

Chagrin Falls High School



COURSE SELECTION GUIDE 2017-2018

Chagrin Falls High School

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This guide provides information concerning the subjects offered at each grade level, their descriptions, and requirements for graduation. The following factors need to be considered in selecting courses and a specific course of study:

- Post high school plans
- Aptitudes, abilities, interests
- Academic achievement
- Motivation
- Graduation requirements

Parents are encouraged to contact their son's or daughter's counselor as indicated below if they have questions and/or come in for a conference regarding next year's program of study.

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The mission of the Chagrin Falls Schools is to provide a comprehensive range of learning opportunities through which students, staff and community, in partnership, can develop each student's knowledge, confidence and responsibility leading to individual success and lifelong learning.

GENERAL INFORMATION

I. Course Selection Procedure:

This guide provides information concerning the subjects offered at each grade level. After the student completes course selections for the next school year, a course verification form will be mailed home. If course changes are needed, parents must note them on the form and return it to the high school by the indicated due date.

Please note that a strict schedule change policy is in effect. We must keep changes to a minimum in order to build and maintain a sound master schedule that includes balanced class sizes for the benefit of the students. Students will be scheduled for and expected to keep the courses that have been approved on the course verification form unless an irresolvable conflict exists.

After school begins in August, only changes for missing classes or graduation requirements will be considered. Teacher preferences will not be honored.

II. Requirements for graduation as established by the State Legislature, the State Department of Education and the Chagrin Falls Board of Education:

Classes meeting every day for a semester earn 1/2 credit except for Physical Education, Personal Fitness Training, and G.Y.M. which earn 1/4 credit for each semester. Physical Education, Personal Fitness Training and G.Y.M. cannot be used to determine athletic eligibility.

GRADUATION REQUIREMENTS

A. 20 credits are required for graduation

B. Specific course requirements

1. 4 credits in English
2. 4 credits in mathematics - including 1 unit of Algebra 2 or its equivalent
3. 3 credits in science
4. 3 credits in social studies – including World History, United States History and American Government*
5. 1/2 credit in health
6. 1/2 credit in physical education (2 semesters)
7. 1 credit (2 semesters) of fine arts
8. 4 credits of any one or combination of courses in business, career-technical education, family and consumer sciences, technology, fine arts, world languages or additional English, math, science or social studies courses.

**American Government and AP US Government classes include a financial literacy unit to satisfy the state graduation requirement for economic and financial literacy.*

C. Beginning with the Class of 2018, students must meet one of the following three:

1. Ohio's State Tests

Students earn a cumulative passing score of 18 points, using seven end-of-course state tests. To ensure students are well rounded, they must earn a minimum of four points in math, four points in English and six points across science and social studies. End-of-course exams are: Algebra I and geometry or integrated math I and II; Biology; American history and American government; English I and English II. Students studying Advanced Placement (AP) courses in biology, American history or American government may take and substitute those test scores for end-of-course state exams to avoid double testing. Students also may substitute grades from College Credit Plus courses in these subjects for end-of-course state exams.

2. Industry credential and workforce readiness

Students earn 12 points through a State Board of Education-approved, industry-recognized credential or group of credentials in a single career field and achieve a workforce readiness score on the WorkKeys assessment. The state of Ohio will pay one time for those who take the WorkKeys assessment.

3. College admission test

Students earn remediation-free scores in English language arts and mathematics on a nationally recognized college admission exam. The state of Ohio will pay one time for all 11th grade students in the classes of 2018 and beyond to take the exam.

III. Class Load:

Every student must carry 6 courses or the equivalent each semester. Physical Education may be counted as one of the six but does not count for athletic eligibility.

All students enrolled in Advanced Placement and Honors coursework must have attendance in good standing in order to maintain placement in the class.

IV. Planning a course of study:

To plan a selection of subjects effectively each year, each student should select a course of study compatible with his/her goals.

1. A commission appointed by the Ohio Board of Regents and the State's Board of Education developed a recommended, **minimum, college preparatory curriculum** which includes: 4 credits of English, 4 credits of mathematics (beginning with Algebra 1 and one of which should be taken during the senior year), 3 credits of social studies, 3 credits of science, and 2 credits of one world language. In addition, many colleges and universities require 1 credit in the fine arts. Students planning to attend either state or private colleges are encouraged to follow this curriculum as a **minimum**. The purpose of this recommendation is to help students with the transition from high school to college and to reduce remediation, particularly in mathematics and English, at the college level.
2. The Technical course of study is intended for those students who plan to enter the world of work immediately upon

completion of high school, a technical school, the Armed Forces, or college. Technical courses are available primarily in the eleventh and twelfth grades. Careful planning needs to be done in 9th and 10th grade to insure that graduation requirements will be met, especially with the introduction of Ohio Senate Bill 55. Please see the listing of "Technical Education Programs".

SCHEDULE CHANGE POLICY

Building and planning the master schedule for the following school year is a difficult and complex task. Situations may occur requiring a change to that schedule, however these alterations have a serious effect on class size, teacher assignments, and the overall schedule. Therefore, these changes are made sparingly. The student and parent are strongly encouraged NOT to plan a course load with the idea that it can be adjusted at a later time.

A schedule change may occur within the first five (5) days of a semester. One of the following criteria must be met to have a schedule change:

1. Student schedule does not include the minimum required number of 6 classes each semester;
2. Adjustments due to the successful completion of summer coursework or summer school;
3. Error in a student's schedule due to academic misplacement;
4. Error in a student's schedule due to clerical mistake.

Adding a course:

Without dropping any scheduled courses, a student may add additional course(s) where enrollment permits and **without any alteration to the original schedule.**

Lowering a level:

Students will be permitted to lower a level, for example, Honors English to CP English, with the recommendation of the teacher **at the semester only.** Seniors who make schedule adjustments after college applications have been submitted will be required to inform the institution of the change to their schedule.

Requirements for State of Ohio HONORS DIPLOMA**

The Ohio Department of Education is currently updating criteria for future Honors Diploma requirements. Students who entered 9th grade before July 1, 2017 (graduating classes of 2018, 2019 and 2020) can earn an Honors Diploma under the current criteria as shown below or under the proposed new criteria. Students entering 9th grade in the Fall of 2017 will need to meet the new criteria. Information about the proposed changes can be found by searching "Honors Diploma" on the Ohio Department of Education website: education.ohio.gov.

The student who completes the *college preparatory curriculum* in high school needs to fulfill **seven of the following eight criteria:**

- 1 - earn four units of English
- 2 - earn four units of mathematics that include Algebra I, Geometry, Algebra II, and another higher level course or a 4-year sequence of courses that contain equivalent or higher content
- 3 - earn four units of science including 2 units of advanced science
- 4 - earn four units of social studies
- 5 - earn either three units of one world language or two units each of two world languages
- 6 - earn one unit of fine arts
- 7 - maintain an overall high school grade point average of at least 3.5 on an **unweighted** 4.0 scale up to the last grading period of the senior year
- 8 - obtain a composite score of 27 on the ACT or a 1210 combined Critical Reading & Math score on the SAT.

**Students who are participating in an EXCEL TECC program should see their counselor for information regarding the Career-Technical curriculum Honors Diploma requirements.

ART

**Each art course may be taken up to four times
(4 semesters) equaling 2 credits.**

Levels of advancement are based on student performance in prior level and a minimum of a 70% passing.

Subject Offerings			
COURSE NAME	NUMBER OF SEMESTERS	CREDIT	GRADE LEVEL
Two-dimensional			
Drawing	1	1/2	9-12
Painting	1	1/2	9-12
Illustration and Animation	1	1/2	9-12
Digital Photography	1	1/2	11-12
Photography	1	1/2	9-12
Printmaking	1	1/2	9-12
Computer Graphics	1	1/2	9-12
Three-dimensional			
Ceramics	1	1/2	9-12
Jewelry and Metalsmithing	1	1/2	9-12
Sculpture	1	1/2	9-12

****Any student interested in Portfolio Preparation and AP Portfolio course selections are advised to set up a conference with the teacher to review his/her artwork to ensure proper placement.**

Portfolio Preparation**	2	1	11-12
Port Prep Drawing			
Port Prep 2-D Design			
Port Prep 3-D Design			
Advanced Placement**	2	1	11-12
AP Drawing Portfolio			
AP 2-D Design Portfolio			
AP 3-D Design Portfolio			

COURSE DESCRIPTIONS

Computer Graphics 1 sem 1/2 cr. 9-12

Students are instructed toward the production of creative applications with the computer but will also explore publication tools for layout and design. The basic elements of art and composition will be taught and the artistic possibilities as a means of self-expression will also be explored. This course introduces and develops computer graphic skills mainly using Adobe Photoshop but may also touch on InDesign and/or Illustrator software for the purposes of an art medium. Basic fundamentals of these programs, including various tools, techniques and functions will be taught. Levels two, three and four will build on both technical skills and the aesthetic application of the medium while facilitating the student's personal and creative voice.

Drawing 1 sem 1/2 cr. 9-12

Basic Drawing skills are practiced in this course. Accuracy and sensitivity in observing subject matter are developed. An in-depth investigation of materials, such as charcoal, conte, graphite, pen and ink, and scratchboard are explored through a variety of techniques. Drawing levels two, three and four focus more upon enhanced observational skills, color, mixed media and digital drawing. Creative interpretation is encouraged.

Painting 1 sem 1/2 cr. 9-12

Students will learn traditional as well as creative experimental techniques as they relate to both realistic and abstract painting.

Materials explored will be acrylic, oil, oil-sticks, and watercolor. Painting levels two, three and four build upon previous skills and creative interpretation with paint media.

Illustration and Animation 1 sem 1/2 cr. 9-12

Students will learn how to create original illustrations focusing on a variety of ideas, including character design, environmental design, and narrative design (children's book illustration or comic art). We will look at a variety of illustrators and explore working in a variety of styles to bring imaginary ideas to life. Students will use their illustration work to then animate characters in an original narrative. This class is ideal for students interested in exploring fantasy, drawing animals or science fiction art.

Digital Photography and Imaging 1 sem 1/2 cr. 11-12

Prerequisite of basic computer graphics is required.

This is an introductory course that focuses on digital photography and imaging. Students will learn how to use their digital camera including the technical fundamentals as well as creative and experimental techniques as they relate to both realistic and abstract images while further developing their computer graphic skills and techniques using Adobe Photoshop. The basic elements of design and composition and the artistic possibilities as a means of self-expression will be further explored and reinforced. Other technical aspects of digital photography will be taught including file management and types, resolution, editing, color correction and other techniques used to improve their images along with how to professionally prepare work for print and for the web. **Ideally, students should have a digital SLR camera** capable of manual operations. In the event the student does not, a camera can be provided but supplies are limited. Levels two, three and four will focus on refining technical and aesthetic skills while facilitating the development of the student's personal and creative voice.

Film Photography 1 sem 1/2 cr. 9-12

This is a studio-based introductory course that focuses on the basic fundamentals of film photography and explores history hands-on. Students will learn how to use the camera, process negatives and print photographs in the dark room while further developing photography skills and techniques. The basic elements of design and composition will be taught and the artistic possibilities as a means of self-expression will also be explored. Ideally students should have a 35mm film camera capable of manual operations. In the event the student does not, a camera can be provided but supplies are limited. Levels two, three and four will focus on refining technical and aesthetic skills while facilitating the development of the student's personal and creative voice.

Printmaking 1 sem 1/2 cr. 9-12

Printmaking is an art process which allows the artist to produce multiple copies or "editions" from a single image. Students will work in relief printing, intaglio, t-shirt design, silkscreen, lithography, spraypainting and stenciling techniques. Printmaking levels two, three and four learn advanced techniques with a focus on multi-block and multi-color silkscreen techniques.

Ceramics 1 sem 1/2 cr. 9-12

Ceramics is a semester course that allows students to create works using traditional and contemporary approaches. It is a studio-based course that covers the properties of clay, tools and equipment, the history of pottery to the present day, and the making of functional and non-functional pieces. Ceramic levels

two, three, and four focus on the refinement technical skills and the application of content, while exploring aesthetic interpretation and development.

Jewelry and Metalsmithing 1 sem 1/2 cr. 9-12
 Jewelry and metalsmithing is a semester course that allows students to create works using traditional and contemporary approaches while working with metal and relative equipment. It is a studio-based course that covers basic jewelry-making techniques including sawing, cold connections, soldering, forming, and surface treatments. Jewelry levels two, three, and four focus on the refinement technical skills and the application of content, while exploring aesthetic interpretation and development.

Sculpture 1 sem 1/2 cr. 9-12
 Sculpture is a semester course that allows students to create works using traditional and contemporary approaches exploring the components of three-dimensional art. It is a studio-based course that covers assemblage, additive, and subtractive processes while using a variety of materials. Sculpture levels two, three, and four focus on the refinement technical skills and the application of content, while exploring aesthetic interpretation and development.

Portfolio Preparation-Drawing 2 sem 1 cr. 11-12
 This is a full year studio-based course intended for a student to work towards the goals of the AP Drawing Portfolio by fulfilling the Breadth portion of the portfolio. Students will experiment with a range of materials, techniques, styles and subject matter. Students do not submit the portfolio at the completion of this year. Artwork is balanced between in-class studio work and out-of-class sketchbook work.

Prerequisites: Students must complete a minimum of **two** of the following classes: drawing, painting, printmaking, and/or illustration with a final grade of 90% or higher in each course, prior to consideration and enrollment in the course AND/OR complete a Portfolio Review with Instructor that meets all technical skill requirements.

AP Drawing Portfolio 2 sem 1 cr. 11-12
Prerequisite of Portfolio Preparation-Drawing is required or a portfolio that fulfills the AP drawing breadth requirements.
 This is a full year studio-based course where the student will focus on a personal theme or idea to fulfill the Concentration section of the portfolio. Evidence of growth in artwork insures a high evaluation. Students must be mature and self-motivated to succeed in this class. Artwork is balanced between in-class studio work and out-of-class sketchbook work. Students are required to submit a portfolio to the AP program in May.

Requirements: 12 works in the form of slides will be submitted for the Concentration requirement. 12 works completed during the port prep year will also be submitted in slide form to fulfill the Breadth requirement. The final section required for submission is Quality which consists of 5 actual pieces from the Quality and/or Concentration section no larger than 18" x 24" including a paper mat.

Portfolio Preparation-2-D Design 2 sem 1 cr. 11-12
 This is a full year studio-based course intended for a student to work towards the goals of the AP 2-D Design Portfolio by fulfilling the Breadth portion of the portfolio. Students will experiment with a range of materials, techniques, styles and subject matter. Students do not submit the portfolio at the completion of this year. Artwork is balanced between in-class studio work and out-of-class sketchbook work.

Prerequisites: Students must complete a minimum of **two 2-D** classes with a final grade of 90% or higher in each course prior

to consideration and enrollment in the course AND/OR complete a Portfolio Review with Instructor that meets all technical skill requirements.

AP 2-D Design Portfolio 2 sem 1 cr. 11-12
Prerequisite of Portfolio Preparation-2D Design is required or a portfolio that fulfills the AP 2D Design breadth requirements.

The AP 2-D Design Portfolio is intended to address a very broad interpretation of two-dimensional design issues. This type of design involves purposeful decision making about how to use the elements and principles of art in an integrative way. Students are asked to demonstrate proficiency in 2-D design using a variety of art forms. These could include, but are not limited to, graphic design, typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, printmaking, etc. A variety of approaches to representation, abstraction, and expression may be part of the student's portfolio. Students are required to submit a portfolio to the AP program in May.

Requirements: refer to AP Drawing Portfolio requirements

Portfolio Preparation 3-D Design 2 sem 1 cr. 11-12
 Portfolio Preparation 3D Design is a full year, independent study course using traditional and contemporary approaches exploring the components of three-dimensional art. It is a studio-based course that covers assemblage, additive, and subtractive processes allowing students to utilize various media. This class primarily focuses on the area of Breadth, while also providing an opportunity for students to choose an area of Concentration leading to their AP Portfolio submission during Senior Year.

Prerequisites: Students must complete a minimum of **two 3-D** classes with a final grade of 90% or higher in each course prior to consideration and enrollment in the course AND complete a Portfolio Review with Instructor that meets all technical skill requirements.

AP 3-D Design Portfolio 2 sem 1 cr. 11-12
Prerequisite of Portfolio Preparation 3-D Design course that fulfills the AP 3-D breadth requirements.

AP 3D Design Portfolio is a full year, independent study course, following Portfolio Preparation. Students are intended to submit a portfolio at the end of the term with the completed requirements for Quality, Concentration, and Breadth portions of the portfolio. This class primarily focuses on the area of Concentration, while also working with students to photograph their portfolio and complete artist statements leading to their AP Portfolio submission during May.

BUSINESS and TECHNOLOGY

Subject Offerings

COURSE NAME	NUMBER OF SEMESTERS	CREDIT	GRADE LEVEL
Accounting 1	1	1/2	10-12
Business Principles & Management	1	1/2	10-12
E-Commerce	1	1/2	9-12
Entrepreneurial Mindset (CCP) 1	1	1	11-12
Entrepreneurial Process (CCP) 1	1	1	11-12
Financial Literacy*	1	1/2	9-12
Marketing	1	1/2	10-12

The purpose of Business Education is to develop in all participating students a comprehensive understanding of the world of work and the business environment. Business Education

will stress:

- PREPARATION for college level business administration courses
- TECHNOLOGY - its importance and use both at the collegiate and business level
- SKILLS appropriate for an easier transition into either post secondary education or the work force
- LIFE LONG SKILLS-financial planning and money management of personal finances.

Successful completion of any or all Business Education classes will increase the student's ability to compete in increasingly demanding college or work environments.

COURSE DESCRIPTIONS

Accounting 1 1 sem 1/2 cr. 10-12
Students enrolled in Accounting 1 will learn basic accounting concepts and about careers in the accounting profession. The accounting principles, practices and procedures for a sole proprietorship will be discussed. Students will learn the concepts and practices of cost accounting using traditional bookkeeping methods as well as a computerized program for inputting information.

Business Principles & Management 1 sem 1/2 cr. 10-12
This course is designed to introduce students to those principles and management styles exhibited in the business world on an everyday basis. Students will learn about the various levels of management (communication, corporate responsibility, financial, human resource, and time) and how each carries their own sets of theories and responsibilities to handle the diverse issues in the workplace. Discussions in class will center on how these principles, management styles, and theories are used in today's business world.

E-Commerce 1 sem 1/2 cr. 9-12
This course is designed as an introduction to balancing technological issues with the strategic business aspects of successful e-commerce, it equips students with a solid understanding of the dynamics of this fast-paced industry. It provides thorough coverage of e-commerce growth in China and the developing world, social media and online marketing strategies, technology-enabled outsourcing, online payment processing systems, and much more.

Entrepreneurial Mindset ENTR205 1 sem 1 cr. 11-12
Specific steps must be followed for College Credit Plus participation. The "Intent to Participate" form must be on file in the Counseling Office by April 1st. Acceptance into the CCP program at Hiram College required by April 15th.
Creativity and innovation are key elements in developing an entrepreneurial mindset. In this course you will be exposed to new approaches to thinking. These approaches will change the way you create ideas, identify problems, and develop solutions. In this class we will convey these methods through interaction, reflection, and experiential learning in groups and individually. Creativity is about the creative process: what it is, how to improve it, how to work with it. Using a project/strategy-focused approach, students will learn about creative thinking as it applies to the development of innovations and inventions in the arts, sciences, and business. Four (4) semester hours of college credit may be awarded through Hiram College upon successful complete of the class.

Entrepreneurial Process ENTR306 1 sem 1 cr. 11-12
Prerequisite: Successful completion of *Entrepreneurial Mindset*

The primary goal of this course is to provide an understanding of entrepreneurship and the entrepreneurial process in a global setting. The course will broaden a basic understanding obtained in the functional areas as they apply to new venture creation and growth: Specifically, the course will develop an understanding of entrepreneurship and the entrepreneurial process, integrate functional area material as it applies to new venture creation and growth, develop an understanding of the role of entrepreneurship and new venture creation in economic development, and provide an opportunity to evaluate your own entrepreneurial tendencies and create a new venture. Four (4) semester hours of college credit may be awarded through Hiram College upon successful complete of the class.

Financial Literacy 1 sem 1/2 cr. 9-12
Students will learn the fundamental economic concepts of personal finance through an introduction of the US economic system, our global economy and information for making lifelong financial goals and decisions. Topics such as college financial planning and real-world budgets, consumers in the economy, income and taxes, credit, insurance, savings, investing, managing your spending, and planning for the future will be covered.

Marketing 1 sem 1/2 cr. 10-12
Students will develop an understanding of the marketing process, how and why products are brought to the markets, and why they succeed or fail. Dynamic topics, such as market analysis, consumerism, promotion, purchasing, pricing, distribution, sales and advertising will be studied. A company program model will be followed to organize a student operated business. Designing a business plan, choosing a product, pricing it, promoting it, selling it and handling the financials involved in a business will be covered. Recommended for all students pursuing a business career.

COMPUTER SCIENCE

Subject Offerings

Grades 10 through 12 ONLY

COURSE NAME	NUMBER OF SEMESTERS	CREDIT	GRADE LEVEL
Computer Programming	1	1/2	10-12
AP Computer Science Principles	2	1	10-12
AP Computer Science A	2	1	11-12
Honors Advanced Data Structures	2	1	11-12

COURSE DESCRIPTIONS

Computer Programming 1 sem 1/2 cr. 10-12
Prerequisite – completion of *Geometry with grade of B or higher. 9th graders who completed Honors Geometry with an A grade may take this class.*

Computer Programming will introduce students to the basic concepts of coding. Use of variables, looping structures, random variables, and data types will be introduced using a variety of programming environments. Students will be introduced to programming for Android mobile devices using appinventor and they will create iOS apps using Xoyo.

AP Computer Science Principles 2 sem 1 cr. 10-12
Prerequisite – *Completion of Algebra 2 with grade of B or higher*
This course will teach core computer science knowledge and capabilities. Students will learn how computing supports innovation in our society and they will study the impact of digital devices on our society. Students will work with various abstractions used in modeling real-life problems. A variety of tools and techniques for processing data will be explored. Students will learn how to implement and analyze algorithms,

and they will be introduced to the concepts of computer programming. Students will write programs using a variety of programming environments including appinventor for Android mobile devices. This course is NOT an option for students who have completed the AP Computer Science A course.

AP Computer Science A 2 sem 1 cr. 11-12

Prerequisite – Completion of Algebra II with grade of B or higher **AND** Computer Programming with a B+ or higher

This course emphasizes object oriented programming methodology. Areas of study include data abstraction, modular programming techniques, data types, control structures, recursion, lists, file access, searching and sorting algorithms, polymorphism, inheritance, and analysis of algorithms.

Extensive programming will be required in class on a daily basis. This course will prepare students for the Advanced Placement examination which uses the programming language Java. Students who have not taken Computer Programming need teacher permission to take this class. Students are required to take the AP Exam in May.

Honors Advanced Data Structures 2 sem 1 cr. 11-12

Prerequisite – AP Computer Science A (1st semester exam grade must be a B or higher)

This course emphasizes abstract data structures. Areas of study include stacks, queues, linked lists, trees, hashing, sets, maps, and analysis of algorithms. Extensive programming using the Java programming language will be required. Students will also be introduced to C++ and Swift and will learn how to create iOS apps.

EDUCATIONAL OPTIONS

Recognition of the need for an increasingly effective educational program which serves the needs of each student underscores the value of using varied processes to develop competencies, interests, and attitudes needed to further their goals. The use of educational options represents one method of expanding learning opportunities.

The intent of educational options is to allow educators, scientists, artists, business persons, parents, and others to work together to prepare students for a rapidly changing world. Please see possible educational options listed below. If interested in pursuing one of these, please see your counselor.

CREDIT FLEXIBILITY permits students to earn high school credits based on an individually approved credit flexibility plan. Students are permitted to remediate failed coursework. Remediation plans must be coordinated with the student's counselor.

INDEPENDENT STUDY represents an individual approach which permits a student to pursue one or more academic areas beyond the scope and depth of the course of study offered by the school.

The COLLEGE CREDIT PLUS PROGRAM has been established to permit high school students in grades seven through twelve to earn college and high school graduation credit through the successful completion of college courses. The program is intended to provide expanded opportunities for appropriately qualified high school students to experience coursework at the college or university level. *See Appendix College Credit Plus Pathways page 21.

College Credit Plus Application Procedures

1. Attend the College Credit Plus Information Night program.
2. Complete and return the **Intent to Participate Form** to the Counseling Office no later than April 1st. Parent and student signatures are required.
3. Complete the College Credit Plus Application for Admission to the institution of choice.
4. Submit results from either the ACT or SAT, or, contact the institution about making arrangements for appropriate placement exams.
5. Place a request with the Counseling Office for the submission of an Official High School Transcript.
6. If applicable, provide the Counseling Office with any required Counselor Information Forms, or, provide Teacher(s) with any required Recommendation Forms.
7. Students accepted into a CCP Program will need to schedule an individual advising appointment at the institution to determine course placement and scheduling.

STUDENTS MUST INDICATE THEIR INTENT TO PARTICIPATE IN THE COLLEGE CREDIT PLUS PROGRAM DURING THE NEXT SCHOOL YEAR TO SCHOOL OFFICIALS BY APRIL 1st OF THE CURRENT YEAR.

COURSE NAME	ENGLISH		CREDIT GRADE LEVEL
	Subject Offerings	NUMBER OF SEMESTERS	

All students at Chagrin Falls High School must take four years of English.

Required Courses:

- English 9 - freshman year
- English 10 - sophomore year
- English 11 - junior year
- English 12 - senior year

Honors English 9, 10, 11, Advanced Placement Seminar, Advanced Placement English Language, Advanced Placement English Literature and CCP Composition courses may be substituted for credit per course for corresponding level.

Students may also take elective courses.

Electives:

Speech/Current Issues	1 semester	1/2 credit	10-12
Words, Words, Words!	1 semester	1/2 credit	11-12
Creative Writing	1 semester	1/2 credit	10-12
Multimedia Broadcasting	1 semester	1/2 credit	10-12
Newswriting	2 semesters	1 credit	9-12
Photojournalism	2 semesters	1 credit	9-12
Writing Internship	2 semesters	1 credit	11-12
AP Research	2 semesters	1 credit	11-12

COURSE DESCRIPTIONS

English 9 2 sem 1 cr. 9

English 9 offers the student a base for all aspects of the English curriculum. Literature, composition, and vocabulary are emphasized. The study of literature includes interpretation, analysis, and appreciation of all genres. Writing is also emphasized throughout the course with a major focus on writing as a process and the five-paragraph essay. Fundamental aspects of paragraph development, sentence structure and

mechanics are also introduced and reviewed.

Honors English 9 2 sem 1 cr. 9

Selection Criteria - current CFMS 8th grade students must earn 3 or more points from the following list to be eligible to enroll in Honors English 9:

- PSAT Writing/Language 95th percentile or higher (1 pt)
- PSAT Reading 95th percentile or higher (1 pt)
- First semester average grade of 85% or higher in Advanced English 8 or 95% or higher in English 8 (1 pt.)
- 90% or higher on Writing Placement Exam (1 pt.)
- Work ethic rubric score of ≥ 3 (1 pt)

Students must maintain a C average. Failure to do so will result in removal from the class at the semester.

This course offers intense enrichment of the 9th grade curriculum for academically talented and motivated freshmen who have already demonstrated excellence in all areas of English. It is assumed that students enrolled in this course will be able to devote many hours of out of class time to the required reading, writing, and research. Students enrolled in Honors English 9 must conduct themselves with the maturity and responsibility appropriate to advanced study.

English 10 2 sem 1 cr. 10

English 10 offers the student further preparation in composition and literature. The focus of the literature study is on the development of the student's understanding of and management of literary interpretation. The composition program includes the skills of selecting and limiting a subject, writing a thesis statement, and supporting the thesis in an essay. The course will continue to develop an understanding of writing as a process, and will review paragraph structure and problems of usage and mechanics. Students will be expected to participate in different kinds of oral presentations and to review the research process and produce a research project.

Honors English 10 2 sem 1 cr. 10

Selection Criteria: 9th grade Honors ELA Semester Grade of A $\geq 88\%$ (1 pt) 9th grade ELA Semester Grade of A $\geq 90\%$ (1 pt) This course offers an intense enrichment of the English 10 curriculum for academically talented and motivated sophomores who have demonstrated highly developed reading, writing, and speaking skills in previous English classes. Students will be expected to review the research process and produce an extensive research project. Students in Honors English 10 must conduct themselves with the responsibility and maturity appropriate to advanced study. *Students must maintain a C average. Failure to do so will result in removal from the class at the semester.*

AP Seminar 2 sem 1 cr. 10

Selection Criteria: Current CFHS 9th grade students must earn 3 or more points from the following to be eligible to enroll in AP Seminar:

- PSAT Writing/Language 95th percentile or higher (1 pt)
- PSAT Reading 95th percentile or higher (1 pt)
- 9th grade Honors ELA Semester Grade of A $\geq 95\%$ (1 pt)
- Work ethic rubric score of ≥ 3 (1 pt)
- Collaboration/Participation rubric score ≥ 3 (1 pt)

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own

perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Students are required to submit to the AP program in May. *Students must maintain a C average. Failure to do so will result in removal from the class at the semester.*

English 11 2 sem 1 cr. 11

The focus in this course will be on American Literature and will require the in-depth study of at least four major novels or plays and a review of poetry. The course will emphasize comprehension using extensive class discussion. Individual writing skills will draw attention with the focus on organization and development. In addition to an introduction to advanced writing techniques, students in this class will be required to develop their senior portfolios and encouraged to take the SAT test in the spring.

Honors English 11 2 sem 1 cr. 11

Selection Criteria: 10th grade Honors ELA Semester Grade of A $\geq 88\%$ (1 pt), 10th grade ELA Semester Grade of A $\geq 90\%$ (1 pt) This course is designed for academically motivated juniors. It will focus on the American novel, poetry, and drama and will require an in-depth study of six to eight major works of American literature. Students should already have proficiency in organizational and developmental writing skills as the literary essay and advanced writing techniques will be emphasized. Students in this class will be required to complete their senior portfolios and encouraged to take the SAT test in the spring. *Students must maintain a C average. Failure to do so will result in removal from the class at the semester.*

AP English Language & Composition 2 sem 1 cr. 11 or 12

Selection Criteria: Semester grade (AP Seminar— $\geq 88\%$; Honors 10— $\geq 90\%$; Honors 11— $\geq 92\%$) in addition to a work ethic rubric score of ≥ 3 . *Students must maintain a C average. Failure to do so will result in removal from the class at the semester.* This course is designed for academically talented and self-motivated juniors or seniors. The curriculum is an enriched study of American non-fiction, both historical and contemporary. Emphasis is placed on close reading, essay writing, analysis, verbal skills, and class participation. Students should apply for this course only if they have demonstrated consistently superior writing ability in the organization and development of ideas, as advanced writing and critical thinking skills will be emphasized. . Students are required to take the Advanced Placement Exam in May.

English 12 2 sem 1 cr. 12

English 12, British Literature and Composition, is the study of major literary topics and themes across the history of England and other areas in World Literature. Students will learn how to write with purpose and authority, using knowledge of the text, and will write with strong active sentences. Students will write college-level expository essays, creative pieces and other relevant pieces. Students will read and participate in the study of major texts.

College Composition I (ENG1010) 1 sem 1 cr. 12

Specific steps must be followed for College Credit Plus participation. The "Intent to Participate" form must be on file in the Counseling Office by April 1st. Acceptance into the CCP program at Tri-C required by April 15th.

In this college course students will communicate effectively for various genres and disciplines using appropriate rhetorical strategies, writing conventions, organization standards, and

revision processes. Students will read and interpret a variety of texts and perform substantial written compositions including analysis, narration, proposal and more. Over the course of the semester there will be a focus on critical thinking, where students analyze, evaluate and synthesize information in innovative and imaginative ways. Three (3) semester hours of college credit will be awarded through Cuyahoga Community College upon successful completion of the class.

College Composition II (ENG1020) 1 sem 1cr 12

Prerequisite: Successful completion of College Composition I (ENG1010)

In this second semester college course students will continue their studies with a focus on informational literacy. Students will research, evaluate sources, explore multifaceted issues, and communicate ideas through papers and projects. Students will explore multi-modal research papers and examine persuasion and organization as achieved in a variety of media. Students will continue to hone critical thinking, analysis, and revision skills. Three (3) semester hours of college credit will be awarded through Cuyahoga Community College upon successful completion of the class.

AP English Literature & Composition 2 sem 1 cr. 12

Selection Criteria: Semester grade (AP Language—≥82%) in addition to a work ethic rubric score of ≥ 3. Students must maintain a C average. Failure to do so will result in removal from the class at the semester.

This course is designed for academically talented seniors. The curriculum is an enriched study of fiction from a range of time periods. The course also prepares the student for the Advanced Placement English test administered each spring. Emphasis is placed on close reading, essay writing, analysis of literature, verbal skills, and class participation. Students should apply for this course only if they have demonstrated consistently superior ability in previous English courses, especially AP English Language. Students are required to take the AP Exam in May.

ELECTIVES

Speech/Current Issues 1 sem 1/2 cr. 10-12

This course emphasizes the fundamentals of public speaking using current issues as topics. The class attempts to develop those skills of oral communicating and enhance those techniques of voice and body that give the student poise and self-confidence in public speaking situations. Class work includes instruction in organization, composition, and delivery, as well as opportunity for the student to experience impromptu speaking, planned speeches, informal group interactions, formal debate, and parliamentary procedure. Outside assignments include researching current issues.

Words, Words, Words! 1 sem 1/2 cr. 11-12

This course, a concentrated study of English words, is designed to improve the vocabulary skills of the student. Class activities will stress the correct grammatical use of words in sentences and paragraphs and the relationship among parts of a text.

Creative Writing 1 sem 1/2 cr. 10-12

Students interested in acquiring a deeper understanding and appreciation for fiction, nonfiction, poetry and plays may sign up for the creative writing class. This course is designed to develop and/or enhance critical thinking skills. The course will develop an enhanced sense of language, writing style, expression, and voice. Class activities will stress the correct grammatical use of words, imagery selectiveness, characterization, plot, point of view and themes.

Multimedia Broadcasting 1 sem 1/2 cr. 10-12

Students enrolled in Multimedia Broadcasting (Video Production) will learn the steps involved in creating multimedia journalism. Students will learn how to plan for pre-production, write a script, draw a storyboard, film the story, and use video editing software to edit the final piece to create professional news packages.

Photojournalism (Yearbook) 2 sem 1 cr. 9-12

This course is designed for students who are interested in photography, layout, design, and writing. Part of this course will include computer skills. Students will learn the essentials of photojournalism and ethics, as well as terminology necessary for work on the yearbook production. It is assumed that students enrolled in this course will be able to dedicate out of class time for the photography and other contributions to the yearbook publication. Students enrolled in photojournalism must conduct themselves with maturity and responsibility.

News Writing (Newspaper) 2 sem 1 cr 9-12

This course is designed for students who are interested in writing, researching, interviewing, design, and photography. Part of this course will include computer skills. Students will learn the essentials of news writing ethics, as well as terminology necessary for work on the newspaper production. The AP Style guide will be taught. It is assumed that students enrolled in this course will be able to dedicate out of class time for the interviews and other contributions to the newspaper publication. Students enrolled in News Writing must conduct themselves with maturity and responsibility.

Writing Internship 2 sem 1 cr. 11-12

Selection Criteria: Recommendation from Honors 10, Honors 11, or AP Seminar/English Language teacher and must maintain an A or B average in their English class.

Writing Internship is for juniors and seniors only. Writing interns must not only be proficient writers, but they must also possess social and interpersonal skills as they will work with student writers on a daily basis. Writing interns are required to participate in class readings and journal writings as well as prepare for classroom visits. They will also complete an End-of-the-year project (i.e. Facebook page for writing center, webpage for writing center, OWL (Online Writing Lab), writing center handbook, etc.).

AP Research 2 sem 1 cr. 11

Prerequisite: Successful completion of AP Seminar

AP Research, the second course in the AP 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 process, and curate the artifacts of their scholarly work through a process and reflection portfolio. Students are expected to independently pursue research outside and beyond the classroom. The course culminates in an academic paper of approximately 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. Students are required to submit to the AP program in May.

mathematics of finance will be investigated, and practical applications that connect materials with varied student interests will be explored. Emphasis will be placed on problem solving, applications, and the construction to mathematical models.

AP Statistics 2 sem 1 cr. **

After successful completion of an honors math class or an A or B in Probability & Statistics, students may enroll in the AP Statistics course. The course will explore data by interpreting graphical displays of distributions of univariate data, comparing distributions, exploring bivariate and categorical data, planning and conducting surveys and experiments as well as anticipating patterns, rules of probability, discrete random variables, binomial and geometric distributions, and other topics. A TI-84CE graphing calculator is required for this course. Students are required to take the AP Exam in May.

AP Calculus AB 2 sem 1 cr. **

Prerequisite: *successful completion of Honors Pre-Calculus*
This is the course taken in the eleventh or twelfth grade by the accelerated group of mathematics students. The areas of study include: analysis of functions and their graphs, limits and continuity, derivatives using formulas and by definition, applications of derivatives, l'Hopital's Rule, anti-derivatives, definite integrals, properties of integrals, methods of integration, approximations of definite integrals, applications of integrals, Fundamental Theorems of Calculus, Mean Value Theorem, Max-Min Theorem, Intermediate Value Theorem, slope fields and differential equations. These topics will be explored analytically, graphically, numerically and verbally. Technology will be used to help solve problems, experiment, interpret results, and verify conclusions. Mathematics will be used to model and study real-life situations. Students are required to take the Advanced Placement Exam in May.

AP Calculus BC 2 sem 1 cr. **

Prerequisite: *successful completion of Calculus AB*
This is the course taken in the twelfth grade by students having already completed AP Calculus AB. It is an extension of the AP Calculus AB course. The topics from the AB course will be reviewed and embellished. The calculus will also be applied to parametric, polar and vector functions. Additional topics include slope fields, numerical methods for solving differential equations, the definition of limit, sequences and series. Students are required to take the Advanced Placement exam in May.

INSTRUMENTAL AND VOCAL MUSIC

Subject Offerings			
COURSE NAME	NUMBER OF SEMESTERS	CREDIT	GRADE LEVEL
Band	2	1	9-12
Orchestra	2	1	9-12
Vocal Music	2	1	9-12
AP Music Theory	2	1	10-12

COURSE DESCRIPTIONS

Band 2 sem 1 cr. 9-12
The high school band is open to all experienced instrumental musicians. During the fall and in mid-May, the band functions as a marching band. To prepare for the marching season, all band members are expected to attend Band Camp near the end of July. Rehearsals continue through August up to the first day of school. The band plays at all football games including post-season. In May the band marches in two community parades-- Blossom and Memorial Day. At the conclusion of the football season, band students may be divided based upon an audition/seating process into either Wind Ensemble or Concert

Band. Band students are encouraged to take private lessons on their primary instrument. Music studied is selected from all styles and periods of musical history. Attendance at band camp, all football games, concerts and parades is required. *Participation in this ensemble is at the discretion of the director.*

Orchestra 2 sem 1 cr. 9-12

The high school orchestra is open to all experienced string players. This ensemble performs at least three major concerts during the school year as well as participates in district and state contests. In addition, the orchestra takes part in local master classes and community functions. Attendance is mandatory for all events. This group prepares and performs quality orchestral literature from all styles and periods of music history. Elements of theory, music history, and music appreciation are also included in this class which meets daily. Orchestral students are also encouraged to take private lessons on their primary instrument. *Participation in this ensemble is at the discretion of the director.*

Vocal Music 2 sem 1 cr. 9-12

There are two vocal music classes offered at the high school: mixed choir and women's choir. Both groups will prepare and perform quality choral literature from all styles and periods of music history in a highly polished and well-rehearsed fashion. *previous vocal experience is required for participation in mixed choir.* Exceptions may be made at the discretion of the director. *Participation in either ensemble is at the discretion of the director.* By electing choir, you accept an obligation to attend all concerts and events.

AP Music Theory 2 sem 1 cr. 10-12

This course will present and explore the core skills and knowledge expected to be mastered upon successful completion of the first year of Music Theory in most standard college curriculums. In addition to elements of musical form, structure and terminology, students will be expected to audiate, phonate, notate, and compose melodies, intervals, scales, and chords in all clefs and keys. Although not required, prior music reading experience is strongly suggested. *There is a \$100 fee for the mandatory workbook that accompanies this course.* Students are required to take the AP Exam in May.

PHYSICAL EDUCATION AND HEALTH

COURSE NAME	Subject Offerings		GRADE LEVEL
	NUMBER OF SEMESTERS	CREDIT	
Physical Education 9/10*	1	1/4	9-10
Personal Fitness Training*	1	1/4	9-12
G.Y.M.-Get Yourself Moving*	1	1/4	9-12
Health	1	1/2	9-10
IPEP	2	1/2	9-11
Sport Management	1	1/2	10-12

COURSE DESCRIPTIONS

**Two semesters of PE 9/10, G.Y.M., Personal Fitness Training or a combination of those classes are required for graduation.*

Physical Education 9/10* 1 sem 1/4 cr. 9-10

Physical Education 9/10 is a semester course designed to equip students with the knowledge, skills, and capacities, along with the enthusiasm to maintain a healthy lifestyle. They will also experience lifetime fitness opportunities. Over 20 different subjects are taught during the course, encouraging students to plan their leisure time for adult life. Activities included in the program are designed to promote physical fitness, to improve motor skills, to increase knowledge and understanding of rules, concepts, and strategies. The course will also encourage

students to work as part of a team, or as individuals, in a wide variety of activities.

Personal Fitness Training* 1 sem 1/4 cr. 9-12
 Personal Fitness Training is a unique opportunity to meet the Physical Education class requirement through individual programming training techniques. The class focuses on an individual's conditioning program based on assessed needs. The fitness principles of body composition, cardiovascular endurance, muscular endurance and flexibility are measured for each student to design a personal fitness profile. The students will become aware of the relationship between dietary intake and caloric expenditure. In addition, students will gain a basic knowledge of muscle and skeletal anatomy, training techniques and safety, and fitness program development

G.Y.M.-"Get Yourself Moving"* 1 sem 1/4 cr. 9-10
 A physical education class that is based on movement principles designed to improve the student's overall fitness level. This class is geared towards those persons who are self-directed or prefer individualized fitness options. Students will gain experience and familiarity with various movement units such as; yoga, Pilates, power walking, self-defense, kickboxing, circuit training, plyometrics, dance, and spinning.

Health 1 sem 1/2 cr. 9-10
 All students are encouraged to take one semester of health during ninth or tenth grade. The health course is a comprehensive program providing progressive and sequential learning and is reinforced by various experiences, to contribute to the optimal health for all students. Content areas include mental and emotional health; causes, prevention, and control of diseases; use and misuse of tobacco, alcohol, and drugs; human sexuality; fitness and nutrition. A wide variety of methods and activities are used to teach the specific content areas. These include: individual and small group discussion; use of current movies and tapes; application of related computer programs; use of current magazines and newspaper articles; and guest speakers with expertise in a given area.

IPEP – Individualized Phys Ed Program 1/2cr 9-11
 The class is a 30-week individualized program promoting fitness practices and lifestyle changes that will focus on the needs and interests of the student spanning both semesters of the school year. The program allows participants to develop a lifetime commitment to physical activity and healthy living. Students will gain the principles of fitness through 17 different online learning modules completed throughout the course. This program also recognizes the participation in an interscholastic sport, cheerleading or fall marching band as activity that will count as participation toward meeting the requirements of the class. With the help of an assigned instructor, the students will set personal fitness/lifestyle goals and obtain one-on-one feedback after receiving an assessment from their instructor. They will be given appropriate, personable motivation and guidance on a weekly basis. If the student is "in-season" they will not be required to attend training sessions. When the student is no longer involved with their interscholastic sport, cheerleading or fall marching band, they will attend a minimum of two heart rate monitor training sessions per week in the fitness center or gymnasium that fits into their schedule during, before, or after school. This 21st century approach to physical education is a personalized experience for each student that promotes the habits of lifelong fitness and a healthy lifestyle. The students will receive a weekly grade based on meeting the requirements of the program. Completion of this course will result in meeting the state physical education requirement of .5 credits for graduation.

Sport Management 1 sem 1/2 cr. 10-12
 This interdisciplinary course will allow the students to explore and understand the sport and recreation industry. The program will cover the many facets of the industry including, sport law and the legal aspects of sport and physical activity; sport marketing and promotion; the role of ethics in sport; the economics and finance of the sport industry; and the role of sport in society. Students will gain exposure and a hands-on experience to sport event management, sport-related venue design and operations, management and leadership in sport organizations and media relations.

SCIENCE			
Subject Offerings			
COURSE NAME	NUMBER OF SEMESTERS	CREDIT	GRADE LEVEL
Physical Science	2	1	9
Biology	2	1	9-10
Honors Chemistry	2	1	10-11
Chemistry	2	1	10-12
Anatomy and Physiology	2	1	11-12
AP Environmental Science	2	1	11-12
Physics	2	1	11-12
AP Physics 1	2	1	10-12
AP Physics 2	2	1	11-12
AP Biology	2	1	11-12
AP Chemistry	2	1	11-12

***See appendix: High School Science Course Prerequisites*
Students who want to enroll in 2 science classes at the same time will complete a form that will be signed by current science teacher, parent, and science department chairperson.

COURSE DESCRIPTIONS

Physical Science 2 sem 1 cr. 9
 Physical Science is designed to review introductory concepts in chemistry and physics. Major topics include motion, matter, measurement, waves, chemical reactions and space. Problem solving and application of science in a real world context will be emphasized. The course is inquiry based, but does not count as a "laboratory science" for college entrance requirements.

Biology 2 sem 1 cr. 9-10
Prerequisites: Placement test or completion of Physical Science; "B" average in 8th grade science and teacher recommendation **AND** completion or current enrollment in Geometry and a B average in Algebra 1
 Biology is a course designed to study the interactions between living organisms and their environment. Laboratory activities are utilized to enhance students' understanding of the course material. Major areas of study include biochemistry, cytology, genetics, evolution, taxonomy, and ecology.

Honors Chemistry 2 sem 1 cr. 10-11
Prerequisites: Completion of Biology with a B average **AND** completion or current enrollment in Algebra 2 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.
Chemistry 2 sem 1 cr. 10-12

Prerequisites: *Completion of Biology AND completion or current enrollment in Algebra 2*

Chemistry is a course intended to give students a solid background in chemistry with less emphasis on math and more emphasis on practical applications. Laboratory experiments are used to enhance the students' understanding of chemistry concepts. Major topics include atomic theory, the mole, stoichiometry, electrolytes, chemical bonding, nuclear chemistry, gases, and qualitative analysis.

AP Environmental Science 2 sem 1 cr. 11-12

Prerequisites: *Completion of Chemistry with a B average AND completion or current enrollment in Algebra 2 and teacher recommendation.*

The AP Environmental Science course is designed to be equivalent to an introductory college course in environmental science. The goal of this course is to provide students with the scientific principles and methodologies required to understand the interrelationships of the natural world. In addition, the course will identify and analyze environmental problems while evaluating the relative risks and alternative solutions to these problems. Environmental science is interdisciplinary as it embraces a wide variety of topics from different areas of study. Students are required to take the AP Exam in May.

Physics 2 sem 1 cr. 11-12

Prerequisites: *Completion of Biology and Chemistry AND completion or current enrollment in Pre-Calculus and teacher recommendation.*

A study of physics and its application to the real world is basic and vital to all students whatever their educational goals. Both the fundamental laws of the Universe and practical applications of those laws are covered in this course. The course covers the major concepts of physics through a wide variety of demonstrations and labs. The main areas of study are: mechanics; thermodynamics, wave theory, sound, and optics; electricity and magnetism; and modern physics.

AP Physics 1 2 sem 1 cr. 10-12

Prerequisites: *Completion of Honors Chemistry with an A average OR current enrollment in Honors Chemistry with teacher approval AND AP potential data AND completion OR current enrollment in Pre-Calculus and teacher recommendation.*

Advanced Placement (AP) Physics 1 provides an opportunity for high school students to pursue and receive one semester of credit for college level coursework taken in high school. AP Physics 1 is intended for students who may be interested in studying physics as a basis for more advanced work in the life sciences, medicine, geology, and related areas, or as a component in a non-science college program that has science requirements. AP Physics 1 will cover topics regularly covered in the first semester of an introductory algebra-based college physics course. Topics will include: Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, power; mechanical waves, sound, and an introduction to circuits. Students are required to take the AP Exam in May.

AP Physics 2 2 sem 1 cr. 11-12

Prerequisites: *Completion of AP Physics 1 with an A- average and teacher recommendation.*

Advanced Placement (AP) Physics 2 provides an opportunity for high school students to pursue and receive one semester of credit for college level coursework taken in high school. AP Physics 2 will cover topics regularly covered in the second semester of an introductory algebra-based college physics course. Topics will include: fluid mechanics and thermal physics,

electricity and magnetism, optics, and atomic and nuclear physics. Students are required to take the AP exam in May.

AP Biology 2 sem 1 cr. 11-12

Prerequisites: *Completion of Chemistry with a B average. AND completion or current enrollment in Algebra 2 and teacher recommendation. Juniors must have earned 3 credits of high school science.*

The Advanced Placement Biology course is designed to be the equivalent of a college introductory biology course. The Advanced Placement Biology course will include those topics regularly covered in a college biology course for biology majors. Topics include: molecules and cells including biological chemistry, cells, and energy transformations; genetics and evolution including molecular genetics, heredity, and evolution; organisms and populations including general taxonomy, survey of monera, protista, fungi, plants, animals, and ecology. Students are required to take the AP Exam in May.

AP Chemistry 2 sem 1 cr. 11-12

Prerequisites: *Completion of Honors Chemistry and AP Physics 1 with a B average AND completion or current enrollment in Pre Calculus and teacher recommendation.*

The Advanced Placement Chemistry course is designed to be the equivalent of a introductory college chemistry course for majors. Topics will include: atomic theory; chemical bonding; nuclear chemistry; kinetic molecular theory; advanced stoichiometry; kinetics; equilibrium; thermodynamics; and electrochemistry. Students are required to take the AP Exam in May.

Anatomy & Physiology 2 sem 1 cr. 11-12

Prerequisites: *Completion of Biology and Chemistry with a B average and teacher recommendation.*

Essential principles of human anatomy and physiology are presented including study of tissues, integumentary, skeletal, muscular, nervous, cardiovascular, lymphatic/immune, respiratory, digestive, urinary, and endocrine systems. Laboratory components include anatomical studies using microscopy and dissection. Physiological concepts are investigated using experimentation.

SOCIAL STUDIES

Subject Offerings

COURSE NAME	NUMBER OF SEMESTERS	CREDIT	GRADE LEVEL
WORLD HISTORY COURSE			
<i>(required for graduation)</i>			
World History	2	1	9
AP World History	2	1	9-12
UNITED STATES HISTORY COURSES			
<i>(required for graduation)</i>			
United States History	2	1	10
Advanced Placement US History	2	1	10-12
AMERICAN GOVERNMENT COURSES			
<i>(required for graduation)</i>			
American Government	2	1	11-12
AP United States Government	2	1	11-12
SOCIAL STUDIES ELECTIVES			
Economics	1	1/2	11-12
AP Macroeconomics	1	1/2	11-12
AP Microeconomics	1	1/2	11-12
Sociology	1	1/2	11-12
AP Psychology	2	1	11-12
21 st Century History & Culture	1	1/2	10-12

There are minimum requirements each student will have to meet in order to graduate. These are established by the State of Ohio, the Chagrin Falls Board of Education, and the Social Studies

Department. Three credits of Social Studies are required for graduation including World History, United States History and American Government.

Selection criteria for Advanced Placement Social Studies courses will be as follows:

Current 10th or 11th grade students must earn 3 points from the following criteria to be eligible to enroll in AP courses:

- AP USH/AP GOV 1st semester grade of A (2 pts)
- AP USH/AP GOV 1st semester grade of B (1 pt)
- AP Seminar/Eng Lang 1st semester grade of A (1.5 pts)
- AP Seminar/Eng Lang 1st semester grade of B (1 pt)
- HON ENG 10/11 1st semester grade of A (1 pt)
- HON ENG10/11 1st semester grade of B (0.5 pt)
- ENG 10/11 1st semester grade of A (.5 pt)
- American History/Gov 1st semester grade of A (1 pt)
- PSAT 9/10 AP Potential 60% (1.5 pts)
- DBQ Skill Benchmark Score of Advanced (0.5 pt)
- SS Work Ethic Rubric Score of 3 (0.5 pt)

Current 9th grade students must earn 3 points from the following criteria to be eligible to enroll in AP courses:

- AP WORLD 1st semester grade of A (2 pts)
- AP WORLD 1st semester grade of B (1 pt)
- HON ENG 9 1st semester grade of A (1 pt)
- HON ENG 9 1st semester grade of B (0.5 pt)
- ENG 9 1st semester grade of A (0.5 pt)
- World History 1st semester grade of A (1 pt)
- PSAT 9/10 AP Potential 60% (1.5 pts)
- DBQ Skill Benchmark Score of Advanced (0.5 pt)
- S.S. Work Ethic Rubric Score of 3 (0.5 pt)

Current CFMS 8th grade students must earn 3 points from the following criteria to be eligible to enroll in AP World History:

- 8th grade Social Studies 1st semester grade of A (1 pt)
- Advanced English 8 1st semester grade of A (1.5 pts)
- Advanced English 8 1st semester grade of B (1 pt)
- English 8 1st semester grade of A (1 pt)
- PSAT 8 AP Potential 60% (1.5 pt)
- SS Work ethic Rubric Score of 3 (0.5 pt)

COURSE DESCRIPTIONS

WORLD HISTORY COURSE
(required for graduation)

World History 2 sem 1 cr 9

The first semester of World History consists of the chronological development of the world from 1750-1919. Special emphasis will include a review of World History up to 1750. The second semester of this course will focus on events that transpired from 1919 to the present. All regional areas of the world will be covered to provide the student with a better understanding of the unique geographic, historical, governmental, economic, and cultural factors that have allowed these regions to develop. The relationship of the United States within this changing world will be incorporated within each time period.

AP World History 2 sem 1 cr. 9-12

AP World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BC to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance focusing on the environment, cultures, state-building, economic systems, and social structures provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that

cross multiple regions. Students are required to take the AP Exam in May.

UNITED STATES HISTORY COURSES

(required for graduation)

US History (Colonization–Present) 2 sem 1 cr. 10

The first semester of United States History includes a review of the period from Colonization through Reconstruction. The semester will focus primarily on the period from 1877 through World War II. The second semester will continue the chronological exploration of US History emphasizing national developments from post-World War II to the present. A variety of assignments will be used to allow the student to explore these periods in greater detail.

AP US History 2 sem 1 cr. 10-12

This course places demands on students equivalent to those of an introductory college course. It is expected to prepare students to take the national AP test given in May of each year. The basic text is a college level text. However, the course is considerably more than a textbook course. Outside readings are expected of the students. Students will build skills in writing essay examinations and position papers and in researching. Students are expected to maintain at least a B average. A research paper is required. Students are required to take the AP Exam in May.

AMERICAN GOVERNMENT COURSES

(required for graduation)

American Government 2 sem 1 cr. 11-12

United States Government is a study of the United States under our Constitution system. We will look at how American people govern themselves at national, state and local levels. Students can impact issues addressed by our government through service learning and projects. Students will meet the financial literacy graduation requirement by completing a unit after the end of course exam in May.

AP United States Government 2 sem 1 cr. 11-12

This course will be taught from the perspective of a collegiate Political Science class. An analysis of the structure and influences on the United States government will dominate this study. This class is expected to prepare the students to take the national AP examination given in May each year. A college reading level text will be used. This course will follow the national curriculum required for passing the national exam. Students will be required to do outside readings and research. They will be required to continue to build their writing skills through a variety of narrative assignments. Students are expected to maintain at least a "B" average. An extended research paper may be required-- Students are required to take the AP Exam in May.

SOCIAL STUDIES ELECTIVES

Economics 1 sem 1/2 cr. 11-12

This course will combine the fundamentals of macro and micro economics. It will cover an understanding of the banking, investment and taxation systems of the United States. An emphasis will be placed on economic terms and principles. Personal financing strategies will be incorporated within the course as well. A home purchasing and stock portfolio presentation is required.

AP Microeconomics 1 sem 1/2 cr. 11-12

The purpose of AP Microeconomics is to provide a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and

producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets as well as the role of government in promoting greater efficiency and equity in the economy. Students are required to take the AP Exam in May. *This course must be taken with AP Macroeconomics.*

AP Macroeconomics 1 sem 1/2 cr. 11-12

AP Macroeconomics is designed to give you a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price determination, and also develops your familiarity with economic performance measures, economic growth, and international economics. Students are required to take the AP Exam in May. *This course must be taken with AP Microeconomics.*

Sociology 1 sem 1/2 cr. 11-12

The objective of this course will be to combine the fundamentals of the study of human behavior with an analysis of that behavior through current events. The focus of the course will be on discussion/analysis of those events that are taking place around the students. The scientific study of human behavior (sociology) will be used in an attempt to explain/understand why people, both in the US and around the world, behave the way they do. A variety of assignments will be used to help the student to continue to develop oral and written communication skills.

AP Psychology 2 sem 1 cr. 11-12

The purpose of AP Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. Students are required to take the AP Exam in May.

21st Century History & Culture 1 sem 1/2 cr. 10-12

Students will study leading countries in the world today. The course will focus on contemporary issues, history, culture, government, economy, and other pertinent topics of each region. One semester in length, on a 4 year cycle, each semester of this course will cover different world regions.

TECHNICAL EDUCATION PROGRAMS

Subject Offerings			
COURSE NAME	LENGTH OF COURSE	CREDITS PER YEAR	GRADE LEVEL
Allied Health	2 years	3	11-12
Auto Collision	2 years	3	11-12
Automotive Technology	2 years	3	11-12
Business Academy	2 years	3	11-12
CADD Engineering Technology	2 years	3	11-12
Construction Trades	2 years	3	11-12
Cosmetology	2 years	5	11-12
Culinary Arts	2 years	4-5	11-12
Digital Arts & Technology	2 years	3	11-12
Environmental Ed Programs	2 years	3	10-12
<i>Includes Cleveland Botanical Gardens, Floriculture and Gardening Operations, and Landscape and Turf Operations</i>			
Exercise Science & Sports Rehab	2 years	3	11-12
Fire/EMS Training	2 years	3	11-12
Health Informatics	2 years	3	11-12
Interactive Media	2 years	3	11-12
Intervention Programs	2 years	varies	10-12
ITP-Info Tech & Programming	2 years	3	11-12
Licensed Practical Nursing	<i>(pre entrance exam required)</i>		

	2 years	3	11-12
Marketing Communications	1 year	3	12
Medical Assisting	2 years	3	11-12
Medical Technologies	2 years	3	11-12
Performing Arts Academy <i>(audition required)</i>	2 years	3	11-12
Production Welding	2 years	3	11-12
Studio Art and Design	2 years	3	11-12
TEACH-Teacher Education & Children's Health	2 years	3	11-12
Travel, Tourism & Hotel Management	2 years	3	11-12
Welding	2 years	3	11-12

EXCEL TECC COURSE DESCRIPTIONS

Chagrin Falls High School students have the option of enrolling in courses offered through the Excel Technical Education Career Consortium. These courses are taught at various locations. Bus transportation is available to these schools. *Students interested in scheduling one of these programs must complete a technical application form, an interview, an audition or portfolio if necessary, and be selected.*

TECH PREP programs are a joint effort between Excel TECC, Cuyahoga Community College, Lakeland Community College, and local industry. Committees made up of representatives from each of these bodies meet to decide what the students need to learn and how well they need to perform each competency. The result is that the students are prepared to enter either a two-year college program in their chosen field, or an entry-level position with a company. Once the student earns his or her associate degree at the community college level, he or she may opt to continue at a four-year school.

For more information about these programs, please visit: <http://www.mayfieldschools.org/ExcelTECCCareerTechnicalPrograms.aspx>

WORLD LANGUAGES

Subject Offerings

COURSE NAME	NUMBER OF SEMESTERS	CREDIT	GRADE LEVEL
Arabic 1, 2	2	1	9-12
Chinese 1, 2, 3, 4, AP	2	1	9-12
French 1, 2, 3, 4, AP	2	1	9-12
Spanish 1, 2, 3, 4, AP	2	1	9-12
Spanish Conversation 2	2	1	9-12
AP Spanish Literature	2	1	12

College bound students are encouraged to take a minimum of two years of one world language. Three or four years of the same language are recommended.

The Advanced Placement courses in French, Spanish and Chinese are for students who have successfully completed three or four years of a world language in high school. Only academically motivated students should enroll in the AP courses.

COURSE DESCRIPTIONS

Arabic 1 2 sem 1 cr.

By the end of the year, an Arabic 1 student is expected to communicate at the novice-low level according to the national ACTFL (American Council of the Teaching of Foreign Language) standards. Novice-low can identify highly practiced words and memorized phrases, provide formulaic or memorized information

about very familiar topics. They will use interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They will compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

Arabic 2 2 sem 1 cr.

Prerequisite: Teacher recommendation and successful completion of Arabic 1.

By the end of the year, an Arabic 2 student is expected to communicate at the novice-mid level according to the national ACTFL (American Council of the Teaching of Foreign Language) standards. Novice-mid can identify with phrases, combine words, express ideas with simple phrases and expressions. They will use interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They will compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

Chinese 1 2 sem 1 cr.

By the end of the year, a Chinese 1 student is expected to communicate at the novice-low level according to the national ACTFL (American Council of the Teaching of Foreign Language) standards. Novice-low can identify highly practiced words and memorized phrases, provide formulaic or memorized information about very familiar topics. They will use interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They will compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

Chinese 2 2 sem 1 cr.

Prerequisite: Teacher recommendation and successful completion of Chinese 1.

By the end of the year, a Chinese 2 student is expected to communicate at the novice-mid level according to the national ACTFL (American Council of the Teaching of Foreign Language) standards. Novice-mid can identify with phrases, combine words, express ideas with simple phrases and expressions. They will use interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They will compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

Honors Chinese 3 2 sem 1 cr.

Prerequisite: Teacher recommendation and successful completion of Chinese 2.

By the end of the year, a Chinese 3 student is expected to communicate at the novice-high level according to the national ACTFL (American Council of the Teaching of Foreign Language) standards. Novice-high can describe with phrases and can identify with short sentences in present time frame. They will use interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They will compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

Honors Chinese 4 2 sem 1 cr.

Prerequisite: Teacher recommendation and successful completion of Honors Chinese 3.

By the end of the year, a Chinese 4 student is expected to communicate at the intermediate-low level according to the national ACTFL standards. Intermediate-low can describe with sentences, use strings of sentences, express their own thoughts in a single time frame. They will use interpretive, interpersonal

and presentational skills in the classroom for both practice and assessment. They will compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

French 1 2 sem 1 cr.

By the end of the year, a French 1 student is expected to communicate at the novice-mid level according to the national ACTFL (American Council of the Teaching of Foreign Language) standards. Novice-mid can identify with phrases, combine words, express ideas with simple phrases and expressions. They will use interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They will compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

French 2 2 sem 1 cr.

Prerequisite: Teacher recommendation and successful completion of French 1.

By the end of the year, a French 2 student is expected to communicate at the novice-high level according to the national ACTFL (American Council of the Teaching of Foreign Language) standards. Novice-high can describe with phrases and can identify with short sentences in present time frame. They will use interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They will compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

Honors French 3 2 sem 1 cr.

Prerequisite: Teacher recommendation and successful completion of French 2.

By the end of the year, a French 3 student is expected to communicate at the intermediate-low level according to the national ACTFL standards. Intermediate-low can describe with sentences, use strings of sentences, express their own thoughts in a single time frame. They will use interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They will compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

Honors French 4 2 sem 1 cr.

Prerequisite: Teacher recommendation and successful completion of Honors French 3.

By the end of the year, a French 4 student is expected to communicate at the intermediate-high level according to the national ACTFL standards. Intermediate-high can present information and viewpoints with in detail. They will use interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They will compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

Spanish 1 2 sem 1 cr.

By the end of the year, a Spanish 1 student is expected to communicate at the novice-mid level according to the national ACTFL (American Council of the Teaching of Foreign Language) standards. Novice-mid can identify with phrases, combine words, express ideas with simple phrases and expressions. They will use interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They will compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real

meaning to the students.

Spanish Conversation 2 2 sem 1 cr.

Prerequisite: *Teacher recommendation and successful completion of Spanish 1.*

By the end of the year, a Spanish Conversation 2 student is expected to communicate at the novice-mid level according to the national ACTFL (American Council of the Teaching of Foreign Language) standards. Novice-mid can identify with phrases, combine words, express ideas with simple phrases and expressions. They will use interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They will compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

Spanish 2 2 sem 1 cr.

Prerequisite: *Teacher recommendation and successful completion of Spanish 1.*

By the end of the year, a Spanish 2 student is expected to communicate at the novice-high level according to the national ACTFL (American Council of the Teaching of Foreign Language) standards. Novice-high can describe with phrases and can identify with short sentences in present time frame. They will use interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They will compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

Honors Spanish 3 2 sem 1 cr.

Prerequisite: *Teacher recommendation and successful completion of Spanish 2.*

By the end of the year, a Spanish 3 student is expected to communicate at the intermediate-low level according to the national ACTFL standards. Intermediate-low can describe with sentences, use strings of sentences, express their own thoughts in a single time frame. They will use interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They will compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

Honors Spanish 4 2 sem 1 cr.

Prerequisite: *Teacher recommendation and successful completion of Honors Spanish 3.*

By the end of the year, a Spanish 4 student is expected to communicate at the intermediate-high level according to the national ACTFL standards. Intermediate-high can present information and viewpoints with in detail. They will use interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They will compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

AP French/Spanish/Chinese 2 sem 1 cr.

Prerequisite: *Teacher recommendation and successful completion of the appropriate Honors 4 language course.*

By the end of the year, an AP Language and Culture student is expected to communicate at the advanced-low level according to the national ACTFL standards. Advanced-low can deliver a clear, organized presentation on a variety of topics. They will use interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They will compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real

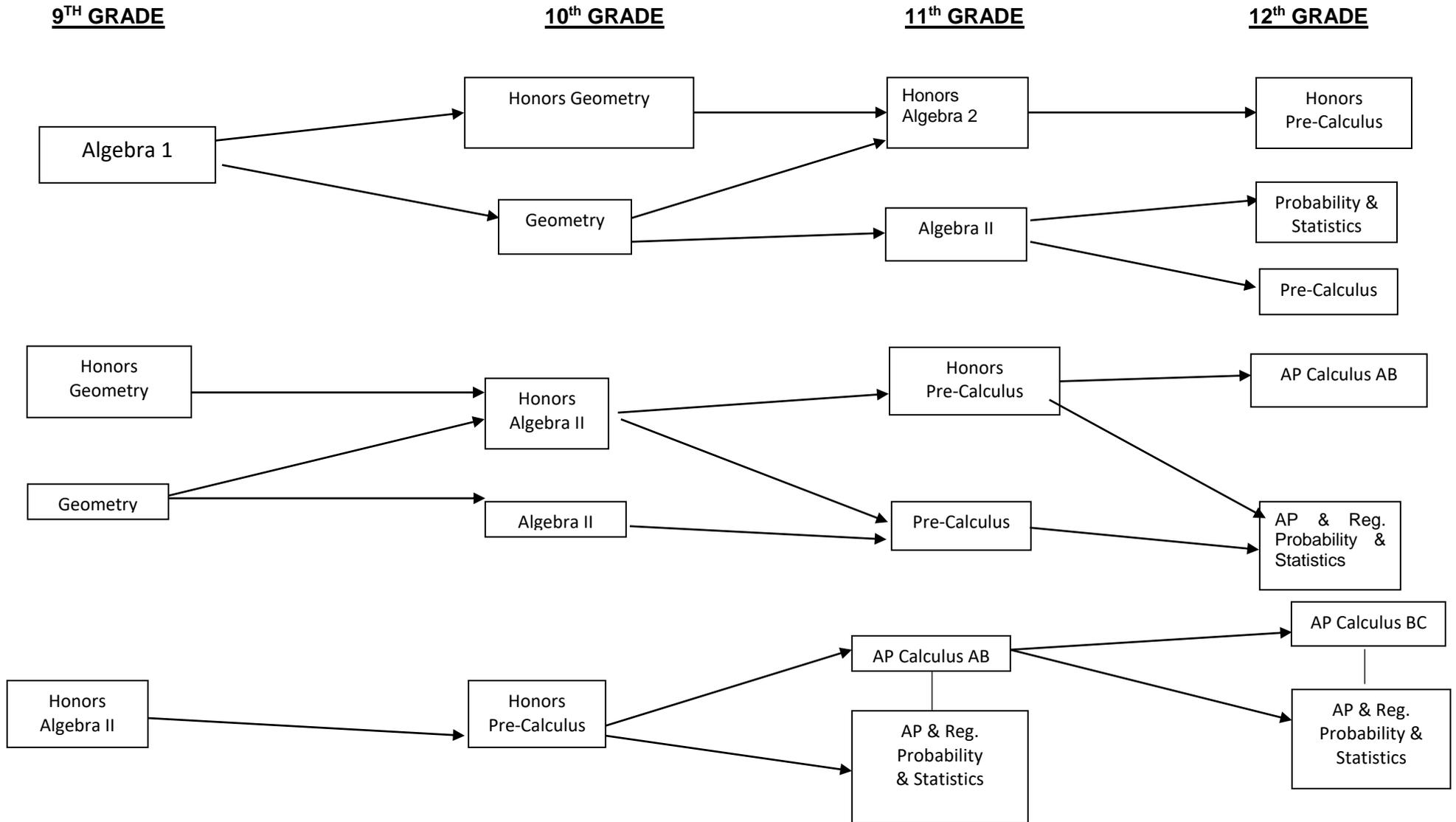
meaning to the students. Students will learn test taking skills and strategies for exam success. Students are required to take the AP Exam in May.

AP Spanish Literature & Culture 2 sem 1 cr.

Prerequisite: *Teacher recommendation and successful completion of Honors Spanish 4. Dual enrollment in AP English Literature and Composition or AP Spanish Language and Culture is recommended.*

By the end of the year, an AP Literature and Culture student is expected to communicate at the advanced-low level according to the national ACTFL standards. Advanced-low can deliver a clear, organized presentation on a variety of topics. Students will use interpretive, interpersonal and presentational skills in the classroom, thereby honing their critical reading and analytical writing skills. They will use a thematic approach to examine representative literary texts (short stories, novels, poetry and essays) from a variety of Spanish speaking cultures. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (art, film, articles, literary criticism). Students will learn test taking skills and strategies for exam success. Students are required to take the AP Exam in May.

CHAGRIN FALLS HIGH SCHOOL MATHEMATICS DEPARTMENT – SEQUENCE OF COURSES



*Note: These are the pathways that most students will follow. We believe in always making sure that students are placed in a class that best fits their needs. There are circumstances that lead to other paths that a student may follow.

High School Science Course Prerequisites

	Science prerequisite	Math prerequisite
Biology-grade 9	Placement test/completion of Physical Science B average in 8 th grade science Teacher recommendation	Completion or current enrollment in Geometry and a B average in Algebra 1
Biology-grade 10	Completion of Physical Science	
Honors Chemistry	Completion of Biology with a B average & teacher recommendation	Completion or current enrollment in Algebra 2
Chemistry	Completion of Biology	Completion or current enrollment in Algebra 2
Physics	Completion of Biology and Chemistry & teacher recommendation	Completion or current enrollment in Pre-Calculus
AP Physics 1	Completion of Honors Chemistry with an A average OR current enrollment in Honors Chemistry with teacher approval AND AP potential data	Completion or current enrollment in Pre-Calculus
AP Physics 2	Completion of AP Physics 1 with an A- average & teacher recommendation	Completion or current enrollment in Pre-Calculus
AP Chemistry	Completion of Honors Chemistry and AP Physics 1 with a B average & teacher recommendation	Completion or current enrollment in Pre-Calculus
APES	Completion of Chemistry with a B average & teacher recommendation	Completion or current enrollment in Algebra 2
AP Biology	Completion of Chemistry with a B average & teacher recommendation Juniors must have 3 years of high school science	Completion or current enrollment in Algebra 2
Anatomy & Physiology	Completion of biology and chemistry with a B average & teacher recommendation	

Entrance into all AP/Honors science classes requires a teacher recommendation.

Regarding students who want to enroll in 2 science classes at the same time:

Students will complete a form that will be signed by current science teacher, parent, and the science department chairperson.

COLLEGE CREDIT PLUS PATHWAYS

Cuyahoga Community College Associate of Arts 15/30 Hour Blocks			
Course Number	Course Name	Semester Hours	TAG Course?
ENG 1010	College Composition I	3	Yes
HIST 1010	History of Civilization I	3	Yes
MATH 1250	Contemporary Math	4	No
PHIL 1010	Intro to Philosophy	3	Yes
PSYC 1010	General Psychology	3	Yes
Total		16	
ENG 1020	College Composition II	3	Yes
HIST 1020	History of Civilization II	3	Yes
SPCH 1010	Fund of Speech Comm	3	Yes
SOC 1010	Introductory Sociology	3	Yes
Laboratory Science		4	Depends on course
Total		16	

Cuyahoga Community College Associate of Arts, BBA Transfer Focus 15/30 Hour Blocks			
Course Number	Course Name	Semester Hours	TAG Course?
ENG 1010	College Composition I	3	Yes
ECON 2610	Macroeconomics	3	Yes
MATH 1470	Math for Business and Social Sciences I	4	No
PSYC 1010	General Psychology	3	Yes
BADM 2010	Business Communications	3	Yes
Total		16	
ENG 1020	College Composition II	3	Yes
ECON 2620	Microeconomics	3	Yes
MATH 1480	Math for Business and Social Sciences II	4	No
PHIL 2020	Ethics	3	Yes
SPCH 1010	Fund of Speech Comm	3	Yes
Total		16	

