



# Kirtland High School

## Program of Studies

### 2025-2026



#### **Our Vision**

Kirtland Local Schools will provide a personalized education for all students.

#### **Our Mission**

We educate students to become empowered citizens.

#### **We Believe In**

Cultivating a personalized learning environment for all students.  
Providing a safe, positive, and productive atmosphere.  
Increasing communications within the schools, families and the community.  
Encouraging innovation and cultivating a sense of intellectual curiosity.  
Treating all persons with respect and dignity.  
Empowering students to have a voice in our democracy.

### **Using the Program of Studies**

The Program of Studies 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 may be subject to change with the 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 post-secondary 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 suggested that students:

- Review all requirements for graduation.
- Review Course Descriptions to consider Pathways and Prerequisites.
- Use the Four-Year Course Planner (MyApp) in [Infinite Campus](#) to complete a four year program.

### **Class Load/Scheduling**

Every student in grades 9-11 must carry 6 courses or the equivalent each semester. Seniors with sufficient credits to graduate will be exempt from this requirement. All other exceptions to this requirement must be approved by the Principal. Physical Education may be counted as one of the six but does not count for athletic eligibility. 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 earned a minimum of 5 credits.

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

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

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

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## Four Year Course Planner

Students are encouraged to use the MyApp feature on Infinite Campus when scheduling with counselors and planning their four year academic pathway. This tool will provide each student with access to course offerings in each subject area in order to make informed decisions when planning their high school courses.

## [Graduation Requirements](#)

Requirements for graduation as established by the State Legislature, the State Department of Education and the Kirtland Board of Education.

## 1. Course Completion:

22 units of courses, completion of the Junior Career Seminar & Shadow Experience and 16 hours of Community Service are required to graduate from Kirtland High School.

Courses	General Requirements	KHS Minimum
English Language Arts		4
Health		.5
Financial Literacy	Beginning with students who begin 9 <sup>th</sup> grade after July 1, 2022, students will be required to receive ½ credit of financial literacy to graduate	.5
Mathematics	<b>Students must earn four mathematics units, which must include one unit of Algebra 2 or the equivalent of Algebra 2.</b> Exceptions: Algebra 2 or Advanced Computer science are not required for students <a href="#">following career-technical education pathways</a> . However, students still need four units in mathematics. A student may choose to apply one unit of Advanced Computer Science to satisfy one unit of Algebra 2 or equivalent. Districts also may use credit in a computer science course approved by the Department to satisfy a student's mathematics credit. See the Department's <a href="#">Computer Science Guidance Document</a> for more information. See <a href="#">Ohio's High School Mathematics Pathways</a> webpage for a list of some courses that are considered equivalent to Algebra 2.	4
Physical Education	School districts may adopt policies that would exempt students who participate in interscholastic athletics, marching band or cheerleading for two full seasons or an approved Junior Reserve Officer Training Corps (JROTC) program for two years from the physical education requirement. Students satisfying the physical education waiver must take another course of study of at least 60 hours of instruction (1/2 unit).	.5
Science	<b>Science units must include one unit of physical sciences, one unit of life sciences and one unit of advanced study in one or more of the following sciences: chemistry, physics or other physical science; advanced biology or other life science; astronomy, physical geology or other earth or space science.</b> A student can choose to apply one credit in advanced computer science to satisfy one unit of advanced science (excluding biology or life sciences). Here is a link to the <a href="#">Computer Science Guidance Document</a> .	3
Social Studies	<b>Students must include ½ unit of American history, ½ unit of American government, and ½ unit in world history and civilizations in the three required social studies units.</b>	3
Electives	Elective units must include one or any combination of world language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education or English language arts, mathematics, science or social studies courses not otherwise required. <b>Note:</b> While not a state requirement for graduation, many four-year colleges and universities require a minimum of two years of sequential world language study at the secondary level as a college admissions requirement. This is the case for many in-state and out-of-state colleges and universities.	6.5
Total Credits		22
Junior Career Seminar & Shadow Experience		Completion
Community Service		16 Hours

## Community Service

A total of 16 hours of community service activities **are required for graduation**. Community Service appears on students' report cards and transcripts and is graded with a "Pass" or "Fail".

Guidelines:

1. It is advantageous to begin the individual service hours as soon as possible. If a student has already completed hours that may qualify as community service hours, the student must check with the high school administration for approval.
2. Students may not be paid for service hours and may not be complete service hours in a place of employment.
3. Community Service hours are best served in an agency, senior center, retirement home, church, day care, United Way agency, residential center for the disabled, political candidate or issue, during school, after school, etc.
4. Students may obtain a list of community service ideas from the School Counseling department.
5. All community service hours completed outside of the school must be documented by the organization responsible, including a contact name and phone number for verification of service hours completed.
6. Community Service hours must be completed during each student's high school career.
7. Documentation of all community service hours must be submitted to the high school office by the end of 1st semester of Senior Year.

## Junior Career Seminar and Shadow Experience

The purpose of the seminar is to provide all 11th grade students with the educational opportunity to build career readiness skills, such as interviewing, resume building, and characteristics of professionalism, as well as explore career pathways within their personal interests, aspirations, and strengths. Students are expected to contact a potential sponsor to secure a career shadow site. Upon completion, students will earn a final grade of Pass/Fail which will appear on the final transcript. **The Junior Career Seminar and Shadow Experience are graduation requirements.**

## 2. Demonstrating Competency

The Ohio Department of Education determined that the competency would be set at a score of 684 for both the English language Arts II and Algebra I tests. Students that do not demonstrate competency on the Algebra I or English II state tests must receive remedial support and retake the test at least once before being eligible to demonstrate competency in alternative ways. Alternative demonstrations include College Credit Plus, career-focused activities, their ACT or SAT scores, or military enlistment.

## 3. Demonstrating Readiness (Seals)

Students will demonstrate readiness for their post-high school paths by earning *two* diploma seals that allow them to demonstrate important foundational and well-rounded academic and technical knowledge, professional skills, and leadership and reasoning skills. *One diploma seal earned must be a state seal.*

[Science State Seal](#)



[Citizenship State Seal](#)



[Technology State Seal](#)



[Biliteracy State Seal](#)



[Honors Diploma State Seal](#)



[College Ready State Seal](#)



[Ohio Means Jobs Readiness State Seal](#)



[Industry Recognized Credential State Seal](#)



[Military Enlistment State Seal](#)



[Fine & Performing Arts Local Seal](#)



[Community Service Local Seal](#)



[Student Engagement Local Seal](#)



\*Please follow the link [Ohio Long Term Graduation Requirements](#) for more information from the Ohio Department of Education.

## Honors Diploma Requirements

According to the Ohio Department of Education, high school students can gain state recognition for exceeding Ohio's graduation requirements through an honors diploma. Students challenge themselves by taking and succeeding at high-level coursework and in real-world experiences.

Ohio students have the opportunity to choose to pursue one of six honors diplomas:

1. [Academic Honors Diploma](#)
2. [International Baccalaureate Honors Diploma](#)
3. [Career Tech Honors Diploma](#)
4. [STEM Honors Diploma](#)
5. [Arts Honors Diploma\\*](#)
6. [Social Science and Civic Engagement Honors Diploma](#)

[For more detailed information about the requirements for each Honors Diploma, please follow this link.](#)

Students must meet **all but one** of the criteria in order to earn an Honors Diploma. Each of these criteria go beyond the [standard requirements for a diploma for the classes of 2023 and beyond](#). Students must meet general graduation requirements **AND** complete the requirements outlined below to qualify for Honors Diplomas. Students may replace the **ACT/SAT, GPA or World Language** requirement with a "Student Strength Demonstration." The [previous requirements](#) to earn an honors diploma are also available for students in the classes of 2023-2025.

### Student Strength Demonstration Replacement

Students can use the Student Strength Demonstration to replace the **ACT/SAT, GPA or World Language** requirement for any Honors Diploma. The Student Strength Demonstration options are listed below. The same options exist for each of the six honors diplomas\* but, where relevant, should reflect coursework or experiences relevant to the theme of the Diploma. For example, a student earning an Honors Diploma and using the College Credit Plus option to replace another requirement for the diploma should have College Credit Plus courses relevant to the Honors Diploma.

#### Options:

[College Credit Plus](#): 12 total College Credit Plus credits

[Advanced Placement](#): three courses with score of 3 or higher on AP tests

[Career-Technical Assurance Guide](#): (CTAG): 12 total credits

[Apprenticeship/Pre-Apprenticeship](#): Completion or Evidence of Acceptance if required to be older than 18

[WorkKeys](#): Score of 6 or higher on all tests (\*void for Career-Tech Honors Diploma)

[Armed Services Vocational Battery](#): Score of 50 or above on the ASVAB

[Work-Based Learning](#): 250 total hours of work-based learning

# Academic Honors Diploma

Requirements	State Minimum May substitute <u>ONE</u> of the World Language, GPA, or ACT/SAT requirements with a "Student Strength Demonstration"		Status Must meet ALL BUT ONE of the criteria	
Math	4 units; 4th unit must be >Algebra 2		<input type="checkbox"/> Met	<input type="checkbox"/> NOT met
Science	4 units, including 2 units of Advanced Science		<input type="checkbox"/> Met	<input type="checkbox"/> NOT met
Social Studies	4 units		<input type="checkbox"/> Met	<input type="checkbox"/> NOT met
English	4 units		<input type="checkbox"/> Met	<input type="checkbox"/> NOT met
Seal Requirement	Earn two additional diploma seals, not including the Honors Diploma Seal		<input type="checkbox"/> Met	<input type="checkbox"/> NOT met
Experiential Learning	Field Experience, Ohio Means Job Readiness Seal*, Portfolio, or Work Based Learning		<input type="checkbox"/> Met	<input type="checkbox"/> NOT met
World Languages	<input type="checkbox"/> Three sequential units of one world language, or no less than 2 sequential units of two world languages studied	OR	Can only have ONE substitute:	
			<input type="checkbox"/> Student Strength Demonstration: : ▾ _____	
GPA	<input type="checkbox"/> 3.5 on a 4.0 scale	OR	<input type="checkbox"/> Student Strength Demonstration: : ▾ _____	
			<input type="checkbox"/> Met	
ACT/SAT	<input type="checkbox"/> ACT: Score of 27 or higher, SAT: Score of 1280 or higher	OR	<input type="checkbox"/> Student Strength Demonstration: : ▾ _____	
			<input type="checkbox"/> NOT met	

\*Students can use OMJ Readiness Seal in 2 additional seal requirements if it is not used in Experiential Learning.

## Graduating with Honors

All students graduating with a 4.250 cumulative GPA or higher will be designated summa cum laude ("with highest honors"). Magna cum laude ("with high honors") graduates are those who earn a cumulative GPA between 4.000 and 4.249. Cum laude ("with honors") graduates complete their high school careers with a final GPA of between 3.750 and 3.999. These honors are awarded based upon a student's cumulative GPA through and including their 8th semester.

### Cumulative Grade Point Average (GPA) Calculation with Weighted and Unweighted Grades

**Cumulative GPA\* = Total Quality Points divided by Credits**

Final Course Grade	Regular Academic Course Quality Points	Honors Course Quality Points	Advanced Placement (AP) Course Quality Points
A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D	1	1	1
F	0	0	0

#### Example:

Course	Final Grade/Quality Points	Credit
Honors English	A = 4.5 quality points	1 credit
Biology	B = 3 quality points	1 credit
Algebra I	B = 3 quality points	1 credit
U.S. History	B = 3 quality points	1 credit
Spanish I	D = 1 quality point	1 credit
AP Computer Science	A = 5 quality points	1 credit
Health	B = 1.5 quality points	.5 credit

21 (quality points) divided by 6.5 (credits) = 3.23 GPA

## Online Course Options

Online course options are offered to high school students through third party providers. If a student would like to enroll in an **online elective course that is not offered at KHS**, he or she must schedule a study hall in his or her day during which online coursework will be completed. Students will be limited to one online class per semester.

Online courses will be provided free of cost to students, however, if a student does not pass a course, he or she will be responsible for the course fee. The school counselors are able to provide updated information about online course offerings.

The school can enroll students in online credit recovery courses if needed. The cost of these courses would be the responsibility of the student's family.



## Credit Flexibility

The Credit Flexibility option allows access to resources and customization around individual student needs and the use of multiple measures of learning. 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 and technology while developing 21st century skills.

In accordance with State Law, a credit flexibility plan is available 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.

## Physical Education Waiver

Students may waive the required PE9 and PE10 courses (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 must file the "Intent to Waive" form to be permitted to remove PE from their course selections. Students opting for this waiver are required to obtain an additional 0.5 elective credits.

## Course Waivers

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

## Course and Schedule Changes

The registration process at KHS begins in the early part of spring semester. Students and parents are encouraged to thoroughly discuss course offerings and review the student's four-year plan available in Infinite Campus before making actual selections. Schedule changes will not be made based on personal preferences. This includes, but is not limited to, teacher or classmate preferences..

**Course and Schedule change requests will only be considered if meeting one of the following criteria:**

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

Schedule change requests that meet one of the above criteria must be submitted to the Counseling Office by completion of a Request for Schedule Change form within the **first ten (10) school days of the semester**. Students requesting to add a course must do so within the **first ten (10) school days of the semester**.

Courses will be added if the student is replacing a study hall and if seats are available in the requested course.

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. **Students must be aware of eligibility requirements for athletics and other school activities when considering schedule changes. Please Note: It is possible that an elective course may not be offered due to lack of adequate student interest or appropriate staffing.**

Students who withdraw from a class with a current failing grade will result in a “withdrawal-fail” transcribed onto the students transcript. This can be waived based on administrator discretion.

## **Athletic/Extracurricular Eligibility**

The Ohio High School Athletic Association and Kirtland Board of Education shall govern rules for eligibility. In the ***preceding*** grading period, a student must receive passing grades in a minimum of **five** one-credit courses, or the equivalent, and maintain a 1.50 grade point average or higher in order to participate in interscholastic extracurricular activities. Please see the next page for [OHSAA Eligibility Guidelines](#) for more information.

## **Advanced Options**

### **[The Advanced Placement Program®](#)**

The Advanced Placement Program® (AP) is an opportunity for willing and academically prepared students to pursue rigorous, college-level studies while still in secondary school. The curricular content of the courses in the AP Program is comparable to that of introductory college-level courses. AP courses culminate in corresponding AP exams that are administered once per year. Students with qualifying exam scores may earn college credit and/or advanced placement in college courses. Please follow the [Advanced Placement®](#) link to learn specific information about the benefits of participating in and preparing for each of these tests.

## **College Credit Plus**

[Ohio Department of Higher Education CCP Information for Students and Families](#)

## **Ohio State Tests**

[Ohio Department of Education State Tests](#)

[Ohio State Tests - Practice Resources](#)

## **PSAT 8/9, PSAT 10 and PSAT/NMSQT**

The PSAT grade-level tests will be administered to all students in grades 9, 10 and 11. Please refer to the links below to learn specific information about the benefits of participating in and preparing for each of these tests.

[Information about the PSAT/NMSQT](#)

## **SAT**

Students interested in participating in the SAT college entrance exam are able to register for a test by logging in to their [College Board account](#). Please refer to the links below to learn specific information about the benefits of participating in and preparing for the SAT.

[SAT Test Information](#)

[SAT Practice](#)

[Parents' Guide to Getting Your Teen Ready for the SAT](#)

## **ACT**

The ACT test will be administered to all students in the spring semester of 11th grade. Please refer to the links below to learn specific information about the benefits of participating in and preparing for the ACT test.

[ACT Test Information](#)

[ACT Preparation](#)

## **College Planning**

[The Common Application](#)

Approximately 900 colleges accept The Common Application for admission applications. Prior to the start of their senior year, students are able to create an account and begin completing application information. Students are encouraged to review the list of participating schools and specific requirements and deadlines for each institution. The counselors will review application procedures during the Spring of students' junior year and Fall of students' senior year. If students participate in classes off of the Kirtland campus, it is their responsibility to obtain meeting times and attend one of the sessions.

[SCOIR](#)

Students will request transcripts and other necessary documents, including teacher recommendations, through their SCOIR accounts. Students are able to research valuable information about colleges, as well as search for schools based on personal preferences within SCOIR. The counselors will instruct students in the utilization of SCOIR.

[College Visitation Day Form](#)

Each student is permitted three field trip days during senior year and two field trip days during junior year to visit college campuses. The College Visitation Form must be signed by a college representative and returned to the attendance office in order for the absence to be removed from the student's record.

## NCAA Divisions I & II Academic Eligibility Requirements

# DIVISION I ACADEMIC REQUIREMENTS

To study and compete at a **Division I school**, you must earn 16 NCAA-approved **core-course credits**, earn a minimum 2.3 **core-course GPA** and submit your final transcript with proof of graduation to the Eligibility Center.

### CORE-COURSE REQUIREMENTS

Earn 16 NCAA-approved core-course credits in the following areas:

<b>ENGLISH</b>	<b>MATH</b> (Algebra I or higher)	<b>SCIENCE</b> (Including one year of lab, if offered)	<b>ADDITIONAL</b> (English, math or science)	<b>SOCIAL SCIENCE</b>	<b>ADDITIONAL COURSES</b> (Any area listed to the left, world language or non doctrinal religion/philosophy)
<b>4 years</b>	<b>3 years</b>	<b>2 years</b>	<b>1 year</b>	<b>2 years</b>	<b>4 years</b>

For Division I, 10 of your 16 NCAA-approved core-course credits must be completed before the start of your seventh semester, including seven in English, math or science.

### QUALIFIER

As a Division I qualifier, you may practice, compete and receive an athletics scholarship during your first year of full-time enrollment at an NCAA Division I school.

- » Earn 16 NCAA-approved core-course credits in the right areas.
  - Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of the seventh semester.
  - Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade.
- » Earn a minimum 2.3 **core-course GPA**.
- » Submit your final transcript with proof of graduation to the Eligibility Center.

### ACADEMIC REDSHIRT

As a Division I academic redshirt, you may practice during your first regular academic term and receive an athletics scholarship during your first year of full-time enrollment but may NOT compete during your first year of enrollment. You must pass either eight quarter or nine semester hours to practice in the next term.

- » Earn 16 NCAA-approved core-course credits in the right areas.
- » Earn a minimum 2.0 core-course GPA.
- » Submit your final transcript with proof of graduation to the Eligibility Center.

\* More information regarding the impact of COVID-19 can be found at [on.ncaa.com/COVID19\\_Spring2023](https://on.ncaa.com/COVID19_Spring2023).



# DIVISION II ACADEMIC REQUIREMENTS

To study and compete at a [Division II school](#), you must earn 16 NCAA-approved **core-course credits**, earn a minimum 2.2 **core-course GPA** and submit your final transcript with proof of graduation to the Eligibility Center.

## CORE-COURSE REQUIREMENTS

Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, world language or non-doctrinal religion/philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

## QUALIFIER

As a Division II qualifier, you may practice, compete and receive an athletics scholarship during your first year of full-time enrollment at an NCAA Division II school.

- » Earn 16 NCAA-approved core-course credits in the right areas.
- » Earn a minimum 2.2 **core-course GPA**.
- » Submit your final transcript with proof of graduation to the Eligibility Center.

## PARTIAL QUALIFIER

If you have not met all of the Division II academic standards, you will be deemed a partial qualifier. As a partial qualifier, you may practice and receive an athletics scholarship, but may NOT compete, during your first year of full-time enrollment at an NCAA Division II school.

*\* More information regarding the impact of COVID-19 can be found at [on.ncaa.com/COVID19\\_Spring2023](https://on.ncaa.com/COVID19_Spring2023).*



# KHS Course Descriptions

## BUSINESS

### Introduction to Business

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1 credit, 36 weeks

Grade 10-12

Prerequisite: Financial Literacy

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This is an introductory course in business helping students to develop an understanding and appreciation of our American business system and the economic setting in which it functions. Included in the course are practical applications in the areas of economics, entrepreneurship, business management, marketing, personal finance, and career exploration.

### Marketing

---

1 credit, 36 weeks

Grade 10-12

Prerequisite: Financial Literacy

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Students will develop understanding of the marketing process, how and why products are brought to the markets, and why they succeed or fail. Topics including market analysis, promotion, purchasing, pricing, distribution, sales, analyzing financial documents, branding, advertising, social media and digital marketing will be studied. Developing a marketing plan, choosing a product, pricing it, promoting it, and managing the finances involved in a business will be covered in this project-based course. This course will also explore the intriguing world of sports and entertainment from the perspective of marketing. Real-world strategies used by successful sports and entertainment figures along with the emergence of social media strategies will be studied. Legal and ethical issues as they relate to these industries will also be examined.

### Financial Literacy

---

.5 credit, 18 Weeks

Grade 9

Prerequisite: None

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Financial Literacy focuses on building skills to read, analyze, manage and communicate about personal financial conditions that affect one's material well-being. It includes the ability to discern financial choices, discuss money and financial issues without (or despite) discomfort, plan for the future and respond completely to life events that affect everyday financial decisions, including events in the general economy.

This is an approved course that was moved from the Social Sciences department to the Business department.

### Finance and Investing

---

.5 credit, 18 Weeks

Grades: 9-12

Prerequisite: None

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This course will provide students with practical information on how to manage and analyze personal investments now and in the future. Stocks, bonds, mutual funds, commodities, collectibles, bank accounts, real estate, and retirement accounts are some of the investments that will be explored. Students will have the opportunity to assume the role of an investor in common stock such as Coca-Cola, Google, McDonald's and Disney. Students will learn about common and preferred stocks and how they relate to America's business structure and how and why a company incorporates and issues stock.

## **Entrepreneurship (Spirit Store)**

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1 credit, 36 weeks

Grade 10-12

Prerequisite: Financial Literacy AND Teacher

Recommendation

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Students will learn fundamentals of entrepreneurship and apply the concepts in the

real-world by managing and operating the school spirit store. Students will gain practical skills in store operations, inventory management, accounting, customer service, marketing, new product development and more. Students will operate the store both during school hours and at events outside of school hours.



# **COMPUTER SCIENCE AND APPLICATIONS**

## **Advanced Microsoft Office**

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.5 credit, 18 weeks

Grades 9-12

Prerequisite: None

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Advanced Microsoft Office is a semester course designed to familiarize the students with computer hardware, networking, spreadsheet analysis (Microsoft Excel), and database management (Microsoft Access). Assignments will be project-based and evaluations will include application and synthesis of the material studied.

*Fee required for this course.*

*This course is NOT an NCAA approved course.*

## **Design Techniques**

---

1 credit, 36 weeks

Grades 9-12

Prerequisite: None

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Design Techniques is a full year course intended to get students excited about multimedia production. Students will use industry-standard Adobe tools like Photoshop, Illustrator, InDesign, and Premiere Pro to create striking products for print and digital display. Students will be actively involved in creating professional products and a personal portfolio.

*Fee required for this course.*

*This course is NOT an NCAA approved course.*

## **Web Design**

---

.5 credit, 18 weeks

Grades 9-12

Prerequisite: None

---

Web Design is a course in which 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 Kirtland High School website.

*This course is NOT an NCAA approved course.*

## **AP<sup>®</sup> Computer Science Principles**

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1 credit, 36 Weeks, Weighted Grade

Grades 9-12

Prerequisite: None

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AP<sup>®</sup> Computer Science Principles will introduce students to creative aspects of programming, using abstractions and algorithms, working with large datasets, understanding 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.

*This course is NOT an NCAA approved course.*

## **AP<sup>®</sup> Computer Science A**

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1 credit, 36 Weeks, Weighted Grade

Grades 10-12

Prerequisite: AP<sup>®</sup> Computer Science Principles or Honors Programming I or II and Teacher Recommendation

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AP<sup>®</sup> Computer Science A is a course designed to prepare students for the College Board's Advanced

Placement<sup>®</sup> test in Computer Science A. 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<sup>®</sup> exam.

*This course is NOT an NCAA approved course.*



## Honors Programming I

---

1 credit, 36 Weeks, Weighted Grade

Grade 9-12

Prerequisite: None

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Honors Programming will cover the most useful and relevant language and show students how to use it. Upon successful completion, students will be able to write applications which include classes, structures, iteration, operator overloading, and file handling. Students will also leverage APIs that will allow them to create custom, personalized applications.

*This course is NOT an NCAA approved course*

## Honors Programming II

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1 credit, 36 Weeks, Weighted Grade

Grade 10-12

Prerequisite: Honors Programming I

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Honors Programming II will build upon the skills and language learned in Honors Programming I.

*This course is NOT an NCAA approved course*

## Broadcast Media

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1 credit, 36 Weeks

Grade 11-12

Prerequisite: Design Techniques

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This class will be a continuation of a study in digital media. The course will explore advanced graphic design in Adobe Illustrator and Photoshop. It will also cover video editing in Adobe Premiere. The course will integrate theoretical learning with real-world projects. Students will actively contribute to school culture by producing products that will be used in practice by school and community organizations. (morning announcements)

## **ENGLISH**

### **English 9**

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1 credit, 36 Weeks

Grade 9

Prerequisite: None

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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.

### **Honors English 9**

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1 credit, 36 Weeks, Weighted Grade

Grade 9

Prerequisite: Teacher Recommendation

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Honors English 9 is designed for the highly motivated student whose communication skills are significantly advanced in the subjective language arts. While encompassing all of English 9 expectations, Honors English 9 develops the skills, as prescribed by The Ohio Learning Standards, necessary to be successful in taking Honors English 10, AP<sup>®</sup> English 11 and 12.

### **English 10**

---

1 credit, 36 Weeks

Grades 10

Prerequisite: English 9

---

English 10 is designed to further develop students' 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 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 Ohio Learning Standards.

### **Honors English 10**

---

1 credit, 36 Weeks, Weighted Grade

Grade 10

Prerequisite: "B" or better in Honors English 9 and Teacher Recommendation

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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 on vocabulary, spelling, grammar, composition, and literature as prescribed by The Ohio Learning Standards. The emphasis will focus on developing skills necessary to be successful in taking AP<sup>®</sup> English 11 and 12.

### **English 11**

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1 credit, 36 Weeks

Grade 11

Prerequisite: English 10

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English 11 affords Juniors the opportunity to enhance their skills as they further prepare for college in the world of the 21st 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 students' skills in a group discussion, writing with emphasis on essays and short stories, grammar, and vocabulary, as prescribed by The Ohio Learning Standards.

## **Advanced Placement<sup>®</sup> English Language and Composition**

---

1 credit, 36 Weeks, Weighted Grade

Grade 11

Prerequisite: "C" or better in Honors English 10 and Teacher Recommendation

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AP<sup>®</sup> English Language and Composition is a College Board approved course designed to help students become skilled readers and writers. Students should become aware of the interactions among the writer's purpose, audience expectations, and subjects. This course furthers the students' skills in composition, vocabulary, speech, and American Literature. Emphasis is placed on a student becoming an independent learner.

### **English 12**

---

1 credit, 36 Weeks

Grade 12

Prerequisite: English 11

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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 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 Ohio Learning Standards. Readings will feature selections of British literature, three novels, and a Shakespearean play.

## **Advanced Placement<sup>®</sup> English Literature and Composition**

---

1 credit, 36 Weeks, Weighted Grade

Grade 12

Prerequisite: "C" or better in AP<sup>®</sup> English Language and Composition and Teacher Recommendation

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AP<sup>®</sup> English Literature and Composition is a College Board approved course designed to engage students in the careful reading and critical analysis of imaginative literature. Students will deepen their understanding of the author's purposeful use of language to create meaning, considering the work structure, style, and theme. Extensive independent reading includes eight to seventeen novels that are a mixture of classical and contemporary literature.

### **English/Language Arts Composition I (A) - Dual Credit (Lakeland - ENGL 1110)**

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1 credit (3 college semester hours), 18 Weeks, Weighted Grade

Grade 9-12

Prerequisite: Placement Test

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This College Credit Plus 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) - Dual Credit (Lakeland)

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1 credit (3 college semester hours), 18 Weeks,  
Weighted Grade  
Grade 9-12  
Prerequisite: ENGL 1110 or ENGL 1111

---

This College Credit Plus 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.*

## Writing for Publication (Yearbook)

---

1 credit, 36 Weeks  
Grade 9-12  
Prerequisite: Limited to one section (24 students).  
An application submission may be required if there is high interest in the course.

---

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.

## Speech and Communication

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.5 credit, 18 Weeks  
Grade 10-12  
Prerequisite: English 9

---

Speech and Communication introduces students to fundamental speech experiences. An emphasis is placed on interpersonal communication as well as public speaking. Students gain confidence and poise through class presentations. Students will

also focus on the interview process. Computer-based research skills are honed and the writing process is included. The communication portion of the course explores the building blocks of the communication process while providing the necessary tools for communication expression in high school, college, and the workplace.

## Creative Writing

---

.5 credit, 18 Weeks  
Grade 10-12  
Prerequisite: English 9

---

Creative Writing is designed for students to create original forms of descriptive writing, poetry, drama and fiction. Vocabulary development, creative writing techniques, and skills are explored. Students submit their work to local and national magazines. Writings are presented orally and in written form.

## Poetry

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.5 credit, 18 Weeks  
Grade 10-12  
Prerequisite: English 9

---

Poetry is a college-preparatory course designed to meet the comprehensive needs of the high school 10th-12th grader. Students will approach poetry as both readers and writers in this elective. Students will learn the techniques of writing poetry by reading poems from the Renaissance through the contemporary age that illustrate the principles of poetic composition. Students will increase familiarity with and comprehension of poetry, and improve their own skills as poets. Students will be responsible for keeping a reading journal that includes thoughtful, detailed responses to the poems they read. Each class will begin with brief creative writing assignments, followed by either a discussion of a poem(s) or a peer workshop of students' own poems. Students will be required to write and revise at least one polished poem each week. At least one day a week will be completely devoted to writing and/or reading independently

selected poetry. Students will write a minimum of one analytical essay each quarter. Students will also investigate publishing opportunities and submit their work for publication to various journals and writing contests. Final products will include a portfolio of the students' writing with multiple drafts of each poem and a research project and paper on an individually assigned poet. As with the other variations of English courses, the central question for this course is: What is human nature and how do we know?

### **Journalism (School Newspaper)**

---

1 credit, 36 Weeks

Grade 11-12

Prerequisite: English 10

---

In journalism we create story ideas, learn reporting and interviewing skills, news writing, and how to effectively edit. We will explore different styles of journalism such as feature writing, opinion and

review, sports writing, and review writing. From a journalism perspective, we will learn and explore the ethics and law regarding news. We will also investigate the role of digital news through social media, blogging, polls and surveys, and audience engagement, creating our own platform and focusing on language and design elements online.

### **ACT Prep through Magoosh**

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Grade 10-12

Prerequisite: None

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This course promotes ACT Prep as a blended class. The students will access their materials online through [Magoosh Test Prep](#) and meet periodically with their teacher to check progress, discuss strategies and obstacles and revise plans. Grade will be based on a combination of time spent on the program and meetings with the teacher. *There is a fee for this course.*

# **ART**

## **Art I**

---

1 credit, 36 Weeks

Grade 9-12

Prerequisite: None

---

Art I is primarily an exploratory course available to all students. 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 and principles of art. The students will extend their vocabulary 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.

## **Art II - IV**

---

1 credit, 36 Weeks

Grade 10-12

Prerequisite: None

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Art II-IV are courses 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 oneself 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.

## **Three Dimensional Art**

---

1 credit, 36 Weeks

Grade 9-12

Prerequisite: None

---

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.

## **Honors Visual Art**

---

1 credit, 36 Weeks, Weighted Grade

Grade 10-12

Prerequisite: Art II and Teacher Recommendation

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Honors Visual Art is an independent study for art majors and career-oriented students. Students will be required to submit a portfolio, containing at least eight pieces, of an in-depth study on four styles of art (e.g. impressionism, cubism, pop art etc.). 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 student's work will be handed in with the portfolio for each style.

## **Graphic Design**

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1 credit, 36 Weeks

Grade 10-12

Prerequisite: Design Techniques

---

This class will start out as an introduction to digital media. The course will explore graphic design in Adobe Illustrator and Photoshop. It will also cover video editing in Adobe Premiere. The course will integrate theoretical learning with real-world projects. Students will actively contribute to school culture by producing products that will be used in practice by school and community organizations.

## **MUSIC**

### **Band**

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1 credit, 36 Weeks

Grade 9-12

Prerequisite: None

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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/winter) while concert band music is emphasized during concert season (winter/spring). Performances at Ohio Music Education Association contests and festivals are an integral part of the curriculum. Literature of the wind band in studies, as is the required and select music from the OMEA music list.

### **Honors Band**

---

1 credit, 36 Weeks, Weighted Grade

Grade 9-12

Prerequisite: Teacher Recommendation

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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 contests, and Honor Festivals. Additionally, they must fulfill all

attendance/credit criteria with their ensemble director. Students may be assigned periodic research that relates to their instrument. These advanced performers will also be given first preference for districts, regional and statewide festivals.

### **Band Auxiliary**

---

.50 credit, 18 Weeks

Grade 9-12

Prerequisite: None

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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 a student is not enrolled in Band or Choir.

### **Choir**

---

1 credit, 36 Weeks

Grade 9-12

Prerequisite: None

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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 literature 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 the course for high school credit.

### **Honors Choir**

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1 credit, 36 Weeks, Weighted Credit

Grade 9-12

Prerequisite: Teacher Recommendation

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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 honors music students will be required to fully participate in the concerts and activities of their respective ensembles, as well as district solo and ensemble contests, 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. Students are required to participate in an OMEA adjudicated festival. These advanced performers will also be given first preference for district, regional, and state-wide festivals.

## **Performing Arts**

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1 credit, 36 Weeks  
Grade 9-12  
Prerequisite: None

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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.

## **Honors Performing Arts**

---

1 credit, 36 Weeks, Weighted Grade  
Grade 9-12  
Prerequisite: Teacher Recommendation

---

Honors credit for Performing Arts provides an enrichment program for students interested in Honors Band and Honors Choir. This enrichment program will include preparation of the district level audition piece, research papers, and performances.

All honors music students will be required to fully participate in the concerts and activities of their respective ensembles, as well as district solo and ensemble contests, 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. Students are required to participate in an OMEA adjudicated festival. These advanced performers will also be given first preference for district, regional, and state-wide festivals.

## **Music Theory**

---

1 credit, 36 Weeks  
Grade 9-12  
Prerequisite: None

---

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.

## **Rock and Roll History**

---

1 credit, 36 Weeks  
Grade 9-12  
Prerequisite: None

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The course is designed to teach students to become active listeners, and become more aware of the ways in which various compositional and performance techniques are utilized in rock music to express various aspects of the human condition. There will be considerable discussion about the roles that race, gender, and socio-political events have played in pop/rock music. Students will explore historical materials, video interviews, and essays. Students will become aware of musical elements and the various contexts of history, visual and aural

culture, performance, and technology that can connect the sounds that we are drawn to as listeners to the world around us. In this course we will use the songs as portals to reveal things about the time and their social world.

## **Voice Class**

---

1 credit, 36 Weeks

Grade 9-12

Prerequisite: None

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This class is designed to improve each student's singing voice and develop the ability to sing successfully in front of others. Students will learn about their vocal anatomy, healthy singing practices, strategies for learning, practicing and performing effectively. Student's will be expected to sing in small groups and alone. Active listening, reflection, and peer feedback will be used to help each individual grow as a musician. Musicianship skills will be developed in journaling, sight singing, ear training, and musical analysis.

## **Treble Ensemble**

---

1 credit, 36 Weeks

Grade 9-12

Prerequisite: None

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The Kirtland Treble Ensemble is a full year course in which the student may earn 1 full unit of a Fine Arts Credit. The curriculum is designed to further develop the singing voice, ear training, sight singing skills and competency in reading three and four part voicing. Phonetics of various languages and a variety of musical styles are presented. Class work includes singing exercises to build and strengthen the voice,

improve diction, breath support and resonance. Music Theory and Music History are also included in daily instruction. Sight singing technique is practiced on a daily basis. Additional work includes singing in small ensembles, written tests, singing tests and required evening performances.

## **Theater Arts**

---

1 credit, 36 Weeks

Grades 9-12

Prerequisite: None

---

Students will examine the various dimensions of characters through analysis, discussion, and classroom performance, working with scripts from a variety of time periods and cultures. Students will be introduced to skills utilized to break down a scene from a character's point of view, to sustain a character, and build the relationship between actor and audience. Students will participate in staging, managing, choreographing, rehearsing, and performing original or existing musical theater work. These activities will incorporate elements of theater history, culture, analysis, creative process, and integrated studies. Additionally, students explore career opportunities in the theater, attend and critique theatrical productions. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

# **HEALTH AND WELLNESS**

## **Skills for Health**

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.5 credit, 18 weeks,  
Provided through APEX online program  
Grades 9  
Prerequisite: None

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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 the 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/STIs, and dating violence prevention.

## **Physical Education**

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.5 credit, 18 weeks  
Grades 9-12  
Prerequisite: None

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## **Wellness 1 & 2**

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.5 credit, 18 weeks  
Grades 10-12

Prerequisite: None

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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. 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.

## **Personal Fitness and Overall Wellness**

---

.5 credit, 18 weeks  
Grades 10-12  
Prerequisite: None

---

This course allows students to explore multiple dimensions of wellness. Students will learn to take an active role in their well being through education in fitness, nutrition, and stress management. The aim of this course is to enable students to make well-informed decisions about a healthy lifestyle.

## **Mindfulness**

---

.5 credit, 18 weeks  
Grades 9-12  
Prerequisite: None

---

Teaching the Social Emotional Learning Core Competencies - Self-Management, Self-Awareness, Responsible Decision Making, Relationship Skills, Social Awareness - through the awareness of and practice of Mindfulness.

## **MATHEMATICS**

### **Algebra I**

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1 credit, 36 Weeks

Grade 9

Prerequisite: None

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In Algebra I the focus is on fundamental properties of real numbers, algebraic and graphical study of polynomials, rational algebraic expression in quadratic equations as prescribed by The Common Core State Standards.

### **Algebra I Extensions**

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1 credit, 36 Weeks

Grade 9

Prerequisite: None

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The purpose of the course is to provide students additional classroom support in the area of Algebra I. This course is recommended for students who have not passed the Algebra I End-of-Course Test. Focus is on the mastery of Ohio's Algebra I Standards as well as test taking strategies.

### **Geometry**

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1 credit, 36 Weeks

Grade 9-10

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 greater ability to reason deductively as prescribed by The Common Core State Standards.

### **Honors Geometry**

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1 credit, 36 Weeks

Grade 9-10

Prerequisite: Grade of 'B' or higher in Algebra I and Teacher Recommendation

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This course is designed for the college bound math student to acquaint them with the formulas and properties of shapes associated with both plane and solid geometry. Emphasis is placed on the study of congruence, constructions, similarity, right triangles, trigonometry, circles, coordinate geometry, geometric measurement and dimensions, geometric modeling, and probability. Knowledge of these properties, as well as the ability to reason deductively is emphasized with the application of direct proofs. Connections between algebra processes and the properties of geometric figures are examined. Honors Geometry provides the background for more advanced math courses, including Honors and Advanced Placement courses.

### **Algebra II**

---

1 credit, 36 Weeks

Grade 9-11

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 the ACT and SAT. Students will need a TI-84 series graphing calculator.

## Honors Algebra II

---

1 credit, 36 Weeks, Weighted Grade  
Grade 9-11

Prerequisite: Completion of Geometry with a  
“B” average and Teacher Recommendation

---

Honors 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. Performance based tasks are used to measure student understanding and ability to apply content. This course will help improve skills necessary for the ACT and SAT. Students will need a TI-84 graphing calculator.

## Mathematical Modeling and Reasoning: An Advanced Quantitative Reasoning Course

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1 credit, 36 Weeks  
Grade 11-12  
Prerequisite: Geometry

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Critical thinking and reasoning are the primary objectives and outcomes of this advanced quantitative reasoning course. It includes the application of mathematical skills including algebraic methods to the analysis and interpretation of quantitative information (numbers in context) in real-world situations to make decisions that are relevant to daily life. Additionally, the course emphasizes interpretation, precision, representation, calculation, analysis/synthesis, use of assumptions and communication through student presentations and writing. Students combine problem solving with modeling to analyze real-life situations and devise solution strategies. These habits and skills cut across disciplines, promote

perseverance, and provide a gateway into successful postsecondary education and a variety of careers.

## Advanced Placement® Precalculus

---

1 credit, 36 Weeks, Weighted Grade  
Grade 10-12

Prerequisite: Completion of Algebra II or Honors Algebra II with a “B” or better average and Teacher Recommendation

---

This course is designed to familiarize the college-bound student with advanced algebraic, geometric, and trigonometric topics. These topics are examined through multiple representations, including graphical, algebraic and numeric. Emphasis is placed on mastery of modeling and functions that are foundational for careers in mathematics, physics, biology, health science and data science.

## Math Topics

---

1 credit, 36 Weeks  
Grade 12  
Prerequisite: Algebra II

---

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

## Statistics

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1 credit, 36 Weeks  
Grade 10-12  
Prerequisite: Geometry

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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 inferences.

### **Advanced Placement<sup>®</sup> Calculus AB**

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1 credit, 36 Weeks, Weighted Credit  
Grade 11-12

Prerequisite: Advanced Placement<sup>®</sup>  
Precalculus and Teacher Recommendation

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This college credit option is open to qualified fourth year math students. Students are strongly encouraged to take the Advanced Placement<sup>®</sup> Calculus AB 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. Algebraic, numerical, and graphical representations are emphasized throughout the course. It is equivalent to at least one semester of calculus at most colleges and universities.

### **Advanced Placement<sup>®</sup> Calculus BC**

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1 credit, 36 Weeks, Weighted Credit  
Grade 12

Prerequisite: AP<sup>®</sup> Calculus AB and Teacher Recommendation

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AP<sup>®</sup> Calculus BC is roughly equivalent to a first and second semester college calculus course and extends the content learned in AB to different types of equations and introduces the topics of sequences and series. The AP<sup>®</sup> 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.

### **Advanced Placement<sup>®</sup> Statistics**

---

1 credit, 36 Weeks, Weighted Credit  
Grade 10-12

Prerequisite: Statistics or Algebra II and Teacher Recommendation

---

This 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 data. 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.

## **SCIENCE**

### **Physical Science**

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1 credit, 36 Weeks

Grade 9

Prerequisite: None

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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**

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1 credit, 36 Weeks

Grade 9-10

Prerequisite: Grade 9 - Teacher Recommendation

---

This course investigates the composition, diversity, complexity, and interconnectedness of life on Earth. Fundamental concepts of dynamic homeostasis in biological systems, heredity, energy transformations 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.

### **Honors Biology**

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1 credit, 36 Weeks

Grade 9-10

Prerequisite: Earn an "A" in 8th grade Science, "85%" average in accelerated Math, "85%" average in Honors English and Teacher recommendation

---

In Honors Biology students will engage in project based learning opportunities requiring real-world data analysis and problem solving through critical thinking. Students will strengthen mathematical reasoning skills, analytical reading and writing, and modeling while exploring the fundamental concepts of dynamic homeostasis in biological systems, heredity, energy transformations and evolution. This course will provide the opportunity for students to develop and strengthen scientific reasoning skills in preparation for advanced science courses.

### **Environmental Science**

---

1 credit, 36 Weeks

Grade 11-12

Prerequisite: Chemistry

---

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 and a variety of inquiry and design scenarios that incorporate scientific reasoning, analysis, communication skills, and real-world applications.

## Chemistry

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1 credit, 36 Weeks

Grade 10-12

Prerequisite: Biology, Algebra I (grade of "C" or better)

---

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.

## Honors Chemistry

---

1 credit, 36 Weeks

Grade 10-12

Prerequisite: Biology with at least a "B" average and teacher recommendation

---

Honors Chemistry is a course intended to give students a background in the structure and behavior of matter using an approach that is more mathematical than Chemistry. Laboratory experiments are used on a regular basis to enhance the students' understanding of chemistry concepts. Major topics include chemical nomenclature, atomic theory, gas behavior, acids and bases, redox,

stoichiometry, the mole, chemical bonding and qualitative analysis. This course is designed to prepare students for future AP science courses.

## Physics

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1 credit, 36 Weeks

Grade 11-12

Prerequisite: Completion of Biology and Chemistry and Teacher Recommendation

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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.

## Anatomy and Physiology

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1 credit, 36 Weeks

Grade 11-12

Prerequisite: Completion of Biology and Chemistry

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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.



## Genetics

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1 credit, 36 Weeks

Grade 11-12

Prerequisite: Biology, Chemistry

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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 in 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.

## Advanced Placement<sup>®</sup> Biology

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1 credit, 36 Weeks, Weighted Credit

Grade 11-12

Prerequisite: Completion of Chemistry with a "B" average and teacher recommendation

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AP<sup>®</sup> Biology is an 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 AP<sup>®</sup> Biology exam given in the Spring. Students who score well on the AP<sup>®</sup> exam may receive college credit in biology and enter more advanced biology courses in college or pursue alternate majors more quickly.

## Advanced Placement<sup>®</sup> Chemistry

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1 credit, 36 Weeks, Weighted Credit

Grade 11-12

Prerequisite: Chemistry (grade of "B" or better), Teacher Recommendation

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AP<sup>®</sup> 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<sup>®</sup> Chemistry.

## Advanced Placement<sup>®</sup> Physics

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1 credit, 36 Weeks, Weighted Credit

Grade 11-12

Prerequisite: Completion of Chemistry with a "B" average and completion or current enrollment in AP Pre-Calculus. Can be taken concurrently with Chemistry.

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AP<sup>®</sup> 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 AP<sup>®</sup> 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 physical phenomena or problems. Basic mathematical reasoning, arithmetic, algebraic, geometric, or trigonometric, will be used in a physical situation or problem. Students will perform

experiments and interpret the results of observations, including making an assessment of experimental uncertainties

## **SOCIAL STUDIES**

### **World History**

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1 credit, 36 Weeks

Grade 9

Prerequisite: None

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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.

### **United States History**

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1 credit, 36 Weeks

Grade 11-12

Prerequisite: World History

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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 the 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. In addition, the Ohio Core's required personal finance studies will occur during this course.

### **Advanced Placement<sup>®</sup> United States History**

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1 credit, 36 Weeks, Weighted Credit

Grade 10

Prerequisite: World History and Teacher Recommendation

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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<sup>®</sup> 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.

### **Government and Politics**

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1 credit, 36 Weeks

Grade 11-12

Prerequisite: US History

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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 the American government, this course will examine foreign policy/relations, as well as where the United States fits within the global economic and geographic landscape.

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### **Advanced Placement® United States Government and Politics**

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1 credit, 36 Weeks, Weighted Credit  
Grade 11

Prerequisite: US History or AP® US History,  
and Teacher Recommendation

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The aim of this course is to provide students with a learning experience equivalent to that obtained in most college introductory United States 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.

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### **U.S. National Government - Dual Credit (Lakeland - POLS 1300)**

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1 credit (3 semester hours), 18 Weeks,  
Weighted Grade  
Grade 11

Prerequisite: US History or AP® US History,  
Placement Test

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This College credit plus 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.*

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### **Issues in Psychology**

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.5 credit, 18 Weeks  
Grade 11-12  
Prerequisite: None

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

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### **Contemporary Social Issues**

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.5 credit, 18 Weeks  
Grade 11-12  
Prerequisite: None

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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, sports, and society.

## **Ethics and Philosophy**

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.5 credit, 18 Weeks

Grade 12

Prerequisite: Government and Politics

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As an introduction to philosophy and ethics, this course aims to be topical and organized around a key set of questions and issues that invite conversation, analysis, and discussion. Issues ranging from truth, lies, and fake news to copying homework to the nature of good and evil, the course will focus on teaching students how to pose meaningful questions, inspect and scrutinize their deeply held beliefs, and work out their own ideas with care and rigor.

## **Advanced Placement® Psychology**

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1 credit, 36 Weeks, Weighted Credit

Grade 12

Prerequisite: Government & Politics or AP®

Government & Politics, and Teacher

Recommendation

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AP® Psychology is an introductory college-level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology.

## **WORLD LANGUAGES**

### **French I**

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1 credit, 36 Weeks

Grade 8-12

Prerequisite: Recommendation for 8th Graders

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French 1 is designed for students beginning their study of the language. Students will develop basic proficiency in interpretive, presentational, and interpersonal communication through student-centered activities. Thematic and cultural units provide the context for the learning and permit students to gain knowledge of basic grammar and vocabulary. Cultural content is embedded into instruction. Students' home study and regular class participation in the target language are essential for success.

### **French II**

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1 credit, 36 Weeks

Grade 9-12

Prerequisite: Successful Completion of French I

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French 2 is designed for students who have successfully completed French 1. Students communicate about familiar topics in the present and past tenses. Students gain proficiency in interpersonal speaking and writing, interpretive listening and reading, and presentational writing and speaking. Activities are student-centered. Thematic units allow students to gain a greater appreciation of diverse cultural practices in the Francophone world and use the language in context. Students' home study and regular class participation in the target language are essential for success.

### **French III**

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1 credit, 36 Weeks

Grade 10-12

Prerequisite: Successful Completion of French II

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French 3 is designed for students who have successfully completed French 2. Students will continue to enhance their communication skills and are expected to develop intermediate proficiency in all modes of communication. Students will explore the culture of Francophone countries in greater depth. Students will read, view, and study selected authentic texts and media to develop greater linguistic and cultural proficiency, with a particular emphasis on written composition and oral communication skills. French III is conducted primarily in French and all students are expected to use French as the primary language in the classroom. Students' home study and active participation in the target language are essential for success.

### **Honors French IV/V**

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1 credit, 36 Weeks, Weighted Grade

Grade 11-12

Prerequisite: Successful Completion of French III/IV

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Honors French IV/V students will develop increasingly advanced listening, speaking, reading, and writing skills. Students will improve their proficiency in all modes of communication while reading various Francophone texts, including a minimum of two French novels. Students will learn to express themselves using complex

grammatical structures and a variety of advanced vocabulary. Culture is woven throughout the course to help the learners understand the people, geography and history of the French-speaking world. This course is taught entirely in French.

## **Spanish I**

---

1 credit, 36 Weeks

Grade 8-12

Prerequisite: Recommendation for 8th Graders

---

Spanish I is designed for students beginning their study of the Spanish language. Students will develop basic proficiency in interpretive, presentational, and interpersonal communication through student-centered activities. Thematic and cultural units provide the context for the learning and permit students to gain knowledge of basic grammar and vocabulary. Cultural content is embedded into instruction. Students' home study and regular class participation in the target language are essential for success.

## **Spanish II**

---

1 credit, 36 Weeks

Grade 9-12

Prerequisite: Successful Completion of Spanish I

---

Spanish II is designed for students who have successfully completed Spanish I. Students communicate about familiar topics in the present and past tenses. Students will gain proficiency in interpersonal speaking and writing, interpretive listening and reading, and presentational writing and speaking through the use of student-centered activities. Thematic units allow students to gain a greater appreciation of culture from the Spanish-speaking world. Students' home study and regular class

participation in the target language are essential for success.

## **Spanish III**

---

1 credit, 36 Weeks

Grade 10-12

Prerequisite: Successful Completion of Spanish II

---

Spanish III is designed for students who have successfully completed Spanish II. Students will continue to enhance their communication skills and are expected to develop intermediate proficiency in all modes of communication. Students will explore the culture of Spanish-speaking countries in greater depth. Students will read, view, and study selected authentic texts and media to develop greater linguistic and cultural proficiency, with a particular emphasis on written composition and oral communication skills. Spanish III is conducted primarily in Spanish and all students are expected to use Spanish as the primary language in the classroom. Students' home study and active participation in the target language are essential for success.

## **Honors Spanish IV/V**

---

1 credit, 36 Weeks, Weighted Grade

Grade 11-12

Prerequisite: Successful Completion of Spanish III/IV

---

Honors Spanish IV/V students will develop increasingly advanced listening, speaking, reading, and writing skills. Students will improve their proficiency in all modes of communication while reading various Spanish language texts. Students will learn to express themselves using complex grammatical structures and a variety of advanced vocabulary. Culture is woven throughout the course to help learners understand the people, geographical

locations, and histories of the Spanish-speaking world. This course is taught entirely in Spanish.

### **Business/Medical Spanish**

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.5 credit, 18 Weeks

Grade 11-12

Prerequisite: Spanish III

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This course is designed to enable students to become acquainted with language and culture in the fields of business and medicine. The course is conducted in the target language and will appeal to students who have completed level III of Spanish, especially those who are planning to continue language studies in their post-high school plans. Ideal for those planning to enter the business or medical fields.

### **French Conversation Class**

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.5 credit, 18 Weeks

Grade 11-12

Prerequisite: French III

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This course will focus on spoken communication and active listening to allow students to further develop their conversational skills in the French language. Course topics may include areas such as pronunciation, vocabulary and idioms.

### **Spanish Conversation Class**

---

.5 credit, 18 Weeks

Grade 11-12

Prerequisite: Spanish III

---

This course will focus on spoken communication and active listening to allow students to further develop their conversational skills in the Spanish language. Course topics may include areas such as pronunciation, vocabulary and idioms.

## **ADVANCED PLACEMENT<sup>®</sup> CAPSTONE<sup>™</sup> PROGRAM**

### **Advanced Placement<sup>®</sup> Seminar**

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1 credit, 36 Weeks, Weighted Credit

Grade 10-12

Prerequisite: Teacher Approval

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

### **Advanced Placement<sup>®</sup> Research**

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1 credit, 36 Weeks, Weighted Credit

Grade 11-12

Prerequisite: AP<sup>®</sup> Seminar and Teacher Approval

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AP<sup>®</sup> Research, the second course in the AP<sup>®</sup> Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.



## **AUBURN CAREER CENTER PROGRAMS**

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