

**Kirtland High School**  
*Program of Studies*  
**2017-2018**



**Lynn Campbell**  
*Principal*  
**Matt Paul**  
*Assistant Principal / Athletic Director*  
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*School Counselor*

**KHS MISSION STATEMENT**

*To sustain an exemplary learning community where we unite to achieve defined curricular goals, improved student performance, and success for all through frequent monitoring, communication, and remediation.*



# KIRTLAND HIGH SCHOOL

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Lynn Campbell  
*Principal*

Matthew D. Paul  
*Assistant Principal / Athletic Director*

Anna George  
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Dear Parents and Students:

The Kirtland Local Schools have been recognized by the state of Ohio as **Excellent** for as long as that distinction was awarded. One reason for this recognition is the quality of our academic program. Kirtland High School offers a variety of courses designed to challenge each student to do his/her best. KHS has the courses that meet the needs of our students in grade level subjects, special education, college prep and advanced placement.

This Program of Studies lists all the courses offered at KHS. More importantly, the Program of Studies contains the proper sequence students should follow when selecting courses. It is the rare student who should and could deviate from the prescribed course sequencing.

To help your child have the greatest possible success, we recommend the following:

- Discuss with your child his/her career goals
- Examine this Program of Studies for courses to help make your child's career goals a reality
- Follow, not just seek, the advice of your child's teachers and counselor
- Attend parent/teacher conferences to learn about your child's special talents
- Stress to your child the importance of attempting the best academic program for his/her skills
- Resist the temptation to create a schedule based on social or athletic interests at the expense of your child's academic interests or needs
- Provide a quiet place for your child to do nightly homework
- Monitor your child's progress through Infinite Campus
- Call or email the school when you have a concern or need additional information/communication from the school
- Carefully read the publications provided by the district

The above, along with the diligent work of your child, should provide your child with the best education possible.

Sincerely,

Lynn Campbell  
Principal



## TABLE OF CONTENTS

<b>Using the Program of Studies Booklet.....</b>	<b>7</b>
<b>How to Plan your Program of Studies.....</b>	<b>7</b>
<b>Weighted Grades.....</b>	<b>7</b>
<b>Class Load /Scheduling.....</b>	<b>7</b>
<b>Credits for Promotion.....</b>	<b>7</b>
<b>Class / Scheduling Changes.....</b>	<b>8</b>
<b>Course Waivers.....</b>	<b>8</b>
<b>Online Course Options.....</b>	<b>9</b>
<b>Physical Education Waiver.....</b>	<b>10</b>
<b>College Credit Plus Program (CCP).....</b>	<b>10</b>
<b>KHS Graduation Credit Requirements.....</b>	<b>11</b>
<b>4 Year Course Planner.....</b>	<b>11</b>
<b>High School Requirements.....</b>	<b>11</b>
<b>The Ohio Core.....</b>	<b>12</b>
<b>Ohio Graduation Requirements.....</b>	<b>12</b>
<b>Statewide/AIR Tests.....</b>	<b>13</b>
<b>Community Service.....</b>	<b>14</b>
<b>College Preparatory.....</b>	<b>14</b>
<b>How Colleges Select Students.....</b>	<b>15</b>
<b>Athletic / Extracurricular Eligibility.....</b>	<b>15</b>

<b>NCAA Requirements.....</b>	<b>16</b>
<b>Credit Flexibility.....</b>	<b>17</b>
<b>Guidance / Special Services.....</b>	<b>17</b>
<b>Peer Tutoring.....</b>	<b>17</b>
<b>Diploma Requirements (Regular, Honors).....</b>	<b>18</b>
<b>The Advanced Placement Program.....</b>	<b>19</b>
<b>Computer Science.....</b>	<b>23</b>
<b>English.....</b>	<b>25</b>
<b>Fine Arts.....</b>	<b>28</b>
<b>Health / Physical Education.....</b>	<b>33</b>
<b>Mathematics.....</b>	<b>35</b>
<b>Science.....</b>	<b>39</b>
<b>Social Studies.....</b>	<b>44</b>
<b>Study Skills.....</b>	<b>47</b>
<b>World Languages.....</b>	<b>48</b>
<b>Online Learning Courses.....</b>	<b>49</b>
<b>Auburn Career Center.....</b>	<b>51</b>

## **USING THE PROGRAM OF STUDIES BOOKLET**

The Program of Studies Booklet contains the essential information needed for students to plan their educational program at the high school level. It should be read carefully by both students and parents prior to making course selections. Course requirements and procedures included in this Program of Studies booklet may be subject to change with Kirtland Board of Education approval.

## **HOW TO PLAN YOUR PROGRAM OF STUDIES**

Students are encouraged to carefully plan a program of studies that will assist them in reaching their educational and occupational goals. The information outlined on the following pages is designed to guide students in selecting the courses that will lead toward achieving their goals.

It is important for students to select courses to fit their career plans. It is suggested that students:

- Review all requirements for graduation.
- Read the information given about each department.
- Use the Four-Year Course Planner to complete a four-year program, paying particular attention to graduation requirements.

## **WEIGHTED GRADES\***

For Honors, College Credit Plus (CCP) and Advanced Placement (AP) courses, grades are weighted to reflect the challenging curriculum.

**Honors Courses:**A=4.5 B=3.5 C=2.5 D=1.0 F=0.0

**AP & CCP Courses:**A=5.0 B=4.0 C=3.0 D=1.0 F=0.0

\*After engaged community meetings and discussion throughout 2015-2016, the District has moved to eliminate reporting and the practice of ranking students by their cumulative grade point average (GPA), eliminating the naming of Valedictorian and Salutatorian, **effective for the class of 2020 and beyond.**

## **CLASS LOAD / SCHEDULING**

All students are required to maintain a schedule of at least five (5) credits for the entire school year. No more than two (2) study halls will be permitted each semester. In regards to scheduling elective courses, seniors are given priority in order of scheduling.

## **CREDITS FOR PROMOTION:**

Grade 10: A student will be promoted to 10th grade if he/she has completed a minimum of 5 credits.

Grade 11: A students will be promoted to 11th grade if he/she has completed a minimum of 10 credits.

Grade 12: A student will be promoted to 12th grade if he/she has completed a minimum of 15 credits.

Graduate: A student must complete 22 credits with additional requirements to graduate.

**Note:** *The guidelines should be viewed as minimum.*

## **CLASS / SCHEDULE CHANGES**

You will soon be asked to make a personal course commitment for the upcoming school year. The final responsibility for this commitment will be **YOURS**. Therefore, before you select your individual courses, it is strongly advised that you seek advice from as many sources as possible — parents, teachers, counselors, and fellow students who have already completed a similar course of study.

The registration process at KHS begins in early Spring Semester. Students and parents are encouraged to thoroughly discuss course offerings and review the student's four-year plan before making actual selections. **Course change requests will only be made for the following reasons:**

1. Computer error
2. Summer school attendance
3. Failure of a prerequisite course
4. College Credit Plus enrollment
5. Schedule overload
6. Academic misplacement

Students that have a course change that fits the above reasons must fill out a "request for schedule change" form and turn it into their counselor within the **first ten (10) days of the semester**. Students wishing to add a class must do so within the **first ten (10) days of the semester**. Courses will be added if the student is replacing a study hall and if space permits. If an added course requires moving one or more courses, the principal will review the request and make a decision.

Students that wish to drop a course after the ten day period will be required to have a meeting with the student, parent, teacher, counselor, and principal. Dropping a course after the ten day period may result in a "Withdrawn / Failure" for the course.

**Be aware of eligibility requirements for athletics and other school activities as you consider schedule changes.**

**PLEASE NOTE:** It is hoped that we will be able to offer every course that is listed in this booklet. However, it is possible that an elective course may not be offered due to a lack of adequate student interest or appropriate staffing. The high school principal will make such a determination, and all students who have signed up for a class that has been cancelled will have the opportunity to select another available course.

## **COURSE WAIVERS**

If a student elects to take an academic course for which he/she was not recommended or does not meet the established prerequisites, he/she must complete a waiver form obtainable in the Guidance Office and return it to the guidance counselor. The waiver **must** be signed by the student and parent before the student may be **considered** for the course. Principal approval is needed.



### **Online Course Options**

In an effort to maximize the potential of the one-to-one initiative beginning in the 2015-2016 school year, online course options will be offered to the high school students through 3<sup>rd</sup> party providers such as APEX Learning, Lincoln Interactive or Pearson Connections Education. If a student would like to participate in these courses, he or she must schedule work time into their day through a study hall in which the work can be done in the Media Center. Freshmen will be limited to one online course per semester while sophomores, juniors, and seniors will have the option to take two per year. The course will be provided free of cost to the student, however, like other alternative options, if the student should not pass the course, he or she will be responsible for the course fee. An “Online Learning Agreement” is required for each student who enrolls in an online course, which outlines the expectations of the student. If resources are expended and students are not able to get all requested courses, preference will be given to students with senior status, working backwards by grade level.

## **Physical Education Waiver**

Students may waive the required PE-9 and PE-10 classes (net value of 0.5 credits) by participating in at least two (2) seasons of Interscholastic Sports (grades 9-12) and/or Marching Band. Students need to file the “Intent to Waive” form to be allowed to remove PE from their course selections. All necessary paper work is available through the KHS Guidance Department. Students opting for this waiver are required to obtain an additional 0.5 elective credits, thus bringing their graduation requirements to 8.5-10.5 elective credits instead of 8-10.

## **College Credit Plus (CCP) Program**

College Credit Plus (CCP) provides opportunities for students to pursue college-level coursework at a college for both high school and college credit at no cost to the student. Students must meet specific criteria to be accepted to this program, meet with a counselor to discuss the potential positive and negative impact of participating in this program, and complete the appropriate forms necessary for participation by the established deadline in March. A mandatory meeting involving parents, students and college representatives is scheduled early in the 2<sup>nd</sup> semester to review specifics, discuss advantages and disadvantages of the program and to clarify parental, student and school responsibilities. Participating students are encouraged to formalize their post-secondary courses by May 1st. Please contact the guidance department for further information.

Students must be scheduled for at least five (5) credits each grading period between the two institutions (the high school and the post secondary institution) to be considered a full time student. Also, the total combined credits being taken cannot exceed what a full schedule at the high school would allow. Details, policies, and procedures are included in the CCP Handbook available in the Guidance Department. An informational meeting regarding CCP will be held during the second semester of the school year. CCP students arriving at KHS at any non-scheduled academic time are to report to the cafeteria/study hall. School day periods not filled by CCP courses will reflect on the student’s schedule as study hall. Signing in and attendance for those periods is expected unless Late Arrival/Early Dismissal privilege paper work is completed. Finally, food/drink are prohibited when CCP students arrive (large slushies, McDonald’s, etc. are not permitted). Water bottles and typical “packed lunches” are permitted as for non-CCP students.

For 2016-2017, there may be two options for students to participate in CCP. Students may take courses at the college of choice, or they may now participate in **dual enrollment**, where certain Lakeland Community College (LCC) courses will be taught on the KHS campus by qualified KHS teachers, if participation is high enough. This option will afford students the convenience of staying on campus while also accessing CCP coursework from high school teachers with adjunct professor status, combining high quality teaching pedagogy and college content. *\*Student interest/participation as well as staffing will determine whether or not dual enrollment courses run at KHS.*

# KIRTLAND HIGH SCHOOL GRADUATION CREDIT REQUIREMENTS

## KHS\* and Auburn Career Center Student

\*Students with special circumstances (transfers, acceleration, etc.) may be waived of KHS requirements at the discretion of the principal.

### 4-YEAR COURSE PLANNER

*Please refer to the graduation and diploma requirements*

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

\*Health/PE requirement of 1 credit (.5 P.E./ .5 Health)

\*\* Elective credits must also include State's requirement of at least two (2) credits chosen from the following three areas: Technology, Fine Arts and/or Foreign Language.

## **KIRTLAND HIGH SCHOOL GRADUATION REQUIREMENTS**

Today, the requirements to achieve a high school diploma from Kirtland Local Schools are based upon both local and state requirements. State requirements are approved by The Department of Education of the State of Ohio. We have high expectations for our students. Kirtland High School offers courses that meet, or exceed, entrance requirements for colleges and universities in the United States and abroad, as well as courses with specific curriculum that will prepare students for other post-secondary school options.

The content, understandings, processes and skills in each of the courses are based on clear standards for student achievement at every level. Students learn best and retain information and skills when they are actively involved in meaningful and engaging work, and have an opportunity to solve real-world problems. We believe the courses provided in this booklet encourage active student learning, investigation, and problem solving. It is important that we all work together to help our students choose the courses they need to successfully attain their academic goals.

Students are encouraged to carefully plan a program of studies that will assist them in reaching their educational and occupational goals. The information outlined on the following pages is designed to guide students in selecting the subjects that will lead toward achieving their goals.

Please take the time to discuss all options with your children and feel free to contact administrators, counselors, and teachers to gain assistance in making these very important decisions in planning your child's academic future.

## **THE OHIO CORE – CLASS OF 2014 & BEYOND**

The stated purposes of the Ohio Core are:

- To establish the Ohio Core as the standard expectation for all students graduating from high school;
- To prepare Ohioans to apply increased knowledge and skills to meet the demand of the 21<sup>st</sup> century;
- To prepare high school graduates to succeed in their post-secondary endeavors including entry-level jobs, apprenticeships, military service and college;
- To create stronger coordination between high schools and institutions of higher education in order to prepare students to take a more challenging curriculum; and
- To reduce remediation at the college level.

The requirements of the Core extend to students attending Ohio public and community schools.

This outline and many other Core resources can be found online:

- <http://www.education.ohio.gov>, Keyword search: Ohio Core

## **OHIO CORE GRADUATION REQUIREMENTS**

Beginning with students who enter ninth grade for the first time on or after July 1, 2010, the requirements for graduation from every public and chartered nonpublic high school shall include twenty units that are designed to prepare students for college and the workforce. The units shall be distributed as follows:

- English language arts, four units;
- Health, one-half unit;
- Mathematics, four units, which shall include one unit of algebra II or its equivalent;
- Physical education, one-half unit;
- Science, three units with inquiry-based laboratory experience that engages students in asking valid scientific questions and gathering and analyzing information, which shall include the following, or their equivalent:
  - Physical sciences, one unit.
  - Biology, one unit.
  - Advanced study in one or more of the following sciences, one unit:
    - Chemistry, Physics, Environmental Science, other physical science;
    - Advanced biology or other life science;
    - Astronomy, physical geology, or other earth or space science.
- Social studies, three units, which shall include both of the following:

- American History, one-half unit;
- American Government, one-half unit.
- Each school shall integrate the content of economics and financial literacy, as expressed in the social studies academic content standards adopted by the State Board of Education (SBOE), in a social studies or other course so that all students receive this instruction.
- One sequence or any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education, an approved Junior Reserve Officer Training Corps (JROTC) program or English language arts, mathematics, science, or social studies courses not otherwise required, for a total of five units.
  - Other electives may then apply, as determined by the district’s policies.

### **Statewide / AIR Exams (Class of 2018 & Beyond)**

The new requirements did not change the current courses or number of course credits that students must complete to be eligible for graduation (previously listed); however, in addition to course credits, students will earn points toward graduation on seven end-of-course exams. **These exams will replace the Ohio Graduation Tests.** The courses in which students take an end-of-course exam will be: **English I and II, Algebra I, Geometry, Physical Science (Class of 2018 only)/Biology, American History and American Government.**

Students can earn from 1-5 points for each exam, based on their performance.

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

Students who take Biology, American History or American Government as part of Advanced Placement, International Baccalaureate, or CCP or Credit Flexibility programs can use their scores from the programs’ end-of-course exams or transcribed grades (CCP only) in place of the state end-of-course exam scores to accumulate graduation points.

A student who earned high school credit in any of the above courses before July 1, 2015 and a required end-of-course exam was not available automatically will receive a score equivalent to the transcribed grade toward the total points needed for graduation. Middle school students this year who take one of these courses for high school credit must take the corresponding state end-of-course exam in this school year.

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

Students who do not earn the required number of graduation points can still meet the requirements for a diploma if they earn a remediation-free score on a national college admission test. This assessment will be given to students free of charge in the spring of their junior year starting with the graduating class of 2018.

Students also can qualify for graduation by earning an approved industry-recognized credential and achieving a workforce-readiness score on a related job skills assessment.

*-Ohio Department of Education (education.ohio.gov)*

## **COMMUNITY SERVICE**

A total of 16 hours of community service activities are **required for graduation**. Community Service appears on your report card and on your transcript and is graded with a “Pass” or “Fail.”

### **GUIDELINES:**

1. It is advantageous to begin the individual service hours as soon as possible. If you have already completed hours that you feel can qualify as community service hours, check with the high school administration for approval.
2. You may not be paid for your service hours and you may not serve them in the place where you work.
3. Community Service hours are best served in an agency, senior center, retirement homes, churches, day cares, United Way agencies, residential centers for the disabled, political candidates or issues, during school, after school, etc.
4. Check with our guidance department for a list of different community service ideas.
5. All community service hours completed outside of the school must be documented by the organization responsible along with a contact and phone number to verify the service completed.
6. Please be aware of the following timeline
  - a. Community service hours must be completed during your high school career.
  - b. Documentation of all community service must be documented and submitted to the high school office by the last school day in the month of May of your graduating year.
7. If you have any questions, please ask your guidance counselor or the high school administration.

## **COLLEGE PREPARATORY**

The college preparatory plan will allow the student to meet college core requirements necessary for admission. Entrance requirements vary among colleges. Although some colleges require only a high school diploma, many four-year schools have specific course requirements in terms of improving the students’ chances for success once in college.

1. College-bound students should take the SAT and ACT tests in the Spring of their junior year.
2. Students should be prepared to apply for college before November 1 of their senior year.
3. All families with college-bound students should consider filling out the Free Application For Federal Student Aid (FAFSA financial aid form).
4. The following courses are usually required for admission (**Call your university for specific information**):

4 units of English	4 units of Mathematics
2 units of World Language	3 units of Social Studies
3 units of Laboratory Science	1 unit of Fine Art

## **HOW COLLEGES SELECT STUDENTS**

Before they decide if they will admit a student, college admissions directors and their committees consider the following. The criteria used depends on the selectivity of the college.

**This list does NOT indicate order of importance!**

1. The student's high school academic record.
2. The type of courses pursued by the student during high school.
3. Marked improvement by the student in scholastic achievement from year to year.
4. SAT, ACT, or other entrance examination scores (if required).
5. The high school's rating on the student's personality and character.
6. Indication of the student's special ability: art, music or leadership.
7. Service to the school by the student.
8. Service to the community by the student.
9. Extracurricular activities pursued by the student: dramatics, sports, band, publications.
10. Attendance record and personal profile for the student.
11. Neatness and accuracy of the college application.
12. Letters of recommendation from the high school principal, counselor, teachers and others.
13. The personal interview (if required).
14. Student essay.

## **ATHLETIC / EXTRACURRICULAR ELIGIBILITY**

The Ohio High School Athletic Association and Kirtland Board of Education shall govern rules for eligibility.

Interscholastic Extracurricular Eligibility (Grades 9 through 12)

Effective August 1, 2000, Kirtland High School students must satisfy OHSAA By-Law 4-4-1 In the preceding grading period, receiving passing grades in a minimum of five one-credit courses or the equivalent, which count toward graduation and maintain a 1.50 grade point average or higher in order to participate in interscholastic extracurricular activities. Failure to meet the OHSAA By-Law 4-4-1 requirements will mean a student is ineligible for the entire grading period regardless of a student's GPA.

Failure to meet the 1.50 minimum grade point average at the end of a grading period will mean a student is required to participate in a remediation program prescribed by the appropriate teacher(s), guidance counselor, and building administrator. The coaching staff of each athletic team on an individual basis will determine the opportunity for a student/athlete to practice during a period of ineligibility. **This Eligibility Policy is in effect for all school-sponsored extracurricular activities.**

## **NCAA COLLEGE REQUIREMENTS**

A student athlete who plans to attend a college with Division I or II athletics and who plans to participate in athletics at that school must complete a core curriculum of courses in order to be eligible for athletic participation. For the Class of 2016 and beyond, the core curriculum consists of the following areas:

NCAA Division will require 10 core courses to be completed prior to the seventh semester (**seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements**). These 10 courses become “locked in” at the start of the seventh semester and cannot be retaken for grade improvement. A new Sliding Scale for Division I participants will be implemented, requiring a 2.00-2.299 GPA for athletics aid and practice, and a 2.30 GPA for competition. This GPA is determined from NCAA APPROVED COURSES ONLY.

**Please note:** Computer science courses may only be used for initial-eligibility purposes if the course receives graduation credit in mathematics or natural/physical science and is listed as such on the high school’s list of NCAA-approved core courses. Division II has similar, but slightly different, requirements. See your counselor for details.

**Test Scores:** Division I and II has a sliding scale of test scores and grade-point average. See your counselor for details. NOTE: All SAT and ACT scores must be reported directly to the NCAA Initial-Eligibility Clearinghouse by the testing agency. Test scores that appear on transcripts will no longer be used. When registering for the SAT or ACT, use the clearinghouse code of “9999” to make sure the score is reported directly to the clearinghouse.

**Grade-Point Average:** Only core courses are used in the calculation of the grade-point average. Make sure you look at the high school’s list of NCAA-approved core courses on the clearinghouse Web site. See your counselor for grade-point average requirements. To register online at the NCAA Website, visit [www.NCAAClearinghouse.net](http://www.NCAAClearinghouse.net). All students must be determined to be eligible by the NCAA Clearinghouse. This requires an official transcript. There is no other way to determine eligibility. You must see your counselor for the Clearinghouse form.

*For more information on NCAA’s Initial Eligibility changes and new Sliding Scale for the Class of 2016 and beyond, please refer to the Quick Reference Guide and other resources which can be found at [www.eligibilitycenter.org](http://www.eligibilitycenter.org) or see the Guidance Department.*



## **CREDIT FLEXIBILITY**

Credit Flexibility is one method to motivate and increase student learning by allowing access to more resources, customization around individual student needs and the use of multiple measures of learning. Credit Flexibility shifts the focus from “seat time” to performance. Students can earn units of high school credit based on an individually approved credit flexibility plan. The intent of credit flexibility is to meet increased expectations for high school graduation in response to globalization, technology and demographics, and to meet the demand for 21<sup>st</sup> century skills.

In accordance with State Law, by the beginning of the 2010-2011 school year, the District will develop and implement a credit flexibility plan that enables students to earn high school credit by:

1. Completing coursework
2. Testing out or showing mastery of course content
3. Pursuing an educational option and / or an individually approved option; and / or
4. Any combination of the above.

## **GUIDANCE / SPECIAL SERVICES**

Guidance and counseling services are available to students in grades 9-12. There is one full-time counselor available to help students with their personal/social, academic and career interests and concerns. Additionally, a Lake/Geauga Educational Assistance Foundation representative visits bi-weekly to assist students with college financial aid/scholarship programs.

Kirtland High School’s guidance program was developed with the philosophy that counselors are educators who make unique contributions to improve the learning climate of the school. Programs are in place to inform and involve both parents and students in the choices, plans, decisions and learning activities that occur throughout the high school experience. As students plan, counselors advise them to ask themselves the following questions:

- Am I fulfilling specific graduation requirements?
- Am I choosing courses most appropriate to my interests and abilities?
- Am I preparing for post-high school opportunities?

## **PEER TUTORING**

In a collaborative effort with Kirtland High School’s chapter of National Honor Society, the guidance counselors have developed a tutoring program for student academic assistance. Arrangements are facilitated through the guidance office.

## **DIPLOMA REQUIREMENTS**

### **REGULAR DIPLOMA**

A regular diploma is awarded if a student successfully completes the high school curriculum, demonstrated competency on all required Ohio Graduation Tests (through Class of 2017)/End-of-Course Exams (Class of 2018 & Beyond) or meets the alternative conditions requirements, and completes the necessary community service and career internship requirements. Students will be required to pass end of course exams in select subject areas.

### **DIPLOMA WITH HONORS**

A student who completes the college preparatory curriculum in high school must fulfill all but one of the following criteria:

- A. Four units of English
- B. Four units of Mathematics that shall include Algebra I, Geometry, Algebra II or equivalent, and another higher level course or a four-year sequence of courses that contain equivalent content.
- C. Four units, including Physics and Chemistry.
- D. Four units of Social Studies.
- E. Three units of the same Foreign Language, OR two units in two languages.
- F. One unit of fine arts
- G. Maintain an overall high school grade point average of at least 3.5 on a four-point scale up to the last grading period of the senior year
- H. Obtain a composite score of 27 on the American College Testing (ACT) tests or an equivalent composite score of 1210 on the Scholastic Achievement Test (SAT) with no regard for its new writing portion. (This maintains the two scores' comparability as qualifying criteria)

### **VOCATIONAL DIPLOMA WITH HONORS**

The student who completes at least two years of an intensive **vocational or technical education** curriculum in the high school must fulfill all but one of the following criteria:

- A. Four units of English
- B. Four units of Mathematics that shall include Algebra I, Geometry, Algebra II or equivalent, and another higher level course or a four-year sequence of courses that contain equivalent content.
- C. Four units including Physics and Chemistry.
- D. Four units of social studies.
- E. Four units of Career – Technical minimum. Program must lead to an industry recognized credential, apprenticeship, or be part of an articulated career pathway which can lead to post secondary credit.
- F. Maintain an overall high school grade point average of at least 3.5 on a four point scale through the last grading period of the senior year
- G. Achieve proficiency benchmark established for appropriate Ohio Career-Technical Competency Assessment or the equivalent.
- H. Obtain a composite score of 27 on the American College Testing (ACT) tests or an equivalent composite score of 1210 on the Scholastic Achievement Test (SAT).

## **THE ADVANCED PLACEMENT PROGRAM**

### **WHAT IS THE ADVANCED PLACEMENT PROGRAM?**

The College Board's Advanced Placement (AP) is an opportunity for students to pursue college-level studies while still in secondary school and to receive advanced placement, credit, or both, in college. By challenging and stimulating students, the AP Program provides access to high quality education, accelerates learning, rewards achievement, and enhances both high school and college programs.

Students can benefit from taking AP courses by learning a subject in greater depth, developing skills that will be critically important to successful study in college, and demonstrating to colleges their willingness to undertake a challenging course.

### **WHO BENEFITS?**

The AP Program benefits students in many different ways. Here are a few examples:

**Students demonstrate scholarship on national and international academic levels.** Taking an AP Examination enables students to compare their knowledge and understanding of a college-level subject with the high academic standards established by college faculty. The challenge of conquering these national and international standards gives students a tremendous sense of accomplishment.

Students who plan to attend a university outside the United States may also be eligible to receive the Advanced Placement International Diploma for Overseas Study, which is recognized by universities throughout the world.

**Students study in greater depth.** Students who take AP courses are able to learn a subject in depth, develop analytical reasoning skills, and form disciplined study habits that can contribute to continued success at the college level.

**Students improve their chances of being accepted by the college of their choice.** College admissions personnel view AP experience as one indicator of future success at the college level. Successful performance in a college-level AP course is, therefore, a great advantage to a student who wishes to attend a highly selective college.

**Students are often exempted from introductory courses at college.** Course exemption gives students time to broaden their college experience by exploring additional subject areas, participating in internships, and studying abroad, for example.

**Students may be granted sophomore standing.** Students who earn satisfactory grades on enough AP exams may be granted a full year's credit by their college or university.

**Students are eligible to earn AP scholar Awards.** The AP Program offers several prestigious awards to recognize high school students who have demonstrated college-level achievement on specified numbers of AP Exams.

## **I. THE PROGRAM**

Advanced Placement courses are offered in the following academic areas at Kirtland High School: English, Mathematics, History, Government, Science, and Computers. Students enrolled in an Advanced Placement course are expected to take the coinciding Advanced Placement Exam.

## **II. OBJECTIVES**

The Advanced Placement program has specific objectives. General objectives for students listed below:

- A. To explore the complexities of a given subject area beyond the traditional high school curriculum.
- B. To provide an opportunity for productive, creative interaction among students in a given field of study.
- C. To study the theories, concepts, and philosophies inherent in a given subject and to apply them in ways which require critical, analytical, and creative thinking.
- D. To prepare for college-level study while still in high school.
- E. To encourage/require independent learning for short-term and long-term goals.

## **III. FORMAT**

Advanced Placement courses present challenging, enriched content. Furthermore, they are designed to promote the independence and self-direction that is vital to success in later studies. There is an assumption that the students in the program are highly motivated and willing to engage in rigorous academic work. Students who are not committed to developing their academic abilities to the fullest, who have extended absences or who have other commitments that cause them to be overextended will have difficulty achieving success in the program.

## **IV. ADVANTAGES OF PARTICIPATION**

### **a. Weighted grade points**

The school recognizes the additional demands these courses place upon students by assigning weighted grade points to those who successfully complete an Advanced Placement course. These weighted grade points positively affect grade point average and class rank.

### **b. Greater breadth and depth of content**

Not only are students able to pursue a given course in greater depth, they can advance the sequencing of the content in a given subject at an accelerated rate.

### **c. An Enhanced College Application**

Advanced Placement courses represent a school's most rigorous offerings and participation in the program suggests to colleges that a student is willing to accept the challenge demanding academic work.

d. **Opportunity for college-level coursework**

This national program, sponsored by the College Board, allows students to pursue college-level studies while still in high school. Students who successfully participate in the program may earn college credit and/or advanced placement in many of the nation's colleges and university.

e. **Financial Benefit**

The opportunity to earn college credit or advanced placement while still in high school is a significant financial benefit.

f. **Expanded Opportunities in College**

Students who received advanced placement status in college as a result of their performance on AP Exams, have an opportunity to pursue further study in their major or to explore elective credits.

g. **Superior Preparation for College**

Since AP courses are, in fact, college-level courses, they offer the best preparation for subsequent college courses. Many universities that do not provide AP credit do offer proficiency examinations to incoming students. The rigor of the AP courses makes them the best preparation for these events.

h. **Assessment of Academic Strengths**

Students participating in the AP program may identify and more fully develop areas of academic strength while in high school. Potential college majors and career areas may be identified and explored while a student is in high school

## V. THE CURRICULUM

The College Board provides Kirtland with curriculum outlines and materials for the college-level courses listed below. Kirtland, in turn, offers its students AP courses that follow the College Board outlines and prepares them for the AP examinations.

*AP Biology	AP Language and Composition
AP Calculus AB	AP Literature and Composition
AP Calculus BC	*AP Physics 1
*AP Chemistry	AP Statistics
AP Computer Science	AP United States History
AP Computer Science Principles	
AP Government and Politics	

\*To allow for extended lab experiences, the AP lab science courses may require additional instructional time, including the use of "zero period," Home Base and/or delayed start. This will be discussed with students when meeting with the counselor during scheduling.

# KHS COURSE DESCRIPTIONS

# COMPUTER SCIENCE

Advanced Microsoft Office	AP Computer Science
Digital Video and Photo	C++ Programming
Desktop Publishing	Computer Science Principles
Web Design	
Introduction to Programming	

## **ADVANCED MICROSOFT OFFICE(.5 Credit, 18 Weeks)**

### **Grades 9 - 12**

The semester course is designed to familiarized the student with computer hardware, networking, Internet searching, spreadsheet analysis (Microsoft Excel) and database management (Microsoft Access). Assignments will be project-based and evaluations will include application and synthesis of the material studies. *Fee required for course.* **Note: Course will be offered provided adequate enrollment is attained.**

**\*This course is NOT considered an NCAA approved core course.**

## **DIGITAL VIDEO AND PHOTO(.5 Credit, 18 Weeks)**

### **Grades 9 - 12**

This semester course is designed to familiarize the student with multimedia applications. Assignments will be project-based and evaluations will include application and synthesis of the material studied. Students will use Adobe Photoshop and Pinnacle Studio 11 to create and edit photos, graphics and videos. *Fee required for course.* **Note: Course will be offered provided adequate enrollment is attained.**

**\*This course is NOT considered an NCAA approved core course.**

## **DESKTOP PUBLISHING(.5 Credit, 18 Weeks)**

### **Grades 9 - 12**

This semester course is designed to familiarize the student with desktop publishing applications. Assignments will be project-based and evaluations will include application and synthesis of the material studies. Students will use Microsoft Publisher, Microsoft Word, Adobe In Design, Adobe Image Ready and Adobe Photoshop throughout the course. *Fee required for course.* **Note: Course will be offered provided adequate enrollment is attained.**

**\*This course is NOT considered an NCAA approved core course.**

## **WEB DESIGN (.5 Credit, 18 Weeks)**

### **Grades 9 - 12**

In this course that dives into the world of web design, students will learn HTML fundamentals and how to create web pages with Microsoft Expression Web. Individual projects and designs are required. Students will assist in maintaining the current KHS website. **Note: Course will be offered provided adequate enrollment is attained.**

**\*This course is NOT considered an NCAA approved core course.**

## **INTRODUCTION TO PROGRAMMING (.5 Credit, 18 Weeks)**

### **Grades 9 - 12**

This semester course is designed to keep students competitive in the twenty-first century and in doing so to familiarize the student with computer programming with a graphical user interfaced object-oriented language. Assignments will be project-based and evaluations will include application and synthesis of the material studied. *Fee required for course.* **Note: Course will be offered provided adequate enrollment is attained.**

**\*This course is NOT considered an NCAA approved core course.**

## **AP COMPUTER SCIENCE (1 Credit, 36 Weeks, Weighted Grade)**

### **Grades 11 – 12 (Prerequisite: Introduction to Programming or Web Design)**

Preparation for the College Board's Advanced Placement Test in Computer Programming. Students will create their own classes of objects and time will be spent discussing and implementing the fundamentals of program design and testing as well as the more difficult topics of classes, array handling, file handling, and recursion. There will be an emphasis on learning and developing algorithms and mastering the techniques and concepts tested on the AP exam. **Note: Course will be offered provided adequate enrollment is attained.**

## **C++ PROGRAMMING (1 Credit, 36 Weeks, Weighted Grade)**

### **Grade 11- 12 (Prerequisite: AP Computer Science)**

This course will cover the C++ language and show students how to use it. Upon successful completion, students will be able to write C++ applications which include classes, structures, iteration, operator overloading, and file handling. Students will also leverage APIs that will allow them to create Windows-based applications.

## **AP COMPUTER SCIENCE PRINCIPLES (1 Credit, 36 Weeks, Weighted Grade)**

### **Grade 10-12 (Prerequisite: AP Computer Science)**

The course will introduce students to creative aspects of programming, using abstractions and algorithms, working with large data sets, understandings of the Internet and issues of cybersecurity, and impacts of computing that affect different populations. Computer Science Principles will give students the opportunity to use current technologies to solve problems and create meaningful computational artifacts



# ENGLISH

English 9	English 11
Honors English 9	AP Language and Comp
English 10	English 12
Honors English 10	AP Literature and Comp

**NOTE: REQUIRED ENGLISH CLASSES MUST BE TAKEN IN SEQUENTIAL ORDER.**

## **ENGLISH 9 (1 Credit, 36 Weeks)\***

English 9 is a college ready course designed to build fundamentally strong English skills and to develop effective study habits needed for collegiate success. This course emphasizes an intense study of grammar and expository writing. Students will read a variety of literary selections as well as three novels and a Shakespearean play. English 9 is designed to build fundamentally strong English skills and to develop effective study habits needed for college and career as prescribed by the Common Core State Standards. *Fee required for course.* **(Fulfills the ninth-grade English requirement.)**

## **HONORS ENGLISH 9 (1 Credit, 36 Weeks, Weighted Grade)\***

Honors English 9 is designed for the highly motivated student whose communication skills are significantly advanced in the subject of language arts. While encompassing all of English 9 expectations, Honors English 9 develops the skills, as prescribed by the Common Core State Standards, necessary to be successful in taking Honors English 10, AP English 11 and 12. *Fee required for course.* **(Fulfills the ninth-grade English requirement.)**

## **ENGLISH 10 (1 Credit, 36 Weeks)\***

English 10 is designed to further develop student skills in the areas of vocabulary, spelling, grammar, literature and writing. The emphasis on writing will focus on the importance of writing as a process. Narrative, descriptive, expository, and persuasive writing through essays, short stories, letters, research projects, presentations, writing notebooks, and discussion questions will be covered. In addition to the literary units covered in the textbook, four novels will be assigned throughout the year. English 10 is designed to increase students' effectiveness in reading and writing skills. Students learn a variety of strategies to improve reading comprehension, critical thinking, word recognition, vocabulary skills, and verbal and written expression as prescribed by the Common Core State Standards. *Fee required for course.* **(Fulfills the tenth grade English requirement)**

## **HONORS ENGLISH 10 (1 Credit, 36 Weeks, Weighted Grade)\***

**Prerequisite: “C” or better in HONORS ENGLISH 9 or Teacher Recommendation**

Honors English 10 is intended for the highly motivated student whose communication skills are significantly advanced in the subject area of language arts. At an accelerated pace, the course content covers units in vocabulary, spelling, grammar, composition, and literature as prescribed by the Common Core State Standards. The emphasis will focus on developing skills, necessary to be successful in taking AP English 11 and 12. *Fee required for course. (Fulfills the tenth-grade English requirement.)*

## **ENGLISH 11 (1 credit, 36 Weeks)\***

English 11 affords juniors the opportunity to enhance their skills as they further prepare for college and the world of the 21<sup>st</sup> century. Students will experience American Literature, the reading of multiple novels, and plays, study and practice grammar, vocabulary and oral communication skills. All students complete a career research paper. English 11 is designed to enhance student’s skills in group discussion, writing (with emphasis on essays and short essays), grammar, and vocabulary, as prescribed by the Common Core State Standards. All students complete a career research paper.\* *Fee required for course. (Fulfills the eleventh-grade English requirement.)*

## **ENGLISH/LANGUAGE ARTS COMPOSITION I (A)**

Prerequisite: placement test One Semester

3 college semester hours (**Lakeland**) /1 HS credit-taught by KHS staff for dual credit

This **CCP** course focuses on the writing process and on the composition of expository writing assignments, including personal, informational, and critical essays. Students will read and analyze expository and imaginative texts (fiction, nonfiction, poetry, or drama). Because of duplication in course content, students who have taken ENGL 1111 English/Language Arts Composition I (B) should not take this course. *\*Student interest/participation as well as staffing will determine whether or not dual enrollment courses run at KHS.*

## **ENGLISH/LANGUAGE ARTS COMPOSITION II (A)**

Prerequisite: ENGL 1110 or ENGL 1111 One Semester

3 college semester hours (**Lakeland**) /1 HS credit-taught by KHS staff for dual credit

This **CCP** course analyzes argumentative strategies, models, and texts. Students will focus on the research process: identifying sources through electronic and print-based research strategies, evaluating research materials, and integrating and synthesizing research material. The course culminates in the production of a fully documented argumentative paper. *\*Student interest/participation as well as staffing will determine whether or not dual enrollment courses run at KHS.*

## **ENGL 2250 Survey of American Literature I**

*Prerequisite: ENGL 1110 or ENGL 1111*

3 college semester hours (**Lakeland**) /1 HS credit-taught by KHS staff for dual credit

This **CCP** course provides a historical and critical study of American literature. *\*Student interest/participation as well as staffing will determine whether or not dual enrollment courses run at KHS.*

### **AP LANGUAGE AND COMPOSITION(1 Credit, 36 Weeks, Weighted Grade)**

Grade 11 Prerequisite: “C” or better in Honors English 10 or Teacher Recommendation

The AP English 11 course is designed to help students become skilled readers and writers. Students should become aware of the interactions among a writer's purposes, audience expectations, and subjects. This course furthers the students' skills in composition, vocabulary, speech and American literature. Emphasis is placed on a student's becoming an independent learner. *Fee required for course.*(**Fulfills the eleventh-grade English requirement**).

### **ENGLISH 12 (1 credit, 36 weeks)**

English 12 is a chronological survey of British Literature, concentrating on significant works and styles of classical to post-modern literary periods. Emphasis is placed on preparing students for college level reading and writing requirements and expectations. Grammar, mechanics, and writing skills are integrated with the literature and composition. English 12 is designed to enhance the critical reading and writing skills of the student. Students will explore literature through class participation, discussion, written analysis, cooperative learning groups, presentations and research, as prescribed by the Common Core State Standards. Readings will feature selections of British literature, three novels, and a Shakespearean play. *Fee required for course.*(**Fulfills the twelfth-grade English requirement**).

### **AP LITERATURE AND COMPOSITION (1 Credit, 36 Weeks, Weighted Grade)**

**Grade 12**Prerequisite: “C”or better in AP English 11 or Teacher Recommendation

Advanced Placement English 12 is a College Board approved Literature and Composition course designed to engage students in the careful reading and critical analysis of imaginative literature. Students will deepen their understanding of author’s purposeful use of language to create meaning, considering the work's structure, style, and theme. Extensive independent reading includes eight to seventeen novels that are a mixture of classical and contemporary literature. *Fee required for course.*(**Fulfills the twelfth-grade English requirement**).

### **WRITING FOR PUBLICATION – YEARBOOK(.5 Credit, 36 Weeks)**

**Grades 9 – 12**

This full year activity allows students to study the many operations involved in producing a commercial publication. Students will have the opportunity to utilize their creative skills as they actively contribute in the production of a yearbook that will become a cherished treasure of many students and their families for years to come. **Note: Course will be offered provided adequate enrollment is attained.**

**\*This course is NOT considered an NCAA approved core course.**

# FINE ARTS

Art I	Choir
Art II-IV	Honors Choir
Honors Visual Art	Performing Arts
Media I	Honors Performing Arts
Media II	Music Appreciation
Band	Music Theory
Honors Band	Flag Corps.

## **ART I (1 Credit, 36 Weeks)**

### **Grades 9 - 12**

Art I is primarily an exploratory course available to all students in grades 9 through 12. The content of the course stresses themes drawn from students' daily experiences. Varied media for drawing, painting, sculpture, ceramics and printmaking are included. The functions of art, which include personal expression, body adornment, and recreation, receive attention. Style and design are important but are emphasized less than in Art II. A heavy emphasis will be placed on students learning about the process of making art via the basic elements of art as well as the basic principles of art. The students will extend their vocabularies for talking about different subjects, themes, and media seen in their own and other artists' works. An introduction to computer graphic skills and three dimensional art assignments also takes place at this time. *Fee required for course***Note: Course will be offered provided adequate enrollment is attained.**

**\*This course is NOT considered an NCAA approved core course.**

## **ART II-IV (1 Credit, 36 Weeks)**

### **Grades 10 – 12 Prerequisite: Art I**

Art II is a course for art majors and career-oriented students. A studio production approach is emphasized in this course. There are three major goals to be emphasized: to express one's self through creating works of art, to understand how artists express themselves through works of art and to become aware of how societies express values and beliefs through visual forms. Content includes drawing and painting a variety of subjects, including the human form, landscapes, animals, and still life. Students will work toward evolving personal styles that reflect their individual awareness of contemporary life. A greater emphasis on computer graphic skills via graphic assignments is emphasized at this level. *Fee required for course.* **Note: Course will be offered provided adequate enrollment is attained.**

**\*This course is NOT considered an NCAA approved core course.**

### **THREE DIMENSIONAL ART(.5 Credit, 18 Weeks)**

**Grades: 9 - 12**

Students will learn the concepts and principles of three-dimensional art and design as they work with materials that include clay, plaster, wire, wood, and paper mache. Students will conceptualize, plan and create sculpture and craft objects using a variety of techniques such as carving, creating models, and assembling processes and installations. Students will also study different artists, sculptural history, and learn the aesthetics of sculpture through critical analysis and critiques of their work. *Fee required for course.* **Note: Course will be offered provided adequate enrollment is attained.**

**\*This course is NOT considered an NCAA approved core course.**

### **HONORS VISUAL ART (1 Credit, 36 Weeks, Weighted Grade)**

**Grades 11 - 12 Prerequisite: Art II**

Honors art is an independent study for art majors and career-oriented students. Students will be required to submit a portfolio of an in-depth study on four styles of art (e.g. impressionism, cubism, pop art, etc.) of at least eight pieces. Each quarter students will choose a style of art and complete at least two projects demonstrating their understanding of the style. Students will decide on the materials and methods they wish to complete their artworks. Some materials may have to be purchased by the student. A paper containing a description of the artistic style and an explanation and reflection of the students work will be handed in with the portfolio for each style. *Fee required for course.* **(1 Credit, 36 Weeks)**

**\*This course is NOT considered an NCAA approved core course.**

### **MEDIA I (1 Credit, 36 Weeks)**

**Grades 10 - 12**

This class will start out by introducing the student to the basic history and theory of the mainstream media. The course will explore the eight different areas of the American Media Domain. These include an in-depth look and review of the following: The Film Industry, The Television Industry, The Newspaper Industry, The Book Publishing Industry, The Magazine Industry, The Recording Industry, The Radio Industry, and the ever changing Digital Internet Wireless Industry. There will be a very strong emphasis on the history of events that shaped the media and how the media shaped events throughout history and most importantly, the individual media student's life. Students will learn the basic vocabulary for the technical terms and procedures for basic AV production. This will be supplemented by students viewing and critiquing specific classic films that set a benchmark for generations of film producers. This class will offer students the opportunity to learn via hands-on learning projects, including working as a satellite news anchor, reporter, writer, or technician for the Media II class. *Fee required for course***Note: Course will be offered provided adequate enrollment is attained.**

**\*This course is NOT considered an NCAA approved core course.**

## **MEDIA II (1 Credit, 36 Weeks)**

### **Grades 11 - 12(Prerequisite: Television/Media Production Lab I)**

This course will integrate the classroom theory and the hands-on application of learned skills in the production of a daily school television news/morning announcement and special feature program. Students will participate in the writing, technical production, and the on-duty anchoring and news reporting of the show. Students will have the opportunity to audition for these three major areas of production. The news program will cover the three major areas of student campus life; scholastics; daily school announcement; and athletics. *Fee required for course.***Note: Course will be offered provided adequate enrollment is attained.**

**\*This course is NOT considered an NCAA approved core course.**

## **BAND (1 Credit, 36 Weeks)**

### **Grades 9 – 12**

High school band is an instrumental music ensemble, which is divided into two major ensembles. Both Marching Band and Concert Band are part of the course for band participation and instrumental music curriculum. Therefore, students must participate in band for the entire year to receive full credit for the class. Students will develop a complete working range on their instruments as well as rhythmic and technical skills up to and including 32nd notes. Marching band music is emphasized during marching band season (fall) while concert band music is emphasized during concert season (winter/spring). Performances at Ohio Music Education Association contest and festivals are an integral part of the curriculum. Literature of the wind band is studied, as is the required and select music from the OMEA music list. *A uniform, cleaning fee, band camp fee and other band fees are collected at the beginning of the school year.*

**\*This course is NOT considered an NCAA approved core course.**

## **HONORS BAND (1 Credit, 36 Weeks, Weighted Grade)**

### **Grades 9-12 (Prerequisite: Approval of Director)**

Honors credit for Band provides an enrichment program for students who have enrolled in Concert Band. This enrichment program will include preparation of the district level audition piece, research papers, and performances. All music honors students will be required to fully participate in the concerts and activities of their respective ensembles, as well as district solo and ensemble contest, and Honor Festivals. Additionally, they must fulfill all attendance/credit criteria with their ensemble director. Students may be assigned periodic research that relates their instrument. These advanced performers will also be given first preference for district, regional and statewide festivals.

**\*This course is NOT considered an NCAA approved core course.**

## **FLAG CORPS (.25 Credit, 9 Weeks)**

### **Grades 9 - 12**

Auditions are held in the spring for the Band Auxiliary (Flag Corps). The flag corps attends band camp in the summer and performs with the marching band in the fall. Credit will only be received if student is not enrolled in Band or Choir.

**\*This course is NOT considered an NCAA approved core course.**

## **CHOIR (1 Credit, 36 Weeks)**

### **Grades 8\* - 12 (\*Prerequisite: Recommendation of Choir Director)**

Participation in the high school choir is open to all students in grades 9-12. Emphasis is made on the development of vocal technique, sight-reading and good musicianship. A wide variety of choral literatures are studied, ranging from classical to contemporary. The choir student is expected to sing at all concerts, which are scheduled throughout the year. Eighth grade students may be considered to take this course for high school credit. *Fee required for course.*

**\*This course is NOT considered an NCAA approved core course.**

## **HONORS CHOIR (1 Credit, 36 Weeks, Weighted Grade)**

### **Grades 9-12 (Prerequisite: Approval of Director)**

Honors credit for Choir provides an enrichment program for students who have enrolled in Concert Choir. This enrichment program will include preparation of the district level audition piece, research papers, and performances. All music honors students will be required to fully participate in the concerts and activities of their respective ensembles, as well as district solo and ensemble contest, and Honor Festivals. Additionally, they must fulfill all attendance/credit criteria with their ensemble director. Students may be assigned periodic research that relates to vocal study. All students must attend at least nine private lessons in a semester and participate in a public student group recital, at the end of each semester they are enrolled in the honors course. These advanced performers will also be given first preference for district, regional and statewide festivals.

**\*This course is NOT considered an NCAA approved core course.**

## **PERFORMING ARTS (1 Credit, 36 Weeks)**

### **Grades 9 - 12**

Students may take both Choir and Band for a combined credit. Students are advised by both the teachers of each of these courses which days they are required to attend each of these classes. This course is an excellent option for those students who choose to participate in both of these Fine Arts Class options. **\*This course is NOT considered an NCAA approved core course.**

## **HONORS PERFORMING ARTS (1 Credit, 36 Weeks, Weighted Grade)**

### **Grades 9-12 (Prerequisite: Approval of Director)**

Honors credit for Performing Arts provides an enrichment program for students who have enrolled in Concert Band. This enrichment program will include preparation of the district level audition piece, research papers, and performances. All music honors students will be required to fully participate in the concerts and activities of their respective ensembles, as well as district solo and ensemble contest, and Honor Festivals. Additionally, they must fulfill all attendance/credit criteria with their ensemble director. Students may be assigned periodic research that relates their instrument. All students must attend at least nine private lessons in a semester and participate in a public student group recital, at the end of each semester they are enrolled in the honors course. These advanced performers will also be given first preference for district, regional and statewide festivals. **\*This course is NOT considered an NCAA approved core course.**

## **MUSIC THEORY (1 Credit, 36 Weeks)**

### **Grades 10 - 12**

Students will be introduced to and gain a working understanding of pitches on both the treble and bass staves, major and minor scales, key signatures, melodic intervals, chord structure, rhythmic notation and ear training. Additionally, they will begin to learn how to create original compositions. Students will make use of the music computer labs to learn such programs as Finale, Band in a Box and others. **Note: Course will be offered provided adequate enrollment is attained.**

**\*This course is NOT considered an NCAA approved core course.**



# HEALTH / PHYSICAL EDUCATION

Health
Physical Education 9 & 10
Wellness 1 & 2

## **HEALTH (.5 Credit, 18 Weeks, Provided through APEX online platform)**

### **Grade 9**

Skills for Health helps students develop knowledge, attitudes, and essential skills in a variety of health-related subjects, including mental and emotional health; nutrition; physical activity; substance use and abuse; injury prevention and safety; and personal health, environmental conservation, and community health resources. Through use of accessible information and real-life simulations, students apply the seven health skills. These include access to valid health information; self-management; analysis of internal and external influences; interpersonal communication; decision-making; goal setting; and advocacy. Students who complete Skills for Health build the skills they need to protect, enhance, and promote their own health and the health of others.

Students will also hear from guest speakers from health agencies within our community throughout the semester on topics such as depression and teen suicide, STD/STI's, and dating violence prevention.

## **PHYSICAL EDUCATION 9/10 (.25 Credit each)\***

### **Grade 9 (18 Weeks)**

### **Grade 10 (18 Weeks)**

The Physical Education Department offers a wide range of activities for each student. Students will participate in a variety of activities involving sport education and team games. Throughout the school year along with these sport/lifetime activities, personal fitness will be emphasized and practiced in various ways.

All sport/lifetime activities will focus on working within teams, modeling sportsmanship, and active participation, while focusing on personal fitness and development. All Physical Education courses are designed to expose students to various lifetime activities so they can develop personal fitness throughout their life.

\*See the Physical Education Waiver section of this program for information regarding waiving PE.

## **WELLNESS 1/2 (0.5 credits each, 18 weeks each)**

### **Grade 10-12**

The mission of health and wellness is to encourage students to consciously take control of their overall well being. By compiling and analyzing data on individual nutrition, exercise and sleep/stress management, students are able to make the necessary changes to fulfill their goals. Health and wellness not only focuses on improving each student's wellness level for the 18 weeks they are in class but also creating lifelong habits that will increase their overall quality of life moving forward.

# MATHEMATICS

Applied Algebra I	Pre-calculus
Algebra I	AP Calculus AB
Applied Geometry	AP Calculus BC
Geometry	Statistics
Applied Algebra II	AP Statistics
Algebra II	Math Topics

## Mathematics Plan of Study Grades 8-12

Algebra I	→	Geometry	→	Algebra II*	→	PreCalculus* , Statistics, or Math Topics
Geometry	→	Algebra II*	→	PreCalculus*	→	AP Calculus AB AP Statistics
Geometry	→	Algebra II*	→	Statistics	→	PreCalculus* AP Statistics
Algebra II*	→	Statistics	→	PreCalculus*	→	AP Calculus AB AP Statistics
Algebra II*	→	PreCalculus*	→	AP Calculus AB	→	AP Calculus BC AP Statistics

**\*Honors Credit may be earned in Algebra 2 by opting into a differentiated cluster of students, committing to leveled assessments, projects/performance-based assessments, and a potential exhibition night for parents/community. PreCalculus will be called Honors and weighted for the classes of 2017 and beyond.**

## **APPLIED ALGEBRA I(1 Credits, 36 Weeks)\***

### **Grade 9**

Applied Algebra I, is recommended for ninth grade students who need to further develop skills in Algebra. This course introduces solutions of quadratic equations, applications of ratio and proportions, and geometric applications in the Cartesian plane. This course focuses on fundamental properties of real numbers, finding solutions of linear equations, graphing from standard form, combining polynomials, solving systems of linear equations, and applications of the law of exponents. This course reinforces skills necessary to pass the Ohio Graduation Test.

**(Graphing calculator recommended)**

**\*This course is NOT considered an NCAA approved core course.**

## **ALGEBRA I(1 Credit, 36 Weeks)\***

### **Grade 9**

In Algebra I the focus is on fundamental properties of real numbers, algebraic and graphical study of polynomials, rational algebraic expressions and quadratic equations as prescribed by the Common Core State Standards. *A graphing calculator is required.*

## **APPLIED GEOMETRY(1 Credit, 36 Weeks)\***

### **Follows Applied Algebra I**

The class focus is on the key concepts of Geometry, while integrating past knowledge of algebra terminology to develop ideas connected with one, two and three-dimensional geometric figures, solutions of triangles, applications of trigonometry, and solving trigonometric equations.

**\*This course is NOT considered an NCAA approved core course.**

## **GEOMETRY (1 Credit, 36 Weeks) \***

### **Grades 9 - 12(Prerequisite: Algebra I)**

Utilizing past knowledge of algebra students will develop ideas connected with one, two and three-dimensional geometric figures, solutions of triangles, applications of trigonometry, and solving trigonometric equations. This course is designed to help students develop higher ability to reason deductively as prescribed by the Common Core State Standards.

## **APPLIED ALGEBRA II(1 Credits, 36 Weeks)\***

### **Follows Applied Geometry**

Applied Algebra II is the expansion of the material studied in Applied Algebra I and Applied Geometry. Emphasizing real-world applications and associated graphical analysis, students will learn about linear, quadratic, exponential, logarithmic, polynomial, rational, and trigonometric functions. This course will help improve skills necessary for ACT and SAT.

**\*This course is NOT considered an NCAA approved core course until both parts are completed.**

## **ALGEBRA II (1 Credit, 36 Weeks)\***

**Grades 9 - 12(Prerequisite: Geometry)**

Algebra II emphasizes real-world applications and associated graphical analysis. Linear, quadratic, exponential, logarithmic, polynomial, rational, and trigonometric functions are explored and prescribed by the Common Core State Standards. This course will help improve skills necessary for ACT and SAT. Students will need a graphing calculator, either a TI-83 series or TI-84 series is appropriate. HONORS credit may be earned by opting into a differentiated cluster including leveled assessments and performance-based assessments.

## **HONORS PRE-CALCULUS (1 Credit, 36 Weeks)\***

**Grades 10 - 12 (Prerequisite: Algebra II)**

This course is designed to familiarize the college-bound student with advanced algebraic, geometric and trigonometric topics. Emphasis is placed on the theory of equations, analytical graphing using algebraic techniques, trigonometry, and theory of logic, exponential growth, and elementary probability. *A graphing calculator is required.*

## **AP CALCULUS AB(1 Credit Each, 36 Weeks Each, Weighted Grade Each)**

**Grades 11 - 12 (Prerequisite: SuccessfulCompletion of Pre-Calculus)**

The college credit options open to qualified fourth year students. Students are strongly encouraged to take the AP Calculus exam in May. This course includes techniques and applications of the derivative, techniques and applications of the definite integral, and the Fundamental Theorem of Calculus. It is equivalent to at least one semester of calculus at most colleges and universities. Algebraic, numerical, and graphical representations are emphasized throughout the course. *Fee required for each course.* **Note: Courses will be offered provided adequate enrollment is attained**

## **AP CALCULUS BC (1 Credit Each, 36 Weeks Each, Weighted Grade Each)**

**Grade 12 (Prerequisite: SuccessfulCompletion of AP Calculus AB)**

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. *Fee required for each course.* **Note: Courses will be offered provided adequate enrollment is attained**

## **STATISTICS(1 Credit, 36 Weeks)**

**Prerequisite: Geometry**

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to the following main concepts: exploring data, sampling, anticipating patterns, and statistical inference. **Note: Course will be offered provided adequate enrollment is attained.**

**AP STATISTICS(1 Credit, 36 Weeks, Weighted Grade)****Grade 10-12 (Prerequisite: Statistics or Algebra II)**

The course is divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. Exploratory analysis of data makes use of graphical and numerical techniques to study patterns and departures from patterns. Probability is the tool used to anticipate future behavior of data associated with a given model. Statistical inference is the process used to make decisions stemming from observed. This course is designed for students who want to pursue studies or careers in the quantitative or scientific fields, or fields that rely on statistical analysis of pertinent data.

**Note: Course will be offered provided adequate enrollment is attained.**

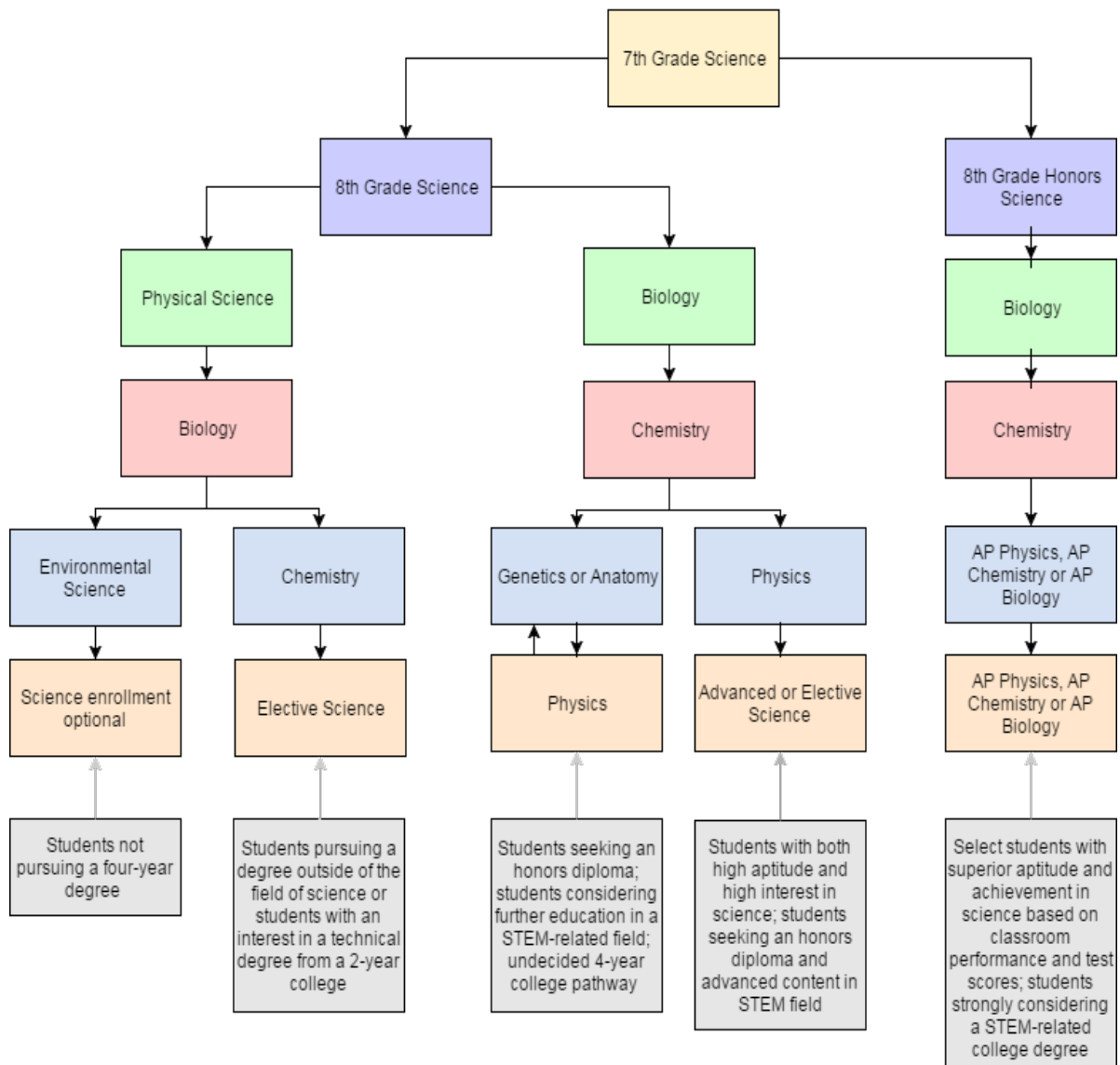
**MATH TOPICS(1 Credit, 36 Weeks)****Grade 12(Prerequisite: Senior class standing and passing grade in Algebra II.)**

This course is designed for a college bound students. Utilizing a college-level text this course will cover the following topics: sets, logic, number theory, algebra, functions, geometry, matrices, probability and statistics.

# SCIENCE

Physical Science	Anatomy & Physiology
Biology	Genetics
Chemistry	AP Biology
Physics	AP Chemistry
Environmental Science	AP Physics

## Kirtland High School Science Plan Of Study Grades 7-12



## **PHYSICAL SCIENCE(1 Credit, 36 Weeks)**

### **Grade 9**

Physical science satisfies the Ohio Core science graduation requirements. This section of Ohio law requires a three-unit course with inquiry-based laboratory experience that engages students in asking valid scientific questions and gathering and analyzing information. Physical science introduces students to key concepts and theories that provide a foundation for further study in other sciences and advanced

science disciplines. Physical science comprises the systematic study of the physical world as it relates to fundamental concepts about matter, energy and motion. A unified understanding of phenomena in physical, living, Earth and space systems is the culmination of all previously learned concepts related to chemistry, physics, and Earth and space science, along with historical perspective and mathematical reasoning.

## **BIOLOGY(1 Credit, 36 Weeks)**

### **Grades 9 - 10**

Biology satisfies the Ohio Core science graduation requirements. This section of Ohio law requires a three-unit course with inquiry-based laboratory experience that engages students in asking valid scientific questions and gathering and analyzing information. This course investigates the composition, diversity, complexity and interconnectedness of life on Earth. Fundamental concepts of heredity and evolution provide a framework through inquiry-based instruction to explore the living world, the physical environment and the interactions within and between them. Students engage in investigations to understand and explain the behavior of living things in a variety of scenarios that incorporate scientific reasoning, analysis, communication skills and real-world applications. ***Fee required for course*****An integral part of the laboratory work in this course will be the dissection of selected preserved specimens.**

## **ENVIRONMENTAL SCIENCE (1 Credit, 36 Weeks)**

### **Grades 11-12 Prerequisite: Biology**

Environmental science satisfies the Ohio Core science graduation requirements. This section of Ohio law requires a three-unit course with inquiry-based laboratory experience that engages students in asking valid scientific questions and gathering and analyzing information.

Environmental science incorporates biology, chemistry, physics and physical geology and introduces students to key concepts, principles and theories within environmental science.

Investigations are used to understand and explain the behavior of nature in a variety of inquiry and design scenarios that incorporate scientific reasoning, analysis, communication skills and real-world applications. ***Fee required for course.***

**\*This course is NOT considered an NCAA approved core course.**



## **CHEMISTRY(1 Credit, 36 Weeks)**

**Grades 10 - 11 (Prerequisite: Algebra I with a "C" or better)**

Chemistry satisfies the Ohio Core science graduation requirements. This section of Ohio law requires a three-unit course with inquiry-based laboratory experience that engages students in asking valid scientific questions and gathering and analyzing information. This course introduces students to key concepts and theories that provide a foundation for further study in other sciences as well as advanced science disciplines. Chemistry comprises a systematic study of the predictive physical interactions of matter and subsequent events that occur in the natural world. The study of matter through the exploration of classification, its structure and its interactions is how this course is organized. Investigations are used to understand and explain the behavior of matter in a variety of inquiry and design scenarios that incorporate scientific reasoning, analysis, communication skills and real-world applications. An understanding of leading theories and how they have informed current knowledge prepares students with higher order cognitive capabilities of evaluation, prediction and application. **This course is required for AP Chemistry, Genetics or AP Biology. Fee required for course.**

## **PHYSICS (1 Credit, 36 Weeks)**

**Grades 11-12 (Prerequisites: Successful completion of Algebra I and Biology)** Physics satisfies the Ohio Core science graduation requirements. This section of Ohio law requires a three-unit course with inquiry-based laboratory experience that engages students in asking valid scientific questions and gathering and analyzing information. Physics elaborates on the study of the key concepts of motion, forces and energy as they relate to increasingly complex systems and applications that will provide a foundation for further study in science and scientific literacy. Students engage in investigations to understand and explain motion, forces and energy in a variety of inquiry and design scenarios that incorporate scientific reasoning, analysis, communication skills and real-world applications. **Note: Course will be offered provided adequate enrollment is attained.**

## **GENETICS (1 Credit, 36 Weeks)**

**Grades 11-12(Prerequisites: Biology and Chemistry; reliable Internet connection suggested)**

Students will utilize current online and multimedia technologies to study Genetics and Contemporary Biology. The Genetics content includes introductory and advanced topics in Genetics including: heredity and phenotype; DNA; genetic variation; gene structure, function and regulation; population genetics; genetic engineering; genetic testing; evolution; behavior; biotechnology/bioremediation and bioethics. The Contemporary Biology content includes topics and principles of experimental design centered on focal topics selected to reflect the many aspects of Bioscience. Topics reflect current biological issues, emerging techniques and relevant problems extending into the everyday affairs of the student. **Fee required for course. Note: Course will be offered provided adequate enrollment is attained.**

### **AP PHYSICS 1 (1 Credit, 36 Weeks, Weighted Grade)**

**Grades 11 - 12(Prerequisite: Algebra II with a "C" average or better)**

AP Physics is intended to represent courses commonly offered in colleges and universities. This class provides a foundation in physics for students in the life sciences, pre-medicine, and some applied sciences, as well as other fields not directly related to science. The aim of an AP secondary school course in physics is to develop the students' abilities to read, understand, and interpret physical, verbal, mathematical, and graphical information. Students will also be prepared to describe and explain the sequence of steps in the analysis of a particular physical phenomenon or problem. Basic mathematical reasoning, arithmetic, algebraic, geometric, or trigonometric will be used in a physical situation or problem. Perform experiments and interpret the results of observations, including making an assessment of experimental uncertainties. *Fee required for course.***Note: Course will be offered provided adequate enrollment is attained.**

### **\*AP BIOLOGY(1 Credit, 36 Weeks, Weighted Grade) Grades 11 - 12**

**(Prerequisites: Biology I, Chemistry ("C" or better) and teacher recommendation)**

Introductory college course taught at the high school level designed to strengthen understanding of ideas that unite major biological themes of molecules and cells, heredity and evolution, organisms and populations. Classroom lessons, discussions and laboratories are designed to encourage successful completion of the Biology Advanced Placement Exam given in the spring. Students who score well on the AP Exam may receive college credit in Biology and enter more advanced Biology courses in college or pursue alternate majors more quickly. *Fee required for course.***Note: Course will be offered provided adequate enrollment is attained.**

### **\*AP CHEMISTRY(1 Credit, 36 Weeks, Weighted Grade) Grades 11 - 12(Prerequisites: Chemistry ("C" or better))**

Advanced Placement Chemistry is considered to be comparable to a general chemistry course taken during a student's freshman year in college. Emphasis will be on problem-solving, theoretical aspects of chemistry and laboratory experiments. Course content includes atomic structure, nuclear chemistry, periodicity, gas laws, solutions, bonding, stoichiometry, kinetics, thermodynamics, electrochemistry and equilibrium. Students are expected to have the mathematical skills necessary to do the computations in AP Chemistry. All tests will contain some, if not all, AP type questions and/or problems. **Note: Course will be offered provided adequate enrollment is attained.**

\*To allow for extended lab experiences, the AP lab science courses may require additional instructional time, including the use of "zero period," Home Base and/or delayed start. This will be discussed with students when meeting with the counselor during scheduling.

## **ANATOMY & PHYSIOLOGY(1 Credit, 36 Weeks)**

### **Grades 11 - 12**

Anatomy and physiology integrates the structure and function of cells, tissues, organs, and systems of the human body. Concepts of chemistry, physics, and pathology are integrated as applied to course material. An emphasis is placed on the relationship of body systems. Students will engage in lab work, dissection, research projects, and presentations with emphasis on the development of critical thinking and science inquiry skills.

# SOCIAL STUDIES

World History	Issues in Psychology
United States History	Contemporary Social Issues
AP United States History	Entrepreneurship in our Society
Government & Politics	
AP Government & Politics	

## **WORLD HISTORY(1 Credit, 36 Weeks)**

### **Grade 9**

This course provides students with a comprehensive survey of World History that will not only develop a sense of continuity of history, including cause and effect relationships, but also aid in making sense of their own times and help them deal with the future. Students will gain insight to the political, social and economic developments covering the traditional societies in the west, as well as Asia, Africa, and the Middle East. *Fee required for course.*

## **UNITED STATES HISTORY (1 Credit, 36 Weeks)**

### **Grade 10**

This required course provides the student with a conceptual framework for understanding U.S. History from the start of the Second Industrial Revolution to the present day. In this class students will study historic events, geographic settings, cultural perspectives, economic implications, and the role of American government. Students will also develop a deeper understanding of their role as citizens and continue to expand their command of social studies skills and methods. Also, ODE's required personal finance studies will occur. *Fee required for course.*

## **ADVANCED PLACEMENT UNITED STATES HISTORY**

**(1 Credit, 36 Weeks, Weighted Grade)**

**Grades 10- 12 (Prerequisite: Departmental approval)**

This is a rigorous course that provides an opportunity for students to earn college credit. For students to be successful, they must be proficient in reading and writing, as well as possess a willingness to devote considerable time to research and study. The AP program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. Students should learn to assess historical materials- their relevance to a given interpretive problem, their reliability, and their importance- and to weigh the evidence and interpretations presented in historical scholarship. *Fee required for course. Note: Course will be offered provided adequate enrollment is attained.*

## **GOVERNMENT AND POLITICS (1 Credit, 36 Weeks)**

### **Grade 11**

Government and Politics is a full-year unit required in the junior year. Emphasis is placed on the theory, structure, and function of federal, state, and local government in the United States and how they relate to each other. The Constitution, federal government operations, and civil rights are highlighted. In addition to covering the domestic aspects of American government, this course will examine foreign policy/relations, as well as where the United States fits within the global economic and geographic landscape.

## **U.S. National Government - POLS 1300 (1 Credit, 18 Weeks)**

Prerequisite: placement test One Semester

3 college semester hours (**Lakeland**) /1 HS credit-taught by KHS staff for dual credit

This CCP course provides an examination of the formation, structure, processes and fundamental political principles of the United States political system, including the development of the Constitution and the federal system, civil rights and liberties, public opinion and political participation, political parties and interest groups, the role of money and the media in the political system, political campaigns and elections, Congress and the legislative process, the presidency and the federal judiciary. *\*Student interest/participation as well as staffing will determine whether or not dual enrollment courses run at KHS.*

## **ADVANCED PLACEMENT GOVERNMENT AND POLITICS**

### **Grades 11 - 12 (1 Credit, 36 Weeks, Weighted Grade)**

**(Highly Recommended: "B" or better in AP United States History or departmental approval)**

The aim of this course is to provide students with a learning experience equivalent to that obtained in most college introductory U.S. government and politics courses. This course will provide students with the conceptual tools necessary to develop and understand the diverse political structures and practices of the United States. This course includes both the study of general concepts used to interpret politics and the analysis of specific examples. Students will become acquainted with the variety of theoretical perspectives and explanations and outcomes. The emphasis of this course is to prepare students for the Advanced Placement Test given in May. *Fee required for course.* **Note: Course will be offered provided adequate enrollment is attained.**

## **ISSUES IN PSYCHOLOGY (.5 Credit, 18 Weeks)**

### **Grades 11 - 12**

This elective, college-level course will focus on the scientific approach to studying human behavior and mental processes. We will survey major theories explaining states of consciousness, learning, stress control, how personalities develop, abnormal behavior, and treatment of psychological disorders. The primary goal of the course is help students learn more about themselves and others and how this understanding is relevant to their lives. **Note: Course will be offered provided adequate enrollment is attained.**

## **CONTEMPORARY SOCIAL ISSUES (.5 Credit, 18 Weeks)**

### **Grades 11 - 12**

This course is an introduction to sociology as a way of understanding the world. Sociology is a field of study that explains social, political, and economic phenomena in terms of social structures, social forces, and group relations. Students will be introduced to the field by focusing on several important sociological topics, including socialization, culture, the social construction of knowledge, inequality, race and ethnic relations, poverty and political sociology. Specific emphasis will be placed on contemporary issues, including: Society and Technology; Global Issues; Cinema, Schools and Culture; Sport and Society.

**Note: Course will be offered provided adequate enrollment is attained.**

## **ENTREPRENEURSHIP IN OUR SOCIETY(.5 Credit, 18 Weeks)**

### **Grades 11 - 12**

In Entrepreneurship, students will be introduced to basic principles of business including entrepreneurship, frame work of business, business operations, economics, competition, business communications, business strategies, marketing, and the role of government in contemporary business. Students will get a first-hand experience in the writing and possible implementation of their realistic business plan. This course is designed for students who may want to pursue business or business administration as a career path. **Note: Course will be offered provided adequate enrollment is attained.**

# STUDY SKILLS

## **ACT PREP (0.5 credit, 18 weeks)**

### **Grades 10-12**

ACT Prep is a blended class designed to help students navigate the ACT test and maximize their scoring potential. In this class students will be introduced to the blueprint of the test including test design, measurement and method of scoring. They will develop a strategy for each of the four sections that includes time management, construct of the section and categories of questions along with mental attitude. Students will practice these strategies utilizing recently released ACT tests. By the end of the class they will have taken at least two full length ACT tests.

# WORLD LANGUAGES

<p><b>French I, II, III</b> <b>Honors French IV/V</b> <b>Spanish I, II, III</b> <b>Honors Spanish IV, V</b></p>
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## **FRENCH (1 Credit, 36 Weeks)**

### **Grades 9 - 12**

French is a sequential four-year program. French I and II develop the fundamentals of spoken and written French with emphasis on communication through oral practice. Students will also develop cultural awareness of French-speaking countries throughout the world. Students will acquire basic grammar, vocabulary, and pronunciation. French III, IV, and V will emphasize fluency in reading, writing, and speaking. Cultural studies will include French history and everyday life in French-speaking countries. French IV/V is an honors level course and involves reading a minimum of two French novels. *Fee required for French I, II, III, IV, and V* **Note: Courses will be offered provided adequate enrollment is attained.**

## **SPANISH (1 Credit, 36 Weeks)**

### **Grades 9 - 12**

Spanish is a sequential four-year program. Spanish I and II develop speaking, reading, and writing skills with emphasis on grammar and vocabulary. Students will also develop cultural awareness while learning about the Spanish-speaking countries around the world. Spanish III and IV/V emphasize fluency in speaking and writing along with a focus on literature and more in-depth cultural studies of Spain and Latin America. Spanish IV/V is an honors level course and requires the reading of at least two novels in Spanish. *Fee required for Spanish I, II, III and IV/V.* **Note: Courses will be offered provided adequate enrollment is attained.**



# Online Courses

In an effort to maximize the potential of the one-to-one initiative beginning in the 2015-2016 school year, online course options will be offered to the high school students through 3<sup>rd</sup> party providers such as APEX Learning, Lincoln Interactive or Pearson Connections Education. If a student would like to participate in these courses, he or she must schedule work time into their day through a study hall in which the work can be done in the Media Center. Freshmen will be limited to one online course per semester while sophomores, juniors, and seniors will have the option to take two per year. The course will be provided free of cost to the student, however, like other alternative options, if the student should not pass the course, he or she will be responsible for the course fee. An “Online Learning Agreement” is required for each student who enrolls in an online course, which outlines the expectations of the student. If resources are expended and students are not able to get all requested courses, preference will be given to students with senior status, working backwards by grade level.

**Please note:** All courses marked with an asterisk (\*) will be taken through [Lincoln Interactive](#). Every other course is available through [Pearson Connections Learning](#). You can learn more about each online program by following the links provided.

## **Language Arts**

[Journalism A](#)  
[Journalism B](#)  
[Speech and Debate](#)  
[Intro to Mass Media\\*](#)  
[Sports Media and Broadcasting\\*](#)  
[Intro to Short Stories\\*](#)  
[A World of Short Stories\\*](#)  
[Mystery and Science Fiction\\*](#)  
[African American Literature\\*](#)  
[Intro to Screen Writing\\*](#)  
[Changing Language\\*](#)  
[Creative Writing\\*](#)  
[Technical Writing\\*](#)  
[Intro to College Writing\\*](#)

## **Mathematics**

[Advanced Algebra w/Financial  
\\_ Apps A](#)  
[Advanced Algebra w/ Financial  
\\_ Apps B](#)  
[Trigonometry\\*](#)  
[Business Math A\\*](#)  
[Business Math B\\*](#)  
[Consumer Math A\\*](#)  
[Consumer Math B\\*](#)

## **Science**

[Earth Space Science A](#)

## [Earth Space Science B](#)

[Marine Science A](#)  
[Marine Science B](#)  
[Astronomy A](#)  
[Astronomy B](#)  
[Fundamentals of Ecology\\*](#)  
[Earth Science A\\*](#)  
[Earth Science B\\*](#)  
[Environmental Science\\*](#)

## **Social Studies**

[Geography and Society](#)  
[Personal Finance](#)  
[World Geography](#)  
[Intro to Entrepreneurship I](#)  
[Intro to Entrepreneurship II](#)  
[Civics A\\*](#)  
[Civics B\\*](#)  
[Economics A\\*](#)  
[Economics B\\*](#)  
[Fundamentals of Law\\*](#)  
[Intro to Law\\*](#)  
[Criminal and Consumer Law\\*](#)  
[African American History\\*](#)  
[Western Heritage\\*](#)  
[Ancient History\\*](#)  
[1960s America\\*](#)  
[World Cultures A\\*](#)  
[World Cultures B\\*](#)

## [World Religions\\*](#)

## **Humanities**

[Chinese I A](#)  
[Chinese I B](#)  
[Chinese II A](#)  
[Chinese II B](#)  
[Chinese III A](#)  
[Chinese III B](#)  
[Japanese I A](#)  
[Japanese I B](#)  
[Japanese II A](#)  
[Japanese II B](#)  
[German I A\\*](#)  
[German I B\\*](#)  
[German II A\\*](#)  
[German II B\\*](#)  
[Latin I A\\*](#)  
[Latin I B\\*](#)  
[Latin II A\\*](#)  
[Latin II B\\*](#)

## **Career Technical**

[Accounting I](#)  
[Accounting II](#)  
[Administrative Duties and  
\\_ Office Management](#)  
[Business Communication](#)  
[Business Information Systems](#)

[Business Law](#)  
[Criminal Investigation](#)  
[Developmental Writing](#)  
[Health, Safety, and Nutrition](#)  
[Human Resources Management](#)  
[Intro to Business](#)  
[Intro to Communication](#)  
[Intro to Criminal Justice](#)  
[Intro to Early Childhood  
Education](#)  
[Intro to Finance](#)  
[Intro to Homeland Security](#)  
[Intro to Medical Assisting](#)  
[Intro to Paralegal Profession](#)  
[Intro to Marketing](#)  
[Sports Management](#)  
[Leadership and Supervision in  
Business](#)  
[Medical Law and Ethics](#)  
[Medical Terminology](#)  
[Principles of Management](#)  
[Principles of Marketing](#)  
[Public Speaking](#)  
[Research Methods](#)  
[Marketing and Advertising\\*](#)

#### **Health and PE**

[Health, Fitness, and Nutrition A](#)  
[Health, Fitness, and Nutrition B](#)  
[Personal Fitness](#)

#### **Technology**

[Digital Arts I](#)  
[Emergent Computer Technology](#)  
[Engineering Design I](#)  
[Game Design](#)  
[Information Technology:  
Preparing for the IC3 A](#)  
[Information Technology:  
Preparing for the IC3 B](#)  
[Intro to Computer Applications](#)  
[3D Art I - Modeling](#)

#### **Fine Arts/Other**

[Art History A](#)  
[Art History B](#)  
[Living Music I](#)  
[Living Music II](#)  
[HS Critical Thinking Study Skills](#)  
[Arts Alive A\\*](#)  
[Arts Alive B\\*](#)  
[Fashion Design\\*](#)  
[Graphic Design\\*](#)  
[Cinematic Review\\*](#)

[Theatre A\\*](#)  
[Theatre B\\*](#)  
[Study of Contemporary Music A\\*](#)  
[Study of Contemporary Music B\\*](#)  
[History & Development of Jazz\\*](#)  
[Family and Consumer Science\\*](#)

#### **AP Courses**

[AP Art History A](#)  
[AP Art History B](#)  
[AP Environmental Science A](#)  
[AP Human Geography A](#)  
[AP Human Geography B](#)  
[AP Macroeconomics](#)  
[AP Microeconomics](#)  
[AP Psychology](#)

# AUBURN CAREER CENTER



Auburn Career Center offers educational opportunities that focus on the acquisition of skills within a career cluster to students from Berkshire, Cardinal, Chardon, Fairport, Harvey, Kenston, Kirtland, Madison, Newbury, Perry, and Riverside high schools. Students need to apply to Auburn during their sophomore year except for senior only programs that require application to Auburn in the junior year. Career & Technical or College Tech Prep are the two pathways offered at ACC. *College credit may be earned in the College Tech Prep Pathway.* Students may continue their education at a (two-year or four-year) college or technical school or opt to enter the workforce directly following high school graduation. Acceptance at Auburn is based on:

- Student's interest area (Individual Career Plan),
- Credits and grades earned at Kirtland High School
- Parental approval
- ACC approval

**SCHOOL** students should have successfully completed the following courses (approximately 11 Credits) by the end of their sophomore year:

- 2 Credits of either College Prep, or Advanced English
- 1 Credit of American History I & American History II
- 1 Credit of World History
- 2 Credits of Integrated Math I, II, or Algebra I and Geometry
- 2 Credits of Science including Introduction To High School Science & Biology
- ½ Credit of Health, and ½ Credit of Physical Education
- 1 Credit of Technology

## **Business Management Cluster**

Business Computer Services

## **Information Technology Academy**

CISCO Networking

E-Business/Marketing

Interactive Media Technology

Technology/Oracle

## **Environmental & Agriculture Cluster**

Greenhouse and Landscaping

Landscape and Turf Management

**Health Services Cluster**

Allied Health Technology  
Emergency Medical Technician Training  
Health Education Technology

**Human Resources/ Services Cluster**

Cosmetology  
Culinary Arts  
Early Childhood Education

**Industrial & Engineering Cluster**

Automotive Collision Repair  
Automotive Technology  
CAD Engineering Technology  
Construction Engineering Technology  
Construction Technology  
Electricity / Electronics  
Industrial Maintenance

\*\* Students who have an interest in a program offered at Auburn Career Center should see their guidance counselor for more information.