increasing number of topics. Communicative functions will continue to be practiced in meaningful real-life contexts as students acquire greater breadth & depth of vocabulary & grammar. Study of Deaf literature will help students develop a greater appreciation of similarities and differences between Deaf & hearing cultures. It will also expand their understanding of such advanced grammatical features as the use of classifiers, spatial visualization, role play and eye gaze in storytelling & everyday conversation.

American Sign Language IV
(5 periods per week for 1 year - 1 Credit)

ASL IV is an advanced level course in which students will expand their ability to communicate in a variety of settings about an increasing number of topics. Communicative functions will continue to be practiced in meaningful real-life contexts as students acquire greater breadth & depth of vocabulary & grammar. Authentic materials, video clips, reading and discussion will continue to broaden awareness of and respect for differences and similarities between cultures. Topics such as education of the Deaf, poverty, stereotypes, and bias in the media will be covered.

Chinese I
(5 periods per week for 1 year - 1 Credit)

Chinese I is an introduction course to the Chinese language and culture. It is designed to give students the basic foundation of the four language skills: speaking, listening, reading and writing. Students will develop communicative skills in variety of daily settings. Students will be introduced to Chinese customs, holidays and history through different thematic units. Pīnyīn and simplified characters are used in this course. Students are required to purchase one workbook.
World Languages

Chinese II
(5 periods per week for 1 year - 1 Credit)

Chinese II is an extension of Chinese I. Students will continue to build communicative skills, vocabulary, knowledge of Chinese writing systems and grammatical patterns while studying thematic units. Topics such as sports, food, birthdays, daily routine, home, clothes, shopping and eating are covered. Writing skills will also be enhanced. The study of Chinese customs, holidays and history is also included while learning thematic units. Pīnyīn and simplified characters are used in this course. Students are required to purchase one workbook.

AP Chinese Language & Culture
(5 periods per week for 1 year - 1 Credit)

The AP Chinese Language and Culture course is designed to be comparable to the fourth semester or the equivalent of college course in Mandarin Chinese and is offered to students who have successfully completed Chinese IV. This course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities) as outlined in the Standards for Foreign Language Learning in the 21st Century. Its aim is to provide students with opportunities to further develop their proficiencies across the full range of language skills (listening, speaking, reading, writing, and typing) within a cultural frame of reference reflective of the richness of Chinese language and culture. Students will learn strategies to analyze authentic content, both written and oral. This course engages students in various topics based on six broad themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Family and Communities, and Beauty and Aesthetics. In the classes, students are immersed in a Chinese setting and are required to exclusively speak Chinese with the instructor and classmates. Students are required to purchase one workbook.

French II
(5 periods per week for 1 year - 1 Credit)

This course begins with a review of the basic communicative patterns from level one. Students subsequently practice more challenging communicative skills with a focus on narrating past and future events and on describing daily activities in greater detail. Students engage in longer impromptu communicative exchanges and read a wider variety of texts and stories. The cultural focus continues to center on the richness of the French-speaking world. Technology resources extend and enhance learning. Students are required to purchase one workbook.

Chinese III
(5 periods per week for 1 year - 1 Credit)

Students of Chinese III will continue to develop language skills in all four areas of communication: listening, speaking, reading and writing. Students will be involved in more complicated communicative exchanges related to daily-life activities. Skills will be developed through cultural themes. Students will read dialogues, simple stories, riddles and narratives. The study of Chinese customs, cultural practices and perspectives and history is also included. Pīnyīn and simplified characters are used in this course. Students are required to purchase one workbook.

French III
(5 periods per week for 1 year - 1 Credit)

The French III course consists of a review of core material from the preceding level followed by a series of practical language-use units. Skills will be developed through a variety of cultural themes and activities. Students will be able to carry out extended conversations and creative writing using a variety of tenses. They will develop stronger reading skills as they study excerpts from famous French literature. Technology resources extend and enhance learning. Students are required to purchase one workbook.

Chinese IV
(5 periods per week for 1 year - 1 Credit)

This course serves as a transitional course between Chinese III and Advanced Placement Chinese Language and Culture. Chinese is used almost exclusively to carry out daily activities and discussions. Students will use the language to explore various topics and contemporary issues. Skills will be developed through cultural themes. Students continue to improve their skills in listening and reading comprehension as well as speaking and writing proficiency. The study of Chinese customs, cultural products, practices and perspectives and history is also included while studying different thematic units. Pīnyīn and simplified characters are used in this course. Students are required to purchase one workbook.

French IV
(5 periods per week for 1 year - 1 Credit)

French IV serves as a transitional course between French III and Advanced Placement French Language and Culture. French is used exclusively by both teacher and students to carry out daily activities and discussions. The exploration of the language and culture is taught through cultural themes using authentic resources and materials. The more complex structures are reviewed and refined through skill-building activities in the three modes of communication (Interpretive, Interpersonal and Presentational) to prepare students to progress to the AP level.
**AP French Language & Culture**  
(5 periods per week for 1 year - 1 Credit)

The AP French class is offered to students who have successfully completed French IV and who wish to pursue college-level studies in French in preparation for the Advanced Placement French Language and Culture exam and for advanced language study. The AP French Language and Culture course continues to engage students in an exploration of cultural products, practices and perspectives of the French-speaking world based on six broad themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Course work provides students with opportunities to demonstrate their proficiency in the three modes of communication: Interpretive, Interpersonal, and Presentational. Students are required to purchase one workbook and a novel.

**Spanish I**  
(5 periods per week for 1 year - 1 Credit)

The Spanish I course is an introduction to the Spanish language and culture. It is designed to give students the basic foundation of the three language skills: interpretive, interpersonal and presentational. The students develop a fundamental vocabulary base as well as the building blocks of basic grammar concepts in order to communicate in a variety of settings. The vocabulary and grammar concepts will be taught through a variety of cultural themes.

**Spanish II**  
(5 periods per week for 1 year - 1 Credit)

Students of Spanish II will continue to develop language skills in the three areas of communication: interpretive, interpersonal and presentational. These skills will be developed through a variety of cultural themes. Also, a variety of instructional techniques and authentic sources will be used in order to provide students with many opportunities to learn and practice the language. Students will be expected to participate daily because Spanish II is a class that requires students to listen closely to understand spoken Spanish, to thoughtfully process new information, to practice, to ask questions, and to study on their own outside of class. By the end of level II, students will be able to communicate in Spanish about a variety of topics.

**Spanish III**  
(5 periods per week for 1 year - 1 Credit)

This course is considered to be an upper level course. It contains a review of grammar, vocabulary and expressions from levels I and II with the addition of more advanced concepts. Grammar and vocabulary will be taught through cultural themes. Students will continue to develop interpretive, interpersonal, and presentational skills through a variety of activities and assignments. Spanish is used almost exclusively in the class by both the teacher and the students. Students at this level are expected to be self-motivated and self-directed in their learning. Effort outside of class and during class activities and discussions is essential for success.

**Spanish IV**  
(5 periods per week for 1 year - 1 Credit)

Spanish IV serves as a transitional course between Spanish III and Advanced Placement Spanish Language and Culture. Spanish is used exclusively by both teacher and students to carry out daily activities and discussions. The exploration of the language and culture is taught through cultural themes using authentic resources and materials. The more complex structures are reviewed and refined through skill-building activities in the three modes of communication (Interpretive, Interpersonal and Presentational) to prepare students to progress to the AP level.

**AP Spanish Language & Culture**  
(5 periods per week for 1 year - 1 Credit)

The AP Spanish course is offered to students who have successfully completed Spanish IV and who wish to pursue college-level studies in Spanish in preparation for the Advanced Placement Spanish Language and Culture exam. Students are required to exclusively speak Spanish with the instructor and classmates. The course continues to engage students in an exploration of cultural products, practices, and perspectives of the Spanish-speaking world based on six broad themes: Global Challenges, Science and Technology, Contemporary Life, Public and Personal Identities, Families and Communities, Beauty and Aesthetics. Coursework provides students with opportunities to demonstrate their proficiency in the three modes of communication: Interpretive, Interpersonal, and Presentational.
Please refer to the graduation and diploma requirements listed on pages 3-6. Physical Education, Health, and Economics (1 semester) graduation requirements can be taken during any high school year.

<table>
<thead>
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COURSE PLANNER

Please refer to the graduation and diploma requirements listed on pages 3-6. Physical Education, Health, and Economics (1 semester) graduation requirements can be taken during any high school year.

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**ELEVENTH GRADE**

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