Berea City School District
390 Fair Street
Berea, Ohio 44017
216-898-8300
www.bera.k12.oh.us

Twitter @BereaCSD
Facebook.com/BereaCSD

Board of Education
Ana Chapman | President
Cori Farris | Vice President
Steve Dockman
Jeffrey Duke
Neal Postel

Administration
Michael Sheppard | Superintendent
Jill Rowe | Treasurer/CFO

Lori Bobincheck | Director of Pupil Services
Cristina Carosielli | Director of Marketing and Community Relations
Karen Frimel | Director of Academic Affairs
Jeffrey Grosse | Assistant Superintendent
Kevin Jaynes | Director of Information Technology
Jason Niedermeyer | Director of Academic Affairs
Michael Slivovichka | Director of Personnel

School Directory
Berea-Midpark High School | Vincenzo Ruggiero, Principal.................. 216-898-8900
Berea-Midpark Middle School | Nick Discenza, Principal.......................... 216-676-8400
Big Creek Elementary | Katie Rolland, Principal.......................... 216-898-8303
Brook Park Memorial Elementary | Mike Kostyack, Principal..................... 216-433-1350
Brookview Elementary | Tracy Schneid, Principal....................... 216-676-4334
Grindstone Elementary | Teri Grimm, Principal.............................. 216-898-8305
Snow School | Joseph Kornick, Principal.......................... 440-260-8251
The Berea City School District is a diverse community dedicated to inspiring lives of character, learning, leadership, and service.
# High School Student Course Registration Guide

## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Requirements Chart</td>
<td>2</td>
</tr>
<tr>
<td>A Word About Credits</td>
<td>3</td>
</tr>
<tr>
<td>Athletic and Interscholastic Activity Eligibility</td>
<td>3</td>
</tr>
<tr>
<td>AVID</td>
<td>4</td>
</tr>
<tr>
<td>College Credit Plus</td>
<td>5</td>
</tr>
<tr>
<td>College Recommendations</td>
<td>5</td>
</tr>
<tr>
<td>Credit Flexibility</td>
<td>6</td>
</tr>
<tr>
<td>Early Graduation</td>
<td>6</td>
</tr>
<tr>
<td>Educational Options</td>
<td>6</td>
</tr>
<tr>
<td>Gifted Services</td>
<td>7</td>
</tr>
<tr>
<td>Honors Diploma Criteria</td>
<td>7</td>
</tr>
<tr>
<td>Independent Study</td>
<td>10</td>
</tr>
<tr>
<td>Instructional Fees Board of Education Policy</td>
<td>11</td>
</tr>
<tr>
<td>International Baccalaureate Diploma Program</td>
<td>11</td>
</tr>
<tr>
<td>NCAA Division I/II College Eligibility Rules</td>
<td>11</td>
</tr>
<tr>
<td>PE Waiver</td>
<td>12</td>
</tr>
<tr>
<td>Schedule Planning for Special Needs Students</td>
<td>13</td>
</tr>
<tr>
<td>Ohio State Tests - Graduation End-of-Course Exams</td>
<td>14</td>
</tr>
<tr>
<td>Volunteer Program</td>
<td>14</td>
</tr>
<tr>
<td>Final Word Before You Begin Course Selections</td>
<td>15</td>
</tr>
</tbody>
</table>

## Course Descriptions

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>16</td>
</tr>
<tr>
<td>Business Education</td>
<td>21</td>
</tr>
<tr>
<td>Computer Science and Information Technology</td>
<td>23</td>
</tr>
<tr>
<td>English</td>
<td>27</td>
</tr>
<tr>
<td>Family and Consumer Science</td>
<td>34</td>
</tr>
<tr>
<td>Health/Physical Education</td>
<td>36</td>
</tr>
<tr>
<td>Mathematics</td>
<td>39</td>
</tr>
<tr>
<td>Music</td>
<td>45</td>
</tr>
<tr>
<td>Polaris</td>
<td>49</td>
</tr>
<tr>
<td>Project Lead The Way (PLTW)</td>
<td>58</td>
</tr>
<tr>
<td>Science</td>
<td>61</td>
</tr>
<tr>
<td>Social Studies</td>
<td>69</td>
</tr>
<tr>
<td>World Languages</td>
<td>75</td>
</tr>
<tr>
<td>Course Selection Summary Sheet</td>
<td>82</td>
</tr>
</tbody>
</table>
# BEREA CITY SCHOOL DISTRICT
Graduation Requirements

This chart reflects the graduation requirements based on the Ohio core.

<table>
<thead>
<tr>
<th>R-Regular</th>
<th>H-Honors</th>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
<th>TOTAL REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td></td>
<td>English 1 R or H 1.00</td>
<td>English 2 R or H 1.00</td>
<td>Required English 3 1.00</td>
<td>Required Course (4) English 1.00</td>
<td>4.00 Credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Language 1.00</td>
<td>AP Literature 1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MATH</strong></td>
<td></td>
<td>Math Course (1) R or H 1.00</td>
<td>Math Course (2) R or H 1.00</td>
<td>Math Course (3) Alg. 2 or Equivalent Class R or H 1.00</td>
<td>Math Course (4) R or H 1.00</td>
<td>4.00 Credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td></td>
<td>Physical Science R or H 1.00</td>
<td>Biology R or H 1.00</td>
<td>1 Advanced Science Course Required 1.00</td>
<td>Science Elective</td>
<td>3.00 Credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Biology R or H 1.00</td>
<td>Chemistry R or H 1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SOCIAL STUDIES</strong></td>
<td></td>
<td>Modern World History R or H 1.00</td>
<td>American History R or H 1.00</td>
<td>American Government R or H – 1.00</td>
<td>Social Studies Elective</td>
<td>3.00 Credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PHYSICAL EDUCATION</strong></td>
<td></td>
<td>Physical Education .25</td>
<td>Physical Education Elective - .25</td>
<td></td>
<td></td>
<td>.50 Credit</td>
</tr>
<tr>
<td><strong>HEALTH</strong></td>
<td></td>
<td>Health .50</td>
<td></td>
<td></td>
<td></td>
<td>.50 Credit</td>
</tr>
<tr>
<td><strong>COMPUTER</strong></td>
<td></td>
<td>.50 Computer/technology taken any time in four years</td>
<td></td>
<td></td>
<td></td>
<td>.50 Credit</td>
</tr>
<tr>
<td><strong>FINANCIAL LITERACY</strong></td>
<td></td>
<td>Requirement met by taking Economic, Personal Finance, or Personal Financial Management</td>
<td></td>
<td></td>
<td></td>
<td>.50 Credit</td>
</tr>
<tr>
<td><strong>FINE ARTS</strong></td>
<td></td>
<td>Students are to have successfully completed two semesters of Fine Arts from ninth to twelfth grade. (Students following a Career-Technical pathway are exempted from the Fine Arts requirement.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ELECTIVES</strong></td>
<td></td>
<td>Choices are available in all subject areas</td>
<td></td>
<td></td>
<td></td>
<td>6.00 Credits</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>5.50 Minimum</td>
<td>5.50 Minimum</td>
<td>5.50 Minimum</td>
<td>5.50 Minimum</td>
<td>22.00 Minimum Credits For Graduation</td>
</tr>
</tbody>
</table>
A WORD ABOUT CREDITS

Credit is earned (.50 per semester) for successful completion of Algebra 1, Geometry, World Language and Physical Science at the seventh and eighth grade level. These credits are not part of the student’s high school grade point average.

District policy requires students to earn 22 credits to graduate. These graduation requirements must include four English credits, four math credits, three science credits, and three social studies credits. Additionally, several courses listed below meet the graduation requirement in Business, Technology, Fine Arts or World Languages:

- Art Department………………………………………………………………………….All Courses
- English Department………………………………………………Drama Performance
- Music…………………………………………………………………..All Courses
- World Languages………………………………………………….All Courses
- Business Education………………………………………………..All Courses
- Technology Education………………………………………………All Courses
- Computer Science and Information Technology………………..All Courses

ATHLETIC AND INTERSCHOLASTIC ACTIVITY ELIGIBILITY

Participants in interscholastic sports and activities must enroll in and pass a minimum of 2.5 credits per semester (excluding credit earned through the Volunteer Program) and have a 2.0 or higher grade point average in the 9 weeks grading period preceding the sport to be eligible to compete. Students who do not pass 2.5 credits are ineligible for the entire next grading period. If the age of 19 is attained on or after August 1, the athlete is eligible to participate through the school year. An athlete has only eight semesters of eligibility, counting ninth grade, regardless of whether he/she has participated in athletics. Summer school credits do not pertain to athletic eligibility.

ACADEMIC ELIGIBILITY FOR ATHLETICS, CO-CURRICULAR OR EXTRACURRICULAR ACTIVITIES

All participants in athletic, extracurricular or co-curricular activities must meet the following academic eligibility requirements.

PART ONE - OHSAA REQUIREMENT

Students must have received passing grades in a minimum of five one-credit courses, or the equivalent, in the grading period immediately preceding, to be eligible:

- A student becomes a member of an interscholastic squad, and thus establishes eligibility, when he/she participates in a contest (scrimmage, preview or regular season game).
- For eligibility purposes, summer school grades may not be used to substitute for failing grades received in the final grading period.
of the regular school year or because of the lack of sufficient courses passed during the preceding grading period.

- Semester or yearly grades have no effect on OHSAA eligibility.
- Students not meeting these minimum requirements will be ineligible for participation in athletics, extra-curricular activities, and a portion of co-curricular activities for the duration of the current 9-week period.

PART TWO - Berea City School District Requirement

The second requirement for academic eligibility is a **2.0 minimum grade point average** for the grading period immediately preceding for grades 7-12.

---

**AVID – Advancement Via Individual Determination**

This nationally known program encourages students to realize their academic potential and places them on a college-bound path. In this four year-long elective class, students learn organizational and study skills, work on critical thinking and questioning skills, foster academic growth through collaboration with peers and college tutors, and participate in enrichment and motivational activities. Students and teachers create a support system to succeed in rigorous academic courses. AVID curriculum and activities promote college-readiness, career exploration, and motivation.
COLLEGE CREDIT PLUS

Ohio’s College Credit Plus (CCP) provides opportunities to earn college credit and high school graduation credit through the successful completion of college courses. The purpose of the CPP program is to promote rigorous academic pursuits and expose students to options beyond the high school classroom. Any high school student admitted to a course by an institution of higher education will be required to perform at the same level as the institution’s regular students. The CCP allows seventh through twelfth graders to take college courses at a college campus or, when available, on-site at their high school. All course credits earned and grades appear on students transcripts. All CCP courses will be computed into the students GPA.

If interested, talk with your school counselor. Discuss your interest in taking college courses and how it fits in with your overall academic plan and career goals. Prior to February 1, the district will schedule an information night about the College Credit Plus program for all students in grades 7-12.

If interested, each year, a student must submit a CCP Intent to Participate in College Credit Plus Form to his/her counselor by April 1. The District intent form link can be found on the School Counselors tab on the District website.

For more information about College Credit Plus, please visit the College Credit Plus webpage at https://www.ohiohighered.org/ccp.

COLLEGE RECOMMENDATIONS

It should be noted that the minimum requirements for a high school diploma do not necessarily meet the entrance requirements for post high school education. The following are the Ohio Board of Regents recommendations of college preparatory programs for unconditional acceptance at Ohio private and public college and universities:

4 units of English, with emphasis on composition
3 units of Social Studies
4 units of Mathematics (beginning with Algebra 1)
3 units of Science, with emphasis on advanced sciences
2 units of World Language (same language)
1 unit of Fine Arts
CREDIT FLEXIBILITY

Credit Flexibility is any alternative coursework, assessment or performance that demonstrates proficiency needed to be awarded equivalent graduation credit as approved by the school district. Approved credit awarded through this policy will be posted on the student’s transcript and counted as required graduation credit in the related subject area or as an elective. **The school district will communicate the aspect of the Credit Flexibility policy and application process through the high school’s Counseling Department.**

EARLY GRADUATION

Some students decide to complete their graduation requirements in less than four years. Consult with your parents and counselor if this is your wish. A letter is to be written to the principal, indicating when you hope to graduate, how you plan to meet your graduation requirements, including meeting the End-Of-Course Graduation Point requirements; courses to be taken in the next year, reasons for graduating early, and a statement signed by a parent/guardian. This statement indicates that they are in agreement with your decision and includes student address, phone and present grade. After the letter has been sent a conference with the student, parents, counselor and administrator will be scheduled. Refer to the student handbook for deadline dates.

EDUCATIONAL OPTIONS

The district provides for **educational options** for use in meeting a variety of student needs. Such options will include the District’s Credit Flexibility Plan, independent study, College Credit Plus options and may include, but not be limited to, on-line coursework, tutorial programs, independent study, correspondence courses, educational travel, project portfolios, internships, mentorship programs, summer school, and early college entrance.

A maximum of six **educational option** credits may be applied to those credits required for graduation for grades nine through twelve. Of the six credits earned under this option, no more than four can be applied to the credits required for graduation in English, health, mathematics, physical education and social studies. Students must meet with their school counselor to discuss this option.

Educational options are learning experiences or activities that are designed to extend, enhance, supplement, or serve as an alternative to classroom instruction.
GIFTED SERVICES

Students who meet specific criteria have many individualized options available to them including enrichment seminars, career shadowing, internships (1/4 credit), mentorships (1/2 credit), journalism experiences and participation in Cleveland area programs. Students are identified for gifted services based on superior performance on standardized tests or validation from a professional in the fine and performing arts. Those interested should contact the gifted services specialist or their counselor for more information.

HONORS DIPLOMA CRITERIA

For students who entered the ninth grade between July 2013 and July 2017 (ONLY available to current Juniors & Seniors):

To be awarded a High School Academic Diploma with Honors or a Career-Technical Diploma with Honors, the student shall be required to meet at least all but one of the criteria listed below.

High School Academic Diploma with Honors

1. Earn four units of English.
2. Earn four units of mathematics, including Algebra 1, Geometry, Functions/Trigonometry 1 and 2 or Algebra 2 and another higher level math course.
3. Earn four units of science, including Physics and Chemistry.
4. Earn four units of social studies.
5. Earn three units of one world language or two units each of two world languages.
6. Earn one unit of fine arts.
7. Maintain an overall grade point average of at least 3.5 on a four-point scale, through the first semester of the senior year.
8. Obtain a composite score of 27 on the American College Test (ACT) or a total score of 1210 on the Scholastic Aptitude Test (SAT) based on critical reading and math.

Career-Technical Diploma with Honors

1. Earn four units of English.
2. Earn four units of mathematics, including Algebra 1, Geometry, Functions/Trigonometry 1 and 2 or Algebra 2 and another higher level math course.
3. Earn four units of science, including Physics and Chemistry.
4. Earn four units of social studies.
5. Earn a minimum of four units of Career-Technical Instruction.
6. Maintain an overall grade point average of at least 3.5 on a four-point scale, through the first semester of the senior year.
7. Obtain a composite score of 27 on the American College Test (ACT) or a total score of 1210 on the Scholastic Aptitude Test (SAT) based on critical reading and math.
8. Achieve proficiency benchmark established for Ohio Career-Technical Competency Assessment or equivalent.

For students who entered the ninth grade on or after July 1, 2017 (Available to ALL students in grades 9 – 12):

For the Academic, International Baccalaureate, and Career Tech Honors Diplomas, students who entered the ninth grade between July 1, 2013 and June 30, 2017 may choose to pursue the diploma by meeting the requirements of these criteria or the previous criteria. Students entering the ninth grade on or after July 1, 2017 must meet these criteria:

**High School Academic Diploma with Honors**
1. Earn **four** units of mathematics, including Algebra I, Geometry, Algebra II (or equivalent), and **one** other higher level course or 4 course sequence that contains equivalent or higher content
2. Earn **four** units of science, including **two** units of advanced science
3. Earn **four** units of social studies
4. Earn **three** units of one world language, or no less than **two** units of each of **two** world languages studied
5. Earn **one** unit of fine arts
6. Maintain an overall grade point average of 3.5 on a four-point scale
7. Obtain a composite score of **27** on the American College Test (ACT) or a total score of **1280** on the Scholastic Aptitude Test (SAT) based on critical reading and math

**Career-Technical Diploma with Honors**
1. Earn **four** units of mathematics, including Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content
2. Earn **four** units of science, including two units of advanced science
3. Earn **four** units of social studies
4. Earn **two** units of one world language studied
5. Earn **four** units of Career-Technical minimum
6. Maintain an overall grade point average of **3.5** on a four-point scale
7. Obtain a composite score of **27** on the American College Test (ACT), a total score of **1280** on the Scholastic Aptitude Test (SAT) based on critical reading and math, a total score of **6** in Reading for Information and total score of 6 in Applied Mathematics on WorkKeys
8. Complete a field experience and document the experience in a portfolio specific to the student’s area of focus
9. Develop a comprehensive portfolio of work based on the student’s field experience or a topic related to the student’s area of focus that is reviewed and validated by external experts

- 8 -
10. Earn an industry-recognized credential or achieve proficiency benchmark for appropriate Ohio Career-Technical Competency Assessment or equivalent

Completion of any advanced standing program, which includes Advanced Placement, International Baccalaureate, College Credit Plus, and may include Credit Flexibility, can be counted toward the unit requirements of an Honors Diploma.

Students must meet all or all but one of the criteria to qualify for an Honors Diploma, and any one of the criteria may be the one that is not met. Diploma with Honors requirements pre-suppose the completion of all high school diploma requirements, as outlined on page 2.

1. Writing sections of either standardized test should not be included in the calculation of this score. The Locating Information test is not included in the calculation of the WorkKeys score.
2. Advanced science refers to courses that are inquiry-based with laboratory experiences and align with the 11/12th grade standards (or above) or with an AP science course, or with an entry-level college course (clearly preparing students for a college freshman-level science class, such as anatomy, botany, or astronomy).
3. Program must lead to an industry recognized credential, apprenticeship, or be part of an articulated career pathway which can lead to post-secondary credit.
4. The fifth mathematics and science credit for the STEM honors diploma may be fulfilled with a single course.
5. Field Experience refers to experiential learning in either an internship or apprenticeship. Students will document their experiences by describing their understanding in a portfolio.
6. The student portfolio is a collection of experiential learning and competencies based on the student’s field experiences. Students will engage with professionals or scholars in the field while developing their own portfolio or ePortfolio of original work that documents their technical, critical and creative skills representative of their honors focus; students’ work must be reviewed and evaluated by scholars or professionals within the field/area of study in which the students’ work is focused, and the scholars or professionals must be external to the district staff; students will give a presentation to showcase the work and provide an analysis of it to the school and local community. If the student does not complete a field experience, the portfolio can be based on a collection of work related to the student’s honors diploma area of focus.
7. Students must score a minimum of a 6 on the Math WorkKeys Assessment and a minimum of 6 on the Reading WorkKeys Assessment in order to meet the WorkKeys score requirement. The WorkKeys option applies only to the Career Tech Honors Diploma.
8. These scores are based on the 2016 ACT and SAT assessments. ODE will publish a concordance document outlining equivalent scores for past and future tests that differ from the 2016 versions.
In addition to adhering to the criteria outlined above, the following procedures must also be adhered to:

1. All students who pass a Level 1 World Language, Algebra 1, Geometry, or Physical Science at the junior high school level will earn credit(s), which can count toward the requirement for the earning of the Diploma with Honors. Such credits earned at the junior high school level will not be considered in the high school grade point average (GPA), but will be counted towards the twenty-two required for graduation.

2. A junior high school student who enrolls in a high school course not offered at the junior high school level will have the opportunity to earn a high school credit for the course and will have the course count in their high school GPA and as a credit toward their high school graduation requirement. If applicable, this credit will also count in the credits earned toward the Diploma with Honors.

3. A junior high school student who takes a Level 1 World Language, Algebra 1, Geometry, or Physical Science at the junior high school level, and who enrolls again in the same course at the high school level cannot use the junior high school credit toward the Diploma with Honors.

4. Post-secondary option courses may count towards the Diploma with Honors.

**INDEPENDENT STUDY**

An independent Study can be initiated by a student for any course listed in the Course Registration Guide for which the student is unable to schedule the course, either through a scheduling conflict or the course not being offered during that school year. A teacher can also initiate an independent study for a course not in the Course Registration Guide, but which would be the next advanced course in sequence (i.e. Spanish 6).

1. These courses will earn credit and a grade carrying a grade point average. If the course is an honors course in the Course Registration Guide, then the Independent Study can earn honors credit. The grade will be calculated into the cumulative GPA.

2. An Independent Study course can also be created by a student in conjunction with a certified teacher. These courses will be courses that are not listed in the Course Registration Guide, but would serve to expand the student’s learning into areas of interest or into greater depth. These courses will earn credit only. The grade and credit will be listed on the report card and the transcript; however, no GPA point value will be assigned to these courses.

3. Any student initiating an Independent Study either through 1 or 2 listed above, must complete the Independent Study/Correspondence Course Plan and receive parent signature, student signature, evaluating teacher signature and superintendent designee signature. At the conclusion of the Independent Study, the Independent Study Organization Log must
be completed and submitted to the guidance counselor with the appropriate signatures.

**INSTRUCTIONAL FEES BOARD OF EDUCATION POLICY**
*(Consumable Materials and Supplies Fee)*

Students enrolled in district school programs grades K-12 must be furnished basic textbooks without cost. A fee for consumable materials and supplies used in the instructional program may be charged. The principal will publish the current fee structure at the beginning of each school year. The principal may waive student fees based on the following guidelines:

1. Student or family income falls below the minimum poverty level as deemed by the federal government.

2. Student and family sign a statement that because of financial circumstances beyond their control they request a waiver of specific fees for a specific period.

**INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM**

The Diploma Program of the International Baccalaureate Organization (IBO) is a demanding pre-university course of study that leads to examinations; it is designed for highly motivated secondary students entering his/her junior year. The program is a comprehensive, two-year international curriculum of which the goal is to provide students with the skills and attitudes necessary for success in higher education and employment offered off-site through a consortium partnership with Westlake City School District. The curriculum coincides with, and in most cases, exceeds state and national education requirements by incorporating the best elements of national systems without being based on any one. Placement in this program will be coordinated through the counseling department and an application process.

**NCAA DIVISION I/II COLLEGE ELIGIBILITY RULES**

Students who wish to participate in Division I/II intercollegiate athletics as freshmen or receive athletic grant-in-aid scholarships must meet specific criteria. The requirements are intended to ensure that entering student-athletes are prepared and motivated adequately to handle college-level coursework. Courses that meet these requirements are identified in this planner by the following:

- (NCAA Course).
- Alternative Educational Options do not satisfy NCAA requirements.
Courses taken in the eighth grade that are high school courses may **not** be used to satisfy NCAA core course requirements.

Student-athletes should consult with their coaches, the web site [www.web3.ncaac.org/ecwr3](http://www.web3.ncaac.org/ecwr3), or the High School's Athletic Director for copies of NCAA Freshman Eligibility requirements.

The NCAA requires all high school students to be registered with the NCAA Eligibility Center after the completion of their junior year if they intend to play sports at a Division I/II college. Official college entrance test scores (ACT and SAT) must be submitted from the testing company to the NCAA Eligibility Center. Students may request this action by properly coding the test registration data forms. Please see your school counselor or Athletic Director for details.

**PE WAIVER**

Under legislation by the Ohio General Assembly as part of the core curriculum, interscholastic sports, cheerleading, and after-school marching band may be used to fulfill the requirement for the physical education requirement for graduation.

*Each year*, any participating student must complete the District intent to participate in the PE Waiver by March 1st.

Students may request the opportunity to receive academic credit for physical education by participating in an interscholastic athletics, cheerleading or after school marching band in grades 9 -11. **Please note, grade 11 students need to fulfill the requirement by the end of their junior year.**

In the Berea City Schools, only athletic programs sanctioned by the Ohio High School Athletic Association, cheerleading, and after-school marching band will be accepted for this educational option. A minimum of sixty hours in a sanctioned activity and successful completion of a full-season is required for a .25 credit to be granted.

Please remember that the state of Ohio requires that a student pass .50 credits of physical education course work to be eligible for graduation and receive a high school diploma. Therefore, this requirement can be met by successfully completing two full- seasons of sanctioned activities during the high school years.

**Annually**, a student who is committed to completing two seasons of interscholastic athletics, marching band, or cheerleading needs to indicate that on his/her course selection sheet **and each year**, the parent is required to complete the online application form found on the district website under BMHS school counselors by **March 1st** for participating students.
For more information about the PE Waiver visit the district website at www.berea.k12.oh.us.

**SCHEDULE PLANNING FOR SPECIAL NEEDS STUDENTS**

Students who are identified as having special educational needs should meet with their Case Manager to select appropriate classes. Parents may also contact the Case Manager during the early class selection process if there are questions. Names of Case Managers may be obtained by contacting the special education department at the high school (216) 898-8900.
**OHIO STATE TESTS – GRADUATION END-OF-COURSE EXAMS**

The graduation requirements for the classes of 2019 and beyond include curriculum and three options to show readiness for next steps in college and careers. Students earn a cumulative passing score of 18 points, using seven end-of-course state tests. To ensure students are well rounded, they must earn a minimum of four points in math, four points in English and six points across science and social studies.

**End-of-Course Exams are:**
- English I and English II
- Algebra I¹ and geometry
- Biology
- American history
- American government

For up to date information related to Ohio’s state tests go to:

[http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/High-School-State-Tested-Courses-Resources](http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/High-School-State-Tested-Courses-Resources)

¹ The State Board of Education may decide to include an algebra II end-of-course examination in place of the algebra I end-of-course exam beginning for students entering ninth grade on or after July 1, 2016.

---

**VOLUNTEER PROGRAM**

This is a service learning program open to all students. Opportunities will be provided so that students can extend the instructional program beyond the classroom and improve, expand and enrich their learning experiences through real-life, hands-on opportunities to help others through community-based volunteer service. Arrangements will be made by determining the needs within the school and community and matching this information with the student’s interest and schedule.

Students may earn credit for their service involvement². Credit will be awarded if volunteers successfully meet the following criteria:

- Students may earn ¼ credit for volunteering a minimum of 60 hours and up to a maximum of ½ credit per year for 120 hours of service. This must include a minimum of 3 hours of service involving a community-based organization or program per semester for students serving as teachers’ or office aides.
- Regular and dependable attendance.
- Participation in an appropriate orientation activity.
- Conscientious about work and displays a good attitude.
- Participation in closing conference and/or evaluation.
- Satisfactory evaluation by the students’ immediate supervisor.

² This ¼ credit does not count towards athletic eligibility.
A FINAL WORD BEFORE YOU BEGIN COURSE SELECTIONS

The remainder of this brochure lists and describes the high school course offerings. Each course has a title and course number. The last digit in the hyphenated course number indicates what grade level of students may register for the course.

- 0 = 9th Graders
- 1 = 9th and 10th Graders
- 2 = 9th through 12th Graders
- 3 = 10th Graders
- 4 = 10th – 11th Graders
- 5 = 10th – 12th Graders
- 6 = 11th Graders
- 7 = 11th – 12th Graders
- 8 = 12th Graders

Please note the following:

- Example: 100-7 Advanced Art Seminar - The “7” indicates that the course is open to eleventh and twelfth graders.

- Some classes may be offered in a double period format.

In order to begin the actual process of selecting courses for next year you should first read the course descriptions. The descriptions are divided into departments in alphabetical order, beginning with Art and ending with World Languages.
ART

The Art Department believes that the Visual Arts Program is an important part of the learning experience of each student enrolled in the comprehensive high school curriculum. The art program consists of a wide variety of course offerings based upon the needs, interests, and abilities of students. Included in these studio course offerings will be an introduction to art history, art criticism, and aesthetics (valuing). It is recommended that these studio courses be taken in sequential order. All art courses fulfill the fine arts entrance requirement for college admission and high school core.

Honors Option: an honors option is available in the following art areas: Advanced Painting/Drawing, Advanced Commercial Art, Advanced Photography, Advanced Sculpture / Ceramics, and Advanced Art Seminar. Students interested in the honors option should discuss it with the appropriate art teacher.

120-2 21st CENTURY GRAPHIC DESIGN – DIGITAL PRIMER
18 Weeks .50 Credit
Prerequisite: Teacher recommendation

This course explores the principals and techniques used in visual communication for commercial purposes in advertising and marketing. Students design and produce advertising and promotional artwork using a variety of tools and graphic design processes with real world applications. Students explore the use of typography, sequential illustration, layout basics, digital photography, logo design, screen printing and computer aided programs such as, Adobe Photoshop, Illustrator, and Video/Animation productions used in contemporary commercial artwork. Students will assemble a portfolio of art pieces that illustrate the concepts taught throughout this course. Students' artwork may be published in a variety of print media including school and community projects. Student projects may include the following: Company Logo Designs, T-Shirt Designs, Poster / Flyer Designs, Product Packaging, Custom Automotive Designs, Website Design, Custom Shoes, Comic Book Design, Movie Poster, Business Cards, Book Covers and Video/Animation production. Fee required.
100-7  ADVANCED ART SEMINAR
18 Weeks/1 Period   .50 credit
Prerequisite: Teacher recommendation

Advanced Art Seminar is a course option for an advanced, motivated art student to engage in when they would like to study a topic independently that is not otherwise available in our curriculum, or if scheduling does not allow for an art course. This can be a rewarding form of learning while working closely with a faculty member for guidance. If the topic or learning opportunity is already covered in one of our courses, then the student should register for the course instead. An Advanced Art Seminar plan begins with the student presenting a detailed proposal to an instructor. The proposal must clearly state the activities and anticipated learning outcomes, along with the expectations and responsibilities for both the student and the faculty supervisor. The student and instructor normally hold regular meetings throughout the period of study. Students will be required to submit a portfolio of an agreed amount of artistic pieces. **Fee required.**

104-2  AIRBRUSH 1
18 Weeks   .50 Credit

The major emphasis of this course is to provide knowledge of airbrushing techniques through skill building activities with a single action airbrush. Methods and use of masks and stencils are used as well as free hand techniques to create striking effects. Students will participate in individual and group projects along with creating their own t-shirt design. Students will be introduced to real world applications of the skills and techniques covered in this course. This course may be repeated for credit (projects will increase in difficulty). **Fee required.**

105-2  AIRBRUSH 2
18 Weeks   .50 Credit
Prerequisite: Airbrush 1 and teacher recommendation

The major emphasis of this course is to further provide knowledge of airbrushing techniques through skill building activities and projects with a variety of airbrushes. Students will be introduced to advanced techniques in lettering, human and animal portraiture, architectural design, textures and faux finishes, special effects make-up applications, pin-stripping, fabrics, body art, and saloon applications. This course will be split into two segments: (1) advanced techniques, materials and tolls; (2) real world job applications. Students will be introduced to real world applications of the skills and techniques covered in this course. This course may be repeated for credit (projects will increase in difficulty). **Fee required.**
108-2 ART EXPLORATION
18 Weeks .50 credit

Art Exploration is a general visual arts experience designed for any student. Students will be introduced to both two and three-dimensional art areas. Some areas to be included during the semester are: drawing, painting, printmaking, commercial art, ceramics, and sculpture. This course may be repeated for credit (projects will increase in difficulty). Fee required.

128-2 PAINTING/DRAWING – INTRO
18 Weeks .50 Credit

Introduction to Painting and Drawing will provide knowledge with emphasis on drawing techniques, drawing media and application of the elements of line, shape, values, texture and color to good design and composition. Students will be introduced to painting applications and their techniques, and applied color theory. Students will work with a variety of mediums and materials. Students will learn basic elements and principles of design, perspective, foreshortening, and composition. Color theory and painting theories will be introduced. Students will be exposed to professional master’s work and learn fundamentals of art criticism and evaluation. At least 2 weeks will be dedicated to Photoshop and Illustrator techniques, and up to 4 weeks will be dedicated to student driven projects and material experimentation. Students will be introduced to real world applications of the skills and techniques covered in this course. This course may be repeated for credit (projects will increase in difficulty). Fee required.

130-5 PAINTING/DRAWING – ADVANCED
18 Weeks – 1 Period .50 Credit
Prerequisite: Introduction to Painting/Drawing and teacher recommendation

Advanced Painting and Drawing will focus on skill development and further exploration of related media and independent study. Emphasis will be on originality, craftsmanship, creativity, compositional design, and presentation. Instruction will include studio demonstration, individual critiques, and group critiques. At least 2 weeks will be dedicated to Photoshop and Illustrator techniques, and up to 4 weeks will be dedicated to student driven projects and material experimentation. Students will be introduced to real world applications of the skills and techniques covered in this course. This course may be repeated for credit (projects will increase in difficulty). Fee required.
Beginner photography introduces students to a wide range of subject matter, symbols, and visual expression. This course will provide a framework for students to create quality works of art through the use of photographs. Black and white darkroom techniques will be utilized as a means to develop works of art, along with digital cameras and the use of technology. Through the use of photograms, students will understand strong compositional elements. Black and white film will be processed in house, while digital images will use computers, both allowing students to understand enlarging, cropping, and manipulation of light within their photographs. Students will view their world through the lens, and convey that world to those around them. The amount of traditional and digital techniques/projects will be based on the individual instructor. This course may be repeated for credit (projects will increase in difficulty). **Fee required.**

Advanced photography allows students to expand on their photography knowledge and skill sets. Students will apply design principles and elements to produce successful photographic work. Emphasis will be placed more on technical skills dealing with camera parts, functions, and exposures. The amount of traditional and digital techniques/projects will be based on the individual instructor. This course may be repeated for credit (projects will increase in difficulty). **Fee required.**

Introduction to Sculpture/Ceramics is a course that will introduce students to the fundamentals of dimensional art. Sculptural forms will range from basic materials (foam, paper, board, and found objects), to more complex materials (wood, metal, and polymers). This course will focus on a minimum of 4-1/2 weeks of traditional ceramic pottery using hand building techniques. Students will be introduced to real world applications of the skills and techniques covered in this course. This course may be repeated for credit (projects will increase in difficulty). **Fee required.**
**114-5 SCULPTURE / CERAMICS – ADVANCED**

18 Weeks – 1 Period .50 Credit

Prerequisite: Introduction of Sculpture/Ceramics and teacher recommendation

Advanced Sculpture/Ceramics is designed to focus on technical proficiency in the following areas: wheel-throwing, surface decoration, carving and casting leading to the emphasis on student's style and choice of ceramics and sculptural media. Group critiques, individual critiques, studio demonstrations, and independent study will emphasize ceramic and sculptural forms. Students will be introduced to real world applications of the skills and techniques covered in this course. This course may be repeated for credit (projects will increase in difficulty). **Fee required.**

**142-8 SENIOR ART EXPLORATION**

18 Weeks – 1 Period .50 Credit

Senior Art Exploration is open to seniors only and will accommodate students at various levels of art experience. Students will explore a wide range of media to be used in the areas of drawing, painting, printmaking, commercial art, ceramics, and sculpture. This course may be repeated for credit (projects will increase in difficulty). **Fee required.**

**144-5 VISUAL EFFECTS AND DESIGN: The Art of Monster Making and Film Making**

18 Weeks .50 Credit

Prerequisite: Completion of Intro Level Art Course and teacher recommendation

This course will explore the fundamentals of basic special effects. During this course, students will learn about “out of the kit” makeup techniques, character design, development and fabrication, video editing and one piece molds/masks/prosthetics. Students will explore the fundamentals of mechanical puppetry, animatronics and motor driven props. Students will also learn how to design and fabricate full head “pull over style” masks, as well as various props. Up to 4 weeks will be dedicated to video production. Double period students will take projects more in depth and will be eligible for “outside work projects”. Students will be introduced to real world applications of the skills and techniques covered in this course. This course may be repeated for credit (projects will increase in difficulty). **Fee required.**

**146-5 VISUAL EFFECTS AND DESIGN: The Art of Monster Making and Film Making**

36 Weeks – 2 Periods 1.00 Credit

Prerequisite: Completion of Intro Level Art Course and teacher recommendation

This course will explore the fundamentals of basic special effects. During this course, students will learn about “out of the kit” makeup techniques, character design, development and fabrication, video editing and one piece molds/masks/prosthetics. Students will explore the fundamentals of mechanical puppetry, animatronics and motor driven props. Students will also learn how to design and fabricate full head “pull over style” masks, as well as various props. Up to 4 weeks will be dedicated to video production. Double period students will take projects more in depth and will be eligible for “outside work projects”. Students will be introduced to real world applications of the skills and techniques covered in this course. This course may be repeated for credit (projects will increase in difficulty). **Fee required.**
BUSINESS EDUCATION

The Business Education Program will provide all students, whether college or career bound, the opportunity to develop an understanding of current business concepts, practices, techniques and tools. The program will allow students to realistically assess personal goals, personal skills and career options. It will support student learning in other subject areas by including components related to law, government, mathematics, technology, decision-making, communications, and inter-personal development.

150-2 ACCOUNTING 1
18 Weeks .50 Credit

Accounting is the language of business. Anyone interested in pursuing a future in business will need an introduction to accounting concepts. This course will cover accounting methods and principles for sole proprietorships and service businesses. (Due to the progressive nature of Accounting, it is recommended that Accounting 1 & 2 be taken sequentially within the same academic year.) Fee required.

151-2 ACCOUNTING 2
18 Weeks .50 Credit

This course will emphasize businesses set up as merchandising partnerships and accounting firms. Accounting knowledge is vital for college and career-bound students. Students will learn how to track, record, summarize, and report a business’s financial transactions. (Due to the progressive nature of Accounting, it is recommended that Accounting 1 & 2 be taken sequentially within the same academic year. However, any student who has completed Accounting 1 in a previous semester may enroll in Accounting 2.) Fee required.
158-2  BUSINESS MANAGEMENT
18 Weeks  .50 Credit

The Business Management course provides students with an understanding of the business management functions, various management theories and the basic organization of a business. Students learn that Business Management is the process of using the resources of a business to efficiently and effectively achieve its goals through planning, organizing, staffing, leading and controlling. Students build a strong knowledge base and develop effective management skills and learn that successful managers are individuals who understand the benefits of teamwork and consensus building and are able to maximize the utilization of human resources. Fee required.

166-2  PERSONAL FINANCE
18 Weeks  .50 Credit

Personal Finance is an extremely practical course that addresses financial issues everyone faces as they navigate their lives. Topics include saving/investing, avoiding/eliminating debt, consumer rights, credit options, credit card management, budgeting, consumer bargains, personal values and relating with money, careers/income, paychecks and taxes, insurance, and real estate/mortgages. This course fulfills the Financial Literacy requirement towards graduation. Fee required.
COMPUTER SCIENCE AND INFORMATION TECHNOLOGY

The Computer Science and Information Technology Department offers students a wide variety of relevant courses in computer information and technology. These courses are designed to prepare students for life in a technologically-oriented world. With the constant change in technology, the Computer Department strives to keep its course offerings up to date and relevant so that our students will be prepared when they leave high school.

<table>
<thead>
<tr>
<th>Computer Science Course Selection Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select 1 or more to fulfill graduation requirement)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>21st Century Technologies</th>
<th>Programming</th>
<th>Interactive Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Computer Applications with Microsoft Certification</td>
<td>Gaming</td>
<td>Digital Media (Photoshop, Flash, Video, After Effects, Web Design)</td>
</tr>
<tr>
<td>Global Digital Communication and Collaboration</td>
<td>CCP Gaming (LCCC)</td>
<td></td>
</tr>
<tr>
<td>AP Computer Science Principles</td>
<td>Introduction to Mobile App: an Introductory Course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>**Advanced Mobile App Design &amp; Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>**AP Computer Science (Java)</td>
<td></td>
</tr>
</tbody>
</table>

*Course fulfills graduation requirements & provides students with a computer foundation  
**Prerequisites are required - see course descriptions below

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

200-2 Semester I

201-2 Semester II (Prerequisite: AP Computer Science Principles semester I)

18 Weeks .50 Credit  
36 Weeks 1.00 Credit

AP Computer Science Principles is a year-long course that will prepare students to take the AP Computer Science Principles College Board exam. AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.
It is highly recommended that the students participating in the AP Computer Science Principles Exam complete the 36 week course. This AP exam includes a project.

This course fulfills the minimum computer requirement and provides a foundation for technology literacy and advanced computer courses.

**208-7  ADVANCED PLACEMENT COMPUTER SCIENCE A**
36 Weeks  1.00 Credit
Prerequisite: Game Design and Programming or at least Algebra 2/Trigonometry

AP Computer Science A is a year-long course that will prepare students to take the AP Computer Science College Board exam A. It is meant to be the equivalent of a first-semester college course in computer science and emphasizes object-oriented programming methodology focused on problem solving and algorithm development in the JAVA programming language. The students may earn college credit upon successful completion of the College Board examination.

**203-2  GLOBAL DIGITAL COMMUNICATION & COLLABORATION**
18 Weeks  0.50 Credit

Students learn how to use digital tools to effectively communicate and collaborate with others. This project-based course will include the use of Microsoft Office & Google Apps for Education, along with other Web 2.0 tools. Emphasis will be placed developing highly transferable skills in document literacy, communication and critical thinking in global projects. This course fulfills the minimum computer requirement and provides a foundation for technology literacy and advanced computer courses.

**206-2  DIGITAL MEDIA**
18 Weeks  0.50 Credit

This is a projects-based course in which students will create videos, animations, games and design projects using digital cameras, and digital video cameras. Students will use Photoshop, Flash, and video editing software to create these real-world projects. This course fulfills the minimum computer requirement. This course may be repeated.
COMPUTER APPLICATIONS WITH MICROSOFT CERTIFICATION (Word and Excel)

218-2  Semester I
18 Weeks  .50 Credit

219-2  Semester II
36 Weeks  1.00 Credit
Microsoft Certification Tests must occur within one academic school year of enrollment.

In this project-based course, students will learn how to use Microsoft Office applications. This course is recommended for work-bound and college-bound students. Students will have the opportunity to develop working knowledge of word processing, spreadsheet, presentation, database and email software. Emphasis will be placed on developing highly transferable skills in document literacy, communication and critical thinking. Students will be eligible to sit for the Microsoft Office Specialist Certification exam after each module. This certification provides students with a workforce readiness skill set. This self-paced course can be repeated, fulfills the minimum computer requirement and provides a foundation for technology literacy and advanced computer courses.

211-2  INTRODUCTION TO GAME DESIGN AND PROGRAMMING
18 Weeks  .50 Credit

This class introduces students to object-oriented programming using the JAVA language. Students will learn basic computer science programming with an emphasis on problem solving, critical thinking, control structures and logical design while creating simple video games. This course is a recommended prerequisite for AP Computer Science. This course may be repeated.

216-2  MOBILE APP DESIGN AND DEVELOPMENT
18 Weeks  .50 Credit

This course is an introduction to mobile app design. It is designed to teach students basic elements of app design. Students will learn to code and design basic fully functional apps, gaining critical job skills in software development and information technology. No prior coding experience required. This is a beginning level class. This course fulfills the minimum computer requirement.
220-2 ADVANCED MOBILE APP DESIGN & DEVELOPMENT
18 Weeks .50 Credit
Prerequisite: Mobile App Design & Development or
teacher recommendation

This course builds on what is learned in Mobile App Design & Development class. Students will learn to code and design fully functional apps, gaining critical job skills in software development and information technology. This is an advanced level class. This class may be repeated.
ENGLISH REQUIREMENTS

The English Department offers a variety of courses, which increase your knowledge of fiction and non-fiction literature, drama, poetry, and journalism. It also promotes skills development in reading, written and oral communication, and critical thinking.

266-0    ENGLISH 1 – FOUNDATIONS OF CRITICAL READING AND WRITING
         36 Weeks        1.00 Credit

English I is a required course for all ninth grade students. This course provides students with the skills and knowledge to become critical readers and writers by analyzing key ideas and details, craft and structure, and the integration of knowledge and ideas in literature and informational text.

Students will develop their writing skills by examining text types and purposes and by writing arguments, explanatory/informational texts, and narratives. Using the full writing process, students will learn how to produce and distribute quality writing using technology’s capacity to produce, publish, and share writing products. Students will conduct short research projects and will participate in a range of collaborative discussions integrating multiple sources of information. This course will advance students’ knowledge of the conventions of Standard English and will strengthen vocabulary acquisition and use. (NCAA Course)

This course is supported through various multi-genre selections

268-0    ENGLISH 1 HONORS – FOUNDATIONS OF CRITICAL READING AND WRITING
         36 Weeks        1.00 Credit

English 1 (H) is a required course for the advanced ninth grade student who has a strong foundation in reading, writing, and speaking. This course provides students with the skills and knowledge to become critical readers and writers by analyzing key ideas and details, craft and structure, and the integration of knowledge and ideas in literature and informational text.

Students will develop their writing skills through in-depth study of text types and purposes and by writing arguments, explanatory/informational texts, and narratives. Using the full writing process, students will learn how to produce and distribute quality writing using technology’s capacity to produce, publish, and share writing products. Students will conduct short research projects and will participate in a range of collaborative discussions integrating multiple sources of information. This course will advance students’ knowledge of the conventions of Standard English and will strengthen vocabulary acquisition and use. Summer reading may be required for this course. (NCAA Course)

This course is supported through various multi-genre selections.
272-3 ENGLISH 2 – GLOBAL PERSPECTIVES THROUGH
CRITICAL READING AND WRITING
36 Weeks 1.00 Credit

English 2 is a required course for all tenth grade students. This course provides students with the skills and knowledge to become advanced critical readers and writers by analysing multiple themes, interpretations, and details, craft and structure, and the integration of knowledge and ideas in literature and informational text.

Reinforcing and expanding the writing objectives of the freshman year, this course will develop the students’ composition skills by examining text types and purposes and by writing arguments to support claims in an analysis of substantive topics or texts. Students will write explanatory/informational texts to examine and convey complex ideas, and will write narratives to develop real or imagined experiences or events. Students will learn how to produce and distribute quality writing using technology’s capacity to produce, publish, and share writing products. Students will conduct sustained research projects and will participate in a range of collaborative discussions and presentations integrating multiple sources of information. This course will further advance students’ knowledge of the conventions of Standard English and will strengthen vocabulary acquisition and use. (NCAA Course)

This course is supported through various multi-genre selections.

274-3 ENGLISH 2 HONORS - GLOBAL PERSPECTIVES
THROUGH CRITICAL READING AND WRITING
36 Weeks 1.00 Credit

English 2 (H) is a required course for the advanced tenth grade students. This course provides students with the skills and knowledge to become advanced critical readers and writers by analysing multiple themes, interpretations, and details, craft and structure, and the integration of knowledge and ideas in literature and informational text.

Reinforcing and expanding the writing objectives of the freshman year, this course will develop the students’ composition skills by in-depth examination of text types and purposes and by writing arguments to support claims in an analysis of substantive topics or texts.

Students will write explanatory/informational texts to examine and convey complex ideas, and will write narratives to develop real or imagined experiences or events. Students will learn how to produce and distribute quality writing using technology’s capacity to produce, publish, and share writing products. Students will conduct sustained research projects and will participate in a range of collaborative discussions and presentations integrating multiple sources of information. This course will further advance students’ knowledge of the conventions of Standard English and will strengthen vocabulary acquisition and use. Students with good academic performance record and teacher recommendations may be placed in this course. Summer reading may be required for this class. This course is supported through various multi-genre selections (NCAA Course)
278-6  ENGLISH 3 – AMERICAN TRADITIONS THROUGH CRITICAL READING AND WRITING
36 Weeks  1.00 Credit

English 3 is a required course for eleventh grade students. This course provides students with the skills and knowledge to become critical readers and writers by analysing key ideas and details, craft and structure, and the integration of knowledge and ideas in literature and informational text.

This course will develop the students’ writing skills by examining text types and purposes and by writing arguments, explanatory/informational texts, and narratives. Students will learn how to produce and distribute quality writing using technology’s capacity to produce, publish, and share writing products. Students will conduct short research projects and will participate in a range of collaborative discussions integrating multiple sources of information. This course will advance students’ knowledge of the conventions of Standard English and will strengthen vocabulary acquisition and use. (NCAA Course)

This course is supported through various multi-genre selections.

---

ENGLISH ELECTIVES

250-8  ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION
36 Weeks  1.00 Credit

This course is designed to prepare the high school honors student to take the College Board Advanced Placement Examination in English: Literature and Composition. This college-level course requires extensive critical reading and discussion of literature and writing about the works studied. The fee may vary from year to year. Students in AP Literature and Composition need to be prepared to be challenged by what they read in this college-level course. The required age appropriate texts are literature which includes adult themes and language. The literature is typical of those books found in the college courses which the AP program approximates. The student can earn college credit upon successful completion of the course and examination. *Summer reading is required for this class.* (NCAA Course)
252-6 ADVANCED PLACEMENT LANGUAGE AND COMPOSITION
36 Weeks 1.00 Credit
This course is designed as an in-depth study of language and composition and provides an opportunity for students to develop college-level reading and writing skills. The course utilizes a variety of reading and writing assignments. Students will study prose 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. Major goals include development of personal writing style and the artistic crafting of language. The student may earn college credit upon successful completion of the course and examination. Summer reading is required for this class. (NCAA Course)

254-8 BRITISH LITERATURE
18 Weeks .50 Credit
This one-semester course is recommended for above-average and for college-preparatory students. This course will survey highlights of British literature, history, and culture. Students will read, discuss, and write about poetry, drama, fiction, and non-fiction. Students may be required to buy paperbacks. (NCAA Course)

256-8 COLLEGE COMPOSITION
18 Weeks .50 Credits
This course is for college-bound seniors and focuses on preparation for college writing. Students will be engaged in critical thinking as it relates to multiple genres. The forms of writing include essay, literary analysis, analytical writing and research. (NCAA Course)

258-8 COLLEGE PREP ENGLISH
18 Weeks .50 Credit
This one-semester course is designed for seniors who need to prepare for college-level assignments. Emphasis is placed on the interpretation of the written word, vocabulary usage, reading skills, and study skills. Each student must read four to six additional books from a book list and will learn to analyze the literature orally as well as in written form. Students will be required to purchase a vocabulary workbook. (NCAA Course)
259-8  ENGLISH 4  
18 Weeks  .50 Credit

This one-semester course is designed for seniors who need to prepare for college and technical writing. Emphasis is placed on inventive writing, essay structure, process, consideration of strength, source of evidence, and citation; and development options leading to persuasion and argument to support college and career pathways. The class incorporates current and relevant issues through a variety of literary, visual, and informational text. Students will examine editing processes related to written expression and communication. It is designed for individuals to broaden their scope and understanding of various electronic research techniques. Students will study, evaluate and use current emerging technologies in written expression to develop a clear and effective professional writing style. This course prepares the student to write the types of reports most often required for technical, academic and business documents, including reports, memoranda, and letters; techniques of research, documentation and oral presentations. (NCAA Course)

262-2  DRAMA AND PERFORMANCE  
18 Weeks  .50 Credit

Drama and Performance combines theatrical literature with the practical aspects of play production. Play scripts will be studied from both a literature and dramatic structure viewpoint, along with the basics of acting, scenery design and construction, stage lighting, costume and makeup, and play direction. Students will be required to perform short scenes in class. This course may be repeated as an elective credit.

284-2  JOURNALISM  
18 Weeks  .50 Credit

The purpose of Journalism is to give students instruction and practice in the newspaper style of writing. Basic journalism vocabulary, sports and news writing, editorials, interviews, features, headlines and copy reading will be emphasized. This course is recommended for students with average or above average English skills who might be interested in pursuing a career in journalism. Activities may include writing for the school newspaper. (NCAA Course)

286-8  MODERN LITERATURE  
18 Weeks  .50 Credit

This course will explore the works of modern writers through reading and class discussion. Students will read and interpret non-fiction and fiction. The objective of this course is to acquaint the student with the major modern authors, to understand the underlying cultural and philosophical influences upon literary art in the modern world, and to refine critical responses to this literature. Modern Literature is recommended for those students who are planning to enter a career path or college program upon graduation. Research in primary, secondary, and tertiary sources is explored. Students may be required to purchase books. (NCAA Course)
287-2  PUBLICATIONS AND PRODUCTIONS- SEMESTER
18 Weeks .50 Credit

288-2  PUBLICATIONS AND PRODUCTIONS - YEAR
36 Weeks 1.00 Credit

Publications and Productions is a course which implements and expands upon the principles needed to produce and publish a school newspaper. Students are responsible for in-depth reporting, for the monthly layout and sale of the school’s newspaper, as well as, for editorial decisions regarding the format and content of the paper and for their managerial and financial duties of procuring ads and billing. Students will take photographs, make cartoons, research, and interview, write and edit stories, layout pages, write headlines and ads to be compiled as a portfolio of their published work. Some of the activities in this class will extend beyond the school day. Students in grades nine through twelve may enroll beyond one year. (This course may be offered as an independent study.) Only one-half credit may be counted toward fulfilling the English graduation requirement.

260-1  READING ESSENTIALS
36 Weeks 1.00 Credit
This course requires teacher and/or counselor recommendation

Reading Essentials is a balanced literacy course based on English language arts standards, emphasizing reading and writing instruction to ensure students’ reading comprehension and written expression in all content areas. Emphasis is based upon increasing students’ abilities to apply reading comprehension strategies, recognize unknown words, develop vocabulary, and use critical thinking skills for reading both narrative and informational text with comprehension and fluency. Students learn how various texts are organized and how authors choose language for effect. The course directly addresses individual needs through differentiated instruction, technology, high-interest literature, and direct instruction in reading, writing and vocabulary skills, while preparing student for work force or college readiness.

290-8  SENIOR SEMINAR
668-8  18 Weeks 1.00 Credit
(This course earns .5 English credit and .5 Social Studies credit.)
Students must enroll in both courses.

Senior Seminar is a capstone course designed for the mature and inquisitive senior looking for a unique English/Social Studies experience. This one-credit, team-taught interdisciplinary course will focus on three major units of study: politics, gender, and spirituality, with an emphasis on critical thinking skills. Students will investigate multiple perspectives in a thoughtful, unbiased approach in order to develop an understanding and a tolerance of complex societal issues. This class will meet twice a day, which will allow for both large and small group experiences. Students will present a portfolio of their work at the end of the semester (NCAA
Course). A fee may be required to cover at least one major field trip and/or materials.

292-7 SPEECH AND DEBATE
18 Weeks .50 Credit

This is an elective communication course designed to give further opportunity for improvement and advancement to students who were successful in their beginning speaking experiences. Debating procedures and techniques will be studied and put into practice. Round table and panel discussions will be held on current topics. Persuasive techniques will be part of the class. This course is recommended for students who have a public-oriented career in mind, who will be going to college, or who might want to become involved in school speech activities. (NCAA Course)
FAMILY AND CONSUMER SCIENCE

Family and Consumer Sciences are career technical courses provides skills for students that empower individual and families throughout their lives to manage the challenges of living and working in a diverse, global society. Our program’s focus is on work, families, and interrelationships.

By design, Family and Consumer Science courses promote “Adulting 101”. These courses provide young adults with tools to promote personal and financial responsibility. Courses may not be repeated.

360-2 CHILD DEVELOPMENT
18 Weeks .50 Credit
In this course, students will study the principles of child growth, development and behavior. An emphasis will be placed on the cognitive development of a child and sensory and motor skills. Additional topics will include childhood diseases, immunizations, theories of development, learning styles and evaluating child care services. Speakers may include Planned Parenthood and Southwest Labor and Delivery Educators. Students will participate in two simulations: RealityWorks Baby and the Empathy Belly. A course fee is required for this course.

364-2 CULINARY FUNDAMENTALS
18 Weeks .50 Credit
In this course, students will apply basic skills of cooking and fundamental culinary techniques. Students will learn food safety and sanitation. Students will learn safe equipment use and kitchen safety before engaging in the hands on activity of preparing food. Foods prepared include, pancakes, coffee cake, muffins, cookies, pizza, cinnamon rolls, salsa, salads, stir-fry, roux, and mac-n-cheese. Students will study healthy eating, diets and eating trends. Nutrition labels and careers in the culinary field will be examined. A course fee is required for this course.

370-2 PERSONAL FINANCIAL MANAGEMENT
18 Weeks .50 Credit
In this course, students will develop personal financial plans for individual personal well-being. Throughout the course, students will develop financial literacy skills to provide a basis for responsible citizenship and career success. Additional topics will include analyzing services from financial institutions, consumer protection, investing and risk management. Students will complete checking account simulation, compare and contract credit card offers and complete job applications. This course meets the graduation requirement for Financial Literacy.
374-2  COLLEGE AND CAREER READINESS
18 Weeks    .50 Credit

In this course, students will develop effective learning strategies and skills to provide a strong foundation for successful lifelong learning. Throughout the course, students will research careers and occupations, review postsecondary admissions qualifications, develop interviewing skills. Additional topics will include principles and techniques of professionalism, networking, conflict-resolution, negotiation, leadership and entrepreneurship.

In this course, students will analyze interests, aptitudes and skills to prepare for careers and transition through life. An emphasis will be placed on work ethics, team building, communication and leadership skills. Additional topics will include technology etiquette and career planning.
HEALTH / PHYSICAL EDUCATION REQUIREMENTS

All students’ grades 9-12 are required to complete .50 credits for Physical Education and .50 of Health Education. All students’ 9th – 12th grades have the opportunity to choose from any of the Physical Education electives. All P.E. electives may be repeated an unlimited amount of times.

354-2 PERSONAL FITNESS
Required for graduation
18 Weeks .25 Credit

A comprehensive introduction to the foundations of Physical Education with emphasis on cardiovascular and core fitness training and a variety of lifestyle fitness activities. This course will explore all of the elements of a personal fitness plan including spinning, body weight training, walking, jogging as well as a variety of sport activities. This course uses My Zone Heart Rate monitors to measure progress and fitness. This course emphasizes individual, personal fitness goals and meets the Ohio Department of Education Physical Education standard requirements. It can be a great course for personal fitness in preparation for school and recreational sports and activities.

351-2 HEALTH (required for graduation)
18 Weeks .50 Credit

This semester-long course will provide the knowledge and skills to help one develop a healthy lifestyle. The course will include the following topics: mental-emotional health, family living, use and abuse of chemicals, personal health, nutrition, safety, diseases, and disorders.

PHYSICAL EDUCATION ELECTIVES

356-2 BASKETBALL
18 Weeks .25 Credit

In this course, basketball will be played daily at a competitive level. Students will learn to incorporate offensive and defensive strategies and advanced skills for the game of basketball. Students will draft teams and organize practices during class to prepare for class competitions. Each student will participate in various basketball contests, games and tournaments as part of the class activities.
342-2  INDOOR CYCLING
18 Weeks            .25 Credit
This course designed to help all students increase their fitness levels. Students will be taught to train effectively by using their heart rate as a guide for workout intensity. This class is an excellent choice for any student who desires to increase fitness levels and for the student athlete who wants to cross-train. This course uses My Zone heart rate monitors to measure progress and fitness. The basic concepts of smart training, exercise physiology and sports nutrition will also be incorporated.

352-2  LIFEGUARDING
18 Weeks            .25 Credits
Prerequisite: Must be 15 years old by the last day of class. Must be able to perform the following skills: tread water for 2 minutes using legs only, swim 300 yards using the breaststroke and front crawl, submerge 9 ft. into the water and bring a 10 pound brick up to the surface and swim 20 yards with brick out of the water. These skills will be completed within the first week of the course.

Students will learn the skills needed to prevent and respond to aquatic emergencies. Nine weeks of water skills and nine weeks of classroom work are required. Successful completion of this course and all tests will lead to American Red Cross Certification in Life guarding, First Aid, AED and CPR for the Professional Rescuer. Students enrolled in this course must pay a fee for required materials supplied by the American Red Cross (approximately $100)

358-2  STRENGTH AND CONDITIONING
18 Weeks            .25 Credit
Prerequisite: Current athlete (9th – 12th grade standing) or teacher recommendation
Weight Training is essential for the growth and development of our student athletes. This course is offered to any student athletes wanting to take advantage of the opportunity to train during the school day in lieu of before/after practices. The weight-training program will enhance both muscular strength and endurance. The student will follow a designed training program that will include upper and lower body lifts involving major and minor muscle groups. The course will also include other fitness activities and current fitness trends that will enhance the student’s overall conditioning and improve their performance.
343-2  STRESS MANAGEMENT
18 Weeks  .25 Credit
This course will utilize current fitness trends such as yoga, Pilates, aerobics and basic strength training, while also introducing students to various relaxation techniques such as progressive relaxation, visualization, mindfulness and guided imagery. Exercise has been shown to reduce stress and improve many health related issues such as obesity, diabetes, high blood pressure and anxiety. Students will complete this class with knowledge of coping strategies that are realistic, relevant and attainable.

355-2  TEAM SPORTS
18 Weeks  .25 Credit
This course focuses on team competition in a variety of team and recreational sports. This course gives the student opportunities to learn and experience the values of hard work, team work and sport etiquette. Students will experience different roles as a teammate, coach and official.

359-2  BASIC WEIGHT TRAINING
18 Weeks  .25 Credit
This course is offered so any student interested in a weight-training program that will enhance both muscular strength and endurance. The student will follow a designed training program that will include upper and lower body lifts involving major and minor muscle groups. The course will also include other fitness activities and current fitness trends that will enhance the student’s overall conditioning.
MATHEMATICS

Mathematics competence is an important factor to a student’s present life and future. It is predicted that an increasing number of jobs available in the 21st century will require a strong background in mathematics. In order to keep these career options open, students are encouraged to study as much mathematics as possible. To better prepare for college and careers after graduation, all students are encouraged to be enrolled in a mathematics course all four years of high school.

MATHEMATICS PROGRESSION

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geometry (H)</td>
<td>Algebra 2 (H)</td>
<td>Pre-Calculus (H)</td>
<td>AP Calculus (AB/BC)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Statistics</td>
<td>AP Statistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Statistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Topics of Calculus</td>
</tr>
<tr>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Functions &amp; Trig.1</td>
<td>Functions &amp; Trig. 2</td>
</tr>
<tr>
<td>Algebra 1 (R or H)</td>
<td>Geometry (R or H)</td>
<td>Algebra 2 (R or H)</td>
<td>Pre-Calculus (R or H)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Statistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AP Statistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Advanced Algebra</td>
</tr>
<tr>
<td>Algebra 2 (H)</td>
<td>Pre-Calculus (H)</td>
<td>AP Calculus (AB/BC)</td>
<td>AP Calculus (BC)</td>
</tr>
<tr>
<td></td>
<td>AP Statistics</td>
<td>AP Statistics</td>
<td>AP Statistics</td>
</tr>
</tbody>
</table>

504-7 ADVANCED ALGEBRA

36 Weeks 1.00 Credit

Prerequisite: Algebra 2 and teacher recommendation

Advanced Algebra is a college and career readiness math course, for seniors only that incorporates advanced mathematical applications integrated with financial topics to give students the tools to become a financially responsible young adult. The course content integrates advanced algebra, probability, statistics and logical thinking skills into inquiry-based units. These units will apply advanced mathematics to solve authentic financial application problems involving investing, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting and planning for retirement are solved by applying the advanced mathematics. The course content applies problem-solving skills through piecewise functions, regression, limits, exponential functions, linear/quadratic systems, and more. A graphing calculator is required. (TI-83 or TI-84 Plus is highly recommended) (NCAA Course)
524-8 ADVANCED PLACEMENT CALCULUS (AB)
36 Weeks 1.00 Credits
Prerequisite: Pre-Calculus (H) and teacher recommendation.

This course is designed to the AB form of the College Board’s Advanced Placement Examination in calculus. The student has the opportunity to gain college credit by taking a placement exam upon successful completion of this year-long course. Student success will be largely based on his/her knowledge of functions. Topics to be studied include limits of functions, derivatives of functions, and applications of the derivative (optimization, related rates problems, and full analysis of an object in motion). Additionally, students will study the integral, many of the applications of the integral, and numerous techniques for antidifferentiation. It is required that each student have his/her own graphing calculator (TI 83/ TI 84 Plus is recommended). The fee for the exam is established by the College Board and varies from year to year. (NCAA Course)

532-8 ADVANCED PLACEMENT CALCULUS (BC)
36 Weeks 1.00 Credits
Prerequisite: Pre-Calculus (H) and teacher recommendation.

This course is designed to the BC form of the College Board’s Advanced Placement Examination in calculus and encompasses all of the learning goals of Advanced Placement Calculus AB and more. Some of the additional topics to be studied include parametric, polar, and vector functions, further techniques for antidifferentiation, and polynomial approximations and series. This course presents a quicker pace than its AB counterpart and certainly serves as a more rigorous course as there are many more learning goals to be covered. This course is for the highly skilled student. It is required that each student have his/her own graphing calculator. The fee for the exam is established by the College Board and varies from year to year. (NCAA Course)

530-8 ADVANCED PLACEMENT STATISTICS
36 Weeks 1.00 Credits
Prerequisite: Algebra 2 or higher and teacher recommendation

This course will prepare the student to take the Advanced Placement exam in Statistics. The student has the opportunity to gain college credit by taking a placement exam on the successful completion of this year-long course. The fee for the exam is established by the College Board and varies from year to year. In this course students will develop major theories and techniques for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four broad conceptual themes—exploring data, planning a study, anticipating patterns in advance, and statistical inference. Solving real life problems that require the use of statistical inference and a combination of statistical techniques will be emphasized. A graphing calculator is required. (TI 84 Plus is recommended.) (NCAA Course)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>508-1</td>
<td>ALGEBRA 1</td>
<td>1.00</td>
<td>Students enrolled in Algebra 1 will examine linear, quadratic and exponential functions in detail. The patterns, graphs and characteristics of these functions will be explored, often with the use of a graphing calculator. There will be solving of equations, inequalities and systems of equations and inequalities. Polynomials will be added, subtracted, multiplied, divided and factored. Students will analyze data and find probabilities. Student reasoning will lead to the writing of viable arguments. Perseverance in problem solving will be stressed. A graphing calculator is required (TI 83/84 Plus is strongly recommended). (NCAA Course)</td>
</tr>
<tr>
<td>510-1</td>
<td>ALGEBRA 1 - HONORS</td>
<td>1.00</td>
<td>Students enrolled in Algebra 1 Honors will demonstrate high levels of performance and examine linear, quadratic and exponential functions in detail. The patterns, graphs and characteristics of these functions will be explored, often with the use of a graphing calculator. There will be solving of equations, inequalities and systems of equations and inequalities. Polynomials will be added, subtracted, multiplied, divided and factored. Students will analyze data and find probabilities. Student reasoning will lead to the writing of viable arguments. Perseverance in problem solving will be stressed, along with application of concepts to new situations. A graphing calculator is required (TI 83/84 Plus is strongly recommended). (NCAA Course)</td>
</tr>
<tr>
<td>512-7</td>
<td>ALGEBRA 2</td>
<td>1.00</td>
<td>Students enrolled in Algebra 2 will transform, interpret, and build functions, will perform arithmetic with polynomials and rational functions, will analyze functions using multiple representations and will construct and compare models of functions to solve problems. Students will develop in their understanding of trigonometric functions. Students will use probability to evaluate outcomes of decisions and will summarize, represent, and interpret statistical data. Students will reason abstractly and quantitatively, will construct viable arguments and critique reasoning of others and will use appropriate tools of mathematics strategically. It is required that each student have his/her own graphing calculator (TI 83/84 Plus is strongly recommended). (NCAA Course)</td>
</tr>
</tbody>
</table>
522-2  ALGEBRA 2 - HONORS
36 Weeks  1.00 Credit
Prerequisite: Algebra (H), Geometry (H) and teacher recommendation

Students enrolled in Algebra 2 Honors will transform, interpret, and build functions, will perform arithmetic with polynomials and rational functions, will analyze functions using multiple representations and will construct and compare models of functions to solve problems. Students will develop in their understanding of trigonometric functions. Students will use probability to evaluate outcomes of decisions and will summarize, represent, and interpret statistical data. Additional topics will include polynomial identities to the complex numbers, the fundamental Theorem of Algebra, the Binomial Theorem, and operations of rational expressions. Students will reason abstractly and quantitatively, will construct viable arguments and critique reasoning of others and will use appropriate tools of mathematics strategically. It is required that each student have his/her own graphing calculator (TI 83/84 Plus is strongly recommended). (NCAA Course)

520-7  FUNCTIONS AND TRIGONOMETRY 1
36 Weeks  1.00 Credit
Prerequisite: Algebra I, Geometry and teacher recommendation

This year-long course will build upon Algebra I and Geometry and is designed for juniors (not enrolled in Algebra 2). This class will include the following topics: Functions, Domain & Range, Fundamental Theorem of Algebra, Polynomials, Exponential and Logarithmic Functions, and Transformations of Functions. Other topics include Right Triangle Trig, Law of Sines/Cosines, Trig Identities, graphs of the functions. It is required that each student have his/her own graphing calculator (TI83/84 Plus or equivalent is strongly recommended). (NCAA Course)

514-8  FUNCTIONS AND TRIGONOMETRY 2
36 Weeks  1.00 Credit
Prerequisite: Functions and Trigonometry 1 and teacher recommendation

This year-long course will build upon Functions and Trigonometry 1 and is designed for seniors (not enrolled in pre-calculus). This class will include the following topics: Trigonometry, Polynomial Functions, Data Analysis, Statistics, Probability, and Sequences and Series. The course will also focus on the properties and attributes of functions. It is required that each student have his/her own graphing calculator (TI83/84 Plus is strongly recommended). (NCAA Course)
516-2  GEOMETRY
36 Weeks  1.00 Credit
Prerequisite: Algebra 1 and teacher recommendation

Students enrolled in Geometry will experiment with transformations in the plane, will prove geometric theorems and will make geometric constructions. Students will understand similarity, right triangles and trigonometric ratios. Students will understand and apply theorems about circles, will express geometric properties with equations, and will use geometric measurement and dimension to solve problems. Students will reason abstractly and quantitatively and will construct viable arguments and critique the reasoning of others. Applying geometric relationships to real life situations is a major emphasis. It is required that each student have his/her own graphing calculator. (TI 83/84 Plus is strongly recommended. (NCAA Course)

526-5  GEOMETRY - HONORS
36 Weeks  1.00 Credit
Prerequisite: Algebra Honors and teacher recommendation

This course is designed for students in the honors program and involved in advanced studies of geometry. Students enrolled in Geometry - Honors will experiment with transformations in the plane, will prove geometric theorems and will make geometric constructions at a greater depth. Students will understand similarity, right triangles and trigonometric ratios. Students will understand and apply theorems about circles, will express geometric properties with equations, and will use geometric measurement and dimension to solve problems. Students will reason abstractly and quantitatively and will construct viable arguments and critique the reasoning of others. It is required each student have his/her own graphing calculator. (TI 83/84 Plus is strongly recommended.) Summer assignments may be required. (NCAA Course)

518-7  PRE-CALCULUS MATHEMATICS
36 Weeks  1.00 Credit
Prerequisite: Algebra 2 and teacher recommendation

This course is designed to prepare students for college mathematics courses. Students study the following topics: the complex number system, polynomial and rational functions, vectors, functions, trigonometry, matrices, polar coordinates, and analytic geometry. It is required that each student have his/her own graphing calculator (TI 83/84 Plus or equivalent is strongly recommended). (NCAA Course)
528-7  PRE-CALCULUS MATHEMATICS - HONORS
36 Weeks  1.00 Credit
Prerequisite: Geometry (H) and Algebra 2 (H), and
teacher recommendation

This course is designed to prepare students for AP Calculus. Students study the
following topics: the complex number systems, sequences and series, binomial theorem, functions,
polynomial and rational functions, exponential and logarithmic functions, trigonometry, polar coordinates,
vectors, analytic geometry, and limits. It is required that each student have his/her own graphing calculator (TI
83/84 Plus or equivalent is strongly recommended). Summer assignments may be required for this class.
(NCAA Course)

506-7  STATISTICS
18 Weeks  .50 Credit
Prerequisite: Algebra 2 or Pre-Calculus

This course is designed to prepare students for college statistics. Students will be
exposed to probability and its statistical applications. Emphasis will be placed on
measures of central tendency, data representation, and topics of random variables
It is required that each student have his/her own graphing calculator (TI 83/84 Plus
or equivalent is strongly recommended). (NCAA Course)

507-7  TOPICS OF CALCULUS
18 Weeks  .50 Credit
Prerequisite: Pre-Calculus or Pre-Calculus-Honors

This course is designed to prepare students for college calculus. In their
exploration of differential calculus, students will experience limits, continuity,
derivatives, and their applications. It is required that each student have his/her own
graphing calculator (TI 83/84 Plus or equivalent is strongly recommended). (NCAA Course)
MUSIC

The music courses offered are either an elective enrichment program or an organized program of study for students who desire to excel in their musical abilities. **Show Choir, Orchestra, Advanced Choir, Advanced Women’s Chorus, and Symphonic Winds** are for students with the ability to perform at a high level. Membership in other groups is based on the student’s interest. **All students in performing groups have a requirement to participate in before or after school rehearsals, as well as performances.**

An Honors option is available in the following Music courses: Symphonic Singers, Advanced Women’s Chorus, Symphonic Winds, String Orchestra, and Symphonic Orchestra. Students interested in the Honors option should discuss it with the appropriate music teacher. **Deadline for enrollment is the 1st Monday in October.**

**BANDS**

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Duration</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>534-2</td>
<td>BAND – CONCERT</td>
<td>36 Weeks</td>
<td>1.00 Credit</td>
</tr>
<tr>
<td>540-2</td>
<td>BAND – SYMPHONIC</td>
<td>36 Weeks</td>
<td>1.00 Credit</td>
</tr>
<tr>
<td>542-2</td>
<td>WINDS - SYMPHONIC</td>
<td>36 Weeks</td>
<td>1.00 Credit</td>
</tr>
<tr>
<td>544-2</td>
<td>WINDS - SYMPHONIC HONORS</td>
<td>36 Weeks</td>
<td>1.00 Credit</td>
</tr>
<tr>
<td></td>
<td>MARCHING BAND (534-2, 540-2, 542-2, or 544-2)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This band is open to any 9th, 10th, 11th, or 12th grade student who performs satisfactorily on any wind or percussion instrument. Band activities during the first semester include **Marching Band** and **Symphonic Winds, Symphonic Band, or Concert Band**. All members of Symphonic Winds, Symphonic Band and Concert Band perform as one unit during the marching season which is the first ten weeks of the school year, plus one evening rehearsal per week. Daily rehearsals are held beginning two weeks prior to the opening of school in August. There is a marching band fee, which will cover one uniform cleaning, a beret, gloves, and a band t-shirt. **Symphonic Winds, Symphonic Band and Concert Band** girls will be responsible for purchasing concert attire. Boys will be responsible for purchasing a shirt, tie, and cummerbund with an additional tux cleaning fee which will be paid with the marching band fee.
Following the marching season, three bands are organized through audition. They are *Symphonic Winds, Symphonic Band and Concert Band*. The second semester activities include two concerts, a competition when possible, and a Memorial Day parade. Guest conductors and/or soloists are also scheduled to broaden the musical experience.

**556-2  GUITAR CLASS**
18 Weeks  
.50 Credit

Students will learn to play notes and chords in first position on all six strings of the guitar using correct playing technique. Class discussions will include guitar care, tuning and string replacement. Students will work individually and in groups. Basic music theory concepts will also be taught during the course of the year. Folk, pop, rock and jazz song styles will be studied. This is a beginning level class. No prior guitar playing or music reading experience is required. Only acoustic guitars will be used in class. There may be public performance opportunities for those students that are capable and interested. Students may take this course multiple times. Students may use their own guitars or use one provided by the school.

**566-2  MUSIC THEORY**
18 Weeks  
.50 Credit

This course is designed to provide the high school student with a comprehensive overview of the basic concepts and principles of music. The course will begin with a formal explanation of the fundamentals of music, including an introduction to various clefs, pitches, intervals and intervallic relationships, major and minor scales and key signatures, music notation, as well as other common and practical musical features.

**554-2  JAZZ BAND**
36 Weeks  
.25 Credit
Prerequisite: Audition and/or director approval.

The purpose of this organization is to give interested and talented students an opportunity to perform all types of literature written in this idiom and to learn improvisation. *Jazz Band* performs at concerts, festivals, and school and community events. Students must audition with the instructor to be accepted into this group since it is limited in size and instrumentation. This group practices one evening a week.
ORCHESTRAS

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Description</th>
<th>Duration</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>570-2</td>
<td>PRELUDE ORCHESTRA</td>
<td>36 Weeks</td>
<td>1.00</td>
</tr>
<tr>
<td>564-2</td>
<td>CONCERT ORCHESTRA</td>
<td>36 Weeks</td>
<td>1.00</td>
</tr>
<tr>
<td>558-2</td>
<td>SYMPHONY ORCHESTRA - STRINGS</td>
<td>36 Weeks</td>
<td>1.00</td>
</tr>
<tr>
<td>560-2</td>
<td>SYMPHONY ORCHESTRA – STRINGS – HONORS</td>
<td>36 Weeks</td>
<td>1.00</td>
</tr>
</tbody>
</table>

These courses are for students who play string instruments. Placement in these groups will be determined by audition. The orchestras rehearse daily and will perform at evening programs throughout the year. These groups have casual formal attire with members paying a portion of the cost.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Description</th>
<th>Duration</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>562-5</td>
<td>SYMPHONY ORCHESTRA – WINDS AND PERCUSSION</td>
<td>36 Weeks</td>
<td>.25</td>
</tr>
<tr>
<td>563-5</td>
<td>SYMPHONY ORCHESTRA – WINDS AND PERCUSSION - HONORS</td>
<td>36 Weeks</td>
<td>.25</td>
</tr>
</tbody>
</table>

This class is for students who play woodwind, brass, or percussion instruments and who are participating in the Symphonic Winds. This class gives students the opportunity to perform with the high school orchestra. Rehearsals will be held after school on a regular basis. Performances are given in the evening at school or in the community. The attire for this group is formal with members paying a portion of the cost. These students will wear the concert attire from Symphonic Winds for all performances.

CHOIRS

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Description</th>
<th>Duration</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>536-2</td>
<td>ADVANCED CHOIR - SYMPHONIC SINGERS</td>
<td>36 Weeks</td>
<td>1.00</td>
</tr>
<tr>
<td>538-2</td>
<td>ADVANCED CHOIR - SYMPHONIC SINGERS – HONORS</td>
<td>36 Weeks</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Prerequisite: Teacher recommendation

This is the most advanced choral group. Students must audition in the Spring for membership in the group. The attire for this group is formal. Fee required.
546-2 MEN'S CHORUS
36 Weeks 1.00 Credit

This organization is open to young men who wish to sing but have not developed the necessary skills to sing in one of the advanced groups. Music is selected from all styles, classical to pop, and performed at several concerts throughout the year. A strong emphasis will be placed on developing the techniques of good choral singing, sight-reading, and musicianship, which should enable the student to qualify for an advanced choir. Fee required.

552-2 WOMEN'S CHORUS
36 Weeks 1.00 Credit

This organization is open to young women who wish to sing but have not developed the necessary skills to sing in one of the advanced groups. Music is selected from all styles, classical to pop, and performed at several concerts throughout the year. A strong emphasis will be placed on developing the techniques of good choral singing, sight-reading, and musicianship, which should enable the student to qualify for an advanced choir. The attire for this group is formal. Fee required.

548-2 ADVANCED WOMEN'S CHORUS
36 Weeks 1.00 Credit
Prerequisite: Approval from the choral director

568-6 ADVANCED WOMEN'S CHORUS – HONORS
36 Weeks 1.00 Credit
Prerequisite: Approval from the choral director

This is the most advanced Women’s choral group. Music is selected from all styles, classical to pop, and performed at several concerts throughout the year as well as performing at contest. A strong emphasis will be placed on developing the techniques of good choral singing, sight-reading, and musicianship. The attire for this group is formal. Fee required.

550-2 SHOW CHOIR – Center Stage
36 Weeks 1.00 Credit
Prerequisite: Teacher recommendation

This is the vocal group, which specializes in vocal jazz, “pop” and/or show music. All kinds of music from Broadway to the rock stage will be performed. Many outside performances are scheduled which take the group to other schools and communities. Auditions will be based on singing and/or dancing ability. Members will be expected to purchase an outfit for the group. Students should be in another choral group or music ensemble in addition to show choir.
Polaris offers a wide range of exciting 2-year career-technical programs for students beginning in 11th grade, all featuring high quality training in a real world setting.

Many Polaris programs provide you access to industry certifications which open the door to employment. In addition, you can begin earning free or reduced cost college credit before you ever step foot on a college campus – saving you time and money!

After graduation, you can go directly into the job market or capitalize on those college credits by continuing your education at a two- or four-year college/university.

**General Information**

- **Student Fees.** There is no tuition cost to attend Polaris. However, all programs will require fees to cover the cost of tools, uniforms, workbooks, etc. Payment plans are available.
- **Transportation** is provided, by school bus, to and from Berea-Midpark High School to Polaris. A $25.00 Polaris parking permit must be purchased in the Welcome Center if you plan to drive to school.
- **Course offerings** are below and full details are available from your counselor.
- **Specific program information** and certifications can be found in the Polaris Career Center catalog, by visiting [www.polaris.edu](http://www.polaris.edu) or by calling the Polaris Enrollment office at: 440-891-7732.

Career Technical programs are 1/2 day programs, off site: (8:00 A.M. to 11:00 A.M. or 11:30 A.M. to 2:30 P.M.) This will allow the student to take three other classes per semester at Berea-Midpark High School.
AUTOMOTIVE TECHNOLOGY
Using the latest equipment, you will learn to maintain, diagnose and service automobiles with an emphasis on brake and electrical systems, engine performance systems, transmissions, suspensions and alignments.

BAKING AND PASTRY ARTS
You will learn the art of producing quality bakery products with an emphasis on decorative pastry arts. From bread production to chocolates and candies you will learn the ABCs of food and food preparation. These skills will be developed and refined in the class-managed bakery, “Indulge,” opening Fall 2019

BUSINESS PROFESSIONAL & OFFICE TECHNOLOGY
Skilled office professionals are in demand. In this program, you will learn the latest office management skills, become proficient in Microsoft Office, computer operations, business communications, Internet research, accounting and customer service.

COMPUTER NETWORKING ACADEMY
The Computer Networking Academy will open the door to the growing field of computer networking and information technology. This program will give you an opportunity to earn valuable industry certifications and college credits. This program is offered in partnership with Cuyahoga Community College and is a College Credit Plus class.

CONSTRUCTION TRADES
Learn to maintain, repair, construct, and remodel buildings and homes in a hands-on lab setting. The program includes the fundamentals of blueprint reading, site preparation, carpentry, plumbing, wiring, roofing and drywall installation.

COSMETOLOGY
Learn to care for hair, skin and nails and create style and beauty in a student-run salon & spa setting. Join the “Salon Allure” staff and prepare for an exciting career.
CRIMINAL JUSTICE
Gain exposure to the latest in law enforcement techniques using high tech equipment and instruction. During your two years at Polaris, you will be trained in the enforcement of the law and the protection of life and property in a real world setting.

CULINARY ARTS & RESTAURANT MANAGEMENT
Explore basic culinary/cooking essentials and foodservice management skills in a REAL setting. You will apply your new talents in the class-managed restaurant, “Savour”, opening Fall 2019, while learning customer relations, cost controls, basic accounting principles, marketing, purchasing, inventory, teambuilding skills and communications.

DENTAL ASSISTING
Learn to work chairside with the dentist in the care and treatment of patients. Along with the basic dental laboratory procedures, you will learn dental terminology, the use of instruments and equipment, x-ray procedures, preparation of dental materials and dental office management skills.

DIGITAL ART & DESIGN
Enter a world where creativity and technology merge to form Digital Art & Design. Practice commercial art and advertising design fundamentals including design basics, layout, graphic drawing and production techniques, Web page design, computer animation and three-dimensional design.

ELECTRONICS AND ALTERNATIVE ENERGY
Explore the cutting edge field of renewable energy and electronics. This program is designed to prepare you for a career as an engineer or electronics technician with a focus on renewable energy.
EMERGENCY MEDICAL TECHNICIAN/FIRE TRAINING

Shadow local emergency room professionals and local fire department rescue squads and learn firefighting techniques, basic anatomy, medical terminology, vital signs, patient assessment and medical report writing. This program is offered in partnership with the Cuyahoga Community College Western Campus Fire Training Academy.

EXERCISE SCIENCE & REHAB THERAPY

While in this program, you will learn the basics of preventing, diagnosing and treating injuries related to sports and/or exercise. Exercise Science & Rehab Therapy also offers real world experience through shadowing and clinical hours in approved healthcare facilities.

HEATING, VENTILATING AND AIR CONDITIONING (HVAC)

This COOL profession is HEATING up! Join HVAC and learn to install, maintain, troubleshoot, and repair heating and cooling systems in both residential and commercial settings.

MEDICAL PROFESSIONS

Learn the basic clinical and administrative procedures necessary to work in a doctor’s office, clinic, or hospital. Coursework includes instruction in anatomy & physiology, medical ethics, medical terminology, office procedures, medical records, and laboratory skills.

PRECISION CNC MACHINING

Join this innovative, high-tech career and secure your future in a high-demand/high-wage profession. Feel the satisfaction of making your own components from concept to completion using state-of-the-art Computer Numerical Control (CNC) production technology and equipment.

WELDING TECHNOLOGY

This program will teach you the fundamentals of welding - the most common method of permanently joining metal parts. You will receive training in gas, arc, fluxcore, and MIG & TIG welding using cutting-edge technology.
SPECIAL ADMISSIONS PROGRAMS – COUNSELOR RECOMMENDED

Building Services, Deli & Food Production and High School Job Training Programs which include Employability Skills Lab, Community Work Experience and Transition to Employment.

New Senior Only Programs: STNA & Nail Technician

STATE TESTED NURSING ASSISTANT AM CLASS, OFFERED TWICE PER YEAR (FIRST AND SECOND SEMESTER) FROM 7:50-10:50

Do you want to pursue a career in the healthcare field? Become a State Tested Nursing Assistant (STNA) and enter one of the fastest growing careers! You will learn the basics of personal patient care under the supervision of a licensed nurse. Those who successfully complete the program are eligible to take the STNA state test and obtain employment in a nursing home, hospital, home health agency or other related health care facilities.

The 12-point industry recognized credential, STNA, can be applied toward the alternative pathway to graduation requirement

NAIL TECHNICIAN
OFFERED FROM 3:00 – 5:00PM MONDAY THROUGH THURSDAY

If you want to become an expert in nail care and design, you might consider a career in one of the fastest growing specialties in the world of cosmetology. This 200 hour course will teach you the skills and techniques you need to become a licensed Nail Technician. Those who successfully complete the program are eligible to take the Nail Technician state test and obtain employment in a salon performing manicures and pedicures. The 12-point industry recognized credential can be applied toward the alternative pathway to graduation requirement.
*COMPUTER NETWORKING ACADEMY  
16 Weeks 1.00 High School Credit  
3.00 College Credits  
Prerequisite: College Credit Plus Course

**Information Technology Concepts for Programmers**
This College Credit Plus course is a 16-week online course offered by Polaris Career Center and Tri-C. This is a college level course offered in the 10th grade. Introductory class is designed for students pursuing careers in programming, networking and general information technology fields. You will be exposed to computer, networking and programming concepts.

*Open to 10th grade students and open to select 9th grade students, per counselor recommendation. All other students will need permission from instructor and school counselor. Student must be enrolled as a College Credit Plus (CCP) Student to register for this course. Please see school counselor for additional information.*

**Career Tech Thursdays**
Each winter, Polaris sponsors Career Tech Thursdays for 10th graders who are interested in a Polaris program but need more exposure to that program to make an informed decision. Career Tech Thursdays allow you to spend a half day in the program or programs (a maximum of two) of your choice. All Career Tech Thursday visits should be scheduled by your high school counselor in coordination with the Polaris Enrollment Office.

**Contact Cindy Crisler, Polaris Enrollment Coordinator, at 440.891.7732 or ccrisler@polaris.edu, for additional information.**

Follow us: [www.polaris.edu](http://www.polaris.edu)
POLARIS SATELLITE PROGRAMS
At Berea-Midpark High School

BROADCASTING AND VIDEO PRODUCTION

*ARTS AND COMMUNICATION PRIMER

810-2  Semester I
2810-2  Semester II
36 Weeks  1.00 Credit
*Recommended Course 1

The worlds of art designers, performers and media artists intersect historically, culturally and aesthetically. In this introductory course for the Arts and Communication Career Field, students learn the basics of performance, design, audio and video. They review brochures, photographs, news stories, videos and other products common to the visual, media and performing arts industries.

VIDEO PRODUCTION

811-5  Semester I  1.00 Credit
2811-5  Semester II
36 Weeks  1.00 Credit
Prerequisite: Arts and Communications Primer

This course focuses on video production for commercial use. Students plan and coordinate work with clients to produce projects on a tight timeline. They learn how to read and interpret a script, select and maintain equipment and combine graphics, text and special effects. Skills attained include pre-production documentation and planning; in-production audio and video recording; and post-production editing and distribution. (CTAG Course)

VIDEO BROADCAST

812-5  Semester I
2812-5  Semester II
36 Weeks  1.00 Credit
Prerequisite: Arts and Communications Primer

This course focuses on video broadcast for the journalism industry. Skills attained include interviewing, image capture, color manipulation, audio and video blend, lighting and editing. Students critique news broadcasts and research content. They plan and shoot video for live and recorded use in a specific time slot while adhering to laws related to defamation, libel, copyright and privacy.
DIGITAL CINEMA

813-5  Semester I
2813-5  Semester II
36 Weeks  1.00 Credit
Prerequisite: Arts and Communications Primer

Inspiration, technique and trends are the focus of this single-camera, cinema-style course. Students engage in creative storytelling through concept development, scriptwriting and storyboarding. They learn to achieve the look of film through lighting and camera technique as well as double-system audio capture. Legal and ethical aspects such as copyright and fair use guidelines are learned.

MARKETING AND ENTREPRENEURSHIP – POLARIS SIGNPRO

*BUSINESS FOUNDATIONS - COURSE 1

840-2  Semester I
2840-2  Semester II
36 Weeks  1.00 Credit
*Recommended Course 1

This is the first course for the Business and Administrative Services, Finance and Marketing career fields. It introduces students to specializations within the three career fields. Students will obtain knowledge and skills in fundamental business activities. They will acquire knowledge of business processes, economics and business relationships. Students will use technology to synthesize and share business information. Employability skills, leadership and communications and personal financial literacy will be addressed.

OFFICE MANAGEMENT

841-5  Semester I
2841-5  Semester II
36 Weeks  1.00 Credit
Prerequisite: Business Foundations

Students will apply techniques used to manage people and information in a business environment. Students will learn to build relationships with clients, employees, peers and stakeholders and to assist new employees. They will manage business records, gather and disseminate information, and preserve critical artifacts. They will also examine contracts, internal controls and compliance requirements. Business office tools and applications will be emphasized. (CTAG Course)
<table>
<thead>
<tr>
<th>Code</th>
<th>Semester</th>
<th>Duration</th>
<th>Credit</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>842-5</td>
<td>Semester I</td>
<td>36 Weeks</td>
<td>1.00</td>
<td>Business Foundations</td>
</tr>
<tr>
<td>2842-5</td>
<td>Semester II</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In this course, students will demonstrate sales processes and techniques used in a business-to-business environment. They will develop, grow, and maintain positive business relationships. Students will monitor trends and the business environment to determine the impact on their sales, customers, and competitors. They will negotiate and adjust prices and sales terms. Students will manage sales activities and territories. Technology, employability skills, leadership and communications will be incorporated in classroom activities.

<table>
<thead>
<tr>
<th>Code</th>
<th>Semester</th>
<th>Duration</th>
<th>Credit</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>843-5</td>
<td>Semester I</td>
<td>36 Weeks</td>
<td>1.00</td>
<td>Business Foundations</td>
</tr>
<tr>
<td>2843-5</td>
<td>Semester II</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students will use innovation skills to generate ideas for new products and services, evaluate the feasibility of ideas, and develop a strategy for commercialization. They will use technology to select target markets, profile target customers, define the venture’s mission, and create business plans. Students will take initial steps to establish a business. Students will calculate and forecast costs, break-even, and sales. Establishing brand, setting prices, promoting products, and managing customer relationships will be emphasized. (CTAG Course)
PROJECT LEAD THE WAY (PLTW)

Project Lead The Way (PLTW) is a rigorous and innovative STEM (science, technology, engineering and math) education curricular programs used in schools is offered through a Polaris and Berea City School District partnership. The Project Lead the Way® Pre-Engineering program and Biomedical Sciences™ program are four year sequence of courses which, when combined with high school mathematics and science, will introduce you to the scope, rigor and discipline of engineering and the broad field of medicine and biomedical sciences respectively. Each course will allow you to solve real-world problems through a series of hands-on exercises.

PATHWAY TO PRE-ENGINEERING
36 Weeks 1.00 Credit
Prerequisite: Algebra 1 completed or concurrently enrolled

Project Lead the Way (PLTW) premier high school program, Pathway to Pre-Engineering, is a four-year course of study integrated into the students’ core curriculum. The combination of traditional math and science courses with innovative Pathway to Pre-Engineering courses prepares students for college majors in engineering and E/T fields and offers them the opportunity to earn college credit while still in high school. Pathway To Pre-Engineering™ courses engage high school students through a combination of activities-based, project-based, and problem-based learning.

Each course is 36 weeks and equal to 1.00 credit. Courses must be taken in sequential order.

410-0 Introduction to Pre-Engineering Design (IED)
Students dig deep into the engineering design process, applying math, science and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software, and use an engineering notebook to document their work. Fee required.

IED is open to students in 9th-10th grades. Students in the 11th and 12th grades need permission from their instructor and school counselor.

412-5 Principles of Pre-Engineering (POE)
Through problems that engage and challenge, students explore a broad range of engineering topics including: mechanisms, the strength of structures and materials and automation. Students develop skills in problem solving, research and design while learning strategies for design process documentation, collaboration and presentation. Fee required.

POE is open to students in 10th-12th grades. Students in 9th grade need permission from the instructor and school counselor. Successful completion of Algebra I recommended.
414-5 Digital Electronics (DE)
From smartphones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry including: logic gates, integrated circuits and programmable logic devices. Fee required.

*DE is open to students in 10th - 12th grades. Students in 9th grade need permission from the instructor and school counselor.*

418-7 Pre-Engineering Design and Development (EDD)
The knowledge and skills students acquire throughout PLTW Engineering come together in Engineering Design and Development, as they identify an issue and then research, design and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing Engineering Design and Development ready to take on any post-secondary program or career. Fee required.

*EDD is open to 11th and 12th grade students. Students must have taken IED and earned a passing grade. 10th grade students may enroll with permission from instructor and school counselor.*

**BIOMEDICAL SCIENCE**
36 Weeks 1.00 Credit
Prerequisite: Algebra 1 completed or concurrently enrolled

The Project Lead the Way (PLTW) Biomedical Science program is a high school program divided into four sections, each section building upon the previous. This dynamic program uses hands-on, real-world problems to engage and challenge students. Students interested in math, science, and the human body will find the PLTW Biomedical Science program a great introduction to the numerous medical fields. The Biomedical Science program is integrated into the high school curriculum. It is designed to augment the high school science and math college preparatory programs to establish a solid background in biomedical science.

420-2 Principles of Biomedical Science (PBS)
In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems. Fee required.

*PBS is open to 9th – 10th grade students. Students in 11th and 12th grades need permission from the instructor and school counselor.*
422-2 **Human Body Systems (HBS)**  
Prerequisite of PBS  

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases. Fee required.  

_HBS is open to 10th grade students with a prerequisite of PBS and/or having passed biology with a C average. Students in 9th, 11th and 12th grade need permission from the instructor and school counselor._

424-5 **Medical Intervention (MI)**  
Prerequisite of 1 previous PLTW Biomed course  

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Fee required  

_MI is open to 10th – 12th grade students with a prerequisite of 1 previous PLTW Biomed course passed with a C average._

426-7 **Biomedical Innovation**  
Prerequisite of 2 previous PLTW Biomed courses  

In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent project with a mentor or advisor from a university, medical facility, or research institution. Fee required.  

_BI is open to 11th – 12th grade students with a prerequisite of 2 previous PLTW Biomed courses passed with a C average._

**PLTW Honors Credit Option**  
The PLTW honors course option is designed to provide students with an enhanced and enriched learning experience. The PLTW honors course curriculum is extended beyond the core student learning outcomes. Honors credit places additional emphasis on independent study, critical thinking, and student research. Students enrolled in the honors credit option will be required to complete additional activities outlined in each course. See your school counselor and/or the instructor for specific honors criteria and requirements.
SCIENCE

The Science Department offers courses in earth, life, and physical sciences. The courses are provided to meet a wide range of student’s interest, aptitudes, and needs. All students must earn three credits in science during their high school experience. The science component for an Honors Diploma in the state of Ohio includes: 4 credits of science, of which two credits are in *Advanced Science.

SCIENCE COURSE FLOW CHART

Please note each course requirement is listed under course description section.

<table>
<thead>
<tr>
<th>Year 1 Science</th>
<th>Year 2 Science</th>
<th>Year 3 and 4 Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Physical Science (R/H)</td>
<td>*Biology (R/H)</td>
<td>**Chemistry (R/H) **Physics (R/H) and/or Advanced Science Course Electives</td>
</tr>
</tbody>
</table>

*Required courses

**Recommended for college bound pathways

Beginning in the junior year the following Advance Science Courses are offered:

<table>
<thead>
<tr>
<th>Year 3 and 4 Advanced Science Course Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Biology</td>
</tr>
<tr>
<td>AP Environmental Science</td>
</tr>
<tr>
<td>AP Physics</td>
</tr>
<tr>
<td>Astronomy</td>
</tr>
<tr>
<td>Chemistry (R/H)</td>
</tr>
<tr>
<td>Coe Lake Outdoor Science Education</td>
</tr>
<tr>
<td>Human Anatomy &amp; Physiology</td>
</tr>
<tr>
<td>Human Anatomy &amp; Physiology – College Credit Plus</td>
</tr>
<tr>
<td>Organic Chemistry – Honors</td>
</tr>
<tr>
<td>Physics (R/H)</td>
</tr>
<tr>
<td>Science and Tech Innovations (STEM)</td>
</tr>
<tr>
<td>Zoology-The Invertebrates</td>
</tr>
<tr>
<td>Zoology - Vertebrates</td>
</tr>
</tbody>
</table>

- 61 -
612-5  ADVANCED PLACEMENT BIOLOGY
36 Weeks / 2nd Period Class   1.00 Credit
Prerequisite: Honors Biology or Biology and teacher recommendation

AP Biology is a year-long college level introductory biology course. There are four Big Ideas investigated throughout the year which focus on evolution, homeostasis, genetics, and ecology. This is a student-centered class where student groups will work collaboratively to build models, complete projects and perform labs in order to ensure an enduring understanding of essential knowledge and science practices. There is a large laboratory component making up more than 25% of the course. Labs are inquiry-based and students are required to design and execute their experiments. This course is taught with the same rigor and high standards of a college level biology course. Students may earn college credit upon successful completion of the course and AP Biology examination. (NCAA Course)

606-7  ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE
With College Board Endorsed Service Learning Credit
36 Weeks   1.00 Credit
Prerequisite: Biology & Chemistry (previously or concurrently)

Advanced Placement Environmental Science (APES) is a one year college level course that provides the student with a capstone science experience at BMHS. APES is an interdisciplinary science covering topics in geology, conservation biology, chemistry, government, engineering and sustainability. It is ideal for those seeking a college major in, but not limited to: environmental science, biology, chemistry, engineering, business, or political science. Using bicycles as a carbon free means of transportation, we will embark on unique academic adventures to local streams, lakes, forests, and wetlands will expand the learning experience beyond the classroom setting. The APES course at BMHS is 1 of 600 classes nationally selected to participate in a service learning credential. You may earn college credit with service learning credential upon successful completion of the course and examination. (NCAA Course)
632-8  ADVANCED PLACEMENT PHYSICS
36 Weeks  1.00 Credit
Prerequisite: Honors Physics or Physics and teacher recommendation

Advanced Placement Physics is a one-year, college level course in classical mechanics. It will prepare students to take the AP Physics C test in Mechanics. Students who take this test may receive college credit and/or placement if a qualifying score is achieved. This course will build upon the concepts studied in the Honors Physics or Physics courses. It is designed for students who have completed a core science curriculum and are now ready for more advanced and specialized studies. AP Physics C serves as a foundation in physics for students wishing to pursue physical science or engineering degrees. Students should be enrolled in at least Pre-Calculus, but experience or concurrent enrollment in calculus is preferred. Graphing calculator required. The student may earn college credit upon successful completion of the course and examination. (NCAA Course)

602-7  ASTRONOMY
18 Weeks  .50 Credit

This semester long introductory course addresses astronomy and helps you to answer these questions: How did the ancient civilizations study the stars? What happens to a star when it dies? And what is a black hole? The course gives special attention to the exciting discoveries of the past few years. Topics include modern astronomical instruments such as the Hubble Space Telescope and the Chandra X-ray Observatory. We will look at how astronomers interpret light received from distant objects; the Sun as a typical star (and how its future will affect ours); and our modern understanding of how stars work and change over time. We regularly discuss the latest astronomy developments and relate them to topics covered in the course. (NCAA Course)

610-1  BIOLOGY
36 Weeks  1.00 Credit

This course addresses the four main themes in biology: heredity, evolution, diversity/interdependence of life, and cells. Students will be introduced to the broader biological picture through inquiry based labs and activities. Students will learn about the unit of life and real world applications to the concepts. (NCAA Course)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Duration</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>608-1</td>
<td>BIOLOGY - HONORS</td>
<td>36 Weeks</td>
<td>1.00</td>
</tr>
</tbody>
</table>

This honors course is an inquiry based course that will give students the opportunity to investigate the living world. Students will investigate a variety of topics including the cell, energy in living systems, DNA, biotechnology, heredity, history of life, evolution, and ecology. Students will be introduced to the bigger biological picture and how all the topics of the course are interrelated. The content material will be covered in depth, and scientific terminology will also play an important role. Biological concepts will be explored through inquiry labs, formal projects and other activities. (NCAA Course)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Duration</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>616-5</td>
<td>CHEMISTRY</td>
<td>36 Weeks</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Prerequisite: Algebra 1

This laboratory-related course introduces students to the basic principles of chemistry. Some of the topics covered include: measurement of matter and energy, atomic structure, chemical formulas and equations, gas laws, qualitative and quantitative analysis, chemical and nuclear energy, and equilibrium. Attention is given to the development of attitudes, understanding and skills that are necessary and essential to the process of careful scientific analysis as opposed to the memorization of details. This course will increase the student’s effectiveness as a citizen in our science-oriented society. It is essential that students possess a scientific calculator. College Board recommends that students take Chemistry if they plan on attending a four-year college. (NCAA Course)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Duration</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>614-5</td>
<td>CHEMISTRY - HONORS</td>
<td>36 Weeks</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Prerequisite: Algebra 1 and teacher recommendation

This laboratory-related course introduces students to the basic principles of chemistry. Some of the topics covered include measurement of matter and energy, atomic structure, chemical formulas and equations, gas laws, qualitative and quantitative analysis, chemical and nuclear energy, and equilibrium. Attention is given to the development of attitudes, understanding and skills that are necessary and essential to the process of careful scientific analysis as opposed to the memorization of details. This course will increase the student’s effectiveness as a citizen in our science-oriented society. The course moves at a faster pace than regular chemistry, so strong work ethic and algebra skills are essential. It is essential that students possess a scientific calculator and have school-approved goggles. (NCAA Course)
618-7 COE LAKE OUTDOOR SCIENCE EDUCATION  
18 Weeks/2 periods  
1.00 Credit  
Prerequisite: Completion of Physical Science and Biology. Students will be expected to ride bicycles.

This course is designed for students who have a desire to be outdoors and teach kindergarten, 3rd and 4th grade students of the Berea City School District about our natural world and the impact humans have upon it. There are two components of this course: 1) Field/Teaching component where the high school student will teach an integrated science curriculum to elementary students at The Coe Lake Nature Trail in Berea and 2) Environmental Science Component which places emphasis on the study of the Earth and its unique life-supporting characteristics and the associated energy changes. Special projects will be integrated to improve our role and impact on our local environment, including the Big Creek and Rocky River watersheds. (NCAA Course)

604-7 HUMAN ANATOMY & PHYSIOLOGY  
36 Weeks  
1.00 Credit  
Prerequisite: Biology

This inquiry lab based course is structured for the student who has an interest in the human body and health related issues. Students will examine the structure and function of various human systems. The class will look to show the integration of the various systems and how the body works. Students should be prepared to participate in various organ dissections. (NCAA Course)

600-7 ORGANIC CHEMISTRY – HONORS  
18 Weeks  
.50 Credit  
Prerequisite: Chemistry

This college preparatory course is structured for the student who intends to pursue a career in a science-related field such as medicine, pharmacy, medical technology, etc. This one-semester course will cover topics in organic chemistry and biochemistry. School-approved goggles required. (NCAA Course)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>620-0</td>
<td>PHYSICAL SCIENCE</td>
<td>1.00</td>
<td>36 Weeks. This is a lab based course that introduces students to key concepts and theories in chemistry, physics, and space sciences. Topics include the study of matter and its reactions, energy and waves, forces and motion and the universe. These key concepts and theories will provide a foundation for further study in other sciences and advanced science disciplines. This course is structured around the idea that students learn by doing science and following the scientific method. Students also will gain experience in experimental design, scientific processes and ways of knowing, historical aspects and discovery as well as applying scientific theories to technology. There are no prerequisites for this class. (NCAA Course)</td>
</tr>
<tr>
<td>622-0</td>
<td>PHYSICAL SCIENCE - HONORS</td>
<td>1.00</td>
<td>36 Weeks. Prerequisite: Successful Completion of Algebra 1 or Algebra 1 (H) (concurrently) and teacher recommendation. Physical Science Honors emphasizes the same concepts as in the regular Physical Science course. The honors course goes into greater depth. This is a lab based course that introduces students to key concepts and theories in chemistry, physics, and space sciences. Topics include the study of matter and its reactions, energy and waves, forces and motion and the universe. These key concepts and theories will provide a foundation for further study in other sciences and advanced science disciplines. This course is structured around the idea that students learn by doing science and following the scientific method. Students also will gain experience in experimental design, scientific processes and ways of knowing, historical aspects and discovery as well as applying scientific theories to technology. The curriculum will challenge the student to acquire knowledge independently, to master abstract concepts, and apply content to new situations. (NCAA Course)</td>
</tr>
<tr>
<td>630-7</td>
<td>PHYSICS</td>
<td>1.00</td>
<td>36 Weeks. Prerequisite: Algebra 2 or Algebra 2 Honors and Chemistry and teacher recommendation. Physics is a college preparatory course that develops student problem solving skills through the concepts and principles of algebra-based physics. Students will explore topics dealing with motion, force, energy, electricity, magnetism, and waves. Students will apply physics concepts to their daily experiences. Laboratory experiments, lectures, demonstrations, problem solving, and practical design projects will be used to investigate the topics. This is a recommended course by the ACT board for prospective college students. Graphing calculator required. (NCAA Course)</td>
</tr>
</tbody>
</table>
**628-7 PHYSICS - HONORS**
36 Weeks 1.00 Credit
Prerequisite: Algebra 2 Honors and Chemistry Honors and teacher recommendation

Physics - Honors is a college preparatory course that is fast-paced and math intensive. The course develops student problem solving skills through the concepts and principles of algebra-based physics. Students should have a commanding knowledge of algebra, trigonometry, and dimensional analysis prior to taking this course. Topics that will be studied include motion, force, energy, electricity, magnetism and waves. Students will apply physics concepts to their daily experiences. Lecture, daily homework assignments, problem solving, demonstrations, laboratory experiments and design projects will be used to investigate the physics topics studied. This is a recommended course by the ACT board for prospective college students. Graphing calculator required. (NCAA Course)

**626-2 SCIENCE AND TECH INNOVATIONS (STEM)**
36 Weeks 1.00 Credit
Prerequisite: Physical Science, Biology

This Advanced Career (AC) course uses project-based learning (PBL) to gain a deeper understanding of science and technology concepts. PBL encourages scientific inquiry, putting students in the shoes of scientists by applying authentic reasoning practices – such as experimentation and trial and error – in the classroom. Students apply what they learn to help design solutions to real life projects. Students will participate in four interdisciplinary projects throughout the year.

Projects begin with extensive research that will include field trips and visits by career experts. After students gain insight and knowledge into the problem, they will make prototypes of their solutions, test their prototypes and redesign based on results. At the conclusion of each project, findings will be shared in oral presentations, digital media, and in written engineering reports. The projects will be viewed and critiqued by their peers and professionals. Students will be ready to do an independent science project after taking this class.

The course is intended for students that have a strong interest in science and may be considering a career in science and technology. It is recommended that students take this concurrently with either Chemistry or Physics. (NCAA Course pending)
634-7  ZOOLOGY: The Invertebrates
18 Weeks  .50 Credit
Prerequisite: Physical Science, Biology

The course will be your only opportunity in high school to learn about the fascinating animal kingdom on planet Earth prior to graduating. The course will emphasize the entire invertebrate group including: sponges, jellyfish, worms, squid, insects, and sea stars. Did you know the pistol shrimp shoots out water at 62 MPH or that the mimic octopus can take the shape and color of over 15 predators? These among many other scientific facts will be investigated in “Zoology: Introduction to Animals”. There is a strong behavioral, ecological and anatomical laboratory component. (NCAA Course)

635-7  ZOOLOGY: The Vertebrates
18 Weeks  .50 Credit
Prerequisite: Physical Science, Biology

This course will be your only opportunity in high school to learn about the fascinating animal kingdom on planet Earth prior to graduating. This course investigates the great diversity with vertebrates in the animal kingdom. Did you know platypus venom could hold the key to diabetes treatment or that sea otters hold hands while sleeping to keep from drifting apart?! These amazing facts are just a preview of what you will learn in “Zoology: Vertebrate Animals” investigates. There is a strong behavioral, ecological and anatomical laboratory component. The course will study the five classes of vertebrates: fishes, amphibians, reptiles, birds, and mammals. (NCAA Course)
SOCIAl STUDIES

Teachers recommend that all students take four full years of social studies at the high school level. The required number of Social Studies credits is three. The World Studies is required in 9th grade and is one full credit. The US Studies is required in 10th grade and is one full credit. American Government is required in 11th or 12th grade and is .5 credit. The other remaining .5 credit should be taken from one of the electives offered to complete the total of three required Social Studies credits. The curriculum is designed to prepare all students for full participation as active citizens.

Honors Curriculum: This is the recommended sequence for those students who are planning an honors course of study. Students will be permitted to take courses in an accelerated manner (that is, ninth graders may take World Studies Honors, tenth graders may take Advanced Placement courses, etc.) upon student request and the permission of their social studies teacher and the department chair.

Below are flow charts of the social studies sequence for the curriculum.

SOCIAL STUDIES FLOW CHART

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern World History</td>
<td>American History</td>
<td>American Gov’t</td>
<td>Electives (See Below)</td>
</tr>
<tr>
<td>Modern World History-H</td>
<td>American Hist.-H</td>
<td>American Gov’t-H</td>
<td></td>
</tr>
<tr>
<td>AP US History</td>
<td></td>
<td>AP American Gov’t &amp; Politics</td>
<td></td>
</tr>
</tbody>
</table>

SOCIAL STUDIES ELECTIVES

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th – 12th Grade</th>
<th>11th – 12th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minorities, Pop Culture</td>
<td>Minorities, Pop Culture, Economics, Economics-H</td>
<td>AP European History, Psychology, Sociology, Contemporary World Issues-H, AP Psychology</td>
<td>Senior Seminar, AP Psychology</td>
</tr>
</tbody>
</table>
658-0  MODERN WORLD HISTORY  
36 Weeks  1.00 Credit

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

660-0  MODERN WORLD HISTORY – HONORS  
36 Weeks  1.0 Credit

Prerequisite: 8th grade advanced and/or teacher recommendation

This course, which is required for honors freshman students, examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions. This course is recommended for the academically-talented student who wishes to prepare themselves for the rigor of college studies. The historical content is essentially the same as regular Modern World History but with greater emphasis on individual investigation and in-depth probing of the more critical periods of mankind's development. (NCAA Course)

648-7  ADVANCED PLACEMENT AMERICAN GOVERNMENT AND POLITICS  
36 Weeks  1.00 Credit

Prerequisite: Teacher recommendation and American History Course. This is a college level course.

This course is designed to prepare junior honors students to take the College Board's Advanced Placement Test in American Government and Politics. Students must complete both semesters to take the AP exam. Homework and class preparation expectations will be at the college level. Students will also be asked to analyze primary and secondary sources from multiple perspectives to draw conclusions. Each students' success will depend on how well they retain materials and the levels at which they discuss and write about a subject. The successful completion of a Citizenship Participatory Project is required in order to receive credit. A class fee may be required. Students can earn college credit upon successful completion of the course and examination. Summer reading may be required. (NCAA Course)
650-7 ADVANCED PLACEMENT EUROPEAN HISTORY
36 Weeks 1.00 Credit
Prerequisite: Teacher recommendation.

This course is designed to prepare senior honors students to take the College Board's Advanced Placement Test in European History. Students must complete both semesters to take the AP exam. Homework and class preparation expectations will be at the college level. Students will also be asked to analyze primary and secondary sources from multiple perspectives to draw conclusions. Each students' success will depend on how well they retain materials and the levels at which they discuss and write about a subject. A class fee may be required. Students can earn college credit upon successful completion of the course and examination. Summer reading may be required. (NCAA Course)

680-7 ADVANCED PLACEMENT PSYCHOLOGY
36 Weeks 1.00 Credit
Prerequisite: Teacher recommendation

This course is designed to prepare students to take College Board's Advanced Placement Test in Psychology. Students must complete both semesters to take the AP exam. It is equivalent to a college introductory Psychology course. It is designed to introduce students to the systematic and scientific study of human behavior and mental processes. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They will also learn about the ethics and methods psychologists use in their science and practice. The development of critical thinking skills, oral and written communication, and critical evaluation of research methods will be emphasized. It is a challenging course that requires students to apply high levels of reasoning to knowledge learned. Students can earn college credit upon successful completion of the course and examination. Summer reading may be required. (NCAA Course)

652-5 ADVANCED PLACEMENT US HISTORY
36 Weeks 1.00 Credit
Prerequisite: Teacher recommendation

This course is designed to prepare the sophomore honors students to take the College Board's Advanced Placement Test in American History. Students must complete both semesters to take the AP exam. Homework and class preparation expectations will be at the college level. Students will also be asked to analyze primary and secondary sources from multiple perspectives to draw conclusions. Each students' success will depend on how well they retain materials and the levels at which they discuss and write about a subject. A class fee may be required. Students can earn college credit upon successful completion of the course and examination. Summer reading may be required. (NCAA Course)

682-7 AMERICAN GOVERNMENT
36 Weeks 1.00 Credit

This is a required course for juniors. How the American people govern themselves at national, state and local levels of government is the basis for this course. Students will also learn the importance of being informed and involved citizens in our nation's democratic system. Successful completion of a Citizenship Participatory Project is required in order to receive credit in American Government. (NCAA Course)
684-7  AMERICAN GOVERNMENT - HONORS
36 Weeks  1.00 Credits
Prerequisite: Teacher recommendation and American History Course

This is a required course for junior honors students. How the American people govern themselves at national, state and local levels of government is the basis for this course. Students will also learn the importance of being informed and involved citizens in our nation's democratic system. Successful completion of a Citizenship Participatory Project is required in order to receive credit in American Government. This course includes and goes beyond the requirements of regular American Government. Students are expected to do extensive reading, writing, and critical thinking in consideration of the issues, problems, and dilemmas of power and representation in our system of government. (NCAA Course)

676-5  AMERICAN HISTORY
36 Weeks  1.00 Credit

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

678-5  AMERICAN HISTORY - HONORS
36 Weeks  1.00 Credit
Prerequisite: Modern World History- Honors or teacher recommendation.

This course, which is geared for sophomore honors students, examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions. This course goes beyond the regular American History course. While the historical content of both courses is the same, the honors course places a much greater emphasis on skill development in higher-level reading and writing. (NCAA Course)
669-7  CONTEMPORARY WORLD ISSUES - HONORS
18 Weeks  .50 Credit
This course is designed for junior/senior honors students. The
dynamics of global interactions among nations and regions
present issues that affect all humanity. These dynamics include:
competing beliefs and goals; methods of engagement; and
conflict and cooperation. Contemporary issues have political,
economic, social, historic, and geographic components.
Approaches to addressing global and regional issues reflect
historical influences and multiple perspectives. (NCAA Course)

666-5  ECONOMICS
18 Weeks  .50 Credits
This course explores the fundamentals that guide individuals and nations as they
make choices about how to use limited resources to satisfy their wants. More
specifically, it examines the ability of individuals to use knowledge and skills to
manage limited financial resources effectively for a lifetime of financial security. This
course fulfills the Financial Literacy requirement towards graduation. (NCAA Course)

667-5  ECONOMICS - HONORS
18 Weeks  .50 Credit
This course explores the fundamentals that guide individuals and nations as they make choices about how to use limited resources to satisfy their wants. More specifically, it examines the ability of individuals to use knowledge and skills to manage limited financial resources effectively for a lifetime of financial security. This course goes beyond the regular course by studying microeconomic and macroeconomic theories to prepare students for economics in college. This course fulfills the Financial Literacy requirement towards graduation. (NCAA Course)

670-2  MINORITIES
18 Weeks  .50 Credit
Minorities is a class which will stress sub-cultures within a society. Focus will be on
the American minorities. The student will be presented with many points of view
through fictional and factual readings, films, and lectures. A focus will include
women, African Americans, Asians, and Hispanics among other minority groups in
history. (NCAA Course)

671-2  POP CULTURE
18 Weeks  .50 Credit
Why do Americans watch certain TV shows and movies? Why do we get caught up
in fads and styles? Maybe what we see, read, and enjoy reflects what Americans
actually are. This class will be studying trends in comics, movies, radio, and
television. What type of hero have the Americans had since early 1900’s? We will
study the hero in relation to the attitudes and values of Americans. (NCAA Course)
672-7  PSYCHOLOGY
18 Weeks .50 Credit

Psychology is the science of human behavior. This course introduces the student to basic terms and concepts that psychologists use. The course emphasizes how people learn, develop personality, perceive their environments, and interact. (NCAA Course)

668-8  SENIOR SEMINAR
290-8  18 Weeks 1.00 Credit
       (This course earns .5 English credit and .5 Social Studies credit.) Students must enroll in both courses.

Senior Seminar is a capstone course designed for the mature and inquisitive senior looking for a unique English/Social Studies experience. This one-credit, team-taught interdisciplinary course will focus on three major units of study: politics, gender, and spirituality, with an emphasis on critical thinking skills. Students will investigate multiple perspectives in a thoughtful, unbiased approach in order to develop an understanding and a tolerance of complex societal issues. This class will meet twice a day, which will allow for both large and small group experiences. Students will present a portfolio of their work at the end of the semester. A fee may be required to cover at least one major field trip and/or materials. (NCAA Course)

673-7  SOCIOLOGY
18 Weeks .50 Credit

This course will apply the basic concepts and theories of sociology as we seek to understand various issues that affect people today. These issues revolve around social inequality (gender, race, ethnicity, and class) and social change. We will explore the nature and organization of the family, marriage, work, deviance, crime and the legal system. In short, students will learn to think critically and analytically about some of the pressing matters of our time. (NCAA Course)
WORLD LANGUAGES

The World Languages Department believes studying another language and culture promotes global awareness, creativity and communication, which are important for strong workforce skills. Developing proficiencies in other languages opens up opportunities for career pathways locally and internationally. At this time it is recommended that college bound students take a minimum of two years of the same world language. The language you elect to study this year should be enjoyable and important to your overall education. Students may be required to pay a workbook fee.

NOTE TO PARENTS AND STUDENTS:

Any student, who will be studying a world language as preparation for college or as a requirement for an Honors Diploma (3 credits in one language), should consult a counselor or world language teacher to ensure a program of studies that best matches the student’s goals. World language requirements vary from college to college. Languages that are accepted by some colleges may not be accepted at others.

ACTFL

300-2  FRENCH 1 (NOVICE MID)
36 Weeks  1.00 Credit

This course introduces students to the target language and its culture. The students will develop communicative skills in all three modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities. Students are expected to demonstrate proficiency at the Novice Mid level before they can move on to the next course. This course requires active participation. (NCAA Course) Fee Required.

- 75 -
302-2 FRENCH 2 (NOVICE HIGH)
36 Weeks 1.00 Credit
Prerequisite: Novice Mid fluency level

This course reinforces the fundamental skills acquired by the students in the Novice Mid French 1 course. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Content is a continuation of the listening and oral skills acquired in Novice Mid French 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued. Students are expected to demonstrate proficiency at the Novice High level before they can move on to the next course. This course requires active participation. MINIMUM LEVEL NEEDED FOR COLLEGE ENTRANCE. (NCAA Course) Fee Required.

304-5 FRENCH 3 (INTERMEDIATE LOW)
36 Weeks 1.00 Credit
Prerequisite: Novice High fluency level

This course provides mastery and expansion of skills acquired by the students in Novice High French 2. Content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people. Students are expected to demonstrate proficiency at the Intermediate Low level before they can move on to the next course. This course requires active participation. (NCAA Course) Fee Required.

306-7 FRENCH 4 – HONORS (INTERMEDIATE MID)
36 Weeks 1.00 Credit
Prerequisite: Intermediate Low fluency level

French 4 expands the skills acquired in Intermediate Low French 3. Content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works. Students are expected to demonstrate proficiency at the Intermediate Mid level before they can move on to the next course. This course requires active participation. (NCAA Course) Fee Required.

308-8 FRENCH 5 – HONORS (INTERMEDIATE HIGH)
36 Weeks 1.00 Credit
Prerequisite: Intermediate Mid fluency level

This course expands the skills acquired in Intermediate Mid French 4. Content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works. This course requires active participation. Summer work may be required for this class. (NCAA Course)
310-2  GERMAN 1 (NOVICE MID)
36 Weeks  1.00 Credit
German 1 introduces students to the target language and its culture. The students will develop communicative skills in all three modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities. As the program continues to develop, students may be expected to demonstrate proficiency at the Novice Mid level before they can move on to the next course. Active participation is required. (NCAA Course) Fee required.

312-2  GERMAN 2 (NOVICE HIGH)
36 Weeks  1.00 Credit
Prerequisite: Novice Mid fluency level
German 2 reinforces the fundamental skills acquired by the students in the Novice Mid German 1 course. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Content is a continuation of the listening and oral skills acquired in Novice Mid German 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued. As the program continues to develop, students may be expected to demonstrate proficiency at the Novice High level before they can move on to the next course. This course requires active participation. Fee required. MINIMUM LEVEL NEEDED FOR COLLEGE ENTRANCE. (NCAA Course)

314-5  GERMAN 3 – HONORS (INTERMEDIATE HIGH)
36 Weeks  1.00 Credit
Prerequisite: Novice High fluency level
German 3 provides mastery and expansion of skills acquired by the students in Novice High German 2. Content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people. As the program continues to develop, the students may be expected to demonstrate proficiency at the Intermediate Low level before they can move on to the next course. This course requires active participation. (NCAA Course) Fee Required.

316-7  GERMAN 4 – HONORS (INTERMEDIATE MID)
36 Weeks  1.00 Credit
Prerequisite: Intermediate Low fluency level
German 4 expands the skills acquired in Intermediate Low German 3. Content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works. As the program continues to develop, students may be expected to demonstrate proficiency at the Intermediate Mid level before they can move on to the next course. This course requires active participation. (NCAA Course) Fee Required.
318-8  GERMAN 5 - HONORS (INTERMEDIATE HIGH)
36 Weeks  1.00 Credit
Prerequisite: Intermediate Mid fluency level

This course expands the skills acquired in Intermediate Mid German 4. Content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works. This course requires active participation. Summer work may be required for this class. (NCAA Course) Fee Required.

392-2  MANDARIN CHINESE 1 (NOVICE LOW)
36 Weeks  1.00 Credit

Chinese 1 introduces students to the target language and its culture. The students will develop communicative skills in all three modes of communication, emphasizing listening and speaking with a focus on introducing yourself and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities. Students are expected to demonstrate proficiency at the Novice Low level before they can move on to the next course. This course requires active participation. (NCAA Course) Fee Required.

394-2  MANDARIN CHINESE 2 (NOVICE MID 1)
36 Weeks  1.00 Credit
Prerequisite: Novice Low fluency level

Chinese 2 reinforces the fundamental skills acquired by the students in the Novice Low Chinese 1 course. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Content is a continuation of the listening and oral skills acquired in Novice Low Chinese 1. Reading and writing receive more emphasis, while oral communication remains the primary objective, focusing more on daily routine while continuing to develop culture comparisons. Students are expected to demonstrate proficiency at the Novice Mid 1 level before they can move on to the next course. This course requires active participation. MINIMUM LEVEL NEEDED FOR COLLEGE ENTRANCE. (NCAA Course) Fee Required.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Credit</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>396-5</td>
<td>MANDARIN CHINESE 3 – HONORS (NOVICE MID 2)</td>
<td>36 Weeks</td>
<td>1.00</td>
<td>Novice Mid (low) fluency level</td>
</tr>
</tbody>
</table>

Chinese 3 reinforces the fundamental skills acquired by the students in the Novice Mid Chinese 1 course. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Content is a continuation of the listening and oral skills acquired in Novice Mid Chinese 1. Reading and writing receive more emphasis, while oral communication remains the primary objective, focusing on activities you do, while continuing to experience culture comparisons. The cultural survey of the target language-speaking people is continued. Students are expected to demonstrate proficiency at the Novice High level before they can move on to the next course. This course requires active participation. Fee required. (NCAA Course)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Credit</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>398-7</td>
<td>MANDARIN CHINESE 4 – HONORS (NOVICE HIGH)</td>
<td>36 Weeks</td>
<td>1.00</td>
<td>Novice Mid (high) fluency level</td>
</tr>
</tbody>
</table>

This course expands the skills acquired in Novice Mid 2 Chinese 3. Content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and websites. Students are expected to demonstrate proficiency at the Novice High level before they can move on to the next course. This course requires active participation. (NCAA Course) Fee Required.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Credit</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>400-7</td>
<td>MANDARIN CHINESE 5 – HONORS (INTERMEDIATE LOW)</td>
<td>36 Weeks</td>
<td>1.00</td>
<td>Novice High fluency level</td>
</tr>
</tbody>
</table>

Chinese 5 (honors) expands the skills acquired in Novice High Chinese 4. Content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works. This course requires active participation. Summer work may be required for this class. Fee required. (NCAA Course)
332-2 SPANISH 1 (NOVICE MID)  
36 Weeks 1.00 Credit  
This course introduces students to the target language and its culture. The students will develop communicative skills in all three modes of communication and cross-cultural understanding. Emphasis is placed on proficient speaking and written communication in the language. Reading, listening and culture are also explored. Students are recommended for the subsequent course based on classroom performance and teacher recommendation. This course requires communication and oral presentations. (NCAA Course) Fee required.

334-2 SPANISH 2 (NOVICE HIGH)  
36 Weeks 1.00 Credit  
Prerequisite: Novice Mid fluency level  
This course reinforces the fundamental skills acquired by the students in the Novice Mid Spanish 1 course. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. While spoken and written communication remain the primary objective, reading and listening skills will continue to be addressed. The cultural survey of the target language-speaking people is continued. Students are recommended for the subsequent course based on classroom performance and teacher recommendation. This course requires communication and oral presentations. Fee required. **MINIMUM LEVEL NEEDED FOR COLLEGE ENTRANCE** (NCAA Course)

336-5 SPANISH 3 (INTERMEDIATE LOW)  
36 Weeks 1.00 Credit  
Prerequisite: Novice High fluency level  
This course provides mastery and expansion of skills acquired by the students in Novice High Spanish 2. The majority of the class will be conducted in Spanish. Special attention will be given to conversational skills as well as advanced language structures. Students are recommended for the subsequent course based on classroom performance and teacher recommendation. This course requires communication and oral presentations. (NCAA Course) Fee required.

338-7 SPANISH 4 - HONORS (INTERMEDIATE MID)  
36 Weeks 1.00 Credit  
Prerequisite: Intermediate Low fluency level  
Spanish 4 expands the skills acquired in Intermediate Low Spanish 3. The majority of the class will be conducted in Spanish. Special attention will be given to mastering conversational skills as well as additional advanced language structures. Reading selections are varied and taken from the target language newspapers, magazines, and literary works. Students are recommended for the subsequent course based on classroom performance and teacher recommendation. This course requires communication and oral presentations. (NCAA Course) Fee required.
340-8     SPANISH 5 - HONORS (INTERMEDIATE HIGH)
36 Weeks     1.00 Credit
Prerequisite: Intermediate Mid Fluency level

This course expands the skills acquired in Intermediate Mid Spanish 4. The majority of the class will be conducted in Spanish. Content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works. This course requires communication and oral presentations. Summer work may be required for this class. (NCAA Course) Fee Required.

390-7     ADVANCED PLACEMENT SPANISH LANGUAGE & CULTURE
36 Weeks     1.00 Credit
Prerequisite: Intermediate Mid fluency level

The Intermediate High (AP) course expands the skills acquired in Intermediate Mid Spanish 4 but with a focus on preparation for taking a college placement exam (either the AP or a similar college placement exam). Content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works. The course is meant to be comparable to college and university courses that focus on speaking and writing in the target language at an advanced level. Students will prepare for the AP Spanish Language and Culture Exam or another placement exam in the spring. This course requires communication and oral presentations. The purchase of a workbook is required for this class. (NCAA Course)
<table>
<thead>
<tr>
<th>COURSE SELECTION SUMMARY SHEET</th>
<th>2019-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COURSE CODE</strong></td>
<td></td>
</tr>
<tr>
<td>0 9th Graders</td>
<td>5 10th through 12th Graders</td>
</tr>
<tr>
<td>1 9th &amp; 10 Graders</td>
<td>6 11th Graders</td>
</tr>
<tr>
<td>2 9th through 12 Graders</td>
<td>7 11th &amp; 12th Graders</td>
</tr>
<tr>
<td>3 10th Graders</td>
<td>8 12th Graders</td>
</tr>
<tr>
<td>4 10th &amp; 11th Graders</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>COMPUTER SCIENCE AND INFO. TECHNOLOGY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>200-2</td>
</tr>
<tr>
<td>201-2</td>
</tr>
<tr>
<td>203-2</td>
</tr>
<tr>
<td>206-2</td>
</tr>
<tr>
<td>208-7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ART</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>100-7</td>
</tr>
<tr>
<td>104-2</td>
</tr>
<tr>
<td>105-2</td>
</tr>
<tr>
<td>108-2</td>
</tr>
<tr>
<td>112-2</td>
</tr>
<tr>
<td>114-5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ENGLISH</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>250-8</td>
</tr>
<tr>
<td>252-6</td>
</tr>
<tr>
<td>254-8</td>
</tr>
<tr>
<td>256-8</td>
</tr>
<tr>
<td>258-8</td>
</tr>
<tr>
<td>259-8</td>
</tr>
</tbody>
</table>
| COURSE SELECTION SUMMARY SHEET  
| 2019-2020 |
| ENGLISH (continued) |
| 260-1 Reading Essentials | 288-2 Publications & Productions Y |
| 262-2 Drama and Performance | 290-8 Senior Seminar (668-8) |
| 266-0 English 1 | 292-7 Speech/Debate |
| 268-0 English 1 H |
| BUSINESS EDUCATION | FAMILY & CONSUMER SCIENCE |
| 150-2 Accounting 1 | 360-2 Child Development |
| 151-2 Accounting 2 | 364-2 Culinary Fundamentals |
| 166-2 Personal Finance | 374-2 College & Career Readiness |
| HEALTH & PHYSICAL ED |
| 342-2 Indoor Cycling | 354-2 Personal Fitness |
| 343-2 Stress Management | 355-2 Team Sports |
| 350-2 PE Waiver | 356-2 Basketball |
| 351-2 Health | 358-2 Strength & Conditioning |
| 352-2 Lifeguarding | 359-2 Basic Weight Training |
| MATHEMATICS |
| 504-7 Advanced Algebra | 518-7 Pre-Calculus |
| 506-7 Statistics | 520-7 Functions & Trig. 1 |
| 507-7 Topics of Calculus | 522-2 Algebra 2 H |
| 508-1 Algebra 1 | 524-8 AP Calculus (AB) |
| 510-1 Algebra 1 H | 526-5 Geometry H |
| 512-7 Algebra 2 | 528-7 Pre-Calculus H |
| 514-8 Functions & Trig. 2 | 530-8 AP Statistics |
| 516-2 Geometry | 532-8 AP Calculus (BC) |
## COURSE SELECTION SUMMARY SHEET
### 2019-2020

### MUSIC

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>534-2</td>
<td>Band – Concert</td>
<td>554-2</td>
<td>Jazz Band</td>
</tr>
<tr>
<td>536-2</td>
<td>Advanced Choir</td>
<td>556-2</td>
<td>Guitar Class</td>
</tr>
<tr>
<td>538-2</td>
<td>Advanced Choir <strong>H</strong></td>
<td>558-2</td>
<td>Symphony Orchestra – Strings</td>
</tr>
<tr>
<td>540-2</td>
<td>Band – Symphonic</td>
<td>560-2</td>
<td>Symphony Orchestra – Strings <strong>H</strong></td>
</tr>
<tr>
<td>542-2</td>
<td>Winds – Symphonic</td>
<td>562-5</td>
<td>Symphony Orchestra – Winds &amp; Percussion</td>
</tr>
<tr>
<td>544-2</td>
<td>Winds – Symphonic <strong>H</strong></td>
<td>563-5</td>
<td>Symphony Orchestra – Winds &amp; Percussion <strong>H</strong></td>
</tr>
<tr>
<td>546-2</td>
<td>Men’s Chorus</td>
<td>564-2</td>
<td>Concert Orchestra</td>
</tr>
<tr>
<td>548-2</td>
<td>Adv. Women’s Chorus</td>
<td>566-2</td>
<td>Music Theory</td>
</tr>
<tr>
<td>550-2</td>
<td>Show Choir – Center Stage</td>
<td>568-6</td>
<td>Adv. Women’s Chorus <strong>H</strong></td>
</tr>
<tr>
<td>552-2</td>
<td>Women’s Chorus</td>
<td>570-2</td>
<td>Prelude Orchestra</td>
</tr>
</tbody>
</table>

### PROJECT LEAD THE WAY

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>410-0</td>
<td>Intro. To Pre-Engineering Design</td>
<td>420-2</td>
<td>Principles of Biomedical Sci.</td>
</tr>
<tr>
<td>412-5</td>
<td>Principles of Pre-Engineering</td>
<td>422-2</td>
<td>Human Body System</td>
</tr>
<tr>
<td>414-5</td>
<td>Digital Electronics</td>
<td>424-5</td>
<td>Medical Interventions</td>
</tr>
<tr>
<td>418-7</td>
<td>Pre-Engineering Design &amp; Dev.</td>
<td>426-7</td>
<td>Biomedical Science</td>
</tr>
</tbody>
</table>

### POLARIS SATELLITE PROGRAMS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>810-2</td>
<td>Arts and Communication Primer-Course 1</td>
<td>840-2</td>
<td>Business Foundations-Course 1</td>
</tr>
<tr>
<td>2810-2</td>
<td></td>
<td>2840-2</td>
<td></td>
</tr>
<tr>
<td>811-5</td>
<td>Video Production</td>
<td>841-5</td>
<td>Office Management</td>
</tr>
<tr>
<td>2811-5</td>
<td></td>
<td>2841-5</td>
<td></td>
</tr>
<tr>
<td>812-5</td>
<td>Video Broadcast</td>
<td>842-5</td>
<td>Professional &amp; Technical Sales</td>
</tr>
<tr>
<td>2812-5</td>
<td></td>
<td>2842-5</td>
<td></td>
</tr>
<tr>
<td>813-5</td>
<td>Digital Cinema</td>
<td>843-5</td>
<td>Strategic Entrepreneurship</td>
</tr>
<tr>
<td>2813-5</td>
<td></td>
<td>2843-5</td>
<td></td>
</tr>
</tbody>
</table>

### SCIENCE

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>600-7</td>
<td>Organic Chemistry <strong>H</strong></td>
<td>618-7</td>
<td>CLOSE</td>
</tr>
<tr>
<td>602-7</td>
<td>Astronomy</td>
<td>620-0</td>
<td>Physical Science</td>
</tr>
<tr>
<td>604-7</td>
<td>Human Anatomy &amp; Physiology</td>
<td>622-0</td>
<td>Physical Science <strong>H</strong></td>
</tr>
<tr>
<td>COURSE SELECTION SUMMARY SHEET</td>
<td>2019-2020</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
<td>-----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SCIENCE (continued)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>606-7 AP Environmental Science</td>
<td>626-2 Science &amp; Tech Innovations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>608-1 Biology H</td>
<td>628-7 Physics H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>610-1 Biology</td>
<td>630-7 Physics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>612-5 AP Biology</td>
<td>632-8 AP Physics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>614-5 Chemistry H</td>
<td>634-7 Zoology: The Invertebrates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>616-5 Chemistry</td>
<td>635-7 Zoology: The Vertebrates</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SOCIAL STUDIES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>648-7 AP Am. Gov. &amp; Politics</td>
<td>670-2 Minorities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>650-7 AP European History</td>
<td>671-2 Pop Culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>652-5 AP US History</td>
<td>672-7 Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>658-0 Modern World History</td>
<td>673-7 Sociology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>660-0 Modern World History H</td>
<td>676-5 American History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>666-5 Economics</td>
<td>678-5 American History H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>667-5 Economics H</td>
<td>680-7 AP Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>668-8 Senior Seminar (290-8)</td>
<td>682-7 American Government</td>
<td></td>
<td></td>
</tr>
<tr>
<td>669-7 Contemporary World Issues H</td>
<td>684-7 American Government H</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WORLD LANGUAGES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>300-2 French 1</td>
<td>332-2 Spanish 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>302-2 French 2</td>
<td>334-2 Spanish 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>304-5 French 3</td>
<td>336-5 Spanish 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>306-7 French 4 H</td>
<td>338-7 Spanish 4 H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>308-8 French 5 H</td>
<td>340-8 Spanish 5 H</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>390-7 AP Spanish Language &amp; Culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>310-2 German 1</td>
<td>392-2 Mandarin Chinese 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>312-2 German 2</td>
<td>394-2 Mandarin Chinese 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>314-5 German 3 H</td>
<td>396-5 Mandarin Chinese 3 H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>316-7 German 4 H</td>
<td>398-7 Mandarin Chinese 4 H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>318-8 German 5 H</td>
<td>400-7 Mandarin Chinese 5 H</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ACADEMIC PLANNING

Additional guiding points and questions to consider when making your academic plan:

- Do you plan on participating in College Credit Plus? If yes, where?
- Do you plan to participate in BMHS athletics?
- If yes, you MUST pass 2.50 credits each quarter to participate.
- Are you planning to attend POLARIS? If yes, which program?
- Did you apply for a PE Waiver?
- Seniors Only - If available, do you want an Early Bird class at 6:15/6:30 a.m.? (transportation will not be provided)
- Juniors Only – If available, do you want an Extended Day class until 3:15 or 3:30 p.m. (transportation will not be provided)

Your “ideal” schedule will be due with parent signature by February 7, 2019.