

Aurora High School Program of Studies 2022-2023



The mission of the Aurora City Schools is to ensure that all students reach their full potential and graduate prepared to become responsible, productive members of society by providing a nurturing environment with high expectations and effective programs.

Message from the Principal

Dear Students and Parents,

The 2022-2023 Program of Studies booklet is designed to acquaint students and families with the numerous programs and courses offered at Aurora High School. The information contained in this booklet is updated each year so that students and families can make the best decisions in planning for their educational journey.

Opportunities exist across the curriculum from required courses for graduation in core academic areas to electives in computer technology, global languages, fine arts, performing arts and physical education. Whether students' future plans include college, the world of work, or the military, AHS has a program that will prepare them for success.

Good planning and course selection in the beginning of the scheduling process will help in the school's efforts to give students the courses they desire to meet their goals. Students should be sure to include parents and their counselor in all decisions concerning their schedule. Consulting current teachers is another way to help ensure students will be taking the appropriate classes for next year.

In the Aurora High School building-schedule, students have the opportunity to take up to seven classes. Students are required to take a minimum course load and can have no more than one study hall each semester. The AHS staff encourages students to take advantage of the many educational experiences offered at AHS, and there is also a comprehensive co-curricular program; this combined with Aurora's comprehensive academic offerings allow students many opportunities to have a most rewarding high school experience.

All the Best,
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Contents

Planning and Policies

How to Plan Your Program of Studies	3
Graduation Requirements	4
Fine Arts Courses	6
Ohio High School Honors Diplomas	7
College Preparatory Program	9
Selective College Admissions	9
Career Technical Education	9
Transfer Credits	10
Minimum Course Load	10
Overriding Course Recommendations.....	10
Unpaid Obligations	10
Athletic Eligibility.....	10
NCAA Approved Courses	11
Schedule Adjustments	11
Repeating a Subject	12
Incomplete Policy	12
Credit Recovery via Virtual Learning	12
College/Career Planning	13
Grade Point Average	13

Special Programs

Advanced Placement	14
Middle School Enrollment/High School Credit	14
Credit Flexibility	14
College Credit Plus Program	15
Senior Internship Project	18

Honors and Awards

Academic Letter	19
High Honor Roll, Honor Roll & Merit Roll	19
National Honor Society	19
Outstanding Greenmen Awards.....	19
Academic Signing Day	20
Spring Awards Ceremonies	20
Graduating With Honors	20

Course Descriptions

Art	21
Business	25
English.....	27
Global Language	30
Interdisciplinary.....	32
Mathematics.....	34
Music	38
Physical Education & Health	40
Science.....	42
Social Studies	46
Excel TECC.....	49

Course Planner	61
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Planning & Policies

How to Plan Your Program of Studies

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

It is suggested that students:

1. Review all the curricular requirements for graduation.
2. Read the information presented about each department.
3. Complete the Course Planner (page 61), paying particular attention to graduation requirements and career goals.
4. Know and understand the recommended college preparatory curriculum.
5. Review and understand the opportunities offered through AHS including CCP, AP, Credit Flex in addition to Excel TECC, our Career Tech Consortium.
6. Consider the curricular and other requirements for the Honors Diploma.
7. Students are required to take a minimum number of courses each year. This "minimum course load" includes both required courses and elective courses. With the guidance of parents, teachers and counselors, students select these courses during the registration period. This is the time when schedule planning is completed. The course description booklet is the student and parent guide for making these selections.

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

Aurora High School Graduation Requirements

4 English (core courses only)

3 Social Studies*

4 Mathematics**

3 Science***

½ Health (1 Semester)

½ Physical Education (2 Semesters)

½ Personal Finance (1 Semester)

Electives****

Total – 21 CREDITS

*Social Studies units must include 1 unit of World History, American History and American Government.

**Mathematics units must include 1 unit of Algebra II or equivalent of Algebra II (Integrated Math 3).

***Science units must include 1 unit of physical sciences (Physical Science, Physics or Chemistry), 1 unit of life sciences (Biology) and 1 additional unit of study.

****The Ohio Core requirements for graduation also include:

1. student electives: of any one or combination of the following: global languages, fine arts (two semesters in any of grades 7 – 12), business, career-technical education, family and consumer sciences, technology, agricultural education or additional English language arts, math, science or social studies courses not otherwise required under the Ohio Core.
2. meeting state required exam criteria.

To earn a diploma in the state of Ohio, students must complete course requirements and earn credits (listed on previous page). In addition, students must complete one of the following pathways/options per the Ohio Department of Education to show that they are ready for college or a career.

Before you know it, you'll be receiving your high school diploma. Ohio is giving you new ways to show the world what you can do with it.

As a student entering ninth grade on or after **July 1, 2019**, Ohio's new high school graduation requirements give you more flexibility to choose a graduation pathway that builds on your strengths and passions – one that ensures you are ready for your next steps and excited about the future.

First, cover the basics

You must earn a minimum total of 20 credits in specified subjects and take your required tests. Then, decide how you will round out your diploma requirements.

English language arts	4 credits
Health	1 credit
Mathematics	4 credits
Physical education	1 credit
Science	3 credits
Social studies	3 credits
Electives	5 credits

Other Requirements

You also must receive instruction in economics and financial literacy and complete at least two semesters of fine arts. Your district may require more than 20 credits to graduate.

Second, show competency

Earn a passing score on Ohio's high school Algebra I and English II tests. Students who do not pass the test will be offered additional support and must retake the test at least once.

Is testing not your strength? After you have taken your tests, there are three additional ways to show competency!

Option 1.

Demonstrate Two Career-Focused Activities:

Foundational

- Proficient scores on WebXams
- A 12-point industry credential
- A pre-apprenticeship or acceptance into an approved apprenticeship program

Supporting

- Work-based learning
- Earn the required score on WorkKeys Earn the OhioMeansJobs Readiness Seal

Option 2.

Enlist in the Military

- Show evidence that you have signed a contract to enter a branch of the U.S. armed services upon graduation

Option 3.

Complete College Coursework

- Earn credit for one college-level math and/or college-level English course through Ohio's free College Credit Plus program

Third, show readiness

Earn two of the following diploma seals, choosing those that line up with your goals and interests. These seals give you the chance to demonstrate academic, technical and professional skills and knowledge that align to your passions, interests and planned next steps after high school.

At least one of the two must be Ohio-designed:

- ☐ OhioMeansJobs Readiness Seal (Ohio)
- ☐ Industry-Recognized Credential Seal (Ohio)
- ☐ College-Ready Seal (Ohio)
- ☐ Military Enlistment Seal (Ohio)
- ☐ Citizenship Seal (Ohio)
- ☐ Science Seal (Ohio)
- ☐ Honors Diploma Seal (Ohio)
- ☐ Seal of Biliteracy (Ohio)
- ☐ Technology Seal (Ohio)
- ☐ Community Service Seal (Local)
- ☐ Fine and Performing Arts Seal (Local)
- ☐ Student Engagement Seal (Local)

Fine Arts Courses

Most students are required to complete one credit of fine arts during their high school career. Furthermore, most colleges require completion of one credit of fine arts for admission. Aurora High School offers the following fine arts courses:

Art I	Advanced 3D Art	Concert Orchestra
Art II	Digital Art I	Philharmonic Orchestra
Art III	Digital Art II	AP Music Theory
Art IV	Advanced Digital Art	History of Rock-N-Roll
AP Studio Drawing	AP 2D Studio Art & Design	Musical Theatre
Photography I	Band	Practical Music Theory
Photography II	AHS Singers	Drama I
Advanced Photography	Chamber Singers	Drama II
3D Art I	Emerald Ensemble	Speech & Communication
3D Art II	Advanced Treble Choir	

Ohio High School Honors Diploma

Criterion	Ohio Diploma	Academic Honors Diploma	International Baccalaureate Honors Diploma	Career Tech Honors Diploma	STEM Honors Diploma	Arts Honors Diploma (includes dance, drama/theatre, music, and visual art)	Social Science & Ohio Engagement Honors Diploma
Math	4 units, must include one unit of algebra II or equivalent	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content	5 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content
Science	3 units	4 units, including two units of advanced science ¹	4 units, biology, chemistry, and at least one additional advance science ²	4 units, including two units of advanced science ³	5 units, including two units of advanced science ⁴	3 units, including one unit of advanced science ⁵	3 units, including one unit of advanced science ⁶
Social Studies	3 units	4 units	4 units	4 units	3 units	3 units	5 units
World Languages	N/A	3 units of one world language, or no less than 2 units of each of two world languages studied	4 units minimum, with at least 2 units in each language studied	2 units of one world language studied	3 units of one world language, or no less than 2 units of each of two world languages studied	3 units of one world language, or no less than 2 units of each of two world languages studied	3 units of one world language, or no less than 2 units of each of two world languages studied
Fine Arts	2 Semesters	1 unit	1 unit	N/A	1 unit	4 units	1 unit
Electives	5 units	N/A	N/A	4 units of Career-Technical minimum ⁷	2 units with a focus in STEM courses	2 units with a focus in fine arts course work	3 units with a focus in social sciences and/or civics
GPA	N/A	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale
ACT/SAT/Workkeys ⁸	N/A	27 ACT/1280 SAT ⁹	27 ACT/1280 SAT ⁹	27 ACT/1280 SAT ¹⁰ (Workkeys 16 Reading for Information & 6 Applied Mathematics)	27 ACT/1280 SAT ¹¹	27 ACT/1280 SAT ¹²	27 ACT/1280 SAT ¹³
Field Experience	N/A	N/A	Complete a field experience and document the experience in a portfolio specific to the student's area of focus ¹⁴	Complete a field experience and document the experience in a portfolio specific to the student's area of focus ¹⁵	Complete a field experience and document the experience in a portfolio specific to the student's area of focus ¹⁶	Complete a field experience and document the experience in a portfolio specific to the student's area of focus ¹⁷	Complete a field experience and document the experience in a portfolio specific to the student's area of focus ¹⁸
Portfolio	N/A	N/A	Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's area of focus that is reviewed and validated by external experts ¹⁹	Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's area of focus that is reviewed and validated by external experts ²⁰	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus that is reviewed and validated by external experts ²¹	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus that is reviewed and validated by external experts ²²	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus that is reviewed and validated by external experts ²³
Additional Assessments	N/A	N/A	N/A	Earn an industry-recognized credential or achieve proficiency benchmark for appropriate Ohio Career-Technical Competency Assessment or equivalent	N/A	N/A	N/A

NOTE: GPA requirement based on unweighted cumulative GPA through the 7th semester

Ohio High School Honors Diploma

NOTES:

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

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

Students must meet all but one of the criteria to qualify for an Honors Diploma, and any one of the criteria may be the one that is not met.

Diploma with Honors requirements pre-suppose the completion of all [high school diploma requirements](#) in the Ohio Revised Code including:

½ unit physical education (unless exempted), ½ unit health, ½ unit in American history, ½ unit in government, and 4 units in English. The class of 2021 and beyond will need to have ½ unit in world history and civilizations as well.

¹ Writing sections of either standardized test should not be included in the calculation of this score. The Locating Information test is not included in the calculation of the WorkKeys score.

² Advanced science refers to courses that are inquiry-based with laboratory experiences and align with the 11/12th grade standards (or above) or with an AP science course, or with an entry-level college course (clearly preparing students for a college freshman-level science class, such as anatomy, botany, or astronomy).

³ Program must lead to an industry recognized credential, apprenticeship, or be part of an articulated career pathway which can lead to post-secondary credit.

⁴ The fifth mathematics and science credit for the STEM honors diploma may be fulfilled with a single course.

⁵ Field Experience refers to experiential learning in either an internship or apprenticeship. Students will document their experiences by describing their understanding in a portfolio.

⁶ The student portfolio is a collection of experiential learning and competencies based on the student's field experiences. Students will engage with professionals or scholars in the field while developing their own portfolio or ePortfolio of original work that documents their technical, critical and creative skills representative of their honors focus; students' work must be reviewed and evaluated by scholars or professionals within the field/area of study in which the students' work is focused, and the scholars or professionals must be external to the district staff; students will give a presentation to showcase the work and provide an analysis of it to the school and local community. If the student does not complete a field experience, the portfolio can be based on a collection of work related to the student's honors diploma area of focus.

⁷ Students must score a minimum of a 6 on the Applied Mathematics WorkKeys Assessment and a minimum of 6 on the Reading for Information WorkKeys Assessment in order to meet the WorkKeys score requirement. The WorkKeys option applies only to the Career Tech Honors Diploma.

⁸ These scores are based on the 2016 ACT and SAT assessments. Concordance tables outlining equivalent scores for past and future tests that differ from the 2016 versions will be published on the ODE website. Tables to concord SAT assessments taken prior to March 2016 can be found [here](#). Further information on test concordance can be found [here](#).

College Preparatory Program

Students who plan to attend college are advised to take courses which will prepare them for the college experience.

The *minimum* college preparatory curriculum recommended by the Ohio Department of Higher Education and Ohio Department of Education for admission to universities include the following:

Subject	Credits
English	4
Mathematics	4
Science	3
Social Studies	3
Global Languages	2 *
Fine Arts	1 **

* Some universities prefer the third year of a global language.

** Art, Music, Speech and Drama courses count toward this Fine Arts requirement. Please see full list on page 6.

Since requirements vary from university to university, students are strongly encouraged to check the latest policies regarding course recommendations with each university or college admissions office.

Selective College Admissions

The single most important factor considered by most colleges for admission is the rigor of your high school curriculum. The more selective the college, the more it will expect from the student. If you are planning to go to such a college, consider 4 years or more from the following: English, Science, Global Languages, Mathematics and Social Studies.

Career Technical Education

Aurora High School is a member of the Excel TECC Career Technical Planning District. The Excel Technical Education Career Consortium includes Aurora, Beachwood, Chagrin Falls, Mayfield, Orange, Richmond Heights, Solon, South Euclid-Lyndhurst, West Geauga and Willoughby-Eastlake School District. Career Technical Education focuses on academic content that is relevant to the real world as well as employability skills.

Programs are offered in the following career fields. Most programs are two year programs beginning in the junior year of high school. For more details, see page 49 of this Program of Studies.

- Art & Communication
- Business & Administration/Hospitality
- Construction Technologies/Manufacturing
- Education & Training
- Engineering/Transportation
- Environmental & Agricultural
- Health Sciences
- Human Services/Public Safety
- Information Technology

Students in Excel TECC programs receive a half day of instruction at Aurora and a half day of instruction at the program site. Aurora remains the “home school” and degree-granting district for the student, regardless of where their Excel TECC program is housed.

Transfer Credits

The school from which a student transfers typically determines credit as a student exits. The AHS Principal will decide any AHS graduation requirement satisfaction or requirement issue that arises when the student transfers to AHS in accordance with Board policy.

The grades for students who have transferred in from another school during the school year will be averaged into the final grade for identical courses. Transfer of grades will be aligned with the policies for Aurora High School. The district will determine grade and credit transfer status for students entering the Aurora City School District from non-identical courses.

Courses that have been weighted at a previous school will be aligned with the policies for Aurora High School. Honors courses will not be weighted; all AP courses will be weighted on the AHS scale.

Minimum Course Load

All students must carry a minimum of 6 courses per semester with no more than one study hall. Any student taking a total of three or more Advanced Placement (AP) courses or 3 CCP classes per semester is considered full time with 5 courses. In the case of AP students, they are permitted 2 study halls. In the case of full time CCP students, they must meet full time requirements of the college.

Overriding Course Recommendations

If a student elects to take an academic course for which the student was not approved, the student must complete a Schedule Risk Form obtainable in the Guidance Office and return it to the counselor. The waiver must be signed by the student and parent.

Unpaid Obligations

All fees, charges, and other school requirements must be paid according to policy and State law. Unpaid fees may result in loss of certain school privileges. If you are experiencing financial hardships, you may be eligible for a fee waiver, complete the Free and Reduced-Price School Meals Application to begin this process.

Athletic Eligibility

To be eligible to participate in an athletic contest, a student must be currently enrolled and must have been enrolled in school the immediately preceding grading period (nine-weeks) and received passing grades during that period in subjects that earn a minimum of five credits per year towards graduation, with a GPA of 1.5. If they have passed five credits with a GPA between 1.0 and 1.5 they may compete the first half of the next grading period "on probation." At progress report time, their GPA must be 1.5 or higher to maintain participation. Only one "probation" period is permissible each school year.

A student enrolled in the first grading period after advancement from the eighth grade must have passed a minimum of five of all subjects carried the preceding grading period in which the student was enrolled.

NCAA Approved Courses

AP Literature & Comp.	Psychology	Integrated Math 3B	Honors Biology
AP Language & Comp.	Sociology	Integrated Math 4	Honors Chemistry
CP English 12	U.S. Government	Statistics & Probability	Physics
CP English 11	U.S. History	Anatomy & Physiology	ASL I
CP English 10	World History	AP Biology	ASL II
CP English 9	AP Calculus AB	AP Chemistry	ASL III
Honors English 10	AP Calculus BC	AP Environmental Sci	AP French Language
Honors English 9	AP Statistics	AP Physics 1	AP Spanish Language
Journalism	Calculus	AP Physics 2	French I
Speech & Communication	Honors Integrated Math 2	AP Physics C: Mechanics	French II
AP Economics	Honors Integrated Math 3	Astronomy	French III
AP Human Geography	Honors Integrated Math 4	Biology	Honors French IV
AP Psychology	Integrated Math 1	Chemistry	Spanish I
AP U.S. Gov't / Politics	Integrated Math 2	Physical Science	Spanish II
AP U.S. History	Integrated Math 3	Environmental Science	Spanish III
AP World History	Integrated Math 3A	Geoscience	Honors Spanish IV

*Students planning to participate in collegiate athletics should be aware of varying requirements by division.

Schedule Adjustments

Planning a schedule for the next school year is a difficult task and situations may occur requiring a change in that schedule. These schedule changes, however, have a serious effect on class size, teacher assignments, and the overall master schedule, and therefore, must be made sparingly. The student and parent are urged not to plan a program with the idea that it can be changed. Families will receive a verification sheet in the spring to confirm course selections.

One of the following criteria must be met to have a schedule change:

1. If a student does not have 5 credits or the equivalent of 5 credits each semester, or is scheduled for more than one study hall in a semester.
2. If a student wants to go up a level, i.e., CP English to Honors English.
3. Adjustments due to successful completion of summer school.
4. If a student's schedule is in error - not giving them their original request from May of the previous school year.
5. Add any additional course(s) when enrollment permits and does not require movement of other courses.
6. Academically misplaced – Students cannot be considered for being academically misplaced until they have demonstrated they have used multiple supports or interventions. They must also be referred by the classroom teacher designating they are academically misplaced.

If a schedule change is permitted in the first nine weeks, a notation of "W" will appear on the student record.

Any withdrawal after the first nine weeks will be noted with a "WF" appearing on the student's transcript. No classes can be added to a student's schedule after fifteen (15) days of the semester.

Repeating a Subject

Students may select one class during their four years to retake for grade improvement. The following stipulations apply:

1. The second grade will appear on the official transcript provided an improvement has occurred, otherwise the original grade will appear on the transcript.
2. An additional credit is not earned.
3. The original grade will be noted in the permanent file.
4. Approval by the Principal is required within the first five (5) days of each semester.
5. Students may use this option one (1) time during their high school career.

PLEASE NOTE: Aurora High School does not allow students to audit a course.

Incomplete Policy

The *Incomplete* code will be issued when a student has not been able to complete required course work due to *excused absences* or other extenuating circumstances. A teacher assigning an *incomplete* code will notify the supervising administrator.

The *Incomplete* code must be converted to the appropriate letter grade no more than two weeks after the *marking period* ends, except in unusual circumstances as approved by the principal or his/her designee. In the event the code is not converted, the grade will automatically convert to the appropriate final grade.

For *academic eligibility* for high school extracurricular activities, the *incomplete* code must be converted to a letter grade to determine eligibility.

Credit Recovery via Virtual Learning

A maximum of five (5) credits (10 semesters) earned from educational options (Virtual Learning Curriculum) may be applied toward credits required for graduation from high school. Any exception to this requires approval by the high school principal.

Credit Recovery discussed in this section pertains only to the regular education program. All students in the special education programs have individual educational plans, which give direction to their instructional programs.

Aurora High School offers a limited selection of Virtual Learning courses. Students may have the opportunity to utilize this format to assist them with credit recovery or as special preparation for required state assessments.

The following regulations apply to courses for credit recovery:

1. Will be reported as Pass/Fail.
2. Courses can only be taken as credit recovery (must have attempted course at AHS).
3. Students registering for a virtual learning class must have attempted the course through a previous AHS class and earned a minimum of 40% in the class. Students with a grade average less than 40% have not learned enough of the content and may be required to repeat the course through a traditional curriculum offering.
4. Students may only earn a maximum of four semesters or two full credits from any one core subject area (English, Math, Science or Social Studies).
5. AHS has a policy that no more than 10 semesters of virtual learning may be applied toward credit recovery for earning an Aurora High School diploma.
6. Any exceptions must be approved by the high school principal.

College & Career Planning

Approximately ninety percent of Aurora High School graduates continue their education at two or four year colleges immediately following graduation. Therefore, it becomes essential to provide accurate and high quality education, assistance, and support concerning college choice, application, and matriculation to our students and their parents. The guidance department serves as a resource center for students and parents. SCOIR, a web-based career and college planning resource, is available for all students and their parents.

The counseling department presents evening programs for both parents and students on such topics as: college exploration and planning, financial aid, the college application process, college planning and transition for students with disabilities, and educational options for higher level coursework.

School counselors provide opportunities for students to explore their aptitudes and interests in relation to their career direction. SCOIR can be used to complete an interest inventory, build a resume, and explore post-secondary options.

Grade Point Average

The cumulative GPA is computed at the end of each semester.

<u>College Prep (CP)/Honors Courses</u>	<u>Advanced Placement (AP)/College Credit Plus (CCP) Courses</u>
A = 4	A = 5
B = 3	B = 4
C = 2	C = 3
D = 1	D = 1
F = 0	F = 0

Only Advanced Placement and CCP courses in equivalent subject areas are weighted. Students must take the AP exam in order to receive the weighted grade on their transcript.

Advanced Placement and CCP courses receive an additional quality point to reflect the difficulty of the course. A=5, B=4, C=3; weighting will only be for A's, B's and C's.

Classes taken outside of Aurora High School, unless designated AP or equivalent, will be unweighted on the Aurora High School transcript.

Special Programs

Advanced Placement

The Advanced Placement Program at Aurora High School is an offering of college level courses and exams for secondary students. It is a special learning experience, which takes a full year. AP courses are typically more challenging and require more work than other high school courses. The AP exam is required for all students who take these courses. Students who fail to take the AP test will have their course grade unweighted.

The Board of Education and the student/parent share the cost of the exam. The board currently pays a portion of the cost with the remaining cost included in the course fee. Exams are given in May on pre-determined dates established by The College Board. (College credit may be granted for exam scores as determined by individual university policy.) Weighted grades are given to AP courses to compensate for higher expectations.

Students and parents should be very sensitive to the demanding nature of Advanced Placement courses. Reading expectations for the classes are extensive. Students will be involved in college level learning experiences, particularly in the areas of writing and higher-level thinking skills. Advanced Placement courses place a high degree of emphasis on the student's own self-motivation, study skills, and the ability to self-direct his or her own learning. AP courses may require the students to attend activities outside of normal school hours.

Middle School Enrollment/High School Credit

Students who are enrolled in an advanced curriculum at the middle school that is the equivalent of a high school course will receive high school credit for the course. It will be listed on the student's final transcript as a Pass/Fail course, reported to colleges as a high school credit, and the student will get credit and the course will count toward their graduation requirement (however, it will not be figured into the student's final Grade Point Average).

Below is the language from the legislation known as the Ohio Core Curriculum:

Every high school may permit students below the ninth grade to take advanced work. If a high school so permits, it shall award high school credit for successful completion of the advanced work and shall count such advanced work toward the graduation requirement if the advanced work was both:

- (1) Taught by a person who possesses a license or certificate issued under section 3301.071; 3319.22; or 3319.222 of the Revised Code that is valid for teaching high school.
- (2) Designed by the board of education of the city, local, or exempted village school district, the board of the cooperative education school district, or the governing authority of the chartered nonpublic school as meeting the high school curriculum requirements.

Credit Flexibility

Credit Flexibility is any alternative coursework, assessment or performance that demonstrates mastery needed to be awarded equivalent credit as approved by the district. Approved credit awarded through this policy will be posted on the student's transcript and counted as required graduation credit in the related subject area or as an elective.

Application

Any student may apply for credit to be awarded through Credit Flexibility. The student and/or parent will submit an application via the district designated forms. All required information must be presented. The student and/or parent may be required to provide supporting documentation as determined by the administration. Applications may be made twice a year; the deadlines for application are December 1st for spring coursework and May 1st for summer and fall coursework.

Review of Application

The application will be reviewed by a committee designated by the administration. Upon approval of a completed application, the student will proceed with the learning activity and credit will be awarded accordingly. The administration or designated committee may consult with the related subject department, and students may be asked to revise their proposal or provide further clarification. An appeal may be made to the superintendent or designee should a student's proposed alternative learning credit be denied.

Awarding Credit and Determining Grades

Awarding credit and determining grades are addressed in the Credit Flex Application available on the Aurora High School website or on the AHS Guidance Google Site.

Access

This policy does not in any way prohibit access to online education, postsecondary options or services from another district approved by the board.

College Credit Plus Program

(As determined by current ODE regulations)

Ohio's College Credit Plus Program allows high school students to take college courses and earn transcribed high school and college credit. Students enrolled in the College Credit Plus Program may choose to enroll in up to 30 credit hours per academic year. All fees except for transportation are covered by the high school and the college. To be eligible, students must meet the admission standards of the participating college or university to which they apply for enrollment. Students choosing to enroll in a participating private college or university might incur minor costs. Student athletes must follow OHSAA regulations to be eligible to participate in high school athletics.

Ohio high schools are required to have an underperforming student policy for CCP students. An underperforming student is defined as a student who meets at least one of these conditions:

- 1.) Has a cumulative GPA of lower than a 2.0 (unweighted) in the college courses taken through the CCP program.
- 2.) Withdraws from, or receives no credit for, two or more courses in the same term. (Withdrawing from a course occurs when the student dis-enrolls from a course after the census date and the secondary school is financially responsible for the tuition associated with the course). An ineligible student is defined as a student who meets the definition of an underperforming student for two consecutive terms of enrollment.

A student may appeal to the principal regarding the CCP dismissal or prohibition from taking a course in the same subject in which the student earned a grade of "D" or "F" or for which the student received no credit. Nothing in the CCP Probation and CCP Dismissal rule alters, supersedes, or affects any college's or university's policies or procedures on academic probation or dismissal. CCP students are subject to the institution's policy. Please refer to the CCP probation and dismissal policy on the Aurora High School Guidance Google Website.

Public University (Kent State University)

The Pathways below are designed to be flexible. Students are able to change the courses listed upon consultation with their high school counselor and Kent State University academic advisor. Course enrollment is based upon placement, preference, academic goals, high school graduation requirements and course availability. College Credit Plus Pathway courses can be completed part time over multiple semesters.

15 Credit Hour Pathway

Kent Course Name & Number	Course Prerequisites	Location	High School Requirement	College Credits
ENG 11011 College Writing I	Placement	Kent State University	English	3
MATH 11010 Algebra for Calculus	Placement	Kent State University	Math	3
HIST 12071 History of the US: The Formative Period		Kent State University	US History	3
PHY 11030 Seven Ideas That Shook the Universe		Kent State University	Science	3
PSYC 11762 General Psychology		Kent State University	Social Studies Elective	3
				Total Credits: 15

30 Credit Hour Pathway (15 hour pathway from above + the pathway below)

Kent Course Name & Number	Course Prerequisites	Location	High School Requirement	College Credits
ENG 21011 College Writing II	ENG 11011	Kent State University	English	3
MATH 11022 Trigonometry	Placement	Kent State University	Mathematics	3
BSCI10001 Human Biology		Kent State University	Science	3
COMM 15000 Introduction to Human Communication		Kent State University	English Elective	3
SOC 12050 Introduction to Sociology		Kent State University	Social Studies Elective	3
				Total Credits: 15

Private College (Hiram College)

The Pathways below are designed to be flexible. Students are able to change the courses listed upon consultation with their high school counselor and Hiram College academic advisor. Course enrollment is based upon placement, preference, academic goals, high school graduation requirements and course availability. College Credit Plus Pathway courses can be completed part time over multiple semesters.

15 Credit Hour Pathway

Hiram Course Name & Number	Location	High School Requirement	College Credits
College Composition I	Hiram College	English	3
MATH 10800 Statistics	Hiram College	Math	3
POLS 10900 American Government	Hiram College	US Government	3
CHEM 12000 General Chemistry	Hiram College	Science	3
SOAN 15500 Introduction to Sociology	Hiram College	Social Studies Elective	3
Total Credits: 15			

30 Credit Hour Pathway (15 hour pathway from above + the pathway below)

Hiram Course Name & Number	Location	High School Requirement	College Credits
ENGL 20600 Intro to Literary Studies	Hiram College	English	3
MATH 19800 Calculus I	Hiram College	Mathematics	3
PHYS 11300 Principles of Physics	Hiram College	Science	3
COMM 101000 Foundations of Public Speaking	Hiram College	Elective	3
PSYC 10100 General Psychology	Hiram College	Social Studies Elective	3
Total Credits: 15			

Senior Internship Experience Overview

The Senior Internship Experience is a three-week project, typically the last three weeks of the academic year before the two days set aside for Senior Exams. During the three-week period, Senior Interns will gain valuable experiences working with and observing a professional in the community, learning about a potential career path. During those three weeks, Senior Interns would not be required to attend their AHS classes (with the exception of AP and Excel TECC classes), and will instead be responsible for attending and documenting a total of 90 hours of time on their internship experience (approximately 30 hours per week, which is equivalent to a school week). The experience concludes with a culminating evening event, the Senior Symposium.

For those participating, the successful completion of internship is a requirement for participation in Commencement and receiving a diploma, since it serves as the equivalent of three weeks of the school year.

Senior Internship Experience Requirements:

The following requirements will be in effect for all students participating in Senior Internship Experience. If the requirements are not met, the student will not be able to participate and/or complete the Senior Internship Experience.

1. Six days or fewer excused absences and "0" unexcused absences for 2nd semester.
2. Six tardies or fewer to school for 2nd semester. No more than 2 unexcused tardies.
3. Student must be passing all classes (regardless of whether or not they are necessary for graduation) with a minimum GPA of 2.0 (3rd nine weeks and up to Tuesday, April 19, 2022).
4. No four-hour Saturday Schools have been assigned for the 2nd semester.
5. No suspensions for the 2nd semester.
6. No truancy (school, class, study hall) for the 2nd semester.
7. All school material and financial obligations must be met.
8. Commencement Participation Form filed.

Letters of Appeal for exceptions to the above may be submitted to the AHS administration.

Non-Discrimination Statement (Title IX)

All of the courses, programs, and activities presented in this handbook are open to all students regardless of sex, provided that the students have met all established requirements. This policy meets all requirements and directions of the U.S. Department of Education under Title IX of the Education Amendments of 1972 as contained in Section 86 of the Federal Register, p. 24128.

Honors and Awards

Academic Letter

Students who have attained a minimum of a 4.0 for each semester average of the previous year at Aurora High School will earn an Academic Letter. There will be an awards program in the fall to recognize these students.

High Honor Roll, Honor Roll and Merit Roll

High Honor Roll will be awarded when a student earns a GPA of 4.0 or above for a nine-week grading period.

Honor Roll status is awarded when a student earns a grade point average of 3.5 to 3.99 for a nine-week grading period.

Merit Roll status is awarded when a student earns a grade point average of 3.00 to 3.49 for a nine-week grading period.

National Honor Society

Being selected to the National Honor Society (NHS) is certainly one of the highest honors that can be achieved by a high school student. NHS is the nation's premier organization established to recognize outstanding high school students. More than just an honor roll, NHS serves to honor those students who demonstrate excellence in the areas of scholarship, leadership, service and character. Eligibility for membership is limited to juniors and seniors with weighted cumulative GPAs of 3.500 or greater along with other specific criteria indicative of leadership, service, and character. A faculty consisting of five anonymous staff members will evaluate and discuss the applicants in order to make a final recommendation as to who will be selected for the National Honor Society.

Outstanding Greenmen Awards

The Outstanding Greenmen Award was developed to recognize twelve students for their outstanding achievements and contributions to Aurora High School. It is only open to senior students and it is based on their performance in the areas of Academics, Service/Work, School Participation, Leadership and Character. Through nomination, rating, and voting by Aurora High School staff members, twelve selected students will be recognized at an awards program/banquet in April. Each of the twelve students will be asked to select the faculty or staff member from the Aurora City Schools that has had the greatest impact on their success and development. This person will be invited to join the student at the awards program/banquet.

Academic Signing Day

Students who qualify for Academic Signing Day meet at least one of the two criteria listed below:

1. Receive a merit based scholarship from the university they will attend that meets or exceeds 50% of the total direct cost of attending the university or full tuition.
2. Matriculate to a university with a highly selective acceptance rate. (Acceptance of 20% or less of the students who apply).

Those students who meet the above criteria will be recognized at our annual Academic Signing Day held in the high school library on a day after school in May. This event is a great way to recognize students who are being coveted by the university they are planning to attend.

Spring Awards Ceremonies

There are two Spring Awards Ceremonies which are held by invitation for those students who have either been selected for an academic award (Grades 9-11 in a daytime ceremony and Grade 12 in a separate evening ceremony where local scholarships will also be awarded). The ceremonies are dedicated to honoring students who have been selected as a top student in each subject area, and the senior awards are based on seven semesters of high school performance while also honoring military enlistments and a variety of local scholarships recipients. Each academic year, school and community organizations award scholarships to AHS seniors through an application process that begins in the early spring, and more than twenty local scholarship applications can be obtained through the AHS Guidance Department website beginning in February of each academic year.

Graduating With Honors

All students graduating with a 4.0 cumulative GPA or higher will be designated summa cum laude ("with highest honors"). Magna cum laude ("with high honors") graduates are those who earn a cumulative GPA between 3.75 and 3.99. Cum laude ("with honors") graduates complete their high school careers with a final GPA of between 3.5 and 3.749. These honors are awarded based upon a student's cumulative GPA through and including their 7th semester.

Art

Art Courses

Art I	Photography I	Digital Art I	3D Art I
Art II	Photography II	Digital Art II	3D Art II
Art III	Advanced Photography	Advanced Digital Art	Advanced 3D Art
Art IV	AP 2D Studio Art & Design		
AP Studio Drawing			

The Visual Arts curriculum provides experiences that are an essential element in the education of every Aurora student. Aurora's program develops a young artist's technical abilities and personal vision through the study of a variety of traditional and contemporary media. Creative problem solving, critical thinking and a broad range of experiences, build the foundation for deeper understanding, advanced learning, and innovation within the various media. Allowing our students to capture their imaginations, and ignite their desire to connect with the world as creative and independent thinkers. We believe in the power of art to educate!

	<u>Tier 1</u>	<u>Tier 2</u>	<u>Tier 3</u>	<u>Tier 4</u>
STUDIO TRACK	1. ART I ----- 1. PHOTOGRAPHY I <i>(Suggested but not a prerequisite for Art II)</i>	2. ART II	3. ART III ----- 4. ART IV	6. AP STUDIO DRAWING*
2D DESIGN TRACK	1. ART I ----- 1. PHOTOGRAPHY I <i>(Suggested but not a prerequisite for <u>Computer Art and Design</u>)</i>	2. PHOTOGRAPHY II* ----- 2. ADVANCED PHOTOGRAPHY ----- 2. DIGITAL ART I* ----- 2. DIGITAL ART II	3. ADVANCED DIGITAL ART	4. AP 2D STUDIO ART & DESIGN*
3D ART TRACK	1. ART I ----- 2. 3D ART I*	3. 3D ART II	4. ADVANCED 3D ART	

Art I

(One semester, ½ credit, 9, 10, 11, 12)

Prerequisite: None

It is amazing how easy drawing can be once you've been shown how to see your subject. Art I class is designed for the beginning art student and focuses on building a strong drawing foundation through the use of various drawing mediums. No prior ability in drawing or general art is needed. Projects are designed to strengthen the students' foundation drawing skills and understanding in "seeing" objects as they really exist in space. Many of the projects will also strengthen the learners' ability to shade and manipulate mediums to create an improved aesthetic quality in the students' artwork. Throughout the semester class the student is exposed to various art technologies, art history, criticism and societal meaning through their many projects and mastery of the basics. Art I is the prerequisite class for all other art classes offered including Computer Art, Sculpture, Photography and all the advanced art classes listed below.

Fee: \$30.00



Art II

(Two semesters, ½ credit per semester, 10, 11, 12)

Prerequisite: Art I

Art II provides an opportunity for students to further develop and broaden their skills and knowledge learned in Art I. It is geared towards beginning and experienced artists. You will demonstrate basic technical skills using a variety of mediums allowing experiences in general art, including concept development, experimental approaches, technique and formal compositional concerns. Figure drawing is introduced to the Art II student with the

intention of enhancing an already established foundation developed in Art I. Naturalism and proportions are emphasized. It is with this course that an in-depth exploration of different mediums is initiated. Watercolors, oil paints, pastels, technical pen, and mixed media are a few of the mediums introduced. Computer art, art history, criticism, aesthetics, and art in society are also carried over from Art I as an integral part of the curriculum.

Fee: \$40.00

Art III

(Two semesters, ½ credit per semester, 11, 12)

Prerequisites: Art I, II

Art III provides the interested art student with opportunities to further enhance artistic skills while developing independent work habits and judgments. Areas covered include: Advanced figure drawing, varieties of mediums, portraiture, abstraction, construction of original paintings, visual literacy, creative thought and the mastery of already established drawing skills are the focus of this course. Mediums are reintroduced with the intention of enhancing the students' proficiencies in those areas. Students are provided the opportunity to experience independent study and large-scale paintings. Computer art, art history, criticism, aesthetics, and art in society are continued. Creative self-expression will stem from past knowledge of the art elements and principles. Portfolio preparation will be highlighted.

Fee: \$45.00

Art IV

(Two semesters, ½ credit per semester, 11, 12)

Prerequisites: Art I, II, currently enrolled in or completion of Art III

The student will be given an opportunity for specialized and technical instruction in art according to individual interests, knowledge and skills. The attitudes necessary for success in the field of art either as an amateur or a professional artist are emphasized. Students will develop an innovative and self-driven art portfolio,

which will contain examples of critical thinking and their best work. Sophisticated drawing skills and experimentation in a wide range of mediums are the foundation of Art IV. More independent study is provided and students are encouraged to explore an area of keen interest. Creative self-expression will stem from past knowledge of the art elements and principles. Computer art, art history, criticism, aesthetics, and art in society are emphasized.

Fee: \$50.00



Advanced Placement Studio Drawing /or 2D Studio Art & Design

(Two semesters, ½ credit per semester, 12)
Prerequisites: Art I, II, III

All students enrolled in this course are required to meet or exceed all criteria set by the College Board Advanced Placement Program, Princeton, NJ. AP Studio Art is intended for students who are seriously interested in a major in the field of art or are planning a continued study of art following high school. The studio work is geared toward the creation of a portfolio over two semesters. This portfolio will focus on two sections: The Selected Works section requires students to demonstrate skillful synthesis of materials, processes and ideas. The Sustained Investigation section requires students to conduct a sustained investigation based on questions, through practice, experimentation and revision. Both sections of the portfolios require students to articulate information about their work. Students will be demonstrating commitment to academic excellence, the study habits necessary for rigorous coursework and advanced creative problem solving skills.

An investigative workbook is required, as well as summer homework assignments. During the first week of school, students will be required to submit the summer portfolio assignments for a class critique. Students must be willing to do extensive additional work on their own and during mandatory open studio times. This is a highly demanding and rewarding class.

Each student is required to take the AP Exam in May.

Fee: 2/3 of AP Exam & \$70.00 supplies

Photography I

(One semester, ½ credit, 9, 10, 11, 12)

Prerequisite: Art I (*May be taken within the same school year*)

Photography I is an introductory course to the basics of digital photography. This course will help the students become well rounded in the fundamentals of digital photography. Four areas of instruction will be emphasized: How cameras work, how composition works, how lighting works, how to use photo editing software.

Students will learn to take photos that focus on technical and aesthetic aspects of photography while learning how to capture great composition. Students will learn how to use Photoshop and Lightroom for basic editing and preparation for post-production. Creative visual communication and literacy will be an integral part of this class. An in-class set of digital SLR cameras with manual features will be available but we recommend all students obtain their own personal SLR camera if possible. A personal memory SD card is required.

Fee: \$30.00 and students must also purchase their own SD card

Photography II

(One semester, ½ credit, 10, 11, 12)

Prerequisite: Photography I

This is an advanced digital photography class that will continue the skills learned from Photography I. Students will learn how to shoot in RAW (image format or digital negative) and how to create HDR (high definition resolution) images. Professional Studio lighting and

photography will continue where they will create a series of still-life and studio portraits building an advanced portfolio. Plus, students will continue to build upon their Photoshop and Lightroom skills; with each unit they will learn the cultural / historical background of the projects. Creative self-expression and advanced visual communication and literacy will stem from past knowledge. The students will critique and create a portfolio of work, to be presented. We highly recommend that all students have access to a digital SLR camera with manual features and require a personal memory SD card.

Fee: \$30.00 and students must also purchase their own SD card



Advanced Photography

(One Semester, ½ credit, 10, 11, 12)

Prerequisite: Photography I, II

Course can be taken multiple times

This is an advanced digital photography class that will continue the skills learned from Photography I and II. The student will be given an opportunity for specialized and technical instruction in photography according to individual interests, knowledge and skills. The attitudes necessary for success in the field of photography either as an amateur or a professional photographer are emphasized. Students will make a self-driven art portfolio, which will contain examples of their best work and their independently driven investigations. Students will gain a greater understanding of both the technical and conceptual aspects of creating, manipulating and editing images. More independent study is provided and students are encouraged to explore an area of keen interest. Creative self-expression will stem from past

knowledge of the art elements and principles. Computer art, art history, criticism, aesthetics, and art in society are continued. We highly recommend that all students have access to a digital SLR camera with manual features and require a personal memory SD card.

Fee: \$30.00 and students must also purchase their own SD card

Digital Art I

(One semester, ½ credit, 9, 10, 11, 12)

Prerequisite: Art I

In this course, students will learn the fundamentals of photography, photo editing, video making, and digital drawing. Students will learn how to use Photoshop, Lightroom Classic, and digital drawing applications. Through these platforms and applications, we will learn how to edit, organize, and compose photographs, create videos, commercials, and stop motion graphics. We will also learn how to use a stylus to create hand drawn digital compositions. Although limited styluses will be available, students are highly encouraged to purchase their own individual stylus.

Fee: \$20.00 and student must also purchase their own SD card



Digital Art II

(One semester, ½ credit, 10, 11, 12)

Prerequisite: Art I, Digital Art I/Computer Art & Design

In this courses, students will build on their Digital Art I knowledge. Students will continue learning about photography, Photoshop, and digital drawing while being introduced to Adobe Premier and Illustrator. We will use hand drawn artwork to create animated artwork in Adobe Illustrator,

create and edit videos, and stop motion productions. Students will become more familiar with digital art platforms and concepts resulting in the ability to create independently. Students will have more freedom to explore their creativity and design their work independently. Students will begin to understand which medium suits them best and what platform fits them best.

Fee: \$20.00 and student must also purchase their own SD card

Advanced Digital Art

(One semester, ½ credit, 10, 11, 12)

Prerequisite: Art I, Digital Art I/Computer Art & Design, Digital Art II/Computer Design & Illustration. Course can be taken multiple times

This course is designed for students with a strong understanding in Adobe Photoshop, Premier, and Illustrator. Students will use their understanding and experience from Digital Art I and II to create artwork for their portfolios. Students will have more freedom to use their tools and platforms to create high level art compositions. Students will express their individuality, defend their artistic decisions, reflect, critique, and discuss their work. At the end of this course, students will be able to produce original, creative, and expressive artwork using the appropriate platform that best suits their subject matter or skill set. Although limited styluses will be available, students are highly encouraged to purchase their own individual stylus.

Fee: \$30.00 and student must also purchase their own SD card

3D Art I

(One semester, ½ credit, 9, 10, 11, 12)

Prerequisite: Art I

Three-Dimensional Art I is an introductory course that aims to provide students with different three dimensional mediums and challenges. Students will further develop skills in additive, subtractive, and assemblage sculpture, ceramics, and visual problem solving and critical thinking. Students will broaden their visual art and descriptive vocabularies as they pertain to three dimensional works. Through

individual and group inquire and art creation students will increase their knowledge of sculpture media and techniques, art history, visual culture and the value of art in our society. A strong emphasis will be placed on craftsmanship, design and form. Coursework will include tests, quizzes, homework and journaling. Students will be using hand and power tools. This course will provide students with the foundational skills required for 3D Art II.

Fee: \$40.00

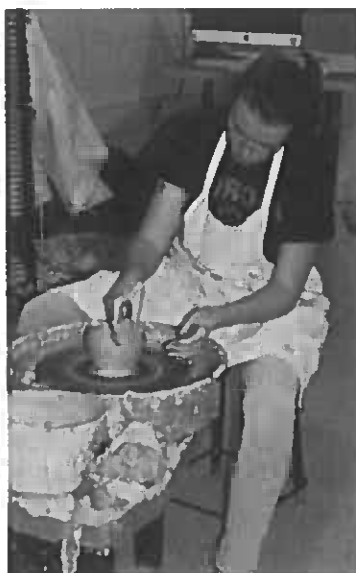
3D Art II

(One semester, ½ credit, 9, 10, 11, 12)

Prerequisite: Art I, 3D Art I/Pottery & Sculpture I

Three-Dimensional Art II builds and greatly expands on the skills introduced in 3D Art. Assignments will be geared towards portfolio preparation. This course will offer a variety of investigation into advanced technique and media. A strong emphasis will be placed on craftsmanship, design and form. Coursework will include tests, quizzes, homework and journaling. Students will be using hand and power tools.

Fee: \$40.00



Advanced 3D Art

(One semester, ½ credit, 10, 11, 12)

Prerequisite: Art I, 3D Art I/Pottery & Sculpture I, 3D Art II/Pottery & Sculpture II. Course can be taken multiple times

The student will be given an opportunity for specialized and technical instruction in 3D Art according to individual interests, knowledge and skills. The attitudes necessary for success in the field of sculpting or ceramics, either as an amateur or a professional artist, are emphasized. Students will develop an innovative and self-driven art portfolio, which will contain examples of critical thinking and their best work. Sophisticated 3D Art and experimentation in a wide range of mediums are the foundation of the Advanced 3D Art curriculum. Independent study is provided and students are encouraged to explore an area of keen interest. Creative self-expression will stem from past knowledge of the art elements and principles. Computer art, art history, criticism, aesthetics, and art in society are emphasized.

Fee: \$40.00

Business

Business Courses

Accounting I
Accounting II
Business Foundations
Business Management
Business Technology with Keyboarding

International Business
Marketing
Personal Finance
Sports & Entertainment Marketing

The purpose of Business Education is to develop in all students a foundation of information relating to the world of work and the economic environment of which we are a part. This foundation is to include (1) an understanding of the business community, (2) an attitude that permits effective human relations, and (3) an array of marketable skills.

The business curriculum provides opportunities that develop problem-solving skills. It provides a sound background for students entering the world of work as well as for those who seek additional academic learning.

Accounting I

(Two semesters, ½ credit per semester, 10, 11, 12)

Planning on majoring in business? Starting your own business? This may be the course for you. Known as the language of business, accounting is a skill-level course that is of value to all students interested in pursuing a career in business. This course is a great foundation for students seeking a degree in business at the college level. Too often students have no exposure to business courses until entering college. This course will provide students with a strong background in the understanding of the financial aspect of business. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing and interpreting financial reports as a basis for decision making. Instructional strategies utilized will include manual as well as computer based learning, case studies, projects requiring the application of generally accepted accounting principles.

Workbook Fee: \$25.00



Accounting II

(Two semesters, ½ credit per semester, 11, 12)

Prerequisite: Accounting I

Accounting II expands the accounting knowledge base learned in Accounting I. During this year, the students study departmentalized accounting, partnership and corporate accounting, depreciation, budgeting, the cash flow statement, and cost accounting. More emphasis is placed on accounting concepts and principles than in Accounting I.

The students will complete two different business simulations that emphasize the concepts learned in class. These simulations will consist of an independent work/study grade and a final audit test grade.

Computers will have an expanded role in Accounting II. In addition to using their own original spreadsheets to perform accounting tasks, the students will use commercially prepared accounting packages to solve accounting problems.

By the end of Accounting II, students will have acquired skills and knowledge necessary to perform entry-level accounting tasks in industry or take advanced training in the college setting.

Workbook Fee: \$25.00

Business Foundations

(Two semesters, ½ credit per semester, 9, 10, 11, 12)

This course is an introductory study of the functional areas of business to help students realize the integral role business plays in the economy and our lifestyles. The course introduces students to the world of business and helps to prepare them for the economic roles of consumer, worker and citizen. The class serves as a solid background for other courses, prepares students for future employment and assists them with consumer decision making. Topics include the major elements in the business environment, entrepreneurship, forms of business ownership, competition, management of human and financial resources, marketing, business technology, business ethics, workplace diversity and business plans.

Business Management

(One semester, ½ credit, 10, 11, 12)

Students will operate their own business for one semester through the Junior Achievement's Company Program with the assistance of community business volunteers. They use computers and the office setting to complete in-class spreadsheets, accounting, and finance projects with relation to the Company Program. Computerized business practices are

emphasized throughout this hands-on business course. Students will also learn theory and principles of management, such as business structure, leadership, advertising, product and promotion. Students will write a complete business plan, order, promote, sell, and liquidate their business venture in semester's time. Students will get real world exposure to operating a business within the confines of the classroom.

Business Technology with Keyboarding

(One semester, ½ credit, 9, 10, 11, 12)
Prerequisite: None

This course begins with a focus on mastering keyboarding skills and leads into thorough training on various desktop applications. No prior experience is necessary. Students will engage in meaningful experiences that provide practical and in-depth use of these applications. Students will explore the Office and Google Suites. Students will format documents, learn to write spreadsheet formulas and hone their skills on presentation software. Students will learn to design, create, present, communicate and publish documents for maximum effective communication.

International Business

(One Semester, ½ credit, 10, 11, 12)

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Areas discussed will include awareness of the impact of international business, communication strategies, environmental factors, ethics, finance, management and import/export trade issues. Students will understand the interrelationships between different countries, political and economic policies and business practices. This course prepares students for post-secondary programs in business including International Business, Marketing and Management.

Marketing

(One semester, ½ credit, 10, 11, 12)

In this class, students will experience firsthand the dynamic and interactive world of marketing today. From in-depth coverage of the latest marketing trends to ethical marketing practices to multi-cultural perspectives are covered during the semester. Topics to be covered during the semester include: marketing technology and the Internet, global marketing, ethics, market analysis, types of consumers, promotion, buying, pricing, trends, and career development.

This class is a terrific introductory class to any student who is interested in a business career and majoring in marketing. This engaging course will demonstrate how the world of marketing is ever changing, as well as how marketers are constantly attempting to stay current with the latest trends.



Personal Finance (Financial Literacy)

(One semester, ½ credit, 10, 11, 12)
Prerequisite: None

Understanding and managing personal finances are key to one's future financial success. This semester course is based on the Ohio Personal Finance Competencies and presents essential knowledge and skills to make informed decisions about real world finances. Students will be equipped with knowledge and skills necessary to interact successfully in today's complex global market. Insight is given to the basic survival principles involved with earning, spending, saving and investing. As Americans assume greater responsibility for their own long-term financial security, the importance of making sound financial decisions becomes ever more obvious. Students become more financially savvy and able to make better decisions leading to financial independence.

Sports and Entertainment Marketing

(One semester, ½ credit, 10, 11, 12)
Prerequisite: None

Sports and Entertainment Marketing is a hot topic and through this course students will learn how to apply various marketing principles to the exciting and ever changing world of marketing. Students will encounter and learn about the key functions of marketing and how those functions are applied to sports and entertainment.

Topics to be covered in this course include: business management, marketing principles and functions, sports operations, along with a behind-the-scenes look at the profession of sports and entertainment marketing. The course will be both exciting and relevant with a hands-on approach through various projects pertaining to the exciting world of marketing.

English

English Courses

CP English 9
Honors English 9
CP English 10
Honors English 10
CP English 11

English 11 – Advanced Placement
English Language and Composition
CP English 12
English 12 – Advanced Placement
Literature and Composition
Journalism/Composition (School Newspaper I)
Journalism/Composition (School Newspaper II)

Creative Writing
Drama I
Drama II
Exploring Popular Literature
Speech and Communication

CP English 9

(Two semesters, ½ credit per semester)

The ninth grade college preparatory course is a writing-based course with an emphasis on the writing process as well as reading, listening, oral communication and study skills. Major literary works covered from a variety of genres include: short story, novel, nonfiction, poetry and drama.

Required summer reading

Fee: Supplemental Texts

Honors English 9

(Two semesters, ½ credit per semester)

Prerequisite: Teacher recommendation

This course, for highly-motivated students, will cover how to read and analyze a variety of genres, including short stories, novels, nonfiction, plays, and mythology as well as **self-selected works**. Students will compose pieces of expository, narrative, and argumentative writing and develop essential writing skills. Vocabulary acquisition and speaking and listening skills will be covered.

Required summer reading.

Fee: Supplemental Texts

CP English 10

(Two semesters, ½ credit per semester)

The tenth grade college preparatory course focuses on the analytical reading and formal writing skills needed for college while helping students develop personal strategies for becoming lifelong readers. Students will read major works of American Literature as

anchor texts in addition to self-selected works. Reading, writing, listening and speaking will be weaved continuously throughout the year.

Required summer reading

Fee: Supplemental Texts

Honors English 10

(Two semester, ½ credit per semester)

Prerequisite: Teacher recommendation

Honors English 10 is a writing intensive class for the highly motivated student. Students will analyze approximately five major works of American Literature and be responsible for writing a formal response to each. The study of famous American speeches, analysis of rhetorical techniques, and the creation of argumentative writing pieces will also be a focus. Reading, writing, listening and speaking will be weaved continuously throughout the year.

Required summer reading

Fee: Supplemental Texts

CP English 11

(Two semesters, ½ credit per semester)

The eleventh grade college preparatory course focuses on the analytical reading and formal writing skills needed for college. Students will read approximately four-five major works of literature (with a focus on British Literature) and respond to them through a variety of writing techniques. A research project will be completed. Oral presentations will be a key component in the curricula. Skill development for the SAT and ACT will be studied.

Required summer reading

Fee: Supplemental Texts

English 11 – Advanced Placement English Language and Composition

(Two semesters, ½ credit per semester)

Prerequisite: Teacher recommendation

The AP course in English Language Arts and Composition is designed to engage students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both writing and reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

The purpose of the AP English Language Arts and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. This AP English Language Arts and Composition course should help students move beyond such programmatic responses as the five-paragraph essay. Students should be encouraged to place their emphasis on content, purpose and audience and to allow this focus to guide the organization of their writing.

Each student is required to take the AP Exam in May.

Required summer reading

Fee: 2/3 of AP Exam

Supplemental Texts

CP English 12

(Two semesters, ½ credit per semester)

This college preparatory literature and composition based course draws upon world classic and modern literature through the short story, novel, drama and poetry. Composition focuses on various narrative and analytical styles with emphasis on the writing process. The students will conduct in-depth evaluation and practice with literary criticism theories using the course literature. In addition to the course curriculum, the student is expected to exhibit independence as a reader through a self-selected text reading and review each quarter. The culminating assignment for this course is the multi-genre senior narrative. Through this course, students prepare for the college application process through guidance counselor visits, SCOIR instruction, and college application essay writing and revision.

Required summer reading

Fee: Supplemental Texts



English 12 – Advanced Placement Literature and Composition

(Two semesters, ½ credit per semester)

Prerequisite: Teacher recommendation

Designed for the self-motivated student, AP Literature and Composition draws upon world classic and modern literature through the short story, novel, drama, and poetry. Students will conduct in-depth literary analysis and gain experience using literary criticism theories. Students are expected to already be independent readers and writers who seek to improve their depth of analysis across all genres. Assessments will include AP style timed writing and testing. Students will complete a multi-genre senior narrative

and must participate in the Advanced Placement Literature and Composition Exam. Through this course, students prepare for the college application process through guidance counselor visits, SCOIR instruction, and college application essay writing and revision.

Each student is required to take the AP Exam in May.

Required summer reading

Fee: 2/3 of AP Exam

Supplemental Texts

Journalism/Composition (School Newspaper I)

(Two semesters, ½ credit per semester)

Prerequisite: Sophomore status

Students will develop their writing with a focus on expository and persuasive techniques, and an emphasis on revision. Students will learn to write for all sections of the newspaper and will publish their writing online through the school's newspaper.

Journalism/Composition (School Newspaper II)

(Two semesters, ½ credit per semester)

Prerequisite: Journalism/Composition (School Newspaper I) and teacher recommendation

An extension of Journalism/Composition (School Newspaper I), students will continue to work on the school publication in a leadership position. Students will continue to write for the school newspaper while creating new ways to broaden readership in the school and local community.



Creative Writing

(One semester, ½ credit)

This course provides students interested in writing poetry and fiction the opportunity to refine their skills and learn how to market their writing for publication. Students will write in journals every day following a variety of prompts. Free writing techniques will be discussed and practiced. Students will also have the opportunity to write in groups and respond to different media. The course is introductory in nature, giving students an opportunity to write in a variety of areas that include poetry and short stories, etc.



Drama I

(One semester, ½ credit)

In this hands-on course, students will develop and improve their acting and stage presence through involvement in class and on stage with instruction in basic acting skills, improvisation, movement, vocal projection, production and rehearsal. Students will also learn the basics of scene design and construction, stage lighting, costuming and make-up. Field trips to productions will be part of this course, as well as guest presenters from various disciplines of theater. Careers in acting and technical production will also be explored.

Drama II

(One semester, ½ credit)

Prerequisite: 80% or higher Final Grade in Drama I

A continuation of Drama I, this course will provide the student with the opportunity to further experience, understand, analyze and create the actor's art with an introduction to

Directing. Through monologues the student will develop a personal audition technique and will prepare a professional acting resume. Through scene studies, the student will be introduced to stage composition, rehearsal techniques and theatrical production.

Exploring Popular Literature

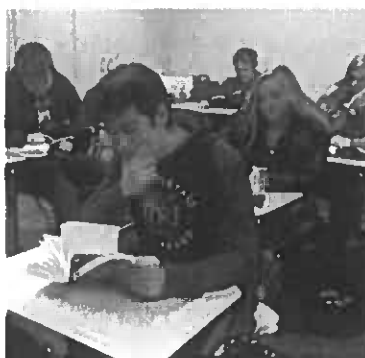
(One semester, ½ credit)

Selection of texts will be based on student interest. Book awards, bestseller lists and celebrity book clubs will all be explored. In this course, students will choose books to read and explore avenues by which to share with other members of the school and local community. This course is designed for all reading levels. This is a great course for passionate readers!

Speech and Communication

(One semester, ½ credit)

Speech and Communication is a practical course designed to give students opportunities to gain confidence, poise, and experience in a variety of speaking scenarios. Speaking opportunities include interpersonal communication, informative speaking, persuasive speaking, and storytelling. The course will include frequent practice of speaking to an audience with an emphasis on research, preparation, delivery, evaluation and the use of media. In addition, students will increase their understanding of the role of communication in their lives, the communication model, delivery styles, and the effectiveness of language, gestures, and organization techniques. Speech Class earns a fine arts credit required for graduation.



Global Language

Global Language Courses

French I, Spanish I
French II, Spanish II
French III, Spanish III
Honors French IV, Honors Spanish IV

Advanced Placement French Language and Culture
Advanced Placement Spanish Language and Culture
American Sign Language I
American Sign Language II
American Sign Language III

The Global Language program is based upon international and state standards for instruction of global languages, as well as on standards set by the AP College Board. Students will be taught how to become proficient in communicating in languages other than English. Our goals are also that the student will gain knowledge about and understanding of other cultures; will connect with other educational disciplines and acquire information; will develop insight into the nature of language and culture; and will participate in multilingual communities at home and around the world.

As immersion is the best method of language acquisition, the courses will be conducted in the target language. Students are advised to continue four years or more of one language rather than one or two years of several languages in order to attain true proficiency.

French I, Spanish I



(Two semesters, ½ credit per semester, 9, 10, 11, 12)

Prerequisite: None

Level I incorporates all four skills: listening, speaking, reading and writing. Students are introduced to the spoken language and will learn the language patterns and phonetics foundational to the target language. Idiomatic expressions, vocabulary, and language patterns will be presented and practiced.

The incorporation of music, culture, geography, current events and past history will enable the student to become immersed in the traditions of the target culture. Exposure to the language outside of the classroom is encouraged to reinforce communication skills learned in the classroom. An average grade of "C" or higher is recommended to progress to the next level.

**Fee (Spanish I) : \$2 Digital
Subscription**

French II, Spanish II

(Two semesters, ½ credit per semester, 9, 10, 11, 12)

Prerequisite: Level I credit. Grade of "C" or better is highly recommended.

Level II students will continue to develop in the four skill areas of listening, speaking, reading and writing with the goal of increased proficiency in each target language. Most of the instruction will be delivered in the target language. Level II builds upon grammatical foundations presented in the introductory course. Materials from target cultures will again be incorporated at this level to further develop students' knowledge of and interest in all aspects of the target language.

**Fee (Spanish II) : \$2 Digital
Subscription**

French III, Spanish III

(Two semesters, ½ credit per semester, 10, 11, 12)

Prerequisite: Levels I and II credit. Grade of "C" or better is highly recommended.

Level III continues to incorporate all four skills: listening, speaking, reading and writing. Students will exchange and gather information about past, present and future activities both orally and in writing. Length and complexity of work used and produced by students in all skills will be developed to prepare students for success at the next level. Authentic materials will be used to expand cultural studies, language proficiency and communication. Students are expected to use the target language to relate real and simulated events in the classroom.

**Fee (Spanish III) : \$2 Digital
Subscription**



Honors French IV Honors Spanish IV

(Two semesters, ½ credit per semester, 11, 12)

Prerequisite: Levels I, II and III credit.
Grade of "C" or better is highly recommended.

Honors language level IV is a challenging course that provides the student with the opportunity to put to extensive use the skills acquired in the first three levels. Students are expected to speak in the target language at this level. Level IV emphasizes the initiation and fueling of discussion, debate and higher level writing exercises on historical, literary and current topics of the target cultures. Designated outcomes in listening, reading, writing and speaking must be met to ensure language proficiency leading to AP standards.

Spanish Workbook Fee: \$46.00
Fee: Reading Books

Advanced Placement French Language and Culture

(Two semesters, ½ credit per semester)

Prerequisite: Levels I, II, III and IV credit.
Grade of "C" or better is highly recommended.

AP French Language and Culture emphasizes the use of French and the knowledge of the francophone world and its culture for active communication via writing, speaking, listening and reading. Students should enter this course with strong grammar skills. The aim of the course is to prepare students in using their skills in real-life travel, business and academic situations. This is done by practicing extensively the four skills of listening, speaking, reading and writing. Another aim of the course is to prepare students for using the language in both familiar and unfamiliar situations. Students will spend much time practicing for the AP language exam.

Each student is required to take the AP Exam in May.

Fee: 2/3 of AP Exam
Workbook Fee: \$20.00
Fee: Reading Books



Advanced Placement Spanish Language and Culture

(Two semesters, ½ credit per semester)

Prerequisite: Levels I, II, III and IV credit.
Grade of "C" or better is highly recommended.

AP Spanish Language emphasizes the use of Spanish and knowledge of Hispanic culture for active communication helping students to achieve a high ability in the four language skills. Students should enter the AP level with a wide range of vocabulary and strong grammar skills in writing and speaking. The aim is to equip students to speak, comprehend, read and write the language spontaneously and appropriately in unfamiliar as well as familiar situations. Students will receive extensive practice with grammar, reading, speaking and composition in preparation for the AP exam.

Each student is required to take the AP Exam in May.

Fee: 2/3 of AP Exam
Workbook Fee: \$48.00
Fee: Reading Books



American Sign Language I

(Two Semesters, ½ credit per semester)

Prerequisite: None

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

Fee: \$36.00 Online Workbook

American Sign Language II

(Two Semesters, ½ credit per semester)

Prerequisite: The student must have completed level I and maintained at least a "C" average.

By the end of the year, an American Sign Language II student would be 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 be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

Fee: \$36.00 Online Workbook

American Sign Language III

(Two Semesters, ½ credit per semester)

Prerequisite: The student must have completed level II and maintained at least a "C" average.

By the end of the year, an American Sign Language III student would be expected to communicate at the intermediate low level according to the National ACTFL (American Council of the Teaching of Foreign Language) standards. Intermediate low student can use practiced vocabulary from a range of familiar themes and everyday topics of interest and show emerging control of past or future time frames. They will be using interpretive, interpersonal and presentation skills in the classroom for both practice and assessment. They are expected to compare and contract cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

Fee: \$36.00 Online Workbook

American Sign Language I, II and III may not meet the foreign language requirement for college admissions purposes or NCAA Eligibility.

Interdisciplinary

Interdisciplinary Courses

Aurora Service Learning
Connections for Success

The Independent Learning Experience
Theory of Knowledge
Yearbook

Forging Your Independence
Innovative Design

Aurora Service Learning

(One Semester, ½ credit, Pass/Fail,
11, 12)

Aurora Service Learning is a semester long course for Juniors and Seniors. Students will learn about various types of community service and will be required to spend time outside of school hours for service projects. Collaboration, problem-solving, critical thinking, communication, and leadership are some of the essential skills that will be developed throughout the students' experiences in this course. Through the application of their knowledge with personal experiences, our students will develop an understanding of the needs of others, an altruistic desire to serve, and the necessary tools on how to do so. Topics to be covered include but are not limited to history of philanthropy in the U.S., study of current major service organizations, legal implications for service organizations, project planning, and functioning as a member of a project team.



Connections for Success

(Two Semesters, 3 credits, 11, 12)
Prerequisite: Junior Standing

In this program, the student receives work experiences in an employing establishment. The makeup of the program is such that many different occupations ranging from entry level to advanced/operator level occupations may

offer work experience to the student. Students are required to be employed a minimum of 15 hours a week, and provide their own transportation.

Instruction in this class is under the supervision of a teacher-coordinator who instructs the students in job and life related skills. This instruction is geared to the needs and interests of the individual. This in-school instruction is aimed at helping the students become productive citizens and encouraging them to continue their education as long as possible.

The Independent Learning Experience

(One Semester for ½ credit, Pass/Fail,
Two Semesters for 1 credit, 9, 10, 11, 12)

The goal of the Independent Learning Experience at AHS is to provide an experience that allows students to define and pursue learning according to their own intrinsic interests and curiosities. Students will be able to not only define their personal topic of study, but they will be given the freedom to decide how they will demonstrate accomplishment relative to the learning goals they themselves have set forth. The course is open to students of all grade levels with no prerequisite. It is offered as a semester long course with the option for students to sign up for both semesters to earn a full credit. Students will receive a pass/fail credit based on the criteria that is developed by the student and the co-learners (teachers), using ISTE standards or some other agreed upon criteria.

Theory of Knowledge

(One semester, ½ credit, 11, 12)

Epistemology, the study of the theory of knowledge, is among the most important area of philosophy. The questions that it addresses include the following: What is knowledge? From where do we get our

knowledge? How are our beliefs justified? How do we perceive the world around us? Do we know anything at all?

We will also study various themes including: Religion, Morality, Happiness, Love, Life Affirmation, Nature, and Freedom. This class examines a variety of forms that humans express themselves through including: Literature, Art, Music, Theater, Musical Stage and Cinema.

This class is designed to introduce you to the ways in which the humanities can broaden your perspective, help you think creatively and critically, and enhance your life every single day.



Yearbook

(Two semesters, ½ credit per semester,
10, 11, 12)

Prerequisites: Typing or keyboarding experience. Prior English grade of "C" or above is highly recommended.

*(This course is not accepted as a Fine Arts credit by Ohio colleges and universities.)

Yearbook is designed to acquaint the student with all aspects of yearbook production. Members are expected to sell ads, as well as yearbooks, to help finance the publication. Layouts, cover design, body copy, and writing captions are just a few of the areas of involvement for the students.

We are seeking students who are hard-working and dedicated to the philosophy of developing a quality publication that is a credit to the school and graduating class.

Forging Your Independence

One Semester, ½ credit, 10, 11, 12)

Forging Your Independence is an introductory course designed to assist students with relevant life skills, including exploring careers and developing skills necessary to help make meaningful decisions about career choices. The course will assist with a.) discovering their personal strengths and abilities; b.) understanding opportunities in different career areas; c.) practicing skills necessary to excel in the workforce and postsecondary learning d.) exploring passions and interests e.) developing habits necessary for success in the personal and professional world f.) developing interpersonal communications skills g.) becoming a responsible digital citizen. Upon completion of this course, students will know and exhibit soft skills (teamwork, adaptability, creative thinking, problem solving, time management, organization, work ethic), as well as technical skills (resume building, written communications, social media, interviewing) related to college and career readiness. The course will offer hands on authentic learning experiences. Guest speakers and community connections will also be incorporated into the course.

Innovative Design

(Two Semesters, ½ credit per semester, 10, 11, 12)

This year-long course will explore in depth the design process and innovation, with an application toward human-centered design. This elective will fuse the latest, most progressive, student-centered paradigms in human learning with some of the modern prototyping technologies, including 3D printing, laser cutting, 3D modeling, and electronics. The participants will be challenged with the task of immersing into every facet of the design thinking process. Specifically, the young designers will be expected to be engaged in team work and social interactions inside and outside the team, classroom, and school. This elective brings together the disciplines of Science, Technology, Engineering, Art and Mathematics (STEAM), providing each learner the opportunity to create and learn in an innovative, high-energy, ambitious, and unrestricting environment. In addition and as a result of the design thinking process, the opportunities to create actual products that add unique value to some dynamic of society and solve real-world problems in and beyond the Aurora City Schools and Aurora community might arise. In that case, we will explore avenues of monetization, requiring analysis involving marketing, economics, e-commerce, and scaling of process to meet market demand.

Fee: \$20.00



Mathematics

Mathematics Courses

Integrated Math 1 Block
Integrated Math 1

Integrated Math 2 Block
Integrated Math 2
Honors Integrated Math 2

Integrated Math 3A
Integrated Math 3B
Integrated Math 3
Honors Integrated Math 3

College Algebra
Integrated Math 4
Honors Integrated Math 4

Calculus
Market Math
Statistics & Probability
Advanced Placement Calculus
(AB Course)
Advanced Placement Calculus
(BC Course)
Advanced Placement Statistics
Advanced Placement
Computer Science A

The high school mathematics program is designed to reflect both the National Council of Teachers of Mathematics Standards and the mandated State Department of Education's Course of Study. All topics addressed on the SAT & ACT are also included.

Course selection depends upon recommendations from the previous mathematics teacher, the students' requests, their parents' approval, and guidelines outlined in this document.

Students entering ninth grade have four options that reflect varying ability and achievement. Students who successfully completed Accelerated Math 8 should select Honors Integrated Math 2. Students who struggled in Accelerated Math 8 should select Integrated Math 2. Students who successfully completed Math 8 should select Integrated Math 1. Students who struggled in Math 8 should select Integrated Math 1 Block.

Aurora High School's math curriculum continues to reflect the increasing needs of college bound students, who should plan to take four years of high school mathematics. The standard college bound sequence consists of 1.) Integrated Math 1, 2.) Integrated Math 2, 3.) Integrated Math 3, and 4.) Integrated Math 4. [Please note that this sequence will cover material typically contained in stand-alone Pre-Calculus courses.]

Any variations from the above must be individually evaluated and approved by the department chairperson. Previous test results, grades in math classes, and long-range goals will be considered.

In courses that require a graphing calculator, instruction will refer to the TI Series (83+, 84+). A TI 89 is not recommended.

Integrated Math 1 Block

(Two Semesters, $\frac{1}{2}$ math credit per semester and $\frac{1}{4}$ elective pass/fail credit per semester)

The Integrated Math 1 course includes integrated development of fundamental concepts and skills in algebra and functions, geometry, and statistics. These topics will be explored in real world settings. Students will be given the opportunity to work in groups and be exposed to technology. This course will emphasize the foundational skills necessary for success in Integrated Math 1 and will meet for two periods a day. Students will be prepared for and take the Algebra I end-of-course state test.

Integrated Math 1

(Two semesters, $\frac{1}{2}$ credit per semester)

The Integrated Math 1 course includes integrated development of fundamental concepts and skills in algebra and functions, and statistics. These topics will be explored in real world settings. Students will be given the opportunity to work in groups and be exposed to technology. Students will be prepared for and take the Algebra I end-of-course state test. The use of a TI 83+ or TI 84+ graphing calculator is recommended.



Integrated Math 2 Block

(Two Semesters, $\frac{1}{2}$ math credit per semester and $\frac{1}{4}$ elective pass/fail credit per semester)

The Integrated Math 2 curriculum features interwoven strands of algebra and functions, statistics and probability, geometry, and trigonometry. Students will be exploring mathematics both by algebraic methods and through the use of technology. This course will emphasize the foundational skills necessary for success in Integrated Math 2 and will meet for two periods a day.

Integrated Math 2

(Two semesters, $\frac{1}{2}$ credit per semester)

The Integrated Math 2 curriculum features a strong geometry emphasis, while also touching on topics involving Algebra, Probability, and Trigonometry. Geometric topics include polygons, congruence proofs, angle relationships, circles, and a deep dive into triangles. Students will work both individually and within groups to explore these mathematical relationships. The use of a TI 83+ or TI 84+ graphing calculator is recommended.

Honors Integrated Math 2

(Two semesters, $\frac{1}{2}$ credit per semester)

The Honors Integrated Math 2 curriculum is a deeper and faster paced approach to the topics in Integrated Math 2. This course is for students who were successful in Honors Math 8 or showed superior ability in Integrated Math 1.

Integrated Math 3A

(Two semesters, $\frac{1}{2}$ credit per semester)

Prerequisite: Integrated Math 2 Block or Integrated Math 2

The Integrated Math 3 curriculum further deepens students' understanding of algebra, statistics and probability, geometry, and trigonometry. There is also a focus on modeling including polynomial and rational functions. Students will work individually and in groups, and with and without technology to develop a strong grasp of these topics.

This course is designed for juniors with emphasis on the foundational skills necessary for success in completing Integrated Math 3.

Integrated Math 3B

(Two semesters, $\frac{1}{2}$ credit per semester)

Prerequisite: Integrated Math 3A

The Integrated Math 3 curriculum further deepens students' understanding of algebra, statistics and probability, geometry, and trigonometry. There is also a focus on modeling including polynomial and rational functions. Students will work individually and in groups, and with and

without technology to develop a strong grasp of these topics.

This course is designed for seniors with emphasis on the foundational skills necessary for success in completing Integrated Math 3.

Integrated Math 3

(Two semesters, $\frac{1}{2}$ credit per semester)

Prerequisite: Integrated Math 2 or Honors Integrated Math 2

The Integrated Math 3 curriculum further deepens students' understanding of algebra, statistics and probability, geometry, and trigonometry. There is also a focus on polynomial, rational, and trigonometric functions. Students will work individually and in groups, and with and without technology to develop a strong grasp of these topics. A TI 83+ or 84+ graphing calculator is required.



Honors Integrated Math 3

(Two semesters, $\frac{1}{2}$ credit per semester)

The Honors Integrated Math 3 curriculum is a deeper and faster paced approach to the topics in Integrated Math 3. This course is for students who successfully completed Honors Integrated Math 2 or showed superior ability in Integrated Math 2.

College Algebra

(Two semesters, $\frac{1}{2}$ credit per semester)

Prerequisite: Integrated Math 3 and Teacher Recommendation

This math class is for seniors who are college-bound but are not ready for the rigor of Integrated Math 4. Though the class does not give students as strong a background as Integrated Math 4, they will still be prepared for required college math classes.

Topics include reinforcement of students' understanding of polynomial, rational, and exponential functions and exposure to trigonometric and logarithmic functions. There is also a preliminary study of statistics and probability.

Each student must have a TI 84 or 84+ graphing calculator.

Integrated Math 4

(Two semesters, $\frac{1}{2}$ credit per semester)

Prerequisite: Integrated Math 3 or Honors Integrated Math 3

Integrated Math 4 formalizes and extends the core program with a focus on the mathematics needed to be successful in college. Topics include a deep study of polynomial, rational, exponential, logarithmic, and trigonometric functions, transformations of functions, and combinatorics. A TI 83+ or 84+ graphing calculator is required.

Honors Integrated Math 4

(Two Semesters, $\frac{1}{2}$ credit per semester)

The Honors Integrated Math 4 curriculum is a deeper and faster paced approach to the topics in Integrated Math 4. This course is for students who successfully completed Honors Integrated Math 3 or showed exceptional ability in Integrated Math 3.

Calculus

(Two semesters, $\frac{1}{2}$ credit per semester)

Prerequisite: Integrated Math 4 or Honors Integrated Math 4

This challenging course is for students who are intending on pursuing technical careers but who are not ready for the rigor of AP calculus. It is designed to provide students with exposure to calculus concepts so they are prepared to be successful when taking calculus again in college. It is not a substitute for college calculus.

Topics include the study of functions, limits, differentiation, and integration. Application and problem solving are important components of each facet of the course.

Each student must have a TI 83+ or 84+ graphic calculator.

Market Math

(One semester, ½ credit, 11,12)

The Market Math curriculum provides students with exposure to the probability and statistics used in the stock market while exploring the principles of effective trading. This includes risk management, candlestick chart analysis, option trading with calls and puts, and an overview of the stock market. With paper trading accounts, students will enter trades into the live market and analyze various strategies for entries, exits, stops, and limits. Students selecting this class should be prepared to handle the rigorous level of vocabulary and reading involved in the financial realm.

Statistics & Probability

(Two semesters, ½ credit per semester)

Prerequisite: Integrated Math 3

Statistics & Probability is the mathematics of collection, organization and interpretation of numerical data. Topics include permutations, combinations, binomial theorem, mathematical expectation, sampling methods, mean, median, standard deviation, correlation, coefficients, normal distribution, binomial distribution, graphs, and probability. A TI graphing calculator is required. The 84+ CE version is preferred.



Advanced Placement Calculus (AB Course)

(Two semesters, ½ credit per semester)

Prerequisite: Honors Integrated Math 4

This challenging course covers the first semester of college calculus and is for students who have demonstrated superb mastery of the Honors Integrated Math 4 curriculum.

Topics include Limits, Differentiation, and Integration, as well as applications of these concepts.

Each student must have a TI 83+ or 84+ graphing calculator and each student is required to take the AP Exam in May.

Fee: 2/3 of AP Exam

Advanced Placement Calculus (BC Course)

(Two semesters, ½ credit per semester)

Prerequisite: AP Calculus (AB)

This challenging course covers the second semester of college calculus and is for students who have successfully completed AP Calculus (AB).

Topics include Parametric, Polar, and Vector Functions, Polynomial Approximation and Series, and extensions of the AP Calculus (AB) curriculum.

Each student must have a TI 83+ or 84+ graphing calculator and each student is required to take the AP Exam in May.

Fee: 2/3 of AP Exam

Advanced Placement Statistics

(Two semesters, ½ credit per semester)

Prerequisite: Honors Integrated Math 3

AP Statistics is available to students who have successfully completed Honors Integrated Math 3. This course covers the areas of data production, data analysis, and statistical inference. The students will utilize appropriate techniques to determine the validity of data. In addition to statistical analysis, probability will also be addressed.

A TI graphing calculator is required. The 84+ CE version is preferred and each student is required to take the AP Exam in May.

Fee: 2/3 of AP Exam

Advanced Placement Computer Science A

(Two semesters, ½ credit per semester)

Prerequisite: Successful completion of Integrated Math 2 or Honors Integrated Math 2

This challenging course is the equivalent of a college level introduction to computer science. The course emphasizes problem solving, procedural and data abstraction, object-oriented programming and design methodology, and algorithms and data structures. All programming will be done in the Java programming language.

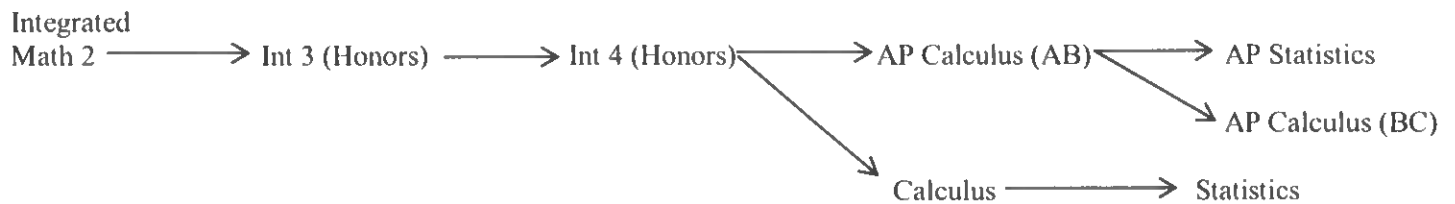
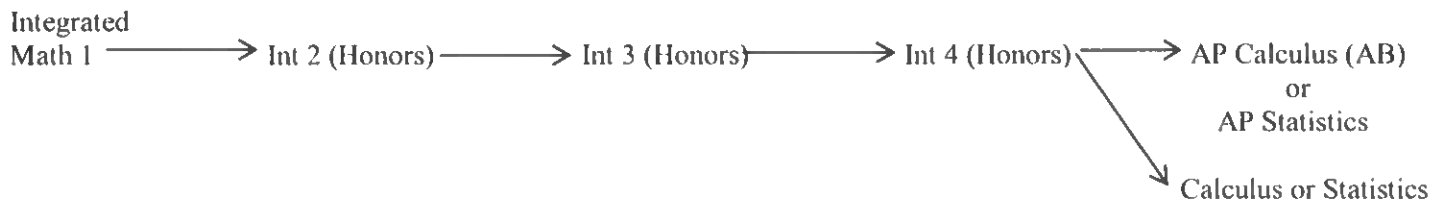
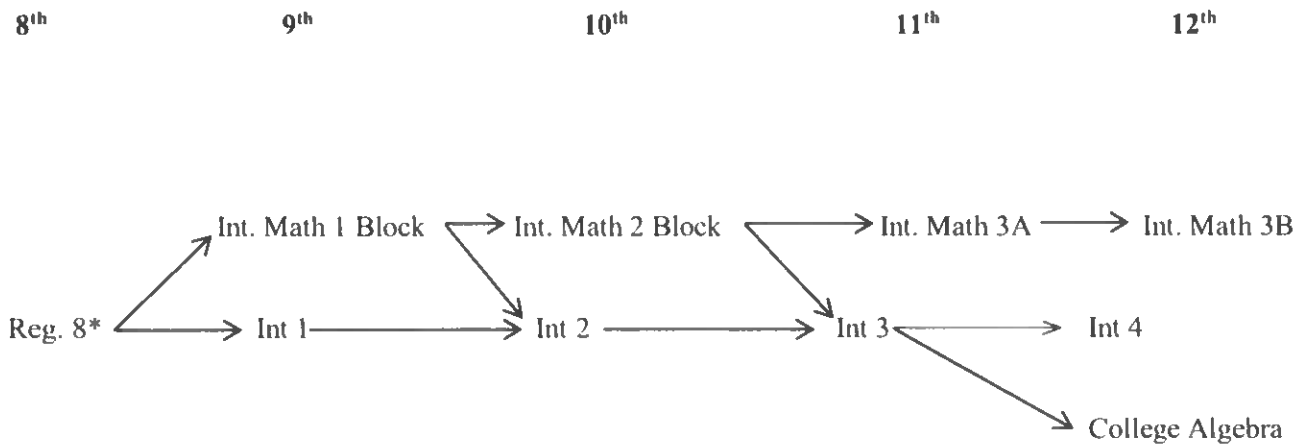
Please note that any significant computer science course builds on a foundation of mathematical reasoning. Students selecting this course should be sure to consult their current math teacher to get feedback about their mathematical readiness.

Each student is required to take the AP Exam in May.

Fee: 2/3 of AP Exam



Math Course Sequence



* Any variations to enter the Honors sequence or Block sequence will be individually evaluated and approved by the department chairperson and high school principal. Previous results, grades in math classes, and long-range goals will be considered.

Music

Music Courses

Bands

Band

Choirs

A.H.S. Singers
Chambers Singers
Emerald Ensemble
Advanced Treble Choir

Orchestras

Concert Orchestra
Philharmonic Orchestra

Advanced Placement Music Theory
History of Rock-N-Roll
Musical Theatre
Practical Music Theory

Band

(Two semesters, $\frac{1}{2}$ credit per semester, 9, 10, 11, 12)

Prerequisite: Participation in band during the previous school year OR director approval

Band is the major instrumental music performance group. Throughout this year course members will study and perform various musical literature and styles in several group settings including marching band and concert band. Performances in these groups will include varsity football games, parades, pep rallies, indoor concerts, and civic functions. An opportunity for an out-of-state performance field trip is provided for all members at least once throughout their high school years. The band also serves as the parent organization for other instrumental ensembles such as Jazz Ensemble, musical pit orchestra, pep bands, and all-conference and regional honors groups. All students enrolled in band intending to be a performing member of the marching unit must attend an annual preseason band camp in late July/early August.

Fee: \$100.00



A.H.S. Singers

(Two semesters, $\frac{1}{2}$ credit per semester, 9, 10, 11, 12)

A.H.S. Singers is a choir for any singer. There is no audition or previous choral

singing experience necessary for this ensemble. The students in this ensemble work to develop the concepts of: group singing, vocal technique and expression, a working knowledge of music theory, and quality performance. The primary focus of the A.H.S. Singers is to develop the skills to become a contributing member of a balanced, controlled vocal ensemble. Students will gain knowledge of sight singing and a variety of musical styles, genres, periods, and appropriate performance practices.

A.H.S. Singers is a performance-orientated ensemble. Attendance is mandatory at various concerts and programs throughout the school year.

Chamber Singers

(Two Semesters, $\frac{1}{2}$ credit per semester, 10, 11, 12)

Prerequisite: Audition or special approval of director

Chamber Singers is an advanced vocal ensemble for singers with a more developed knowledge of basic musicianship. This ensemble will focus on higher level vocal techniques and expression, theory and quality performance practices through more complex music literature. Students will engage in solo and small ensemble singing to reinforce proper singing habits and will sing four to eight part music, both accompanied and a cappella. Students will develop a more extensive knowledge of sight singing and a variety of musical styles, genres, periods, and appropriate performance practices.

Chamber Singers is a performance-orientated ensemble. Attendance is mandatory at various concerts and programs throughout the school year.



Emerald Ensemble

(Two semesters, $\frac{1}{2}$ credit per semester, 9, 10, 11, 12)

Prerequisite: Audition or special approval of director

The Emerald Ensemble is a select, mixed vocal ensemble that strives to maintain a well-developed choral sound while utilizing choreography and staging to enhance the music being performed. Emphasis is placed on performing popular music, show tunes, ballads, and other contemporary songs employing proper vocal techniques and appropriate movements and visual effects. Students will have multiple opportunities to develop stage presence through performance as well as assist in creating choreography and programming shows.

Additional rehearsals for choreography and staging may be scheduled outside of the school day.

The Emerald Ensemble is a performance-orientated ensemble. Attendance is mandatory at various concerts and programs throughout the school year.

Advanced Treble Choir

(2 semesters, ½ credit per semester, 9, 10, 11, 12)

Prerequisite: Audition or special approval of director

Advanced Treble Choir is a select vocal ensemble for treble voices. This ensemble will focus on music specifically written and arranged for Soprano and Alto voices while developing strong vocal techniques and expression, music theory knowledge, and quality performance practices. Students will engage in solo and small group singing to reinforce proper singing habits and will sing in four to six part music, both accompanied and a cappella. Students will develop a more extensive knowledge of sight singing and a variety of musical styles, genres, periods, and appropriate performance practices.

Advanced Treble Choir is a performance-oriented ensemble. Attendance is mandatory at various concerts and programs throughout the school year.



Concert Orchestra

(Two semesters, ½ credit per semester, 9, 10, 11, 12)

Prerequisite: Audition or special permission. (Any orchestra student coming through the program consecutively is permitted without audition. Students who are new to the district or have not performed in orchestra the previous semester will need to pass an audition.)

Concert Orchestra is the major instrumental music performance group for the orchestra program. The students will discover all aspects of orchestral performance including conducting, history, and ensemble performance. Students will learn the value of performing with others, leading sections, following a conductor and playing with musicality. Mandatory performances will include a variety of orchestral literature and musical styles, and in some years, participation in a large group adjudicated event.

Philharmonic Orchestra

(Two semesters, ½ credit per semester, 9, 10, 11, 12)

Prerequisite: Audition and approval of director. (Must be a current member of the orchestra and through audition and approval of director per instrumentation requirements and needs.)

Philharmonic Orchestra is a select instrumental ensemble dedicated to the study and performance of advanced orchestra repertoire. Students will study various composers and styles of orchestra literature. A strong emphasis will be placed on performance, leadership and service. Students will have several opportunities to perform at the regular orchestra concerts and at various community and civic events determined by the director.

Mandatory performances will include a variety of orchestral literature and musical styles, and in some years, participation in a large group adjudicated event.

The course is scheduled during the school day.

Advanced Placement Music Theory

(Two semesters, ½ credit per semester, 9, 10, 11, 12)

Prerequisite: Approval from AP Music Theory teacher

The ultimate goal of an AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of this goal may be best promoted by integrated approaches to the student's development of: aural skills through listening exercises, sight-singing skills through performance exercises, written skills through written exercises, compositional skills through creative exercises, and analytical skills through analytical exercises. The course will also instill mastery of the rudiments and terminology of music, including: notation, intervals, scales and keys, chords, metric organization, and rhythmic patterns. The course will culminate with the AP exam.

Each student is required to take the AP Exam in May.

Fee: 2/3 of AP Exam

History of Rock-N-Roll

(One semester, ½ credit, 10, 11, 12)

This course will trace the roots and development of American popular music from the 1900's to today. Students will explore a variety of media including books, videos, song lyrics and the music of the period. Some time will be spent studying the social issues reflected in and influencing the songs of the era. Musical elements such as form and structure will be studied. Types of music and styles will be analyzed. Topics will include: rock roots, rhythm & blues, early vocal groups, crossovers and covers, British Invasion, Motown, soul music, folk-rock, singer-song writers and more.

Musical Theatre

(One semester, ½ credit, 9, 10, 11, 12)

This is an elective course for students who wish to study Broadway Theatre in a more thorough sense. This hands on course is designed for students with a strong work ethic and interest in surveying Musical Theatre from a variety of aspects i.e. acting, dancing, singing, lighting, staging, directing, costuming, tickets, publicity and auditioning practices. Study of these topics will occur through an introduction to many historic and contemporary shows, guest artists/speakers, field experiences, AHS productions and projects.

Practical Music Theory

(One semester, ½ credit, 9, 10, 11, 12)

This course is designed for any student who would like to learn enough about the mechanics and structure of music to be able to correctly compose and create their own music. It is also a very useful basic overview course for any student who may want to pursue some aspect of music as a career.

The course will develop the musician's ability to read music, compose, and analyze music. Students in the class will also work on ear training, musical dictation, and music history. The goal of a student in the course is to compose a piece of music using some very specific parameters given by the instructor.

Physical Education & Health

Physical Education Courses

Health

Personal Fitness / Weight Training I
Personal Fitness /Weight Training II
Physical Education (PE) 9

Self-Defense I

Team Sports
Yoga/Pilates I
Yoga/Pilates II

Invasion Games

Net Games

Each of the courses listed above includes a number of potential activities to be utilized as the means to accomplish the course goals. Each semester course will involve no less than three of the listed activities. Final determination of activity selections will be a joint effort of the staff and enrolled student. **Students can sign up for a PE elective concurrently while signed up for PE 9.**

Health

(One semester, ½ credit, 9, 10)
Prerequisite: None

The major purpose of this course is to develop attitudes, knowledge and discernment necessary to maintain a healthy body physically, socially and mentally. Course topics includes: 1.) data on developing a personal fitness program, 2.) potential effects substance abuse may have on one's self, family, friends and community, 3.) steps to take when responding to an emergency, and 4.) the effectiveness of abstinence to other methods of preventing pregnancy and sexually transmitted diseases.

A unit of sexually transmitted diseases is required by the State of Ohio. The Health course is a skill-related class and is required for graduation.

Personal Fitness/ Weight Training I

(One semester, ¼ credit, 9, 10, 11, 12)
Prerequisite: PE 9

Course for students who want to design and implement their own personal fitness plan. This course allows guided instruction for weight training techniques to promote proper training form; as well as the importance of proper nutrition during training. Activities include weight lifting, plyometric training, running, jogging and stretching.



Personal Fitness / Weight Training II

(One semester, ¼ credit, 10, 11, 12)
Prerequisite: Personal Fitness /Weight Training I

Course for students who have completed Weight Training I. This course will utilize data and fitness records from Weight Training I to design a more comprehensive training program. Students will be expected to design a life plan for fitness that incorporates cardiovascular, fitness and strength components. Activities include weight training, plyometric training, running, jogging and stretching.



Physical Education (PE) 9

(One semester, ¼ credit, 9)

Comprehensive course that focuses on the importance of physical fitness and health. Topics covered include fitness, weight training, dance and a variety of sports. There is a large emphasis on cardiovascular movements and exercises to promote health and wellness. Students are required to purchase and wear a uniform consisting of shorts and a t-shirt.



Self-Defense I

(One semester, ¼ credit, 9, 10, 11, 12)
Prerequisite: PE 9

This class is designed to learn step-by-step lessons in self-defense. The class includes quick and effective escapes and releases from non-threatening attacks. The art of using good verbal and special skills to prevent many assaults from becoming physical will be explored.

Team Sports

(One semester, ¼ credit, 10, 11, 12)

Prerequisite: PE 9

This course is designed for athletes who are looking to challenge their knowledge and skills related to team sports. Team sports focus on sportsmanship, teamwork and accountability; these concepts will be taught throughout this course. Activities include basketball, volleyball, flag football, ultimate Frisbee and more.

Yoga/Pilates I

(One Semester, ¼ credit, 9, 10, 11, 12)

Prerequisite: PE 9

Students will practice beginning yoga techniques to relax the mind and body. Includes breath awareness and stress reduction techniques, as well as different ways to focus the mind and body using pilates and yoga. The course is designed to condition and connect the body and mind, correct muscle imbalances, strengthen core muscles, improve posture, and increase flexibility. Basic exercise physiology, nutrition, strength development, and mental health will be covered.



Yoga/Pilates II

(One Semester, ¼ credit, 10, 11, 12)

Prerequisite: Yoga/Pilates I

This course will revisit yoga techniques and practices studied in Yoga/Pilates I, as well as challenge students to push themselves physically and mentally in more challenging flows and poses. This course will continue to improve the mind body connection as well as strengthen and lengthen muscles; it is designed to build upon concepts covered in Yoga I as well as continue to improve flexibility and balance. This course aims to develop mindfulness by

practicing movements and activities that increase body awareness. It will help students gain a greater understanding of their body's location in space, movement patterns and strength.

Invasion Games

(One semester, ¼ credit, 9, 10, 11, 12)

Prerequisite: PE 9

Semester course that focus on attacking and invasion games. This course would be perfect for people looking to improve upon their tactical understanding of many sports. Example activities include football, basketball, soccer, floor hockey and lacrosse.



Net Games

One semester, ¼ credit, 9, 10, 11, 12)

Prerequisite: PE 9

Semester course that focus on net game play. This course would be perfect for people looking to improve their skill in net play. This course will focus on non-contact activities such as volleyball, pickleball, badminton and nitro ball.

PE Waiver

Aurora High School offers the option of the PE Waiver. School districts may adopt a policy to excuse students from the high school physical education requirement. This waiver would apply to each student who, during high school, has participated in interscholastic athletics, marching band, cheerleading or Show Choir for at least two full seasons. With this policy, the board would not require the student to complete any physical education courses as a condition to graduate. However, the student will be required to earn ½ unit of credit in another course of study to meet the total credit for graduation (21).

At the end of each season, the Athletic and Music Depts. (Marching Band / Choir) will verify with the coach/advisor the students who have successfully completed a full season. The school counselor will ensure that the student's transcript is updated to reflect successful completion of the PE waiver.



Science

Science Courses

Biology	Physical Science	Environmental Science
Honors Biology	Physics	Advanced Placement Environmental Science
Advanced Placement Biology	Advanced Placement Physics 1	Geoscience
Chemistry	Advanced Placement Physics C	Anatomy & Physiology
Honors Chemistry	Advanced Placement Physics 2	Astronomy Seminar
Advanced Placement Chemistry		

Science Department Offerings

Students are required to earn AT LEAST three (3) Science credits for graduation. One of the credits must be a Physical Science, one of the credits must be a Life Science, and the third credit is an elective of the student's choice.

COURSE OFFERINGS BY GRADE LEVEL

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
Biology Honors Biology	Physical Science AP Biology Chemistry Honors Chemistry Physics AP Physics 1: Algebra-Based AP Physics C: Mechanics Astronomy Seminar	Anatomy & Physiology Geoscience Environmental Science AP Chemistry AP Environmental Science AP Physics 2: Algebra-Based Other Courses Listed for 10 th Grade	Other courses listed for grades 10-11

NOTE: REFER TO COURSE DESCRIPTIONS FOR DETAILS ON COURSE PREREQUISITES

Biology

(Two semesters, ½ credit per semester, 9, 10, 11, 12)

Prerequisite: None

Biology is the study of living organisms at the level of the cell (cell biology) and interactions with other organisms (ecology). The year starts off with parts of the cell to gain a basic understanding before delving into more detail about the cell and cell processes, including the molecules that make cells up (biochemistry), transport of materials into and out of the cell, utilization and production of food for energy, cell division, and gene expression (protein synthesis). In the second semester the focus is on genetics, evolution and populations. The year ends with a study of bacteria and viruses and their impacts on our lives.

Fee: \$15.00

Honors Biology

(Two semesters, ½ credit per semester, 9, 10, 11, 12)

Prerequisite: None

Honors Biology is designed for students to develop a comprehensive understanding of the concepts of biology and an appreciation of science as a process. Connections within biology, between biology and other fields, and practical applications of biology will be examined. Various concepts are emphasized in class such as biochemistry, molecular biology, cell biology, evolution, genetics and biotechnology. Multiple laboratory activities are performed and students will learn how to write laboratory reports as research papers on the performed experiments. This course is a prerequisite for AP Biology.

Fee: \$15.00



Advanced Placement Biology

(Two semesters, 1 ¼ credits per year, 10, 11, 12)

Prerequisite: Honors Biology, Honors Chemistry is recommended but not required.
Meeting Time: 7.5 periods a week

AP Biology is designed to be the equivalent of a first year college introductory biology course. The course is designed around 4 Big Ideas and 6 Science Practices set by the College Board. The 4 Big Ideas are Evolution; Energetics, Information Storage and Transmission, Systems Interactions.

The 6 Science Practices include the following: Concept Explanation, Visual Representations, Questions and Methods, Representing and Describing Data, Statistical Tests and Data Analysis, Argumentation.

Several laboratory activities and in class discussions are also required in this course. AP Biology encourages and teaches students multiple aspects of deep learning that helps students to retain and apply the learned content to a wide range of other aspects of life.

Each student is required to take the AP Exam in May.

Fee: 2/3 of AP Exam plus \$15.00 Supply

Chemistry

(Two semesters, ½ credit per semester, 10, 11, 12)

Chemistry is designed to provide a foundation for further studies in the sciences through problem solving, critical thinking and hands-on lab experience. The course covers topics including the metric system, density, atomic structure, the mole concept, gases, nuclear chemistry, electrons, the periodic table naming compounds, bonding, acids/bases and chemical reactions. This course is highly recommended for any student planning on attending college.

Fee: \$15.00

Honors Chemistry

(Two semesters, ½ credit per semester, 10, 11, 12)

Prerequisite: Teacher Recommendation

Honors Chemistry is designed to develop a comprehensive understanding of the concepts of chemistry through critical thinking, problem solving, and hands-on lab experience to prepare students for the AP Chemistry course or a first year college chemistry course. Concepts emphasized include properties of matter, atomic structure, the periodic table, bonding and molecular geometry, chemical reactions, stoichiometry, solutions, equilibrium, thermochemistry, and organic chemistry. This course is a prerequisite for AP Chemistry.

Fee: \$15.00



Advanced Placement Chemistry

(Two Semesters 1 ¼ credits per year, 11,12)

Prerequisite: Honors Chemistry, Teacher Recommendation

Meeting Time: Double Period every other day, 7.5 periods a week

The AP Chemistry course is a time intensive challenging course designed to be the equivalent of a first year college chemistry course. Students are expected to work daily outside the classroom on class assignments as well as preparing for class assessments and the AP Chemistry examination. Optional office hours held outside the school day provide the student with opportunities to further their learning and prepare for the AP Chemistry examination. Course content and topics include atomic structure and properties, molecular and ionic compound structure

and properties, intermolecular forces and properties, chemical reactions, kinetics, thermodynamics, equilibrium, acids and bases, and applications of thermodynamics. Critical thinking, problem solving, and laboratory work are essential components of the AP Chemistry course. Students are required to purchase an AP Chemistry worktext and a lab notebook. This course is especially appropriate for students planning to pursue health care or engineering majors or careers.

Each student is required to take the AP Exam in May.

Fee: 2/3 of AP Exam plus \$15.00 Supply

Physical Science

(Chemistry & Physics)

(Two semesters, ½ credit per semester, 10, 11, 12)

Physical Science combines topics from Chemistry and Physics. The objective of the course is to offer students the basic science necessary to understand the physical world and prepare them, both in theory and through acquisition of laboratory skills, for success in high level science courses. Chemistry topics include physical and chemical properties of matter, atomic structure and the Periodic Table of Elements, chemical bonding, chemical reactions, and nuclear changes. Topics in Physics will include motion, forces, conservation and transformation of energy, wave behavior, and sound and light.

Fee: \$15.00

Physics

(Two semesters, ½ credit per semester, 10, 11, 12)

Prerequisite: 1 credit of science and Integrated Math 2

Physics is a general survey course covering the topics of classical physics including kinematics in one and two dimensions, forces and Newton's Laws, conservation of momentum, work and energy, wave phenomena (sound and light), and electricity. The course seeks to provide a foundation for further study in science by incorporating problem solving, critical thinking and inquiry based experiences. Students will have an

opportunity to tailor their learning through a series of self-designed experiences and research which seeks to make the content more personally relevant and meaningful. Students taking Physics should have a comfortable working knowledge of algebra and right triangle trigonometry.

This course is not a requirement for AP Physics.

Fee: \$15.00

Advanced Placement Physics 1

(Two semesters, ½ credit per semester, 10, 11, 12)

Prerequisites: Concurrent enrollment or credit in Honors Integrated Math 4

AP Physics 1 is designed to be the equivalent of an algebra based college physics course. It is a one-year course covering topics in Kinematics, Dynamics, Circular Motion, Energy, Momentum, Simple Harmonic Motion, Rotational Motion, Waves and Sound, Electrostatics, and DC Circuits. The curriculum is intended to promote mastery of core physics knowledge while developing scientific reasoning skills such as explaining causal relationships, applying and justifying the use of mathematical routines, designing experiments, analyzing data and making connections across multiple topics within the course. This course is required for any student who wishes to take AP Physics 2 in the future.

This course is most appropriate for those seeking college credit but may not intend to major or specialize in physical science or engineering.

Each student is required to take the AP Exam in May.

Fee: 2/3 of AP Exam plus \$15.00 Supply

Advanced Placement Physics C: Mechanics

(2 semesters, ½ credit per semester, 10, 11, 12)

Prerequisite: Credit or concurrent enrollment in Calculus

The Physics C: Mechanics course is equivalent to a one semester, calculus based, college level physics course. The course

explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. The curriculum is intended to promote mastery of core physics knowledge while developing scientific reasoning skills such as explaining causal relationships, applying and justifying the use of mathematical routines, designing experiments, analyzing data and making connections across multiple topics within the course. Introductory differential and integral calculus is used throughout the course.

This course is especially appropriate for students planning to specialize or major in physical science or engineering.

Each student is required to take the AP Exam in May.

Fee: 2/3 of AP Exam plus \$15.00 Supply



Advanced Placement Physics 2

(Two semesters, ½ credit per semester, 11, 12)

Prerequisites: Credit in AP Physics 1, AP Physics C: Mechanics, or Physics (with very strong recommendation from Physics teacher)

AP Physics 2 is designed to be a continuation of the AP Physics 1 course and the equivalent of an algebra based college physics course. It is a one-year course covering topics in Thermodynamics, Fluids, Electrostatics, Circuits, Magnetism and Electromagnetic Induction, Optics, and Atomic and Nuclear Physics. The curriculum is intended to promote mastery of core physics knowledge while promoting the development of scientific reasoning skills such as explaining causal relationships, applying and justifying the use of mathematical routines, designing

experiments, analyzing data and making connections across multiple topics within the course.

Each student is required to take the AP Exam in May.

Fee: 2/3 of AP Exam plus \$15.00 Supply



Environmental Science

(Two semesters, ½ credit per semester, 11, 12)

Prerequisite: 1 credit of science

The study of Environmental Science is interdisciplinary. The course is designed to examine and appreciate the natural biological and physical processes that operate in the world. Because it is a broad area of study, students should have one science credit before enrolling in this course. The knowledge and skills acquired over the freshman and sophomore years will be applied to situations in this course. The successful student brings to this course skills in observation and analysis, a healthy respect for the earth, a willingness to challenge 44 accepted beliefs, a competent level of technological ability, and well developed research skills. This course seeks to create a body of knowledge from observable facts, representing the very essence of science.

Fee: \$15.00

Advanced Placement Environmental Science

(Two semesters, ½ credit per semester)
Prerequisites: Biology and Chemistry,
Chemistry may be taken concurrently

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the

interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. There are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. These themes include: science is a process, energy conversions underlie all ecological processes, the Earth itself is one interconnected system, humans alter natural systems, and environmental problems have a cultural and social context.

Each student is required to take the AP Exam in May.

Fee: 2/3 of AP Exam plus \$15.00 Supply

Geoscience

(Two semesters, ½ credit per semester, 11, 12)

Prerequisite: 1 credit Physical Science or Chemistry

Geoscience is an earth science course where the Earth is viewed both as a part of a system with space, and as interacting systems of ground, water and air. The course is designed as a general science elective for both science and non-science oriented students. The course starts with the big picture of the Universe, the Solar System and Earth's place in both (Astronomy). It then looks at Earth's history (Historical Geology), the materials that make up the Earth (minerals and rocks) and how those are built up and worn down through processes of plate tectonics, weathering and erosion (Physical Geology). The year ends with the study of the atmosphere and phenomena (Meteorology) and the ocean (Oceanography).

Fee: \$15.00

Anatomy & Physiology

(Two semesters, ½ credit per semester, 11, 12)

Prerequisite: Biology and Physical Science or Chemistry

Human Anatomy and Physiology is a college preparatory course designed for students

interested in pursuing a career in a science-related area, health profession, or who simply have an interest in Anatomy and Physiology. The focus of this course will be applying previously learned concepts of Biology to the structure and function of the various organ systems, along with their interrelationship and homeostatic abilities in the human body. Prerequisites for this course include Biology in addition to Physical Science or Chemistry. Chemistry may be taken concurrently.

Fee: \$15.00

Astronomy Seminar

(One or more semesters, ½ credit per semester, 10, 11, 12)

Prerequisite: 2 credits of science; 1 of which must be in a Physical Science area; can be taken concurrently

The students who are taking this course are expected to have a genuine interest to learn about the universe. It is intended to be a robust, applied science course that would lead to a developed understanding of a variety of concepts in astronomy and astrophysics. The course will be constructed as completely student-centered, discussion-based, discovery-focused and individually-customized experience. The teacher on record will be the facilitator of discussions and explorations, not the information delivery agent. Throughout each semester, the students are expected to demonstrate their developed understanding of several concepts using a variety of methods and to the degree that are mutually agreed upon by both students and the facilitator. The course will revolve around specific "Big Ideas" from the International Astronomical Union with the emphasis that the universe and everything in it can be described and explained by scientific laws and theories.

The exploratory nature of the course means that there is no limit on how many semesters a student can enroll in the course. Interested students are encouraged to enroll for more than one semester, so that they can continue their explorations.

Fee: \$15.00

Social Studies

Social Studies Courses

Social Studies 9 World History 1607-1919
and Current World Problems
Advanced Placement World History
Social Studies 10 U.S. History & Global
Affairs: 1877-Present
Social Studies U.S. Government
Advanced Placement U.S. History
Advanced Placement Microeconomics/
Macroeconomics

Advanced Placement U.S.
Government and Politics
Psychology
Advanced Placement Psychology
Sociology
Applied Economics
Contemporary World Issues
Advanced Placement
Human Geography
Advanced Placement
Comparative Government

Required for Graduation
1 credit U.S. History
1 credit U.S. Government
1 credit World History

The objective of this program is to help the students enjoy, understand and learn materials from the social studies field. This is done in order to accomplish the ultimate goal of preparing and encouraging students to take their place in American and world societies as active, constructive individuals.

History – Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

People in Societies - Students use knowledge of perspective practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Geography - Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

Economics - Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Government - Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote general welfare.

Citizenship Rights and Responsibilities - Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Social Studies Skills and Methods - Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Social Studies 9 World History 1607-1919 and Current World Problems

(Two semesters, ½ credit per semester)
Prerequisite: None

This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical

thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

Advanced Placement World History

(Two Semesters, ½ credit per semester, 9)
Prerequisite: 1.) Successful completion of previous Social Studies and English courses with a "B" average or better.

2.) Written recommendation of a previous Social Studies instructor.

AP World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE 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. Successful completion of the examination may earn a student college credit. This course is designed for the student with high ability and interest in the advanced study of history. Reading and writing are integral part of the course. Students must be willing to devote extra time to the coursework.

Each student is required to take the AP Exam in May.

**Fee: 2/3 of AP Exam
\$20.00 Study Guide**

Social Studies 10 U.S. History & Global Affairs: 1877 - Present

(Two semesters, ½ credit per semester)
Prerequisite: None

The tenth grade focuses on the history of the United States beginning with the end of Reconstruction in 1877 and continuing through the present day. The course examines the political, economic, and social development of the American people. The study of American history is conducted in the context of world events. Additional emphasis is directed toward the development of the skills and knowledge necessary for successful achievement on the Ohio End of Course Exam.

Social Studies U.S. Government

(Two semesters, ½ credit per semester, 11, 12)
Prerequisite: None

The major focus of social studies in the eleventh grade is to provide students with the opportunity to apply the skills and knowledge they have gained in grades Pre-K through 11. The students will participate in projects that will provide them the opportunity to conduct academic research and to utilize the results of this research in considering solutions to real problems or issues. As participatory citizens, they will attempt to get their solutions implemented. All branches of government and all levels of government are discussed.

Advanced Placement U.S. History

(Two semesters, ½ credit per semester, 10, 11)

Prerequisite: 1.) Successful completion of previous Social Studies and English courses with a "B" average or better. 2.) Written recommendation of a previous Social Studies instructor.

This is a rigorous course analyzing events, places, people and themes in American History from colonization and settlement to the present. This is a college-level course that stresses critical thinking and analytical writing. Using a sophisticated college text, students will work with primary documents and engage in a variety of writing exercises on a regular basis. Students will research historical events and interpretations and prepare for the Advanced Placement exam in May; successful completion of the examination may earn a student college credit. This course is designed for the student with high ability and interest in the advanced study of history. Reading and writing are integral parts of the course. Students must be willing to devote extra time to the coursework.

Each student is required to take the AP Exam in May.

**Fee: 2/3 of AP Exam
\$20.00 Study Guide**



Advanced Placement Microeconomics/ Macroeconomics

(Two semesters, ½ credit per semester)

Prerequisite: Student should have completed or are currently enrolled in Integrated III. Students are also required to have a signature from their math and social studies teacher for recommendation.

AP Microeconomics/Macroeconomics consists of one semester of microeconomics and another of macroeconomics. Microeconomics is the study of how an individual firm makes decisions, while macroeconomics deals with how our country as a whole, or major parts, make economic decisions. The purpose of these is to give the student a thorough understanding of the principles of economics that apply to an economic system as a whole. Economic growth, international economics, and the role of consumers and producers are studied in this course.

Each student is required to take the AP Exam in May.

**Fee: 2/3 of AP Exam
\$20.00 Study Guide**

Advanced Placement U.S. Government and Politics

(Two semesters, ½ credit per semester, 11, 12)

Prerequisite: 1.) Successful completion of previous Social Studies and English courses with a "B" average or better. 2.) Written recommendation of a previous Social Studies instructor.

The AP course in U.S. Government and Politics will give students an analytical perspective of government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Students will become acquainted with a variety of theoretical perspectives and explanations for various behaviors and outcomes. As a college level course, AP Government requires a greater commitment on your part than a general class. A high rate of attendance and organization is essential for success. Students should expect to prepare thirty to sixty minutes per night during the week. Personal responsibility and the ability to critically think are course prerequisites. Multiple-choice tests and essay writing skills are emphasized.

Each student is required to take the AP Exam in May.

**Fee: 2/3 of AP Exam
\$20.00 Study Guide**

Psychology

(One semester, ½ credit, 11, 12)

Prerequisite: None

This course provides the student with a basic understanding of human behavior. Principles of learning, perception, sensory experience, abnormal behavior, and motivation are explored in reference to basic research of the brain. This beginning course provides the students with a college level textbook, and students who apply themselves to the study of this course will be well prepared for a first year psychology course offered at the college level.

Advanced Placement Psychology

(Two semesters, ½ credit per semester, 11, 12)

Prerequisite: 1.) Successful completion of previous Social Studies and English courses with a "B" average or better. 2.) Written recommendation of a previous Social Studies instructor.

AP Psychology is designed to provide a college level introduction to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to each of the major sub-fields within an introductory psychology course. The student in this course should be prepared for an average of one hour of preparation outside of class each evening and reading a college level text. Multiple-choice tests and essay writing skills are emphasized.

Each student is required to take the AP Exam in May.

**Fee: 2/3 of AP Exam
\$20.00 Study guide**

Sociology

(One semester, ½ credit, 11, 12)

Prerequisite: None

Students will develop a college level understanding of principles related to the discipline of sociology. Students will review cross-cultural literature to further their understanding of culture and society on a global level. Students will explore topics of social class, gender inequality, social institutions, and social problems created by mass society, population growth and urban development.

Applied Economics

(One semester, ½ credit, 10, 11, 12)

Prerequisite: None

The primary objectives of the course will be the examination and exploration of the basic theories outlined in the Micro and Macro approach toward the teaching of Economics. Theories such as supply and demand will be studied as well as world trade and economic competition planet wide.

Contemporary World Issues

(One Semester, ½ credit, 11, 12)

What is the U.S. role in the world? How should world governments respond to terrorism? What is the balance between industrialization and environmental protection? How should the world address climate change? What is an appropriate world response to conflict and famine in a sovereign nation?

Using a wide range of technology and media resources, this course will explore social, political, economic and cultural causes and effects of current world issues/problems. Students will utilize 21st century learning skills and a variety of cooperative, project-based learning activities to study and propose creative solutions to a variety of problems facing world governments.

Sample topics include: international responses to conflict & famine, balancing nationalism and minority rights, immigration, nuclear proliferation, terrorism, and environmental protection.

Advanced Placement Human Geography

(Two semesters, ½ credit per semester, 11, 12)

AP Human Geography is a course designed to introduce students to the study of regions, relationships and connections between locations and populations in the world. The purpose is to examine human social organization and its environmental consequences. Using maps and spatial data, recognizing the relationship between phenomena that occur in the same place and studying the changing character of the world in which we live are areas of emphasis. Relationships between the land and the people who use it are explored in multiple settings

around the world. The use of maps and spatial data to think critically about problems facing mankind in the world today are important to looking for solutions to these problems. This will be a one year course aimed at juniors or seniors.

Each student is required to take the AP Exam in May.

**Fee: 2/3 of AP Exam
\$20.00 Study Guide**

Advanced Placement Comparative Government

(Two semesters, ½ credit per semester, 11, 12)

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues. Comparative Government does NOT replace American Government as a graduate requirement.

Students who take comparative government will be asked to write, think, and discuss on an Advanced Placement course level. Moreover, each student is expected to put the requisite time and effort in to be successful in a college level course.

Each student is required to take the AP Exam in May.

**Fee: 2/3 of AP Exam
\$20.00 Study Guide**

Excel TECC

Aurora High School is a member of the Excel TECC Career Technical Planning District. The Excel Technical Education Career Consortium includes Aurora, Beachwood, Chagrin Falls, Mayfield, Orange, Richmond Heights, Solon, South Euclid-Lyndhurst, West Geauga and Willoughby-Eastlake School District. Career Technical Education focuses on academic content that is relevant to the real world as well as employability skills.

Programs are offered in the following career fields. All programs except for Marketing are two year programs beginning in the junior year of high school. Detailed program information can be found on the following pages.

- Art & Communication
 - Digital Arts & Technology
 - Performing Arts Academy
 - Studio Art & Design
- Business & Administration/Hospitality
 - Business Academy
 - Culinary Arts
 - Marketing Communications*
- Construction Technologies/Manufacturing
 - Construction Trades
 - Welding
- Education & Training
 - Teacher Education and Children's Health
- Engineering / Transportation
 - Auto Collision
 - Auto Technology
 - CADD Engineering Technology
- Environmental & Agricultural
 - Environmental Education
- Health Sciences
 - Allied Health
 - Exercise Science & Sports Rehabilitation
 - Licensed Practical Nursing
 - Medical Assisting
 - Medical Technologies
- Human Services/Public Safety
 - Cosmetology
 - Fire/EMS Training Academy
- Information Technology
 - Interactive Media
 - ITP – Information Technology & Programming
- Intervention Programs
 - Agriculture & Career Exploration (A.C.E.)
 - Career-Based Intervention

*one year program beginning senior year

Please be aware when scheduling that there are course fees associated with these programs and are posted on-line to review.

Technical Education Courses

Allied Health I & II

(Northern Career Institute-Eastlake Campus)

Allied Health I

Principles of Allied Health

Patient Centered Care and Diagnostics

Allied Health II

Medical Terminology

Pharmacology

ALL COURSES ARE FULL YEAR

Prerequisite: Interview conducted by the instructor. By the program start date student must have completed coursework required for junior status at their home school including seven (7) credits with a mandatory two (2) credits each earned in English and Mathematics.

Clinical Requirements: During the senior year, students attend clinical sites and will need to provide their own transportation to and from the sites. Students must pass a BCI background check, negative drug screen and submit evidence of other health screening requirements, which are required by the clinical sites. Students must also successfully pass CPR (training provided during the course) prior to attending clinicals.

Recommended For: College Bound/Technical Education
3 credits each year

College credits may vary each year due to guidelines from our Tech Prep partners and the Ohio Department of Higher Education.

Certifications Available: State Tested Nursing Assistant (STNA) & CPR

Career: H, P

This program is designed to provide the basic health-care skills necessary for an entry-level position in health care. Upon successful completion of the program and passage of certification exams, students can begin a career as a State Tested Nursing Assistant (STNA). Students will learn to assist patients with daily living and fundamental tasks, assist in a health care setting, and prepare sterile environments.

Auto Collision I & II

(Northern Career Institute-Willoughby Campus)

Auto Collision I

Collision Nonstructural Inspection and Repair

Collision Painting and Refinishing

Auto Collision II

Collision Structural Inspection and Repair

Collision Electrical and Mechanical

ALL COURSES ARE FULL YEAR

Prerequisite: Interview by the Instructor. By program start date students must have completed coursework required for junior status at their home school including seven (7) credits with a mandatory two (2) credits each earned in English and Mathematics.

Recommended For: College Bound/Technical Education
3 credits each year

College credits may vary each year due to guidelines from our Tech Prep partners and the Ohio Department of Higher Education.

Career: E

The Auto Collision program is designed to teach students the complete cycle of repairing automobiles and other vehicles damaged from normal "wear and tear" or from accidents and collisions. The knowledge and skills covered include shop safety, use of hand and power tools, rust repair, sheet metal repair, body panel replacement, fiberglass repair, unibody and frame repair, custom fabrication painting, MIG welding, detailing and customer service. ASE and NATEF are available for qualified students.

Auto Collision I consists of Collision Nonstructural Inspection and Repair and Collision Painting and Refinishing.

Auto Collision II consists of Collision Structural Inspection and Repair and Collision Electrical and Mechanical.

Job opportunities for those completing this program include: body repair shops, auto dealerships, wholesale or retail parts and paint sales, frame shops, front end shops, custom shops, auto recycler, shop foreperson and major claims insurance adjuster. The Ohio Technical College offers advance placement in Auto Collision repair and refinishing Technologies. In addition to classroom training, senior-level students who meet the established requirements may be permitted to work at an Auto Collision related job during the second semester of their senior year.

Auto Technology I & II

(Northern Career Institute-Willoughby Campus)

Auto Technology I

Ground Transportation Maintenance

Automotive, Braking, Suspension and Steering Systems

Auto Technology II

Ground Transportation Electrical/Electronics

Automotive Engine Performance

ALL COURSES ARE FULL YEAR

Prerequisite: Interview by the Instructor. By program start date students must have completed coursework required for junior status at their home school including seven (7) credits with a mandatory two (2) credits each earned in English and Mathematics.

Recommended For: College Bound/Technical Education
3 credits each year

College credits may vary each year due to guidelines from our Tech Prep partners and the Ohio Department of Higher Education.

Career: E

The Auto Technology program is a "hands on" learning environment, and experience is gained by performing many

aspects of customer services. Students in the first year will be taught to use a computerized 4-wheel alignment machine and computerized wheel balancer and gain experience with tire pressure monitoring systems. Students will also have the opportunity to receive the SP2 safety certificate and The Valvoline Motor Oil Basics Certificate. Students will remove and replace various steering and suspension components, brakes and exhaust systems and will use MIG welding and Oxy fuel torches.

Second year students will use a variety of advanced computerized scan tools from Snap-On and Bosch to diagnose and repair drive train, emission, electrical issues such as Anti-Lock Brake systems and check engine lights. Students will be introduced to drive train, transmission, and engine repair. In addition, they will also be introduced to the maintenance and repair of sports and recreational vehicles such as ATV's and motorcycles.

Business Academy I & II

(Northern Career Institute-Willoughby Campus)

College Tech Prep

Business Academy I

Business Foundations

Management Principles

Business Academy II

Marketing Principles

Strategic Entrepreneurship

ALL COURSES ARE SEMESTER

Prerequisite: Interview by Instructor. By program start date students must have completed coursework required for junior status at their home school including seven (7) credits with a mandatory two (2) credits each earned in English and Mathematics.

Recommended For: College Bound/Technical Education
3 credits each year

College credits may vary each year due to guidelines from our Tech Prep partners and the Ohio Department of Higher Education.

Career: B

The Business Academy is a dynamic, comprehensive program which will introduce students to the exciting professional world of Business. Students will explore several diverse career areas including Entrepreneurship, Marketing, eCommerce, Management, Personal Finance, Project Management, International Business, Business Law, Finance, Operations and Management.

The objectives of the Business Academy are to prepare students for transition to college, technical school or employment and to connect, collaborate and compete in a global economy. An emphasis on communication, critical thinking, strong work ethic, goal setting, productivity, leadership and teamwork will provide students with a solid foundation for success. Students will have the opportunity to participate in DECA, a Career Technical Student Organization. Students will be encouraged to participate in an Internship experience during their senior year.

Course content will include creating a viable Business Plan, Personal Financial Literacy, Marketing, Ethics, Finance, Social Responsibility, developing Business Relationships, Leadership, Customer Relations, and Professional Development. The latest technology will be fully integrated to facilitate and foster collaboration and Teamwork in a professional environment.

CADD Engineering Technology I & II

(Computer-Aided Design/Drafting)

(Mayfield Innovation Center)

College Tech Prep

CADD I

Engineering Design

Architecture Design/Site and Foundation Plans

CADD II

Architectural Design/Structural &

mechanical/Electrical/Plumbing

Manufacturing Operations

ALL COURSES ARE SEMESTER

Prerequisite: Interview by Instructor. By program start date student must have completed coursework required for junior status at their home school including seven (7) credits with a mandatory two (2) credits each earned in English and Mathematics.

Recommended For: Students interested in any engineering or Architectural field/College Bound students
3 credits each year

College credits may vary each year due to guidelines from our Tech Prep partners and the Ohio Department of Higher Education.

Career: E

Students who have an interest in how things are made and work, an interest in design and product invention, and seeing their ideas come to life are ideal candidates for the CADD Engineering Technology course. Students who complete the program have the opportunity to earn up to sixteen semester hours of college credit.

CADD I, the first year of a two-year program located at Mayfield Innovation Center meets daily for lab and lecture activities. The program gives high school juniors interested in Science, Technology, Engineering, & Mathematics (STEM) careers a head start on mastering core concepts and techniques critical to success in these areas. CADD I students learn about various aspects of the engineering and manufacturing design processes and their application to various software programs. Specific software program selections may vary, but will include AutoCAD, Solidworks and Revit applications, as well as applications to support Fabrication Lab equipment. Students may also have the opportunity to intern with outside businesses. CADD II, a continuation of the CADD I program, builds on previously learned concepts and principles. Competencies focus on Architectural design, including site/foundation planning, plan development and electrical, mechanical and structural concepts. Specific software program selections may vary, but will include the Autodesk Revit application. Senior CADD students also

gain experience with larger collaborative projects in Engineering and Architecture. Students may have the opportunity to intern with outside businesses. CADD II students will complete a real-world capstone project to complete their senior year.

Construction Trades I & II

(Mayfield program located at 4896 345th Street)

Construction Trades I

Construction Technology

Carpentry and Masonry Technical Skills

Construction Trades II

Structural Coverings & Finishes

Structural Systems

ALL COURSES ARE FULL YEAR

Prerequisite: Interview by Instructor. By program start date student must have completed coursework required for junior status at their home school including seven (7) credits with a mandatory two (2) credits each earned in English and Mathematics.

Recommendations: Good attendance and discipline records

Recommended For: Technical Education

3 credits each year

College credits may vary each year due to guidelines from our Tech Prep partners and the Ohio Department of Higher Education.

Career: E

The Construction Trades program will prepare students to enter the workforce or to continue education at the post-secondary level. Students will learn basic skills in construction management, safety and in the following trade areas: house framing, masonry, gutters, siding, roofing, plumbing, electrical, painting, carpentry, deck building, dry wall, floor coverings, wall-papering and simple home repairs by building homes in the classroom. Students will also experience onsite work learning, how to estimate jobs along with reading blueprints. Students will get the chance to get real life job experience by providing home improvements in the community. In the second year of Construction Trades students will have the opportunity to maintain a construction related job during the day. Students would work a minimum of 15 hours per week, and must provide their own transportation. Students will be required to take an end of course test.

Cosmetology I & II

(Mayfield program located at 215 Alpha Park Drive)

COS I

Microbiology & Infection Control

Trichology

3 credits

COS II

Skin Care Fundamentals & Enhancements

Fundamentals of Chemical Services

*Please note: Students receive 1 credit for Theory and 1 credit for Internship

4 credits – Including 150-hour internship

ALL COURSES ARE SEMESTER

Prerequisite: Interview by Instructor. By program start date students must have completed coursework required for junior status at their home school including seven (7) credits with a mandatory two (2) credits each earned in English and Mathematics.

Recommendations: Good disciplinary and attendance record - 90% attendance record is required to take State test.

Recommended For: Technical Education/College

College credits may vary each year due to guidelines from our Tech Prep partners and the Ohio Department of Higher Education.

Career: P

The lab training consists of learning manipulative skills such as hair cutting, hair styling, hair tinting, permanent waving, blower styling, hot iron styling, manicuring, and facials. Early in the program, students practice on mannequins. As they progress in skills and hours of instruction, they may practice on customers. The Cosmetology II course is designed to assist the student in developing specific skills and scientific knowledge to become a cosmetologist. The major part of the cosmetologist's education is devoted to developing and mastering essential specific manipulative skills.

The students operate a professional customer clinic. Business management provides the student with the principles needed to plan and operate a salon as a successful business. In order to be eligible to take the State exam, students must pass junior and senior English, junior chemistry, and both years of lab and theory, and participate in 150/120 hours (Mayfield/NCI-W) of Internship after school under the supervision of a managing cosmetology licensee. The internship is one managing cosmetology licensee per student placement. Additional optional certification programs including hair extensions and airbrush makeup are available.

Upon successfully passing the State Board of Cosmetology exam, the student will be licensed to work in a salon. Students can also earn 20-30 hours towards an Associate Technical Study degree.

Culinary I & II

(Beachwood High School)

Culinary I

Hospitality Fundamentals

Fundamentals of Food Production

Dining Room Service & Operations

4 credits

Culinary II

Restaurant Management

Hospitality Capstone

5 Credits (Includes 3 Paid Internship)

Students meet daily for 1 ½ hours also 12.5 hours per week of paid internship outside of school day

ALL COURSES ARE A FULL YEAR

*Please note: juniors receive 1 credit in Culinary Science and 1 credit in Culinary Math

College credits may vary each year due to guidelines from our Tech Prep partners and the Ohio Department of Higher Education.

Career: B

Culinary Arts I will offer on-site training in our public restaurant to high school juniors showing interest and aptitude for the food service industry. The first year of the two-year sequence consists of a supervised in-school restaurant experience and related instruction. Using the nationally recognized ProStart and ServSafe curriculums, students will develop basic skills in food preparation, service and sanitation.

Culinary Arts II offers a coordinated employment experience and curriculum involving restaurant management, culinary theory and culinary math. The ProStart curriculum is endorsed by the National Restaurant Association Education Foundation and provides each student earning a Certificate of Achievement with articulated college credit. The paid internship component allows the students to work in the food industry after school and weekends a minimum of 12.5 hours per week to receive credit and earnings. Students must provide their own transportation.

Digital Arts and Technology I & II

(Aurora High School)

College Tech Prep

Digital Arts I

Arts and Communication Primer

Digital Image Editing

Digital Arts II

Business of Arts & Communication

Video Production

ALL COURSES ARE FULL YEAR

Prerequisite: Interview by the Instructor. By program start date student must have completed coursework required for junior status at their home school including seven (7) credits with a mandatory two (2) credits each earned in English and Mathematics.

Recommended For: College Bound/Technical Education
3 credits each year

College credits may vary each year due to guidelines from our Tech Prep partners and the Ohio Department of Higher Education.

Be sure to read course description before committing to this program. The Digital Arts & Technology program is geared towards the students who are interested in digital photography, videography, audio engineering, cinematography, graphic design and digital media. Students will receive training on how to market the aforementioned skills and advance their careers or post-secondary education. Basic photography and camera skills are taught using our array of DSLR cameras, studio lighting,

strobes, and software such as Adobe Lightroom and Photoshop. The videography/cinematography component of the program involves music videos, short films, documentaries, presentations and special effects. Students utilize high-end DSLR and cinema cameras and software to professionally edit video. A third tier of Digital Arts & Technology is audio engineering. We use industry standard audio recording and mixing software and Avid Pro Tools. Students will learn the basics of audio by means of recording techniques, microphone placement, and mixing. First year students meet every day in the morning where all aspects are taught to a basic level. Students will be encouraged to gravitate towards their desired area of specialization.

Throughout the two years, students will learn 21st century skills in digital arts, professional networking, and technology. Students will create their own online portfolios that they will take with them into the job market. Most importantly, everything is taught from a business standpoint so these skills can be utilized in the business world.

Senior year for three days a week, students are provided with the opportunity to obtain and maintain an internship throughout the entire school year. Students are able to work for, and alongside professionals in the related field. This internship opportunity will provide unparalleled real life experience, help develop respect and understanding for the field and provide a foundation for professional network.

Exercise Science & Sports Rehabilitation I & II

(Brush High School)

College Tech Prep

ESSR I

Health Science and Technology

Exercise and Athletic Training

ESSR II

Medical Terminology

Fitness Evaluation & Assessment

ALL COURSES ARE A FULL YEAR

Prerequisite: Interview by Instructor. By program start date student must have completed coursework required for junior status at their home school including seven (7) credits with a mandatory two (2) credits each earned in English and Mathematics.

Recommendations: Good attendance and disciplinary record
3 credits each year

College credits may vary each year due to guidelines from our Tech Prep partners and the Ohio Department of Higher Education.

Career: H, P

This health science program is designed to build academic and practical skills in functional anatomy and exercise science, along with the basics of injury recognition, management, and prevention. Exercise Science & Sports Rehabilitation also offers real work experience through shadowing and clinical hours in an approved healthcare facility.

Students wishing to attend college will have a good foundation for a declared major in any health related field. Students will be required to join the student organization Health Occupations Students of America (HOSA) and may compete in local, regional & national activities. Students may earn a CPR certification, a personal training certification (ACSM) and certification as a physical therapy aide (AMCA).

Fire/EMS Training Academy I & II

Juniors (Tri- C East Campus)

Seniors (Tri-C West Campus)

College Tech Prep

Fire/EMS I

Foundations of Fire Fighting and Emergency Medical Services

Fire/EMS II

Emergency Medical Technician; 1st semester senior year

Firefighter I (2nd semester, 3rd quarter, Senior year)

Firefighter II (2nd semester, 4th quarter, Senior year)

Pre-requisite: Interview by the instructor. By program start date student must have completed coursework required for junior status at their home school including seven (7) credits with a mandatory two (2) credits each earned in English and Mathematics.

To enter the EMT/Fire Academy all students are required to have a physical on file by the start of their junior year.

Recommendations: Good discipline record, good study habits

Recommended For: College Bound/Technical Education

3 credits each year

College credits may vary each year due to guidelines from our Tech Prep partners and the Ohio Department of Higher Education.

Career: H, P

The Fire/EMS Training Academy is partnered with Cuyahoga Community College and is a two-year commitment. Students have the potential (provided you meet all requirements of the program) to take the State of Ohio Emergency Medical Technician and Professional Firefighter Exam. Upon completion, students will be immediately employable after graduation.

The first year students learn the foundations of the Firefighting and EMS field, featuring a wide variety of practical learning experiences and related academic classes. Students will be exposed to and become proficient in foundational skills necessary in the Fire and EMS career, including:

- Communications
- Leadership and teamwork
- Problem solving skills
- Safety and wellness
- Ethical and legal responsibilities
- Employability Skills
- CPR/First Aid Training

The second year, students will spend the first semester at Tri C Eastern Campus enrolled in a college level EMT class and the second semester is spent at Tri C Western Campus attending the

Fire Academy. It should be stressed that the EMT and Firefighting programs are at a college level and require substantial study time outside of class time to be successful. Students must achieve and maintain an 80% grade average and meet the attendance requirements in order to be eligible to sit for the State examination.

Information Technology and Programming I & II

(Mayfield High School)

College Tech Prep

ITP I

Core Courses: Programming Logic & Design Principles of Web

ITP II

Computer Software

Computer Hardware

Senior Pathway Options: **Industry Certification Prep:** PC

Pro/CompTIA A+ PC Technician; Network Pro/CompTIA Net+;

Security Pro/CompTIA Security+; Linux Pro/CompTIA Linux+;

Adobe Creative Suite.

Non-Certification Options: Unity Game Development (C#.Net Programming), Mobile Applications Development (Android & iOS w/Java and Objective-C), JAVA Computer Programming

ALL COURSES ARE SEMESTER

Satisfies Mayfield Technology requirement

Prerequisite: Interview by Instructor. By program start date student must have completed coursework required for junior status at their home school including seven (7) credits with a mandatory two (2) credits each earned in English and Mathematics.

Recommendations: Good attendance (90%) and disciplinary record (no suspensions or expulsions), 2.0 cumulative GPA with an average grade of "B" in Math and Language Arts.

Recommended for: College Bound Students

3 credits each year

College credits may vary each year due to guidelines from our Tech Prep partners and the Ohio Department of Higher Education.

Career: B

Recognition and Program Awards - Baldwin-Wallace University Programming Contest;

Congressional App Challenge (2016, 5th Place);

RITE Board – CoolTech Challenge (2015 2nd place; 2016 2nd and 3rd Place);

Skills USA – Five-time National Championship program, Ten-time National Finalist program

TMW Coding Competition

Opportunities include professional experiences, regional and state competitions and the Progressive Educational Partnership Program, including IT Explorer.

Interactive Media I & II

(Mayfield High School)

College Tech Prep

IM I

Creating & Editing Digital Graphics

Video & Sound

IM II

Animation

3D Techniques

ALL COURSES ARE SEMESTER

Satisfies Mayfield Technology requirement

Prerequisite: Interview by instructor, with portfolio samples of hand drawn or digitally created artwork. By program start date student must have completed coursework required for junior status at their home school including seven (7) credits with a mandatory two (2) credits each earned in English and Mathematics.

Recommendations: Good attendance record

Recommended For: College Bound/Technical Education

3 credits each year

College credits may vary each year due to guidelines from our Tech Prep partners and the Ohio Department of Higher Education.

Career: A

Interactive Media (IM) careers are highly recommended for students interested in art combined with digital technology such as digital art and design, digital photography, graphic design, animation, web authoring, special effects video, 3D design, and emerging interactive multimedia technologies. Computers are the standard tool for many jobs in the art industry today. Students communicate effectively and professionally with adult clientele and have done award winning projects for clients that include the Lake County Metroparks and the Hungarian Society of Cleveland. Classroom facilities match the professional graphic arts work environment, including Adobe Creative Cloud Suite professional level computer graphics software, digital drawing tablets, scanners, digital photo and video cameras, lighting and sound equipment, and computers with dual display monitors.

Licensed Practical Nursing I & II

(Northern Career Institute-Eastlake Campus)

College Tech Prep

Licensed Practical Nursing I

Patient Centered Care

Nutrition and Wellness

Licensed Practical Nursing II

Patient Centered Care and Diagnostics

Lifespan Development and Medical Intervention

ALL COURSES ARE FULL YEAR

Prerequisite: Minimum cumulative GPA of 3.0 through first semester of sophomore year.

Must take a pre-entrance exam (ACT WorkKeys) and obtain the minimum score of 5 for Applied Mathematics and Workplace Documents and 4 for Graphic Literacy.

Clinical Requirements: During the senior year, students attend clinical sites and will need to provide their own transportation to and from the sites. Students must pass a BCI background check, negative drug screen and submit evidence of other health screening requirements, which are required by the clinical sites. Students must also successfully pass CPR (training provided during the course) prior to attending clinical.
3 credits each year

College credits may vary each year due to guidelines from our Tech Prep partners and the Ohio Department of Higher Education.

Certifications Available: Licensed Practical Nurse (LPN), State Tested Nursing Assistant (STNA) & CPR

Career: H

This unique program is approved by the Ohio Board of Nursing, C.O.E., and the Ohio Department of Career and Technical Education. It is 1 of only 4 high school nursing programs in the state of Ohio. It progresses from the simple to complex in theory, skills and clinical practice. Some of the courses include: fundamentals of nursing which includes a skill lab component, body and structure, nutrition, professional relationships, pharmacology and medical/surgical nursing. Clinical experience is correlated with theory and is provided at local hospitals, rehab facilities, assisted living facilities and nursing homes. Upon successful completion of the nursing course, the graduate takes the Ohio Board of Nursing examination which provides licensure for the graduate. Once licensed, the graduate nurse is able to provide comprehensive total nursing care to people of all ages.

Marketing Communications

(Beachwood High School)

College Tech Prep

Grade 12 only

Business Foundations

Marketing Principles

Marketing Applications

Integrated Marketing Communications

Marketing Tech Work

ALL COURSES ARE SEMESTER

Prerequisite: This program is designed for students entering their senior year. Prerequisites include an interview by instructor and student must have completed coursework required for senior status at their home school by program start date.

Recommendations: Followed a college preparatory course of study, good attendance and discipline records.

Recommended For: College Bound/Technical Education
3 credits

College credits may vary each year due to guidelines from our Tech Prep partners and the Ohio Department of Higher Education.

Career: B

Marketing is a college-preparatory program for students interested in studying business, marketing or a related field in college. Marketing provides a hands-on experience for our students in a fun, real-world environment. Students will develop marketing skills outside of the classroom and interact with individuals in the business world by developing and operating their own company.

Students participate in Junior Achievement which helps them develop marketing and entrepreneurial skills outside the classroom. All students are employed in diverse fields of choice and are evaluated at their work sites.

Medical Assisting I & II

(Northern Career Institute-Eastlake Campus)

College Tech Prep

Med Assist I

Medical Terminology

Patient Centered Care and Diagnostics

Med Assist II

Lifespan Development and Medical Intervention

Medical & Dental Office Technology

ALL COURSES ARE FULL YEAR

Prerequisite: Interview by Instructor. By program start date student must have completed coursework required for junior status at their home school including seven (7) credits with a mandatory two (2) credits each earned in English and Mathematics.

Clinical Requirements: During the senior year students attend clinical sites and will need to provide their own transportation to and from the sites. Clinical hours may extend outside the school day. Students must pass a BCI background check, negative drug screen and submit evidence of other health screening requirements which are required by clinical sites. Students must also pass CPR (training provided during the course) prior to attending clinicals.

Recommended For: College Bound/Technical Education

Certifications Available: Registered Medical Assistant (RMA), CPR & Certified Phlebotomy Technician (CPT)
3 credits each year

College credits may vary each year due to guidelines from our Tech Prep partners and the Ohio Department of Higher Education.

Career: H, P

The Medical Assisting program is designed to prepare students to handle both the clinical duties and administrative responsibilities in a medical setting. Students learn anatomy and physiology, medical office protocol, vital signs, and patient care. Medical terminology, medical ethics, office skills, and basic patient care are included. Classroom and clinical settings offer a variety of opportunities for learning.

Medical Technologies I & II

(Mayfield Innovation Center)

College Tech Prep

MT I

Principles of Allied Health

Patient Centered Care & Diagnostics

JUNIOR COURSES ARE ALL YEAR

MT II

Lifespan Development and Medical Intervention

Medical Terminology

Students will receive 1 credit either 1st/2nd semester for internship

SENIOR COURSES ARE SEMESTER

Med Tech I 3 credits

Med Tech II 4 credits

Prerequisite: Interview by Instructor. By program start date student must have completed coursework required for junior status at their home school. This includes seven (7) credits with a mandatory two (2) credits each earned in English and Mathematics.

Students must also have proof of current vaccinations, required blood titers, PPD, seasonal flu inoculation, criminal background check and be in good standing at home school with regards to academics, discipline, and attendance.

Recommended For: College Bound/Technical Education

College credits may vary each year due to guidelines from our Tech Prep partners and the Ohio Department of Higher Education.

Career: H, P

Medical Technologies is intended for those students who are serious about an educational future in the medical/dental sciences. The program prepares students with an interest in the medical professions to develop the knowledge, attitudes, practices and technical skills to obtain employment in medical, dental and diagnostic treatment facilities. Medical Technologies prepares the student to continue their education in a post-secondary institution in the medical/dental or diagnostic sciences. The Medical Technologies student will participate in instructional, laboratory and clinical experiences designed to equip the student for direct patient care, diagnostic, therapeutic and treatment options. As seniors, students will participate in a clinical experience in world renowned health care facilities that will include an in-depth look at local medical/dental facilities. Students must be able to provide their own transportation to the clinical lab experience. Related subjects include: Lifespan Human Growth and Development, Principles of Allied Health, Patient Centered Care and Diagnostics, AHA Healthcare Provider C certification, OSHA completion, Infection Control and Risk Management, Human Relations, disease pathology/treatment, Basic Electrocardiogram Interpretation and Medical Terminology.

Performing Arts Academy I & II

(Chagrin Falls High School)

College Tech Prep

PA I

Performing Arts Primer

Acting & Script Analysis

PA II

Acting Performance

Stagecraft

ALL COURSES ARE FULL YEAR

Prerequisite: Audition consisting of two contrasting monologues or one monologue and one song, no more than 90 second each. Monologue texts and a list of recommended songs can be found on the Academy Web-site www.chagrinacademy.com. By program start date student must have completed coursework required for junior status at their home school including seven (7) credits with a mandatory two (2) credits each earned in English and Mathematics.

Recommendations: Good attendance, discipline record and a passion to be creative.

Recommended For: College Bound/Acting, Singing, Performing, Designing and Technical Theatre Education
3 credits each year

College credits may vary each year due to guidelines from our Tech Prep partners and the Ohio Department of Higher Education.

Career: A

If available bring a resume and a headshot or school photo, a letter of recommendation from a theatre, drama or music program student has attended and a character reference to your interview.

The Academy for the Performing Arts is a college preparatory program for high school juniors and seniors. Juniors attend in the morning session and seniors attend the afternoon session. The Academy is an accredited, half-day high school program which takes place during school hours. The program will consist of acting, theatre, movement, voice for the stage and tech theatre training and performance education. This will include daily acting classes, plus classes in voice, movement, musical theatre, technical theatre, stage combat, makeup, history, vocal training, and audition labs. The acting class will consist of sessions of improvisation, scene study, Shakespeare, Styles physical technique, acting for the camera and two years studying Stanislavski technique. The voice class will include vocal exercises, dialects and monologues. Additional workshops led by guest artists from professional theatre.

Each year the Academy produce up to 8 fully mounted productions and student plays. Juniors are expected to be a part of the Junior Play Festival in March and seniors are expected to be a part of the Senior Improv Show in December. All other shows are strictly extracurricular and participation is not required. Students may audition for as many productions as fit their schedule. Students auditioning must clear their schedule to

accommodate rehearsals and productions. Students must provide their own transportation to after school and evening events.

Studio Art & Design I & II

(Orange High School)

College Tech Prep

SAD I

Visual Creation

Visual Design Primer

SAD II

Advertising & Communication

Business of Arts & Communications

ALL COURSES ARE SEMESTER

Prerequisite: Studio art assessment, portfolio, reference letter and interview. Interview by the Instructor. By program start date student must have completed coursework required for junior status at their home school including seven (7) credits with a mandatory two (2) credits each earned in English and Mathematics.

Recommended For: College Bound/Technical Education
3 credits each year

College credits may vary each year due to guidelines from our Tech Prep partners and the Ohio Department of Higher Education.

Career: A

The expectation in Studio Art & Design is to prepare self - motivated, creative students for careers in the visual arts by developing a comprehensive portfolio for college acceptance.

The program aims to prepare students to be, **College & Career Ready**. All art students will be introduced to the multiple careers in the visual arts through the use of social media, guest speakers, class instruction and our own professional networking resource, "ARTatWORK".

Curriculum Expectations

- To embrace creative problem solving and visual communications while developing individual expressions within content, image and message.
- To develop a personal philosophy of art based on aesthetic theories, personal development and cultural influences.
- To design authentic learning related to multiple careers in art.

CAREER OPPORTUNITIES

Fine Art, Graphic Design, Illustration, Advertising, Product Design, Animation, Art Education, Art History, Architecture, Display Design, Painting, Interior Design, Photography, Art Direction, Freelance Artist and Urban Landscape Design.

Fine artists create art to satisfy their own personal vision and self-expression and may choose to exhibit their work in local, national and international shows. They may also submit proposals for publicly funded art projects (i.e. murals), private

and corporate commissions, corporate collections, gallery representation and museum collection purchases. Applied artists put their artistic skills and commercial knowledge at the service of multiple clients including local, national and international businesses, commercial organizations, non-profit groups, corporations with in-house art departments, card/gift industry, fashion industry, industrial design/product industry, retail and wholesale companies/stores, and publishing firms.

Teacher Education and Children's Health I & II (T.E.A.C.H.)

(Beachwood High School)

College Tech Prep

TEACH I

Early Childhood Education Principles
Foundations of Education and Training

TEACH II

Health, Safety & Nutrition
Infant & Toddler Education

ALL COURSES ARE SEMESTER

Prerequisite: Interview by Instructor. By program start date student must have completed coursework required for junior status at their home school including seven (7) credits with a mandatory two (2) credits each earned in English and Mathematics.

Recommended For: Students who want to pursue a degree in education or related field
3 credits each year

College credits may vary each year due to guidelines from our Tech Prep partners and the Ohio Department of Higher Education.

Career: P

The T.E.A.C.H. program prepares students to fill a vital role in the education and health of children. This program teaches content knowledge in child development, curriculum, common core, early learning content standards and educational theory as well as middle childhood development and children's health. High school students receive the opportunity to teach and care for children in many different learning environments. The first year stresses basic skills needed to work with children of all ages. Students travel with the instructor to different lab schools to develop the concepts and skills needed to work with children. The second year of the T.E.A.C.H. program further develops content knowledge and essential teaching skills and strategies necessary to become a professional or teacher ready to work with children of all ages. The students apply knowledge of child development and best practices while working in independent internships with children for the entire school year. Students who meet both attendance and academic requirements set by area colleges will be awarded credits towards a two or four-year

degree in Early Childhood Education, Elementary Education or another field related to Child Health and Development.

Welding I & II

(Northern Career Institute-Willoughby Campus)

Welding I

Gas Metal Arc Welding
Shielded Metal Arc Welding

Welding II

Flux Cored Arc Welding
Gas Tungsten Arc

ALL COURSES ARE FULL YEAR

Prerequisite: Interview by the Instructor. By program start date students must have completed coursework required for junior status at their home school including seven (7) credits with a mandatory two (2) credits each earned in English and Mathematics.

Recommended For: College Bound/Technical Education
3 credits each year

College credits may vary each year due to guidelines from our Tech Prep partners and the Ohio Department of Higher Education.

Career: E

This two-year program will train students in SMAW, GMAW, GTAW, FCAW, OFC, blueprint reading and shop safety. Students are taught the same skills that are taught at the Lincoln School of Welding. Related classroom instruction is also an important part of the Welding program. In related class, students learn the scientific theories and principles of welding as well as information on fabrication and welding different alloys. Blueprint reading and layout skills along with mathematics and other job skills are part of the related class. Community service projects are stressed. Opportunities for trained welders include millwright welder, fabrication welder, tack welder, pipe welder, welding inspector and welding equipment tender.

ENVIRONMENTAL EDUCATION PROGRAMS

**Cleveland Botanical Garden,
Floriculture and Gardening Operations, Landscape and
Turf Operations**

These programs are designed to educate the students in practices of commercial horticulture, including ornamental landscaping, greenhouse production, public gardening, and floral design. Plants provide the basis for our ecosystems and our economies. The curriculum is designed to prepare students for a wide array of careers in horticulture by blending academics and the technical subject areas. All programs are considered Tech Prep in which students have the opportunity to earn up to 6 Semester College Credits through an articulation agreement with Ashland

and Cuyahoga Community College. Students will be required to complete a co-op project. Students will have the opportunity to explore post-secondary training in the area of agriculture by visiting Cuyahoga Community College, and the Agricultural Technical Institute in Wooster. Students enrolling in the program also become members of FFA, and have the opportunity to join the Ohio Nurserymen and Landscapers Association, and PLANET. If a student wants to cultivate the gardener side of their career, then they can choose from any of the following areas:

COURSES/ODE CODE/CREDITS VARIES BASED ON PROGRAM

Environmental Education Programs

Grades 10-12
College Tech Prep

EE I

EE II

Prerequisite: Interview by Instructor

Recommendations: Good attendance and discipline record

Recommended For: College Bound/Technical Education

3 credits each year

College credits may vary each year due to guidelines from our Tech Prep partners and the Ohio Department of Higher Education.

Career: F

Agriculture Career Exploration

(A.C.E.)

(Environmental Education Center)

ACE I

ACE II

Prerequisite: Interview by Instructor and recommended by Counselor and/or Administrator.

Recommended For: Technical Education

8 Credits each year dependent upon individual student performance.

This program offers 10th-12th grade students an exploration of the various Agriculture occupations with emphasis on entry level job skills. This work-study program is designed for selected students to explore careers in Agriculture while getting firsthand experience in the world of work. Students successfully completing various job shadow sites throughout the school year will have the opportunity to gain paid employment. While learning job skills, students will also gain knowledge in the areas of: employability skills, positive work habits, communication and interpersonal skills, basic floral design, landscape techniques, plant propagation and care, and general horticulture skills. Students will have the opportunity to explore post-secondary training in the area of agriculture by visiting Cuyahoga Community College, and the Agricultural Technical Institute in Wooster. Students enrolling in the program become

members of FFA, and have the opportunity to join the Ohio Nurserymen and Landscapers Association, and PLANET.

Cleveland Botanical Garden

(Cleveland Botanical Garden)

Cleveland Botanical Garden Program is for students that desire a career in landscape maintenance and public gardening. The garden houses 10 landscaped acres of permanent, award-winning displays and themed gardens which the students use for their classroom. The students are engaged by hands-on horticultural experiences as they work alongside their teachers and the knowledgeable CBG staff members in areas of interest. This program is designed for those students who wish to develop their landscaping skills, work habits, and knowledge to ultimately become successful workers in the horticulture industry and productive members of society. Entry employment opportunities are available and continuation of higher education is encouraged after completion of the program.

Floriculture and Gardening Operations

(Gates Mills Environmental Education Center)

The Floriculture and Gardening Operations program is for students who wish to explore several areas in the green industry before entering post-secondary training or the work force. The program offers the basics in landscape and golf course maintenance, gardening, greenhouse, floral, garden center and nursery operations. The program includes hands-on training by growing, maintaining, selling and designing with trees, shrubs, perennials, annuals, vegetables, houseplants and cut flowers. Students are encouraged to participate in a paid internship program to enhance the learning experience in specialized areas of Horticulture. Opportunities are available for students to participate in community events, field trips, volunteer experiences, National Technical Honor Society, industry certifications, local and state competitions and FFA. Students will also have the opportunity to make connection with industry professionals.

Landscape and Turf Operations

(Gates Mills Environmental Education Center)

The Landscape Construction and Design program is an intensive Tech Prep program designed for students who are serious about employment in the landscape industry and/or to prepare themselves for further education in a college, university or trade school. The course uses a project based, problem based philosophy while providing students with hands on work and instruction both on the horticulture campus and at off site locations. Students will engage in topics such as landscape equipment operation, landscape design and estimating, plant identification and care, construction with stone, wood and precast pavers, and general maintenance of the landscape. Career opportunities include: landscape designer/architect, crew leader – landscape maintenance, park system work, landscape/hardscape construction, and gardener.

INTERVENTION PROGRAMS

Agriculture Career Exploration (A.C.E.) Career Based Intervention @ Gates Mills Career Based Intervention @ CEVEC

All students have the ability to learn, to establish a career plan and carry out their career path to gain success in their lives. The intervention programs are designed to assist students who possess barriers to career and academic success to establish a career path by using work based learning experiences and gaining competencies to achieve a successful path to career options. The intervention instruction is designed to help students recover credits, get back on track academically and establish career goals. Based on student's age, potential career desires and academic credits they will be referred to the appropriate intervention program by the student's guidance counselor and/or principal.

Online Courses vary based on student.

Agriculture Career Exploration (A.C.E.) (Environmental Education Center) Grades 10-12

ACE I

ACE II

Prerequisite: Interview by Instructor and recommended by Counselor and/or Administrator.

Recommended For: Technical Education

8 academic credits each year dependent upon individual student performance.

This program offers 10th - 12th grade students an exploration of the various Agriculture occupations with emphasis on entry level job skills. This work-study program is designed for selected students to explore agriculture-related careers while getting firsthand experience in the world of work. Students successfully completing various job shadow sites throughout the school year will have the opportunity to gain paid employment. While learning job skills, students will also gain knowledge in the areas of: employability skills, positive work habits, communication and interpersonal skills, basic floral design, landscape techniques, plant propagation and care, and general horticulture skills. Students will have the opportunity to explore post-secondary training in the area of agriculture by visiting Cuyahoga Community College, and the Agricultural Technical Institute in Wooster. Students enrolling in the program become members of FFA, and have the opportunity to join the Ohio Nurserymen and Landscapers Association, and PLANET.

Career Based Intervention (Environmental Education Center) Grades 9-10

9th graders earn up to 7 Credits dependent upon student performance (2 Lab, 1 Related, up to 4 Virtual Learning),

10th graders earn up to 8 credits dependent upon student performance (2 lab, 1 Related, up to 5 Virtual Learning).
Prerequisite: Interview by Instructor and recommended by Counselor and/or Administrator.
Recommended For: Technical Education

Career-Based Intervention (CBI) is a Career Technical Education Program designed for students in grades 9-10 who have barriers to achieving academic and career success. The program is designed to help students recover credits and improve academics.

Career Based Intervention (Excel TECC program located at CEVEC) Grades 9-12

8 credits each year

5 additional courses comprised of both Traditional and Virtual Learning Courses. Students will have their school counselors forward their schedules to Excel TECC office. Students are responsible to meet their home school graduation requirements. It is a mandatory requirement of this program that all juniors and seniors obtain outside employment within 3 weeks of the start of the program. If at any time the student is without employment they must attend CBI all day.

Prerequisite: Interview by Instructor and recommended by Counselor and/or Administrator. Students must be **15 years old** before the start of the school year, must attend class every day, and follow all the guidelines of the Mayfield City Schools while earning high school credit.

Recommendation: Counselor and/or Administrator
Recommended For: Technical Education

Career-Based Intervention (CBI) is a career technical education program designed for students in grades 9-12 who are identified as disadvantaged (either academically or economically or both) and who have barriers to achieving academic and career success. The program is aimed specifically at helping students become motivated toward education exploring work experience. The CBI program is designed to help students recover credits, improve academic competencies, graduate from high school, develop employability skills, implement a career plan and participate in a career pathway in preparing for careers.

CBI is based on the key principles of higher student expectations, studying the common curriculum of the school, providing authentic learning opportunities, having supportive structures and establishing a sense of belonging. In this program, the student must also work outside the school day and earn money as well as credit for graduation. Each student also receives job related instruction in class. The ultimate objective of the CBI program is graduation from high school with marketable skills and a career path.

The main goal of CBI students in grades 9-12 is to be able to graduate and be able to learn employability skills to implement a career path.

Course Planner

Post High School Plans _____

Career Goal _____

FRESHMAN

<u>Subject</u>	<u>Credit</u>
English	1
Science	1
Math	1
Social Studies	1
Physical Education (2 semesters)	1/2

Electives:

Total Credits _____

SOPHOMORE

<u>Subject</u>	<u>Credit</u>
English	1
Science	1
Math	1
Social Studies	1
Health	1/2
Personal Finance	1/2

Electives:

Total Credits _____

JUNIOR

<u>Subject</u>	<u>Credit</u>
English	1
Science	1
Math	1
Social Studies	1

Electives:

Total Credits _____

SENIOR

<u>Subject</u>	<u>Credit</u>
English	1
Math	1

Electives:

Total Credits _____