

# Chagrin Falls High School



## COURSE SELECTION GUIDE 2020-2021

# 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

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*We educate for excellence ... empowering students to achieve their goals, direct their lives, and contribute to our community.*

## 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 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 literary unit to satisfy the state graduation requirement for economic and financial literacy.*

C. . Ohio law enacted new, permanent graduation requirements that are available for the classes of 2021 and beyond. Multiple graduation options are available to students graduating in the classes of 2021 and 2022. Students graduating in the class of 2023 will be required to meet the permanent requirements as dictated by Ohio law. Those requirements can be found here:

<http://education.ohio.gov/getattachment/Topics/Ohio-s-Graduation-Requirements/Earning-an-Ohio-High-School-Diploma-for-the-CI-2/GradReq2021.pdf.aspx?lang=en-US>

<http://education.ohio.gov/getattachment/Topics/Ohio-s-Graduation-Requirements/Sections/Classes-of-2023-and-Beyond-Graduation-Requirements/GradReq2023.pdf.aspx?lang=en-US>

### 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.

### 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.

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.

## 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.

### **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.

## CFHS COURSE OVERRIDE OVERVIEW

If a student is not in agreement with the course recommendation or does not meet the selection criteria, the High School Counseling Office has developed a process to allow students to access non-recommended coursework via a Scheduling Override Form.

Students are encouraged to discuss the appropriateness of this option directly with the High School Counseling Office. If the decision is made to override, students must do so with the awareness that he/she is to remain in the non-recommended course for the duration of first semester.

The Scheduling Override Form can be obtained in the High School Counseling Office. Completed forms are due in the High School Counseling Office by March 6th.

## STATE OF OHIO HONORS DIPLOMAS

High school students can gain state recognition for exceeding Ohio's graduation requirements through one of six Honors Diplomas. Students must meet general graduation requirements to qualify for honors diplomas. Information about the types of diplomas can be found by searching "Honors Diploma" on the Ohio Department of Education website: [education.ohio.gov](http://education.ohio.gov).

<http://education.ohio.gov/getattachment/Topics/Ohio-Graduation-Requirements/Graduation-Requirements-2014-2017/Criteria-for-Diploma-with-Honors/Honors-Diploma-Revised-Grid.pdf.aspx>

Students must meet seven of the following eight criteria to receive an *Academic Honors Diploma*:

- 1 - earn four units of English
- 2 - earn four units of mathematics that include Algebra 1, Geometry, Algebra 2, and another higher level course or a 4 course sequence that contains 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 no less than 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 1280 combined Critical Reading & Math score on the SAT.

## 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
<b>Two-dimensional</b>			
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
Film Photography	1	1/2	9-12
Printmaking	1	1/2	9-12
Computer Graphics	1	1/2	9-12
<b>Three-dimensional</b>			
Ceramics	1	1/2	9-12
Digital Fabrication (CAD)	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			
Port Prep Digital Photography			
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

This course introduces and develops computer graphic skills mainly using Adobe Photoshop but may also touch on Adobe InDesign and/or Illustrator as students progress through the advance levels. Basic fundamentals of these programs including various tools, techniques and functions will be taught in addition to the elements of art and composition while exploring the artistic possibilities as a means of self-expression. 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. Basic Computer Graphics is a prerequisite for basic Digital Photography.

Digital Fabrication 1 sem 1/2 cr. 9-12

**Prerequisite: Completion of Geometry or Honors Geometry**

This semester long course is an introduction to CAD (computer aided design) technologies as they relate to visual arts studio practice. Students will develop a set of comprehensive skills to be utilized in a variety of concentrations such as sculpture design, jewelry making, model making, object making and others. Students will first design projects using CAD software, 3D print or laser cut the design and complete projects using mixed media studio methods. Collectively, the course will work to develop a relationship between form, subject matter and content. Students interested in architecture, engineering, industrial design, interior

design and product design related career paths should consider this course.

Drawing 1 sem 1/2 cr. 9-12

Drawing 1 is a studio course that teaches students the fundamentals of drawing from observation while utilizing the 5 properties of light. Accuracy and sensitivity in observing subject matter are developed. An in-depth investigation and understanding of materials and tools are explored deeply in this course. Traditional techniques such as chiaroscuro and sfumato are utilized often to build mastery while balancing an understanding and use of both additive and subtractive drawing techniques. **Drawing 2 expands** upon these concepts while introducing the use of color, mark making, and inventive imagery while also pushing the verve (confidant) qualities of drawing. Drawing levels 3 and 4 continue to build and hone the above skills while pushing students toward a more independent voice through thematic and conceptual work. **The Painting course has been designed as a continuation of the Drawing 1 curriculum and approaches all fundamental concepts relating to color, and is recommended before the Drawing 2 course.**

Painting 1 sem 1/2 cr. 9-12

Painting 1 is a studio course designed to teach students the fundamentals of color through both traditional and contemporary painting techniques. Color mixing and theory are the fundamental building blocks of this course. Students begin with traditional oil painting techniques such as scumbling, glazing, grisaille, and verdaccio while learning how to enhance and utilize the properties of light in a painting. The Atelier studio approach is highly embraced in this course and consists of small pre-planning studies and studies of the masters to help students learn how to simultaneously use value, color and mark-making before approaching larger works. The second half of the course introduces digital painting and focuses on the use of mark-making, glazing and expressive color. Digital painting works are printed large and in high quality on our wide format printer at the Innovation Center. Painting 2 builds upon level 1 skills while developing a greater understanding of color theory and schemes, mark-making and more thematic individual work. **It is highly recommended to take Drawing 1 before entering the Painting course. The Painting course has been designed as a continuation of the Drawing 1 curriculum and approaches all fundamental concepts relating to color.**

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

Illustration is the art of communicating a concept. Comic art, graphic novels, storyboarding, book and editorial illustration, game/animation/film concept design, fashion design and industrial/interior design are all fields that utilize illustration techniques. The Illustration 1 course is designed to teach students the fundamentals of illustration. In the first part of the course students learn basic compositional techniques, perspective techniques, and how to balance ease/flow with contrast to create highly effective graphic drawings through sketchbook work. Basic concepts of figurative anatomy, human expression and emotion play a large part in the introductory course. Students apply their understanding of basic illustration principles to propose and build illustration boards for their own concept (a character design board + a 1 panel narrative environment with multiple contrasting characters). The Illustration 2 course continues to build upon these concepts but introduces sequential and animated work. The principles of animation are utilized to bring about a natural sense of life and movement into animated works. Illustration 2 also introduces color theory and a wider range of rendering techniques and styles are explored. Students work on the development of sequential narrative works in illustrative and/or animated formats with original sound. **The**

**first level of this course deals with illustration only; the second level introduces animated media and sequential storytelling. Drawing 1 is recommended before this course for serious art students but is not required for elective students.**

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

**Prerequisite: Basic Computer Graphics is required.**

This course focuses on the foundations of digital photography. Students will learn how to use their digital camera including technical fundamentals as well as creative and experimental techniques while further developing their Photoshop skills. The basic elements of design and composition will be reinforced while exploring the artistic possibilities as a means of self-expression. Students will create and maintain a digital portfolio (website) to professionally showcase their art. They will learn how to prepare their work for both high quality prints and online uses. In addition, file management, file types, importance of resolution, editing, color correction and other techniques to improve images will be taught. 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 any 2D art form that allows you to make reproductions of a work. It includes a range of dynamic techniques that go above and beyond what drawing and painting can do alone. Printmaking 1 explores all main families of printmaking (silkscreen t-shirt design, lithography, intaglio and relief printing) while also with an emphasizing integration with contemporary printing techniques such as laser etching and digital printing. Printmaking 2, 3 and 4 build upon these skills while beginning to utilize multi-block or multi-screen prints, spray-paint stenciling, and mixed media techniques. This course is recommended for students who may not be interested in traditional drawing and painting but enjoy working with their hands, as well as advanced drawing and painting students who wish to expand their repertoire of media and work in more experimental styles. Student's own interests and visual imagery are highly encouraged and utilized in the creation of prints throughout this course.

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 full year studio course is intended for students interested in AP 2D Design or AP Drawing. The course aims to prepare students with advanced level skills needed as well as the breadth components required for creating successful AP and Collegiate Art Portfolios. The course begins by exploring advanced drawing and painting techniques in depth, and branches out by second semester to explore thematic and conceptual work with a range of materials, techniques, styles and subject matter. Developing a quick work speed to increase levels of visual elegance and confidence in artworks is a vital part of this course. 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 2D art classes (Drawing, Painting, Illustration, Printmaking)** with a final grade of 90% or higher **and** have completed at least three artworks meeting a 4 or higher on the AP Studio Art Rubric in these basic level courses. **For serious art career bound students, Drawing and Painting are the recommended prerequisites.**

AP Drawing Portfolio 2 sem 1 cr. 11-12

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, thematic continuity and high levels of technical skill ensure a high evaluation. Students must be mature and self-motivated to succeed in this class. Artwork is balanced between in-class student work and out-of-class sketchbook work. Students are required to submit a portfolio to the AP program in May. Students are also required to create a solo exhibition of the Chagrin Falls Arts Festival and to present and defend their work. **Highly advanced or career bound art students may take AP 2D Design course junior year followed by AP Drawing course senior year.**

**Prerequisites:** **Portfolio Preparation Drawing is required or a portfolio that is meeting all AP Portfolio breadth requirements with a score of 4 or above.**

**Requirements:** By the end of the AP course, students should have completed the concentration component (12 images) and the breadth component (12 different works) of the AP Portfolio. The final section required for submission is the quality component which consists of 5 actual pieces from the breadth and/or concentration sections. These five pieces must be no larger than 18" x 24" including a mat.

Portfolio Preparation-Digital Photography 2 sem 1 cr. 11-12

This is a full year digital photography course intended for serious photography students to develop, explore and build a solid breadth portfolio which would allow the students to build a firm foundation in photography before potentially exploring AP 2D with a concentration in Photography.

**Prerequisites:** Students must complete basic Computer Graphics and one semester of Photography (Digital or Film) with final grades 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.

Portfolio Preparation-2-D 2 sem 1 cr. 11-12

This full year studio course is intended for students who are not interested in taking AP Studio Art but still aim to create a portfolio of work based upon a personally authentic and investigated theme. Evidence of growth, thematic continuity and high levels of technical skill ensure a high evaluation. Students must be mature and self-motivated to succeed in this course. Artwork is balanced between in-class student work and out-of-class sketchbook work. Senior students are required to submit a Scholastics Art Portfolio in December consisting of 8 different images. Students are also required to create a solo exhibition at the Chagrin Falls Arts Festival and to present and defend their work.

**Prerequisites:** Students must complete a minimum of two 2-D classes (Drawing, Painting, Illustration, Printmaking) with a final grade of 90% or higher, have completed a consistent body of work (5-6 images) hitting a 4 or higher on the College Board AP Art Rubric and should complete a Portfolio Review with the instructor.

AP 2-D Design Portfolio 2 sem 1 cr. 11-12

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 AP portfolio based on the AP 2D Design course requirements. Collegiate portfolios and merit based art scholarships require students to create a body of work that explores a personally authentic theme in depth. Evidence of growth, thematic continuity and high levels of technical skill ensure a high evaluation. Students must be mature and self-motivated to succeed in this course. Artwork is balanced between in-class student work and out-of-class sketchbook work. Students are required to submit a portfolio to the AP program in May. Students are also required to create a solo exhibition at the Chagrin Falls Arts Festival and to present and defend their work. **Highly advanced or career bound art students may take AP 2D Design course junior year followed by AP Drawing course senior year.**

**Prerequisites:** Portfolio Preparation-Drawing is required or a portfolio that is meeting all AP Portfolio breadth requirements with a score of 4 or above.

**Requirements:** By the end of the AP course, students should have completed the concentration component (12 images) and the breadth component (12 different works) of the AP Portfolio. The final section required for submission is the quality component which consists of 5 actual pieces from the breadth and/or concentration sections. These five pieces must be no larger than 18" x 24" including a mat.

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

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.

**Prerequisite:** Portfolio Preparation 3-D Design course that fulfills the AP 3-D breadth requirements.

**BUSINESS and TECHNOLOGY**

Subject Offerings

COURSE NAME	NUMBER OF SEMESTERS	CREDIT	GRADE LEVEL
Business Principles & Management	1	1/2	10-12
E-Commerce	1	1/2	9-12
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**

Business Principles & Management 1 sem 1/2 cr. 10-12

This course is designed to introduce students to those principles exhibited in the business world on an everyday basis. Students will learn concepts that include the business cycle, forms of business ownership, business ethics, an introduction to entrepreneurship and more. Discussions in class will center on how these principles are applied in today's business environment. The interactive class features project-based learning and field trips designed to help students experience the "real" 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 and equips students with a solid understanding of the dynamics of this fast-paced industry. It provides thorough coverage of e-commerce growth in our country and the world, social media and online marketing strategies, online payment processing systems and more.

Financial Literacy 1 sem 1/2 cr. 9-12  
 Students will learn the fundamental economic concepts of personal finance 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. Budgeting and stock market investment simulations provide many interactive learning opportunities.

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 including market analysis, promotion, purchasing, pricing, distribution, sales, advertising and social media marketing will be studied. Designing a business plan, choosing a product, pricing it, promoting it and handling the financials involved in a business will be covered. "The Marketing of You" unit features resume writing and creating a professional profile on a business social media outlet. This course is 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. 9<sup>th</sup> 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 numbers and data types will be introduced using a variety of programming environments. Students will create desktop applications and mobile applications (both IOS and Android) in addition to programming a variety of physical devices (robots/drones).

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

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

**Prerequisite** – Completion of *Algebra II* with grade of B or higher AND *Computer Programming* or *AP Computer Science Principles* 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* or *AP Computer Science Principles* 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* (1<sup>st</sup> 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 for publication in the App Store.

## EDUCATIONAL OPTIONS

Recognition of the need for an effective educational program that 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. Possible educational options are 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. **Credit flexibility applications are due by April 1<sup>st</sup> for courses taken during summer and/or the upcoming school year.**

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

### College Credit Plus Application Procedures

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

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



## ENGLISH

### Subject Offerings

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:

Creative Writing	1 semester 1/2 credit	10-12
Advanced Creative Writing	1 semester 1/2 credit	10-12
Video Production	1 semester 1/2 credit	10-12
Advanced Video Production	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)
- Gifted ID in Superior Cognitive Ability (1 pt)
- Gifted ID in Reading (1 pt)
- First semester average grade of 85% or higher in Advanced English 8 or 92% 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 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 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

**Current CFHS Honors English 9 students must earn 2 or more points from the following list to be eligible to enroll in Honors English 10:**

- PSAT Writing/Language 90th percentile or higher (1 pt)
- PSAT Reading 90th percentile or higher (1 pt)
- First semester average grade of 88% or higher in Honors English 9 (1 pt)
- First semester average grade of 88% or higher on writing assessments (1pt)

**\*\*Please note:** If you do not meet 2 or the requirements above, you will qualify for College Prep English 10 for the following school year.

**Current CFHS English 9 students must earn 2 or more points from the following to be eligible to enroll in Honors English 10:**

- PSAT Writing/Language 92nd percentile or higher (1 pt)
- PSAT Reading 92nd percentile or higher (1 pt)
- First semester average grade of 95% or higher in English 9 (1 pt)
- 92% or higher average on all writing assessments (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

**Current CFHS Honors English 9 students must earn 2 or more points from the following list 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)
- First semester average grade of 92% or higher in Honors English 9 (1 pt)
- First semester average grade of 90% or higher on writing assessments

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                      1cr.                      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 – 2 or more points from the following:**  
10<sup>th</sup> grade Honors ELA Semester Grade of A ≥ 88% (1 pt)  
10<sup>th</sup> grade ELA Semester Grade of A ≥ 90% (1 pt)  
Gifted ID in Superior Cognitive Ability (1 pt)  
Gifted ID in Reading (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 ≥88%; Honors 10 ≥90%;  
Honors 11 ≥92%

**PLUS one of the following:**

Gifted ID in Superior Cognitive Ability (1 pt)  
Gifted ID in Reading (1 pt)  
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                      1cr.                      12

English 12 is the study of major literary topics and themes 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 1<sup>st</sup>. Acceptance into the CCP program at Tri-C required by April 15<sup>th</sup>.**

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 1 (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%)**

**PLUS one of the following:**

Gifted ID in Superior Cognitive Ability (1pt)  
Gifted ID in Reading (1 pt)  
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

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.

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

**Prerequisite:** Successful completion of Creative Writing

This course provides an opportunity for students who have an intense interest in writing fiction, creative non-fiction, and poetry to write and revise extensively in a workshop-style setting. Students will create new works and may also revise previously written works. The course encourages and enables students to think more deeply about themselves as writers by broadening the context within which they might reflect and understand their own concerns and practices as writers.

Video Production                      1 sem                      1/2 cr.                      10-12

Video Production is a one-semester English elective open to students in grades 10-12. Students will learn the steps involved in creating a multimedia nonfiction production. Students, individually and in teams, will learn to plan for pre-production, write a script, draw a storyboard, film a story, and use video editing software to edit the final piece to create professional productions. Students will conduct an in-depth study of

documentary filmmaking, create projects within this genre, and examine films featured annually at the Chagrin Falls Documentary Film Festival.

Advanced Video Production 1 sem 1/2 cr 10-12  
Advanced Video Production extends the skills of students who have successfully completed the Video Production class. The focus will be on refining filming and production skills so that students can produce news broadcasts, short documentary films, and projects for competition. Students will develop a portfolio of polished work across a variety of video genres.

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

COURSE NAME	Subject Offerings		CREDIT	GRADE LEVEL
	NUMBER OF SEMESTERS			
*Algebra 1	2	1		**
*Geometry	2	1		**
Honors Geometry	2	1		**
*Algebra 2	2	1		**
Honors Algebra 2	2	1		**
Pre-Calculus	2	1		**
Honors Pre-Calculus	2	1		**
Probability & Statistics	2	1		**
Topics In Math	2	1		12
AP Statistics	2	1		**
AP Calculus AB	2	1		**
AP Calculus BC	2	1		**

\*Minimum recommendations for college bound students.  
Four years required for graduation including Algebra 2.

\*\* See appendix: Mathematics Department Sequence of Courses

### COURSE DESCRIPTIONS

Algebra 1 2 sem 1 cr. \*\*  
Areas of study include functions, graphing and solving linear equations and inequalities, systems of equations, exponent rules, exponential growth and decay, graphing and solving exponential equations, graphing and solving quadratic equations, arithmetic and geometric sequences, and appropriate use of calculators and technology. *A TI-84CE graphing calculator is highly recommended, especially for use in the second semester.*

Geometry 2 sem 1 cr. \*\*  
**Prerequisite:** successful completion of Algebra 1  
Areas of study include points, lines, angles, congruence, transformations, parallelism and perpendicularity, similarity, polygons (especially triangles and quadrilaterals), circles, solids, area, volume, probability and trigonometry.

Honors Geometry 2 sem 1 cr. \*\*  
**Prerequisite:** successful completion of Algebra 1 with grade of B or higher  
This course is designed for students with strong algebra skills who plan to take Honors Algebra 2 with the potential of taking Honors Pre-Calculus and eventually AP Calculus. To enrich the experience in Geometry, students will use spatial reasoning, logical arguments, and diagram analysis to add depth and rigor in preparation for future Honors math courses. Algebra skills will be used throughout this course in application of Geometric concepts. Areas of study include points, lines, planes, angles, congruence, transformations, parallelism and perpendicularity, similarity, polygons, (especially triangles and quadrilaterals), circles, solids, area, volume, probability and trigonometry.

Algebra 2 2 sem 1 cr. \*\*  
**Prerequisite:** successful completion of Geometry  
All topics will be covered in depth in both numerical and abstract terms. Areas of study include: investigations and functions; transformations of parent graphs; equivalent forms, solving and intersections; inverses and logarithms; 3-D graphing and logarithms; trigonometric functions; polynomials; randomization and normal distributions; series; simulating sampling and variability; and analytic trigonometry. *A TI-84CE graphing calculator is required.*

Honors Algebra 2 2 sem 1 cr. \*\*  
**Prerequisite:** successful completion of Honors Geometry with grade of B or higher. *This course is designed for students with*

strong Algebra 1 skills who plan to take Honors Pre-Calculus and AP Calculus.

To enrich the experience in Algebra 2, students will be asked to apply concepts learned to novel situations, and thoroughly justify their reasoning. Honors Algebra 2 students are expected to be fluent in computation without a calculator. All topics will be covered in depth in both numerical and abstract terms. Areas of study include: investigations and functions; transformations of parent graphs; equivalent forms, solving and intersections; inverses and logarithms; 3-D graphing and logarithms; trigonometric functions; polynomials; randomization and normal distributions; series; simulating sampling and variability; and analytic trigonometry. A TI-84CE graphing calculator is required.

Pre-Calculus 2 sem 1 cr. \*\*

**Prerequisite:** successful completion of Algebra 2

Areas of study include: analysis and graphing of trigonometric functions, inverse trigonometric functions, solving and verifying trigonometric equations, applications in right triangles and oblique triangles, trigonometric identities, law of sines and law of cosines, exponential and logarithmic functions, complex numbers, lines and circles in space, the conic sections, zeros and polynomial functions, and maximum and minimum problems. A TI-84CE graphing calculator is highly recommended for this course.

Honors Pre-Calculus 2 sem 1 cr. \*\*

**Prerequisite:** successful completion of Honors Algebra 2 with grade of B or higher.

This course is designed for students who plan to take AP Calculus AB and BC. All topics will be covered in depth numerically, graphically, and algebraically. Areas of study include: analysis and graphing of trigonometric functions, inverse trigonometric functions, solving and verifying trigonometric equations, applications in right triangles and oblique triangles, area under a curve, trigonometric identities, law of sines, law of cosines, exponential and logarithmic functions, complex numbers, polar coordinates, vectors, roots and powers of complex numbers, the conic sections, zeros and polynomial functions, piecewise defined functions, maximum and minimum problems, and an introduction to limits and derivatives. A TI-84CE graphing calculator is highly recommended for this course.

Probability & Statistics 2 sem 1 cr. \*\*

**Prerequisite:** successful completion of Algebra 2

Areas of study include: graphical methods of displaying data, experimental design, sampling techniques, descriptive statistics, normal distributions, measures of variability, z-scores, percentiles, correlation, linear and non-linear regressions, probability rules, conditional probability, combinatorics, random variables, binomial distributions, confidence intervals, hypothesis testing, chi-square testing, t-tests and other topics. A TI-83 or TI-84 graphing calculator is required for this course.

Topics In Math 2 sem 1 cr. 12

**Prerequisite:** Teacher recommendation

This course is intended to support a student in their transition to a career pathway or future education beyond high school. In this course, prior mathematical knowledge will be reinforced, the 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

COURSE NAME	Subject Offerings		GRADE LEVEL
	NUMBER OF SEMESTERS	CREDIT	
Band	2	1	9-12
Orchestra	2	1	9-12
Songwriting	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. 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 are 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.*

Songwriting, Composing & Arranging 2 sem 1 cr 9-12  
 This course will develop students' abilities to create original music by allowing students to pick a specialized area(s) including but not limited to singer-songwriter (acoustic), rock, hip-hop/R&B, film scoring, and composing/arranging for band, orchestra, or choir. Topics focused on in this course may include song structure, fundamental theory concepts (chord spelling, notation basics), arranging for instrument types, traits and analysis of good songwriting, demonstration of basic production technology, legal/copyright law, and development of personal music philosophy. Basic instrument skills (voice, piano, guitar, and/or ukulele) are strongly encouraged for this course.

Vocal Music 2 sem 1 cr. 9-12  
 There are two vocal music classes offered at the high school: mixed choir and treble 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. Students are required to take the AP Exam in May.

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

**PHYSICAL EDUCATION AND HEALTH**

Subject Offerings

COURSE NAME	NUMBER OF SEMESTERS	CREDIT	GRADE LEVEL
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.

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 21<sup>st</sup> 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
Chemistry	2	1	10-11
Honors Chemistry	2	1	10-12
Anatomy and Physiology	2	1	11-12
Environmental Science	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 8<sup>th</sup> 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. Students are required to take the End of Course Exam.

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.

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.

Environmental Science 2 sem 1 cr. 11-12

**Prerequisites:** Successful completion of Biology and Chemistry

This course will be a rigorous and relevant study of the way humans have come to understand and interact with the environment. Emphasis will be placed on identifying environmental problems and how they are solved. Water, air, soil, forests and wildlife resource management will be examined, as well as pollution control and solid waste disposal. Students will be expected to participate in activities beyond the school day, complete community service and participate in field studies.

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. Students will cultivate their understanding of Biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. 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. Each student will be assessed a \$12.50 fee for the Anatomy & Physiology workbook in addition to the regular Science fee.

## SOCIAL STUDIES

COURSE NAME	Subject Offerings		CREDIT GRADE LEVEL
	NUMBER OF SEMESTERS		
<u>WORLD HISTORY COURSE</u>			
<i>(required for graduation)</i>			
World History	2	1	9
AP World History:Modern	2	1	9-12
<u>UNITED STATES HISTORY COURSES</u>			
<i>(required for graduation)</i>			
United States History	2	1	10
Advanced Placement US History	2	1	10-12
<u>AMERICAN GOVERNMENT COURSES</u>			
<i>(required for graduation)</i>			
American Government	2	1	11-12
AP United States Government	2	1	11-12
<u>SOCIAL STUDIES ELECTIVES</u>			
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 <sup>st</sup> 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 10<sup>th</sup> or 11<sup>th</sup> grade students must earn 3 points from the following criteria to be eligible to enroll in AP courses:

- AP USH/AP GOV 1<sup>st</sup> semester grade of A (2 pts)
- AP USH/AP GOV 1<sup>st</sup> semester grade of B (1 pt)
- AP Seminar/Eng Lang 1<sup>st</sup> semester grade of A (1.5 pts) AP Seminar/Eng Lang 1<sup>st</sup> semester grade of B (1 pt) HON
- ENG 10/11 1<sup>st</sup> semester grade of A (1 pt)
- HON ENG10/11 1<sup>st</sup> semester grade of B (0.5 pt) ENG
- 10/11 1<sup>st</sup> semester grade of A (.5 pt)
- US History/Gov 1<sup>st</sup> semester grade of A (1 pt)
- Gifted ID in Superior Cognitive Ability (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 9<sup>th</sup> grade students must earn 3 points from the following criteria to be eligible to enroll in AP courses:

- AP WORLD 1<sup>st</sup> semester grade of A (2 pts) AP
- WORLD 1<sup>st</sup> semester grade of B (1 pt) HON
- ENG 9 1<sup>st</sup> semester grade of A (1 pt) HON
- ENG 9 1<sup>st</sup> semester grade of B (0.5 pt) ENG 9
- 1<sup>st</sup> semester grade of A (0.5 pt) World History
- 1<sup>st</sup> semester grade of A (1 pt)
- Gifted ID in Superior Cognitive Ability (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 8<sup>th</sup> grade students must earn 3 points from the following criteria to be eligible to enroll in AP World History:

- 8<sup>th</sup> grade Social Studies 1<sup>st</sup> semester grade of A (1 pt)
- Advanced English 8 1<sup>st</sup> semester grade of A (1.5 pts)
- Advanced English 8 1<sup>st</sup> semester grade of B (1 pt)
- English 8 1<sup>st</sup> semester grade of A (1 pt)
- Gifted ID in Superior Cognitive Ability (1 pt)
- PSAT 8 AP Potential 60% (1.5 pt)
- SS Work ethic Rubric Score of 3 (0.5 pt)

## COURSE DESCRIPTIONS

### WORLD HISTORY COURSES (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:Modern 2 sem 1 cr. 9-12

AP World History focuses on developing students' abilities to think conceptually about world history from approximately 1200 CE 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 will build skills in essay writing and document analysis. 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

#### 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.

#### 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.

#### 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.



21<sup>st</sup> 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

COURSE NAME	Subject Offerings		
	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
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	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
Studio Art and Design	2 years	3	11-12
TEACH-Teacher Education & Children's Health	2 years	3	11-12
Welding Technologies	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/Downloads/2021TECCcatWholeWEB.pdf>

## WORLD LANGUAGES

COURSE NAME	Subject Offerings		
	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.

AP Chinese Language                      2 sem                      1 cr.

**Prerequisite:** *Teacher recommendation and successful completion of Honors Chinese 4.*

By the end of the year, an AP Language and Culture student is expected to communicate at the intermediate-high level according to the national ACTFL standards. Intermediate-high 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.

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-mid level according to the national ACTFL standards. Intermediate 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 Language                      2 sem                      1 cr.

**Prerequisite:** *Teacher recommendation and successful completion of Honors French 4.*

By the end of the year, an AP Language and Culture student is expected to communicate at the intermediate-high level according to the national ACTFL standards. Intermediate-high 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.

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. This course is designed to reinforce and expand upon fundamental language skills.

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.

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. This course is designed to reinforce and expand upon fundamental language skills.

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-mid level according to the national ACTFL standards. Intermediate 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 Spanish Language 2 sem 1 cr.

**Prerequisite:** *Teacher recommendation and successful completion of Honors Spanish 4.*

By the end of the year, an AP Language and Culture student is expected to communicate at the intermediate-high level according to the national ACTFL standards. Intermediate-high 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.

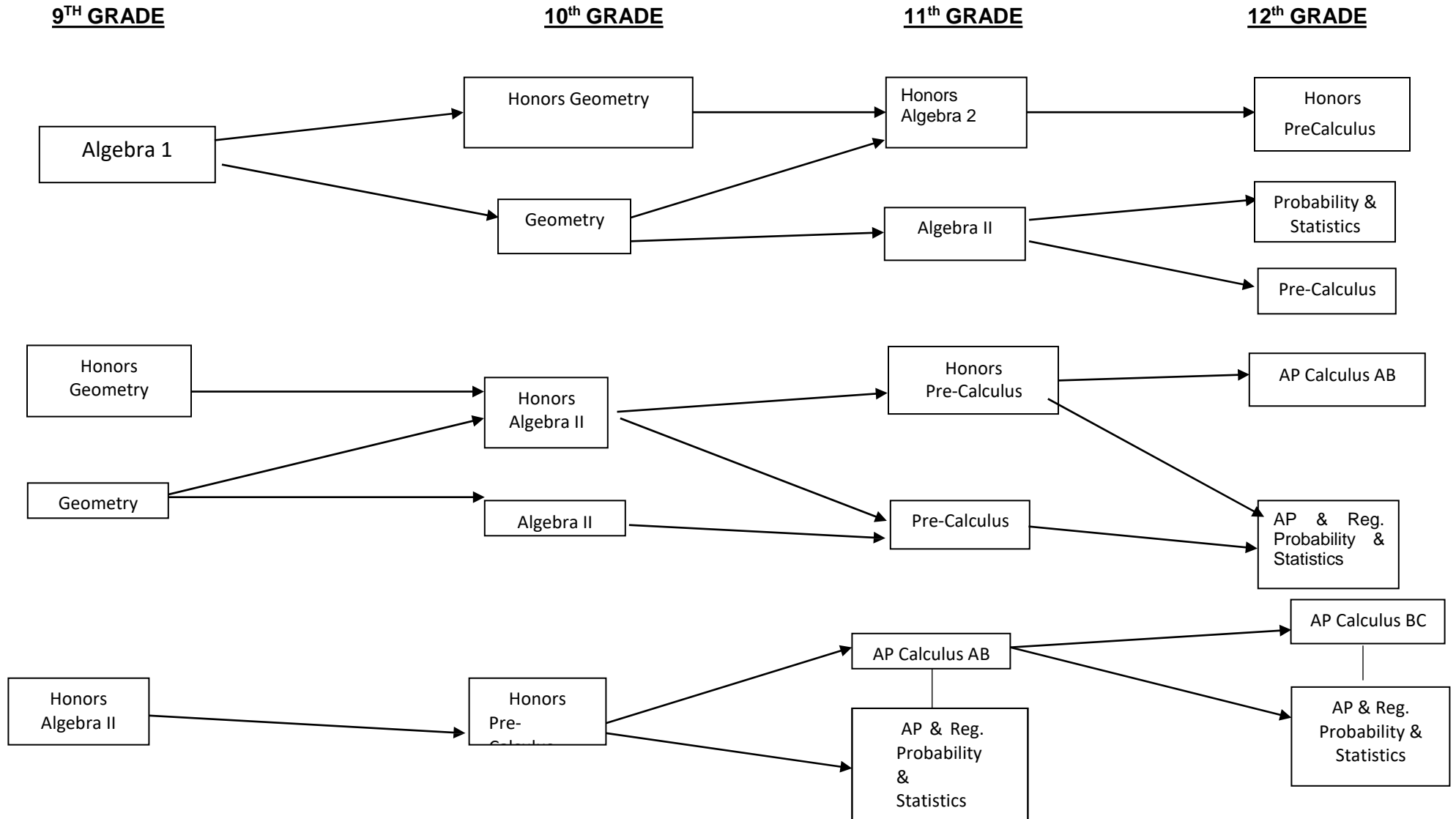
AP Spanish Literature & Culture 2 sem 1 cr.

**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 intermediate-high level according to the national ACTFL standards. Intermediate-high 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.

# APPENDIX

# 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 <sup>th</sup> 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 <b>OR</b> current enrollment in Honors Chemistry with teacher approval <b>AND</b> 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
<b>Total</b>		<b>16</b>	
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
<b>Total</b>		<b>16</b>	

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
<b>Total</b>		<b>16</b>	
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
<b>Total</b>		<b>16</b>	

