



WESTLAKE  
· HIGH · SCHOOL ·

Educate for  
Excellence

PROGRAM

OF

Studies

## Message from the Principal

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Dear Parents and Students:

This Program of Studies is developed each year to provide students and their families the necessary information for making sound choices in course selection. We hope that we have adequately described our courses, credit values, any prerequisites, and relevant recommendations in a manner that will enable students and parents to make challenging but appropriate course selections. Each subject area has also tried to include recommended sequences for courses within the same discipline. We have included work pages for the drafting of a Four-Year Plan of Studies. Information has also been included to address Proficiency Tests, Athletic Eligibility, Scholarships, Graduation Requirements and a host of other related topics.

**We Educate For  
Excellence . . .  
Empowering all  
students to achieve  
their educational  
goals, to direct their  
lives, and to  
contribute to society.**

Our Master schedule of classes and teacher assignments are student driven. Courses are offered and teaching staff assigned to those courses based upon the number of students who request to take them. Schedule changes can seriously impact class sizes and course offerings. Please understand before selections are made, that schedule changes will only be approved by the administration if it is determined that a student was misplaced, a technical error was made during data entry, a master schedule change closed or changed a course, a failed course must be rescheduled; or a summer school course must be replaced.

It is crucial that each family give careful consideration to the courses that a student must take in high school in order to prepare for post-secondary education and/or the world of work. Please take the time to ask questions of our professional staff to make the best, most informed decisions. We stand ready to assist each family with charting a course towards success.

It is my wish that each school year brings many new and exciting opportunities for every student at Westlake High School. Many of those opportunities are found in this Program of Studies. Course selection each year can be a stressful time for students and parents. Please do not hesitate to call if you have questions.

I hope that you enjoy the process and know that you can count on our staff for support as we help our students make plans for the future.

Sincerely,  
Timothy Freeman  
Principal

## **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.

It is the responsibility of the Westlake City School District to provide a free appropriate public education for all students residing within its boundaries, including qualified students with disabilities, regardless of the nature or severity of the disability. Any student who needs information, has questions, or thinks his/her rights have been violated under either the Individuals with Disabilities Education Improvement Act (IDEIA) or Section 504 of the Rehabilitation Act have the following options:

For IDEIA:

- 1.) Contact the district's Director of Pupil Services for a copy of ***Whose IDEA IS THIS?***
- 2.) Contact the Cuyahoga Special Education Service Center @ 216-524-2770

For Section 504:

- 1.) Contact the district's Director of Pupil Services for a copy of the district's ***504 Policy***.
- 2.) Contact the Office of Civil Rights

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# Introduction

## Board of Education

Ms. Carol Winter  
Mr. Anthony Falcone  
Mr. Thomas Mays  
Mr. John Finucane  
Ms. Barbara Leszynski

The Program of Studies is published by the Westlake Board of Education and prepared by the high school administrators, counselors, and teachers.

## Central Administration 871-7300

Dr. Daniel Keenan,  
Superintendent  
Mr. David Kocevar,  
Business Manager  
Mrs. Pam Griebel,  
Director of Academic  
Services  
Mrs. Stephanie Morgan  
Director of Pupil  
Services  
Mrs. Anne Pyros  
Director of Human  
Resources

The purpose of the Program of Studies is to inform the students about course offerings needed to successfully meet the graduation requirements of the Westlake Board of Education. During the period of course selection, teachers and counselors, working in concert with parents and students, will help to develop the best academic schedule possible for each student attending Westlake High School.

The Program of Studies lists Westlake High School courses in addition to courses available to our students through the Lakewood Westshore Vocational Consortium. In each course the student will earn a letter grade. The earned credit and grades are combined mathematically to determine the student's grade point average. Each grade carries a weight value. In honors or advanced placement (AP) courses the weight value is greater. (See Honors/AP/Regular Grading Scale on page 6).

The student earns credit toward graduation at Westlake High School for each course passed. A record of this credit is kept by the school. A personal record of courses passed should be kept and used as a part of the student's overall high school plan. Credit also is used to determine the student's grade level.

The student must pay attention to the following as a part of the registration procedure:

- \* Some courses have more CREDIT than others.
- \* Some courses are REQUIRED—The student must take and pass them.
- \* Some courses are ELECTIVE—The student may choose to take them.
- \* 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders must take a MINIMUM LOAD equaling 6.0 credits per year. 12<sup>th</sup> graders must take 5.5 credits per year.
- \* All students must be enrolled in 4 credits of core classes.

## Westlake High School 835-6352

Mr. Timothy Freeman,  
Principal  
Mr. David Schindler,  
Assistant Principal  
Mr. Ned Lauver,  
Assistant Principal

Registration for classes will be done through individual counseling by the School Counselors in Grades 9–12. Registration takes place at the beginning of the second semester.

## Counselors 835-6375

Mr. Terry Kennedy     A–E  
Mr. Mark Campo        F–K  
Mrs. Erin Pontikos     L–Q  
Ms. Joan Jerome        R–Z

## 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 college preparatory program outlined on the following pages is designed to guide students in selecting the subjects that will lead them toward achieving their goals.

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

- \* review all the curricular requirements for graduation
- \* read the information presented about each department
- \* complete the Course Planner, paying particular attention to graduation requirements and career goals
- \* know and understand the recommended college preparatory curriculum
- \* consider the curricular and other requirements for the Honors Diploma

### Curricular Requirements for Graduation

Student graduation requirements are determined by Board of Education policy in effect on the date the student enters or entered Grade 9.

Students in grades 9, 10 and 11 must take a minimum of 6.0 credits per year. Students who have 12<sup>th</sup> grade standing must take a minimum of 5.50 credits per year. Credits earned determine the student's grade level and homeroom placement. All students grade 9-12 are required to enroll in four credits of core courses per year. Core is defined as English, world language, math, science, and social studies. This rule may be waived due to the special circumstances of a student's academic program.

### Promotion

In order to advance to 10th grade, a student must have earned a minimum of 5.50 credits. To be an 11th grader, a student must have earned 11.00 credits and must have attended high school for two years. To be a 12th grader, a student must have earned a minimum of 16.50 credits and must have attended high school for three years.

#### **Note to Parents and Students** **Regarding Graduation Requirements**

It is the student's responsibility to see that requirements for graduation are met. The high school will make every effort to keep up-to-date records and to keep students and parents informed about the status of progress toward compiling the necessary course work for graduation requirements.

## Graduation Requirements Through 2015-2018

### CLASS OF 2015 & Beyond

#### Credits

**23/** Must be enrolled  
in **4** core classes

#### Graduation Courses

English	<b>4</b> credits (not including English Electives)
Math	<b>4</b> credits ( <b>1</b> credit Algebra II)
Social Studies	<b>3</b> credits (1 credit World History, 1 credit American History, 0.5 credit Government, and 0.5 credit Economics)
Science	<b>3</b> credits (1 credit Physical Science, 1 credit Life Science 1 credit advanced study)
World Language	N/A
Health/PE	<b>1</b> credit
Practical/Fine Arts	<b>1</b> credit
Technology Education	<b>0.5</b> credit (See Page 4)
Service Learning	Yes
10 <sup>th</sup> Grade OGT	*10 <sup>th</sup> grade OGT (2017 and beyond TBD)
*Subject to legislative mandate	

#### Honors Diploma

Refer to page 5

#### Class of 2015

##### **English: 4 credits**

9 <sup>th</sup> Grade English	1.00 Credit
10 <sup>th</sup> Grade English	1.00 Credit
11 <sup>th</sup> Grade English	1.00 Credit
12 <sup>th</sup> Grade English	1.00 Credit

##### **Mathematics: 4 Credits**

Four credits over four years  
4.00 Credits (one credit Algebra II)

##### **PE and Health: 1 Credit**

Physical Education 9	.25 Credit
Health 10	.50 Credit
Physical Education 10	.25 Credit

(to be taken before graduation)

## **Class of 2015 & Beyond**

### **Practical/Fine Arts:**

#### **One elective Credit over Four Years**

\*\*\*Courses from the following departments meet this requirement:

**Fine Arts:** Art, Music, Acting Workshop

**Practical Arts:** All Business courses, Public Speaking, Debate, Radio-Television, and Engineering & Technology Education Courses

### **Science: 3 Credits**

Three courses over four years: 1 Credit Physical Science, 1 Credit Life Science, 1 Credit advanced Study

### **Social Studies: 3 Credits**

Grade 9 World History (required) 1.00 Credit

Grade 10 American History (required) 1.00 Credit

Grade 12 American Government (required) .50 Credit

Economics (required) .50 Credit

### **Technology Education .50 Credit**

### **Technology Education .50 Credit**

Options could include: Desktop Publishing, Computer Graphics, Digital Imaging, Technical Drawing/Design 1,2,3,4, Design Squad, Television I,II, III & IV

**Total Required for Graduation: 23.00 Credits**

## **Classes of 2015, 2016, 2017, 2018**

**All students are required to enroll in four credits of core courses per year, plus two credits of electives. Core is defined as English, World language, Math, Science, and Social Studies.**

### **Regular Diploma:**

**To be awarded a regular diploma, the student shall:**

**\*Complete the Westlake Board of Education curricular requirements.**

**\*All curricular requirements and state test requirements must be met in order to participate in commencement exercises.**

**\*Class of 2015 and beyond must meet the Service Learning requirement.**

### **Service Learning Requirement**

The Service Learning component at Westlake High School supports the mission of the District and strengthens the belief that service is a value embedded in a well-rounded student. Beginning with the Class of 2015, students will be required to meet a service learning requirement for graduation. Students must obtain 15 service learning hours each academic year, reaching a total of 60 hours by the conclusion of their Senior year. The materials and directions for earning service learning hours will be presented to incoming students during freshman and new student orientation and will be reviewed at the start of each school year thereafter. Students new to the district who enter high school after the start of Freshman year will have the number of hours required for graduation pro-rated accordingly.

<b>High School Academic Diploma with Honors for Graduating Classes of 2015 and Beyond</b> <i>Students need to fulfill only 7 of the following 8 criteria</i>	
<b>Subject</b>	<b>Criteria</b>
<b>English</b>	4 units
<b>Mathematics</b>	4 units, including Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four-year sequence of courses that contain equivalent content
<b>Science</b>	4 units, including Physics and Chemistry <b>(Conceptual Physics does not satisfy this requirement)</b>
<b>Social Studies</b>	4 units
<b>World Language</b>	3 units, including at least 2 units in each language studied
<b>Fine Arts</b>	1 unit
<b>Career-Technical</b>	Not counted toward requirements and may not be used to meet requirements
<b>Electives</b>	Not counted toward requirements
<b>Grade Point Average</b>	3.5 on a 4.0 scale
<b>ACT/SAT Score [excluding scores from the writing sections]*</b>	27 ACT / 1210 SAT
<b>Additional Assessment</b>	None

<b>Career-Technical Diploma with Honors for Graduating Classes of 2015 and Beyond</b> <i>Students need to fulfill only 7 of the following 8 criteria</i>	
<b>Subject</b>	<b>Criteria</b>
<b>English</b>	4 units
<b>Mathematics</b>	4 units, including Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four-year sequence of courses that contain equivalent content
<b>Science</b>	4 units, including Physics and Chemistry <b>(Conceptual Physics does not satisfy this requirement)</b>
<b>Social Studies</b>	4 units
<b>World language</b>	Not counted toward requirements
<b>Fine Arts</b>	Not counted toward requirements
<b>Career-Technical</b>	Now counted in Electives
<b>Electives</b>	4 units of Career-Technical minimum. Program must lead to an industry recognized credential, apprenticeship or be part of an articulated career pathway which can lead to post secondary credit.
<b>Grade Point Average</b>	3.5 on a 4.0 scale
<b>ACT/SAT Score [excluding scores from the writing sections]*</b>	27 ACT / 1210 SAT
<b>Additional Assessment</b>	Achieve the proficiency benchmark established for the appropriate Ohio Career-Technical Competency Assessment or the equivalent

\*Writing sections of either standardized test should not be included in the calculation of this score.

Diploma with Honors requirements pre-suppose completion of all high school diploma requirements in Ohio Revised Code including:

- ½ unit Physical Education
- ½ unit Health
- ½ unit in American History
- ½ unit in Government

**\*Class of 2015 and beyond must meet the Service Learning requirement. (See Page 4)**

**\*Ohio Graduation Test: Students must pass all parts of the Ohio Graduation Test.**

## Grading Scale

Courses designated as honors or advanced placement have weighted grades.

<u>Letter</u>	<u>Percent</u>	<u>Point (Regular)</u>	<u>Point H/AP</u>
A+	97-100	4.33	5.33
A	93-96	4.00	5.00 Superior Achievement
A-	90-92	3.67	4.67
B+	87-89	3.33	4.33
B	83-86	3.00	4.00 High Achievement
B-	80-82	2.67	3.67
C+	77-79	2.33	2.33
C	73-76	2.00	2.00
C-	70-72	1.67	1.67
D+	67-69	1.33	1.33
D	63-66	1.00	1.00
D-	60-62	0.67	0.67
F	00-59	0.00	0.00

## Incomplete Policy

An incomplete can be given based on teacher discretion or verifiable medical documents. A student's failure to initiate course completion and remove an incomplete will result in a failing grade. The makeup period for incompletes will not exceed 10 days. It is strongly recommended that incompletes not be given in the fourth quarter.

## Schedule Changes

Planning a schedule for the next school year is a difficult task. These schedule changes, have a serious effect on class size, teacher assignments, and the overall master schedule. The student and parent are urged **not** to plan a program with the idea that it can be changed.

**As of June 1, no changes will occur unless:**

- 1. There is a technical error in the scheduling process.**
- 2. It is clear that the student is academically misplaced as determined by the classroom teacher.**
- 3. There is a scheduling conflict.**

## College Preparatory Curriculum Common Definition

### College Preparatory Subject Areas

The following are brief descriptions of the recommended areas of college preparatory course work as endorsed by the council of admission officers of the state-assisted universities in Ohio.

### College Preparatory English

English course work should allow the student to develop a basic command of language, sentence, paragraph, and essay skills through reading and writing. Any writing experience should allow for logical development and organization and should be recursive in nature. Practice should be stressed to achieve competency. Key writing characteristics should be covered, including language and diction, grammar and mechanics, sentence structure, paragraph structure, and writing organization. Course work should provide students with substantial opportunity to develop strong communication skills in expository writing using Edited American English.

The development of reading skills is also important. Analysis of literature might encompass thesis recognition, use of paraphrasing, analyzing and evaluating ideas, and relating personal viewpoints through discussion. Any study of literature would probably also involve the analysis of character, plot, image, symbolism, theme, point of view, and structure.

In addition, students should study significant works of American and world literature, become proficient readers, and learn basic library research processes and strategies.

### **College Preparatory Mathematics**

The minimum core of mathematics, required for general admission by state-assisted institutions of higher education in Ohio and endorsed by the Ohio Section of the Mathematical Association of America, essentially consists of three units, based upon (a) the traditional sequence of Algebra I, Geometry, and Algebra II, or (b) an alternative curriculum for college-intending students as recommended by the National Council of Teachers of Mathematics (NCTM) in its Curriculum and Evaluation Standards and interpreted by the Ohio Department of Education in its Model Competency-Based Mathematics Program.

Any combination of three units that develop the same concepts, skills, and understandings found in the traditional sequence or the alternative curricula would be fully acceptable. However, college-preparatory mathematics courses in “experimental,” “integrated,” “technical,” or “unified” curricula are not always recognized by admissions counselors.

Therefore, high schools must be willing to certify that such courses include the necessary concepts, skills, and understandings among their educational goals. It is the responsibility of the principal and/or school counselors of each high school to confer with their mathematics faculty and confirm which three-course mathematics sequences meet the above criteria. Alternative sequences that constitute a minimum core of college preparatory mathematics should be indicated on a student’s transcript.

All college-intending students, regardless of their perceived interests or prospective majors, should experience mathematics in their senior year so that they may be ready for the competitive challenges that lie ahead. A fourth unit of college-preparatory mathematics is recommended.

Each institution of higher education will determine appropriate procedures whereby students admitted without the minimum core of mathematics described above can remove their deficiencies. These procedures will be described in the undergraduate bulletins of the respective institutions.

**Algebra I** Basic topics including linear equations and systems of equations, integer exponents, polynomial products, factoring, together with the analysis and solution of word problems.

**Geometry** Basic properties of geometric figures in two and three dimensions, applications of geometric formulas, right triangle, trigonometry, basic postulates of Euclidean geometry, and construction of proofs of geometric theorems.

Experience in visualizing and drawing in two and three dimensions is important.

**Algebra II** Extensions of Algebra I including quadratic equations (and the method of completing the square), complex numbers, polynomials, rational expressions, graphs of functions, fractional exponents, radicals, linear and quadratic in equalities, absolute value inequalities, arithmetic and geometric sequences, the binomial theorem, together with the analysis and solution of word problems.

**Fourth-Year Recommendations.** Some high schools also are able to offer a course in probability and statistics, or in computer programming, or in pre-calculus or calculus. These courses are valuable college preparatory courses for students who can take them in addition to the courses described above.

### **College Preparatory Science**

Science course work should stress an inquiry method of learning that will allow the student to synthesize scientific ideas through problem solving. Utilization of facts is most important. Courses should strive for an analytical approach that is objective and logical.

Course content should cover identifying and defining scientific problems, suggesting hypotheses, interpreting data, doing quantitative and symbolic reasoning, making comparisons, distinguishing facts from hypotheses and opinions, and applying scientific principles and laws. Significant student laboratory experiences should be part of each course to reinforce concepts. Such exploratory and investigative activities should employ observation, measurement,

quantification, and estimation skills.

Finally, it is essential that course work allow the student to become familiar with scientific vocabulary through the reading of magazines and books in the field and through the writing of reports.

### **College Preparatory Social Studies**

Social studies course work should enable students to develop an idea of how their cultural heritage evolved. It should provide a knowledge of how they can participate in our democratic process and how our democratic institutions interact with our free enterprise system.

Such course work should facilitate the development of problem-solving learning skills, objective analysis, historical research and writing, inquiry techniques, discussion skills, tolerance of conflicting viewpoints, note taking, and essay composition. In addition, courses should also provide in-depth study, incorporate significant library usage, and emphasize extensive report writing.

### **World Language**

World language course work should focus on listening, speaking, reading, and writing skills. A fundamental grounding in grammar and syntax is desired. Conversational experience with a firm understanding of such discourse is important. In addition, students should be able to express their thoughts in written form in the chosen world language.

### **The Arts**

Appropriate fine arts experiences for high school students preparing for college should include essential content in the following:

- (a) creating or performing works of art,
- (b) understanding the history of the arts, and/or
- (c) responding to the aesthetic features of works of art.

All of the Ohio state-assisted institutions with an arts requirement will accept the following courses:

- Visual arts, including drawing and painting, printmaking, sculpture and other three-dimensional media, photography, cinema.
- Music, including vocal, instrumental, theory, composition.
- Theatre and drama, including performance, production.
- Dance, including performance, choreography.
- Multidisciplinary arts, including courses with two or more arts areas, aesthetic education, humanities, arts appreciation.

### **Selective College Admissions**

Academic work in high school is probably the most important single factor considered by most colleges. The more selective the college, the more it will expect from the student. If you are planning to go to such a college, consider the following:

English	4 years
Science	4 years
World Language	4 years
Mathematics	4 years
Social Studies	4 years

### **NCAA Eligibility- Student Athlete**

Juniors and seniors will need to register online with the NCAA Initial – Eligibility/Clearing House. In addition, students will need to request a high school transcript in the school counseling office.

**College Planning**

Representatives from various colleges throughout the country come to Westlake High School to tell interested students more about their educational programs. Any junior or senior may attend the conferences. Lists of colleges sending representatives are posted. Passes to attend these informative sessions can be obtained from the counseling secretary with permission of the classroom teacher. Parents are also invited to attend. The Guidance Department also presents evening programs for both parents and students on such topics as college choice, scholarships, financial aid, college testing, and preparing for the college experience.

**College Selection**

Over ninety-six (96) percent of Westlake High School graduates continue their education at two (2) or four (4) year colleges immediately after graduation. Therefore, it becomes essential to provide accurate and high quality information, assistance, and support concerning college choice, application, and matriculation to our students and the parents. The School Counseling Department also maintains a website that parents and students are encouraged to visit.

**College Visits**

A junior or senior may be excused from school to visit a college, not to exceed three (3) days per year, if:

1. The student has a definite appointment at the admissions office of the college (with a letter confirming the appointment.)
2. The student has permission from his/her parents to leave school. (The student must bring a note from a parent/guardian giving their permission to leave school. The note must be taken to the assistant principal one (1) week in advance of the planned visit.)

**Service Learning**

The Service Learning component at Westlake High School supports the mission of the District and strengthens the belief that service is a value embedded in a well-rounded student. Beginning with the Class of 2015, students will be required to meet a service learning requirement for graduation. Students must obtain 15 service learning hours each academic year, reaching a total of 60 hours by the conclusion of their Senior year. The materials and directions for earning service learning hours will be presented to incoming students during freshman and new student orientation and will be reviewed at the start of each school year thereafter. Students new to the district who enter high school after the start of Freshman year will have the number of hours required for graduation pro-rated accordingly.

## Awards

**NOTE:** All senior academic recognition and awards are based upon the first seven semesters of course work.

### Academic Distinction

Any senior who has attained a cumulative grade point average of 3.75 will attain Academic Distinction. This cumulative average will be determined from grades 9-12 including the seventh semester.

### Summa Cum Laude

Any student having earned an accumulative GPA of 4.3 or higher by the conclusion of the 7th semester will be distinguished as a *Summa Cum Laude* graduate (with highest honors). This distinction will replace the former recognitions of valedictorian and salutatorian.

### Award of Merit

The Award of Merit is a certificate awarded by the State Board of Education. The student who meets the following criteria will receive this special award upon completion of his/her school program.

For the College Prep Curriculum, the following are the criteria:

1. 18 credits earned in grades 9 - 12.
2. 4 units of English.
3. 3 units of mathematics (must include 1 unit of Algebra and 1 unit of Geometry).
4. 3 units of science (must include 2 units of Biology, Chemistry and/or Physics).
5. 3 units of Social Studies (must include 2 units of History and 1/2 unit of Government).
6. 3 units of World language (cannot be less than 2 units of the same language).

Also:

- must maintain 3.25 GPA.
- must maintain above average attendance.
- participate in activities.
- demonstrate outstanding citizenship.

### President's Award For Educational Excellence

The President's Education Awards Program, established by the U. S. Department of Education, recognizes and honors outstanding educational achievement. As the Nation strives to achieve the eight National Education goals, and to provide a world class education for every child, schools need to encourage all students to aspire to the highest educational standards. The President's Education Awards Program rewards students for their academic effort and success.

To be eligible for the President's Award for Educational Excellence the student must meet the following criteria:

1. Students must have attained a 3.5 average from ninth grade through first semester of the twelfth grade.
2. In the 11th or 12th grade, they must have received a score at or above the 85th percentile on a nationally recognized standardized achievement test battery.

Students receive a certificate signed by the President of the United States.

### 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. All classes count in determining grade point averages. However, if a student receives a "D" or lower or an incomplete for the grading period they will be considered ineligible.

**National Honor Society**

**National Honor Society Selection Process  
Westlake High School Chapter**

The Westlake Chapter of the National Honor Society inducts new junior and senior members in the fall of each year. The basic requirement for an invitation to apply for consideration of participation in the privilege of membership is a cumulative 3.50 grade point average after four semesters leading up to junior year and six semesters leading up to senior year. Scholastically eligible students must also demonstrate the qualities of character, leadership, and service.

The first step in the application process is the potential candidate's attendance at a mandatory informational meeting. Application packets will be distributed at this time, and must be submitted to the adviser in person by the announced deadline in order to be considered. The general faculty will then provide feedback for those candidates with whom they are familiar in terms of leadership and character. Using the faculty feedback and the candidate's submitted letters of recommendation, service forms, and leadership forms, the faculty council will evaluate and determine the membership eligibility of each applicant. The names of applicants shall remain anonymous during the evaluation process. The names of the applicants will be shared with the principal and faculty council prior to final selection. As determined by the faculty council, students showing clear and consistent evidence of exemplary performance in each of the areas of scholarship, leadership, service, and character shall be selected for induction.

The following guidelines will give further help in the definition of leadership, service, and character:

**Leadership**

***The student who exercises leadership:***

- Is resourceful in proposing new problems, applying principles, and making suggestions
- Demonstrates initiative in promoting school activities
- Exercises influence on peers in upholding school ideals
- Contributes ideas that improve the civic life of the school
- Is able to delegate responsibilities
- Exemplifies positive attitudes
- Inspires positive behavior in others
- Demonstrates academic initiative
- Successfully holds school offices or positions of responsibility, conducting business effectively and efficiently, and without prodding, demonstrates reliability and dependability
- Is a forerunner in the classroom, at work, and in school or community activities
- Is thoroughly dependable in any responsibility accepted.

**Service**

***The student who serves:***

- Is willing to uphold scholarship and maintain a loyal school attitude
- Participates in some outside activity: Girls Scouts; Boy Scouts; church groups; volunteer service for the aged, poor, or disadvantaged; family duties
- Volunteers dependable and well-organized assistance, is gladly available, and is willing to sacrifice to offer assistance
- Works well with others and is willing to take on difficult or inconspicuous responsibilities
- Cheerfully and enthusiastically renders any requested service to the school
- Is willing to represent the class or school in inter-class and inter-scholastic competition
- Does committee and staff work without complaint
- Shows courtesy by assisting visitors, teachers, and students.

## Character

### *The student of character:*

- Takes criticism willingly and accepts recommendations graciously
- Consistently exemplifies desirable qualities of behavior (cheerfulness, friendliness, poise, stability)
- Upholds principles of morality and ethics
- Cooperates by complying with school regulations concerning property, programs, office, halls, etc.
- Demonstrates the highest standards of honesty and reliability
- Shows courtesy, concern, and respect for others
- Observes instructions and rules, punctuality, and faithfulness both inside and outside the classroom
- Has powers of concentration and sustained attention as shown by perseverance and application to studies
- Manifests truthfulness in acknowledging obedience to rules, avoiding cheating in written work, and showing unwillingness to profit by the mistakes of others
- Actively helps rid the school of bad influences or environment.

In its consideration of the Leadership and Service activities the Faculty Council will be considering involvement beyond mere membership. As such, the Faculty Council will likely assess both the variety and qualitative as well as the quantitative values of each applicant's leadership and service activities.

## The National Art Honor Society

**Rationale:** The National Art Honor Society began in 1978, established by the National Art Education Association for the purpose of inspiring and recognizing those high school students who have shown outstanding ability in art. The NAHS strives to aid members in working toward the attainment of the highest potential in art areas, and to bring art education to the attention of the school and community.

1. Students become members of a distinguished group of art students nationwide.
2. Students will become eligible to receive awards, grants and scholarships.
3. Participation in the NAHS is a mark of accomplishment in the school and community and well recognized by the institutions when students apply for entry into college or university.
4. NAHS provides students the opportunity to recognize art proficiency and excellence.
5. NAHS provides enrichment and community service activities.

**Selection of Members:** The Westlake Chapter selects members in the fall, but the formal induction ceremony takes place during Fine Arts Week in May of each year. The basic requirement for an invitation to apply for consideration of participation is the privilege of membership is a cumulative 3.00 grade point average and be of junior or senior standing. Students must have taken a minimum three semester of art since freshman year. Scholastically eligible students must also demonstrate the qualities of Character, Leadership and Service, while using the fine arts. Students may be nominated by teachers, students, parents or self-nomination. Nomination should be brought to the attention of the Art Department Chairman.

Selection is determined by review of student application by the art department team of educators. The faculty will assess the applicant's academic record, character, service and leadership activities.

## Local Scholarships

Each year school and community organizations award scholarships to deserving Westlake High School graduates. The process begins in spring when seniors can obtain applications online.

## Special Programs

### Honors and Advanced Placement Courses

An Honors/Advanced Placement student is academically talented, disciplined, highly motivated and willing to accept the challenges of an honors course. The student must successfully complete prerequisites for the course and maintain a high level of performance. An Honors/Advanced Placement student willingly accepts additional responsibilities and commitment to task. Weighted grades are given to AP courses to compensate for higher expectations. **The AP courses are designed to be the equivalent of a 1st year college course. As such, the curriculum and expectations are of a higher level. Among the Westlake requirements for AP is participation by all students in the national AP exams administered in May. The cost for each AP test is approximately \$89 and is the responsibility of the student/family. AP Exams will only be given to students who are enrolled in AP classes offered at WHS, or have taken a course designated as AP at another educational institution. Students must provide documentation including transcript course description, course syllabus and grade earned.** Exams are given in May on pre-determined dates established by the College Board. Advanced Placement courses offered include Biology, Calculus, Chemistry, English, Studio Art, European History, French, German, Government, Latin, American History, Physics and Spanish. Students unable to meet the requirements of an Honors/Advanced Placement class will be encouraged to consider enrollment in the appropriate level course.

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 asked to be involved in college level activities, particularly in the areas of writing skills and test taking. 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. Students should carefully determine the number of Honors and Advanced Placement courses they are capable of successfully completing in their year's schedule.

### Post-Secondary Enrollment Options/ College Credit Plus (CC+)

The following student enrollment options are in effect as set forth by the State and Local Boards of Education:

- \* 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade students may enroll full or part time at colleges or universities.
- \* 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders must maintain 6.0 credits per year. 12<sup>th</sup> grade students must maintain 5.50 credits per year.
- \* College courses may be taken for both high school and college credit. If courses are taken for college credit only, the student's family must pay the college's tuition and fees.
- \* Students are required to notify their counselor of their intent to participate in this program by the last school day in March. Students should speak with their respective counselor for more specific details regarding this program.
- \* A required meeting concerning this option must be attended by all prospective students and their parents in March.
- \* Post-secondary courses need to be completed by June preceding the college enrollment.
- \* A student's diploma will be held until completion of the college courses.
- \* Post-secondary options occur only during the designated school year.

Each of the post-secondary institutions has special entrance requirements which a student must meet. For further information, see the School Counseling Department. Students can only obtain a maximum of eight high school credits per year.

## Credit Flexibility

Ohio's plan for credit flexibility is designed to broaden the scope of curricular options available to students, increase the depth of study possible for a particular subject, and allow tailoring of learning time and/or conditions. These are ways in which aspects of learning can be customized around more of students' interests and needs.

Students may earn credits by:

- Completing coursework;
- Testing out of or demonstrating mastery of course content; or
- Pursuing one or more “educational options” (e.g., distance learning, educational travel, independent study, an internship, music, arts, after-school/tutorial program, community service or other engagement projects and sports).

Interested Students should contact their school counselor for more information and application forms.

## Advanced Inquiry

### Westlake High School a Candidate School for the **International Baccalaureate Diploma Programme**

In the coming year, 2014-2015, Westlake High School will be completing the authorization process to become an International Baccalaureate Diploma Programme school. During this transitional year, courses will be offered in all areas of study with an emphasis on a global approach to instruction and assessment. This global approach includes the philosophy of international mindfulness as it is applied to both the arts and the sciences. The approach aligns with the current trend in university instruction and research. Curriculum is driven by student interest in which it allows students to examine multiple points of view through a globalized approach to content and instruction. As a result, students gain the means to apply their own critical thinking and come to their own conclusions about these areas of inquiry. **For the 2014/2015 school year we will be offering these courses to a select group of high school juniors. More information will be made available to interested students this spring during the registration process.**

## Course Descriptions

The remainder of this document lists and describes the course offerings at Westlake High School for the 2014-2015 school year. Each course has a title and course number. The numbers in parentheses indicate the grade level at which a student usually registers for the course.

<b>Example:</b>		
<b>450</b>	<b>Health</b>	<b>designates enrollment open to students in Grade 10.</b>
(10)		
<b>102</b>	<b>Cartooning</b>	<b>designates enrollment open to students in Grades 9 through 12.</b>
(9-12)		
<b>202:203</b>	<b>French II</b>	<b>designates enrollment open to students in Grades 9 through 12.</b>
(9-12)		

In order to begin selecting courses for next year, the student must read the course descriptions, which are listed in alphabetical order by departments. After reading course descriptions, the student may begin the process of course selection.

## Special Courses

### **STUDENT ASSISTANTS (9-12)**

#### **Variable Credit**

The two objectives of this student volunteer program are:

- \* To provide opportunities and incentives for students to learn to work with other people while gaining self-satisfaction through self-directed learning experiences in the world of work.
- \* To provide opportunities for students to learn about a specific field of interest while gaining credit toward graduation.

Students work as office aides, student tutors, departmental aides or aides/assistants, or other special projects as approved by the Principal. Course credit ranges from .125 credit per quarter to .50 credit per school year. The student has the option to volunteer with no intent of receiving course credit. All students in Grades 9-12 are eligible for this program. Student must have a 2.0 GPA.

### **ENGLISH AS A SECOND LANGUAGE (ESL) (9-12) 18 Weeks .5 Credit**

ESL is for students whose first language is other than English and who have not yet attained an advanced or proficient score on the Ohio Test of English Language Acquisition. Students will complete thematic, cross-curricular projects that enhance their use of academic language. This course will be graded on a pass/fail basis. Through successful completion of this course, students will earn .5 elective credits per semester. Eligible students may enroll in the course over multiple semesters.

## Art

The Art Department has designed an art curriculum that enables the student to take a wide variety of courses. The art courses are designed to meet the needs, interests, and abilities of all students. All art courses cover and emphasize the art creation/production aspect as well as the art response/appreciation aspect. Many Ohio colleges require one credit in the "Arts" for admittance. **Fees may be charged for projects beyond the scope of normal material usage.**

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### AP-STUDIO ART

**Prerequisite: Three semesters of art including Digital Design, Drawing and Painting (12)**  
**36 Weeks            1.00 Credit**

AP-Studio Art is designed for seniors who have taken at least three semesters of art including digital design and drawing. These seniors will be required to submit one of three AP portfolios: 2-D Design, 3-D Design or Drawing. This course follows the AP guidelines for portfolio preparation. The students will focus on three areas of development: quality (works that excel in concept, composition and execution), concentration (a series of works organized around a compelling visual concept), and breadth (works that demonstrate broad experience and accomplishment). **Students choose this course because they plan to major or minor in an art related field in college.**

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### AP ART HISTORY

**36 Weeks            1.00 Credit**  
**(11-12)**

Advanced Placement Art History is designed to provide high school students with exposure to art and its contextual place within history. The course is designed to meet the requirement of an introductory art history survey course at the college level. Though the College Board recognizes the value of "visual analysis as a fundamental tool of the art historian" the board also stresses the need to understand the "how and why works of art function in context" within a given society. Thus, consideration must be given to such social constructions as class, gender, and race when examining works of art. Furthermore, the student of art history must consider the importance of religion, politics, ethnicity, patronage, audience, and function as it pertains to these societal constructions. Art as a reflection of a given society can reflect the power and authority of the dominant social group or, in contrasting fashion, art can reflect the rejection of the dominant societal structure. And as such, the student of art history must understand the historical context in which the art was created. Students will examine art from its ancient inception in Rome and Greece through the Medieval and Renaissance periods continuing on to present day. Summer readings are required and will be assessed at the instructor's discretion.

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### ANIMATION

**(Formerly known as Cartooning/Animation)**  
**(9-12)**  
**18 Weeks            .50 Credit**

Animation allows students to experiment with different forms of creating motion in art. Stop motion, claymation, traditional animation, and some forms of computer animation will be covered. Students will explore ways to create change and evolve forms in their art. Skills in character development, settings, and composition will be developed. Storyboarding and sequential art methods will support storytelling through larger animation projects. Students will be introduced to concepts of cartooning and illustration. Access to a point and shoot digital camera is preferred but not required.

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### CERAMICS I

**(10-12)**  
**18 Weeks            .50 Credit**

Ceramics I gives the student an opportunity to learn the fundamentals of clay. The student explores the possibilities and limitations of the clay body through the introduction of hand building techniques and the use of the potter's wheel. Hand building techniques include pinch, coil, slab and sculptural build-up methods. Different glazing and painting techniques will be explored.

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### ART FOUNDATIONS

**(9-12)**  
**18 Weeks            .50 Credit**

Art Foundations is a general introductory visual arts experience designed for any student. Students will be introduced to both two and three dimensional art areas, using the Fundamentals of elements & principals of art.

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**DESIGN  
(9-12)  
18 Weeks**                   **.50 Credit**

The applications of the principles and elements of design will inform a variety of artwork produced in this class. A portion of the semester will be devoted to commercial design projects. A variety of media will be utilized.

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**DRAWING  
(9-12)  
18 Weeks**                   **.50 Credit**

Drawing is the fundamental instrument of all graphic expression and provides a language that is understood universally. Students are introduced to various techniques and approaches applied to drawings: contour line, negative-positive relationships, perspective, value study, surface textures, grid enlargements, and human portraits. A variety of medias will be experimented with, such as pencil, ink, pastel, charcoal and marker. Subject matter includes still life, figures, landscapes, portraiture and non-objective art.

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**JEWELRY  
(11-12)  
18 Weeks**                   **.50 Credit**

Jewelry acquaints the students with a variety of jewelry materials and techniques. The students explore the properties of different materials, resin, beading, and metal as jewelry media. This course gives students an opportunity to design and construct jewelry pieces such as rings, bracelets, pins, earrings and pendants in sterling silver, copper and brass. Students are required to purchase jewelry supplies including sterling silver.

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**PAINTING  
Prerequisite: Drawing  
(9-12)  
18 Weeks**                   **.50 Credit**

Painting is designed for the student who wants to explore a variety of painting media. The students are introduced to information and techniques that enable them to achieve more satisfying means of self-expression and better appreciation of the expression of others. Acrylics, watercolors, pastels & mixed media will be introduced.

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**PHOTOGRAPHY  
(10-12)  
18 Weeks**                   **.50 Credit**

Photography is an introductory course to the basics of digital photography. Students will learn to take photos that focus on technical and aesthetic aspects of photography with learning how to capture great composition. Students will learn how to use Photoshop for basic edition and preparation for post-production. Creative visual communication will be an integral part of this class. Students must have access to a digital camera and USB.

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**DIGITAL IMAGE DESIGN  
Prerequisite: Photography  
(10-12)  
18 Weeks**                   **.50 Credit**

Digital Image Design allows students to work with their own digital photos along with Photoshop using principles of design, color theory and composition to create images that have the value with today's technology for electronic media and print. Designs will address the dynamic cultural significance of symbols, images, photography and illustration. The use of problem solving and conceptual thinking will be a foundation of self-expression throughout projects. Students will need to have access to a digital camera, cord and USB.

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**3D DESIGN/SCULPTURE  
(11-12)  
18 Weeks**                   **.50 Credit**

Students will develop and use their manipulative skills to create three dimensional art forms. Students are encouraged to develop creative problem solving skills as they explore and experiment with a variety of materials. Students will work on modeled and constructed forms, relief, and kinetic, freestanding and assembled works using an array of materials such as plaster, wire, metals, wood, clay and found objects.

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**DRAWING/PAINTING II**  
**Prerequisite: Drawing or Painting**  
**(10-12)**  
**18 Weeks .50 Credit**

Drawing/Painting II is designed for the student who has taken Drawing or Painting and would like to continue to study within these fields. Exploration of a variety of media will be approached including: pastels, charcoal, pencils, ink, watercolor, acrylics, and mixed media. Creative self-expression will stem from past knowledge of the art elements and principles.

**DRAWING/PAINTING III**  
**Prerequisite: Drawing/ Painting II**  
**(11-12)**  
**18 Weeks .50 Credit**

Drawing/Painting III is designed for the student who has taken Drawing/Painting II and would like to continue to study within these fields. Revisit of a variety of media will be approached including: pastels, charcoal, pencils, ink, watercolor, acrylics, and mixed media. Creative self-expression will stem from past knowledge of the art elements and principles. Portfolio preparation will be highlighted.

**CERAMICS II/III**  
**Prerequisite: Ceramics I or II**  
**(11-12)**  
**18 Weeks .50 Credit**

Ceramics II/III offers the student an opportunity to expand on their sculptural skills at a higher level. Students will experience working with different clay bodies and learn more about underglazing, glazing, and surface techniques. Students will work in hand built methods and the potter's wheel. Students will work sculpturally and functionally.

**Flowchart Working Toward AP Studio in the Senior Year**

Students will choose either 2-D Studio OR 3-D Studio as their area of concentration.

	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>2-D</b>	Design Drawing	Photography Painting I Digital	Drawing-Painting II Drawing-Painting III Digital	AP Studio AP Art History
<b>3-D</b>	Design Drawing	Photography Ceramics I	<b>Choose Two</b> Ceramics II 3D Design/Sculpture Ceramics III Jewelry	AP Studio AP Art History

## Business Applications

Today we live in an advanced and highly technological society. More than ever before, the study of business and its economic environment is essential for all our students. Also, because of technology, students' high school education would not be complete without some understanding of what a computer does and how to use it. For these reasons, students should consider the following courses:

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**ACCOUNTING I  
(10-12)****18 Weeks .50 Credit**

Students will learn about the language of business through this step-by-step discussion of the accounting cycle within a service-oriented business. Topics of discussion will include business ethics; accounting concepts and principles; Generally Accepted Accounting Principles (GAAP); the accounting equation; journalizing transactions into a general journal; posting into a ledger; cash control systems; developing a worksheet; creation of financial statements; and adjusting/closing entries. In addition to the workbook exercises, students will engage in computerized accounting exercises. Purchase of a workbook is required.

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**ACCOUNTING II****Prerequisite: Accounting I  
(10-12)****18 Weeks .50 Credit**

Students will expand upon their knowledge of Accounting I by discussing special journals (cash payments, cash receipts); subsidiary ledgers; payroll tax accounting; depreciation methods; inventory methods; worksheets; financial statements; and adjusting/closing entries within a departmentalized, merchandising business. Partnership and corporate accounting methods will also be discussed within each of these topics. Students will generate information within their workbooks and through their use of computerized accounting software. Students will complete an accounting simulation that summarizes the concepts discussed in class. Purchase of a workbook is required.

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**BUSINESS LAW  
(10-12)****18 Weeks .50 Credit**

Students enrolled in Business Law are introduced to the federal and state court systems and how they affect business operations and regulations. During this semester course, students will discuss, and interpret case studies, that center on contractual law, credit & bankruptcy, estate planning, negotiable instruments consumer protection (federal and state), and employment law. This course should appeal to both business and non-business majors because of the practical implications for personal use. Emphasis is placed on introducing students to various careers in the legal field.

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**BUSINESS PRINCIPLES  
AND MANAGEMENT  
(10-12)****18 Weeks .50 Credit**

Students enrolled in Business Principles and Management will learn how the concepts of accounting, advertising, business law, finance, management information systems, and marketing tie into the development and operations of a business. Students will discuss and analyze how different management theories affect the different levels of the organization from an operational point-of-view. Students will also discuss how these areas affect the time and financial management aspects of the business through the analysis of case studies and projects.

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**DESKTOP PUBLISHING  
(10-12)****18 Weeks .50 Credit**

This course will introduce students to Adobe InDesign, which is a publishing program found in the Adobe Creative suite package that is widely used in business. Students will discuss how type, objects, color, and guides affects the design layouts, greeting cards, posters, letterheads, advertisements, newsletters, and pamphlets that will be developed during the semester within both discussion and project-based formats. The class will prepare students to work on the school newspaper, yearbook, or prepare professional programs for extracurricular organizations.

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**ENTREPRENEURSHIP**  
**Teacher/Counselor**  
**Recommendation**  
**Prerequisite: Business**  
**Principles and Management**  
**(11-12) .50 Credit**

This course is designed to provide an overview of entrepreneurship and discuss how it is conceptualized in different forms of business. Students will study how forecasting, and budgeting (accounting), raising capital, financing, human resource management, technology, financing, marketing, and business law affect the entrepreneurship framework, as well as how the consumer side of the equation influences the buying decisions being made. As part of the Scholarship for Entrepreneurial Engagement (SEE) program, students will have the opportunity to develop a business plan and compete against students within class and Northeast Ohio.

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**FINANCIAL LIFE SKILLS**  
**(10-12)**  
**18 Weeks .50 Credit**

This semester-long course is designed for those students who have a desire to develop, or improve upon, their personal financial literacy skills. Throughout the semester, students will explore how employment, financial and money management, credit and bankruptcy, insurance, and marketing concepts and theories affect their financial lives. In conjunction with these discussions, the students will engage in a number of project-based activities to illustrate the importance of these concepts, and ultimately prepare to meet their financial goals during their lifetime.

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## Vocational Education

Vocational training is offered as an alternative to the traditional high school program. While attending high school, students develop skills while earning wages. Programs are available at Westlake High School and Lakewood High School.

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**OCCUPATIONAL WORK  
EXPERIENCE  
(11-12)**  
**36 weeks    2.50 Credits Max**  
**OWE Class     1.00 Credit**  
**Work            1.50 Credit**

The Occupational Work Experience program is a state vocational education work-study program for juniors or seniors who are at least 16 years of age. The OWE course offers those students a chance to prepare themselves for gainful employment upon graduation from Westlake High School. The program provides the student an opportunity to complete his/her graduation requirements, study job related topics in OWE class and gain actual work experience. A typical student's day consists of OWE class, required academic classes and three or more hours of on-the-job work experience. Students may apply for selection into the OWE program by contacting either the guidance counselor or the OWE coordinator.

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## Computer Education

Computers have dramatically changed the way we organize and process information in our daily lives. The computer education program develops a student's ability to comfortably use computer technology to process information by learning programming skills and using application software. Any one of these classes fulfills the .5 computer technology credit required for graduation.

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**INTRO. TO  
PROGRAMMING WITH  
VISUAL BASIC  
(9-12)  
18 Weeks .50 Credit**

Intro. To Programming will introduce the student to the syntax and structure of programming in a Windows environment. Visual Basic will be used to create the design, properties, and code of a program. Studying the logic involved in structuring a windows program will also help the student become more proficient at navigating the windows environment while using other application software. Proficiency in using variables and formulas is recommended.

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**ADVANCED  
PROGRAMMING WITH  
VISUAL BASIC  
Prerequisite: Intro. to  
Programming with Visual  
Basic  
(10-12)  
18 Weeks .50 Credit**

Advanced Programming continues to develop programming coding skills while using the Visual Basic language. Advanced coding techniques and logic will be stressed rather than the program design techniques. Code used will include algorithms, procedures, graphics, arrays, files, and data processing.

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**COMPUTER  
APPLICATIONS  
(9-12)  
18 Weeks .50 Credit**

Students will use the Microsoft Office 2007 Suite to study features of word processing using Word, spreadsheets using Excel, database management using Access, and multimedia presentations using PowerPoint. Knowledge of and comfort with using this software is a requirement for many high school and college assignments and employment opportunities. Proficiency in keyboarding is recommended.

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**WEB PAGE DESIGN  
(9-12)  
18 Weeks .50 Credit**

Students will utilize web page authoring programs and HTML to create and refine Web pages. Particular attention will be paid to elements of design, layout, navigation and ease of finding information on a website. This is a product-based course and part of the student assessment will be based on practical Web pages created by students.

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## English

The skills of reading, writing, listening, speaking, and visual literacy are necessary for effective comprehension and communication. These skills are integrated in all English courses in relation to the ability level of the learner through genres of literature, the writing process, vocabulary development, speech, grammar, and usage. Preparation for reading, writing, and verbal sections of standardized tests are also emphasized in the English program. Students may be required to purchase selected paperbacks and workbooks.

**Suggested Sequence of Courses**

	Grade 9	Grade 10	Grade 11	Grade 12	
<b>Regular College Bound Level</b>	<b>Honors Level</b>	English Honors 9	English Honors 10	English Honors 11	Advanced Placement English Literature and Composition or Advanced Placement Language and Composition
	<b>Traditional</b>	English 9	English 10	English 11	English 12

**READING AND WRITING  
ACADEMY  
(9-10)**

**Prerequisite:**

**Teacher/Counselor**

**Recommendation**

**36 Weeks**

**1.00 Credit**

This course is designed for students whose performance is below grade-level in reading and/or writing. Students who are struggling readers and writers in their classes would benefit from this course. Students' reading levels will be assessed on a regular basis. Individual and small group instruction/intervention will take place based on student needs. Students will read and use assistive technologies to improve their own reading abilities. Assistive technologies will also be used to emphasize the use of solid writing structure. The primary goal of this class is to raise student reading abilities so that the student is able to read and comprehend grade-level texts as well as be successful on any standardized test.

**ENGLISH 9**

**(9)**

**36 Weeks**

**1.00 Credit**

English 9 helps students to develop skills in reading, writing, speaking and listening through a traditional approach. Students will read a variety of works within the genres of mythology, short stories, drama, poetry and the novel. Writing will focus on expository, narrative, creative, persuasive and research writing. The course will provide special focus on grammar, mechanics, and usage. Students will begin a vocabulary program that they will continue throughout high school. Summer reading is required.

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**ENGLISH HONORS 9  
(9)**  
**Prerequisite:**  
**Teacher/Counselor  
Recommendation**  
**36 Weeks            1.00 Credit**

Students in English Honors 9 should exhibit strong verbal ability, excellent writing skills, originality, a high reading level, self-motivation and a willingness to be involved in class discussion. Students will read a variety of works within the genres of mythology, short stories, drama, poetry and the novel. Writing will focus on expository, narrative, creative, persuasive and research writing. The course will cover advanced study in grammar, mechanics, and usage. Students will begin an advanced vocabulary program that they will continue throughout high school. Summer reading is required.

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**ENGLISH 10  
(10)**  
**36 Weeks            1.00 Credit**

English 10 helps students continue to develop skills in reading, writing, listening, and speaking through a traditional approach. Students will read a variety of fiction and nonfiction texts, short stories, novels, plays, and poems. Students will focus on expository, narrative, creative, persuasive and research writing. The course will continue the study of grammar, mechanics, and usage begun in English 9. Students will also complete the first installment of the vocabulary program begun in English 9. Summer reading is required.

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**ENGLISH HONORS 10  
(10)**  
**Prerequisite: English  
Honors 9 Teacher/Counselor  
Recommendation**  
**36 Weeks            1.00 Credit**

Students in English Honors 10 must possess advanced verbal, writing, and reading skills and are expected to be self-directed learners. Students will read a variety of world literature in order to enhance critical and interpretive skills. Writing will focus on expository, narrative, creative, persuasive and research writing. The course will continue advanced study in grammar, mechanics, and usage. Students will complete the first installment of the advanced vocabulary program begun in English 9 Honors. Summer reading is required.

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**ENGLISH 11  
(11)**  
**36 Weeks            1.00 Credit**

English 11 builds upon previous years of the traditional approach to English. Students will read a variety of works related to American literature, including nonfiction texts, short stories, novels, plays, and poems. Writing will focus on expository, narrative, creative, persuasive and research writing. The course will continue the study of grammar, mechanics, and usage begun in English 10. Students will begin the second installment of the vocabulary program begun in English 9. Summer reading is required.

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**ENGLISH HONORS 11  
(11)**  
**Prerequisite:**  
**Teacher/Counselor  
Recommendation**  
**36 Weeks            1.00 Credit**

Students in English 11 Honors must possess advanced verbal, writing, and reading skills and are expected to be self-directed learners. Students will read a variety of American literature in order to enhance critical and interpretive skills, and they will learn to use language with precision. Writing will focus on literary analysis, research and other forms of expository writing. This course will continue the advanced study of grammar, mechanics and usage. Students will begin the second installment of the advanced vocabulary program begun in English 9 Honors. This course is preparatory step toward Advanced Placement English courses. Students should have maintained at least a B average in English 10 Honors. Summer reading is required.

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**ENGLISH 12  
(12)**  
**36 Weeks            1.00 Credit**

English 12 builds upon previous years of the traditional approach to English to provide the necessary skills for success in college or career. Students will read a variety of works related to British literature including short stories, novels, drama, and poetry. College essay preparation is a special focus, in addition to expository, narrative, technical, persuasive and research writing. The course will continue the study of grammar, mechanics and usage begun in English 9. Students will complete the second installment of the vocabulary program begun in English 11. Summer reading is required.

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**ADVANCED PLACEMENT  
ENGLISH LITERATURE  
AND COMPOSITION**

**Prerequisite:**

**Teacher/Counselor**

**Recommendation**

**(12)**

**36 Weeks            1.00 Credit**

**Fee: AP Exam**

Advanced Placement English Literature and Composition is a college level English course. The focus is on close, critical reading of poetry, drama, prose fiction, and expository literature from the sixteenth century to the present. Critical discussion and writing about these works will center on each writer's technique, theme, style, and tone. The overarching goal of A.P. Lit is to develop mature habits of critical thinking as an independent reader of and writer about literature. A.P. Lit is both demanding and intellectually stimulating. Classroom discussion and active participation are vital and serve as a means of testing ideas. While this class is not simply a "preparatory" course for the Advanced Placement Exam, taking the exam is a way of gaining college credit for the level of work done in this course. Meeting all course goals will ensure preparedness for the required exam in May.

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**ADVANCED PLACEMENT  
LANGUAGE AND  
COMPOSITION**

**Prerequisite:**

**Teacher/Counselor**

**Recommendation**

**(12)**

**36 weeks            1.00 Credit**

AP English Language and Composition is a college level English course focused on developing skills in close reading, effective writing, and critical thinking as students read non-fiction and some fiction texts. The course emphasizes the techniques and tools of classical rhetoric required to analyze difficult texts. In both whole class and small group discussion, students will focus on how writers and speakers achieve their purpose and communicate this purpose to an audience. Further, these texts will serve as models for students who will write frequently with an emphasis on expository, argument and personal reflection forms. Informal writing such as significant writing opportunities and in developing logical habits of thinking. Its rigor is designed to meet the challenges of the required Advanced Placement exam given in May.

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**ELECTIVES**

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**ACTING WORKSHOP  
(9-12)**

**18 Weeks            .50 Credit**

The art and craft of acting is the foundation of this course. Oral communication and interpretation are the course's main focuses. Lessons include, but are not limited to, the following: history of theater, voice and body control, improvisation, pantomime, characterization, and technical theater. Lessons are completed through a variety of participatory exercises, targeted games (to help develop eye contact and listening skills), and teacher lectures. This course relies heavily on the daily participation of students. Membership with the drama club is recommended but not required.

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**WEB AND PRINT  
JOURNALISM  
(9-12)**

**18 Weeks            .50 Credit**

A must for any future communications major and writer. Print Journalism covers news interviewing, news writing, feature writing, editorial writing, editing, and the role of the reporter. The course also includes units on press law, ethics, and rights and responsibilities. A command of sentence structure and proficiency in grammar, usage and spelling are recommended. Later in the semester, students may submit independent writing projects to various local and national publishers and may enter some writing contests. Students will contribute work to *The Green and White*, the school newspaper, and to the literary magazine. Membership in these clubs is recommended but not required.

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**DEBATE  
(9-12)**

**18 Weeks            .50 Credit**

Debate teaches the student the fundamentals of discussion, debate and debate composition. The course covers the historical importance of discussion and debate. It also includes practical experience in research, organization, extemporaneous speaking, logic and argumentation.

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**PUBLIC SPEAKING**  
**(9-12)**  
**18 Weeks**                    **.50 Credit**

Public Speaking will prepare students to speak with confidence and deliver effective presentations. The course is designed so that all students can be successful, even those who have a fear of public speaking. Students will be able to identify and apply the key skills of public speaking. We will focus on delivery for audience understanding and maintaining interest. The course will also address the current need to speak in conjunction with a multi-media presentation. The areas of public speaking that will be studied are demonstration, informative, and persuasive speaking, as well as speaking to entertain and impromptu speaking. In addition, students will explore nonverbal communication and work on improving listening skills. The goal of the course is to find what is effective for the student, improve what is not working, and eventually to find the student's own unique voice so that the student may become a more successful speaker.

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**CREATIVE WRITING**  
**(9-12)**  
**18 Weeks**                    **.50 Credit**

Students will explore the art and craft of creative writing, including the short story, poetry, essay, memoir, drama, or other specialized writing topics. Literary works will serve as models through analysis, application, and imitation. Composition exercises will reflect an understanding of studied form and application of creative techniques. Enrolled students must be entering junior or senior year.

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**COLLEGE-BOUND  
INDEPENDENT  
LITERATURE**  
**(10-12)**  
**18 Weeks**                    **.50 Credit**

College-Bound Independent Literature is a course designed to allow students to develop habits and skills of independent reading. Students will read fiction and nonfiction works of their own choosing from collegiate recommended reading lists with the goals of increasing their reading, writing, and discussion abilities. Assessments consist of a variety of writing assignments, individual and small group oral presentations, as well as small group and class discussions.

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## TELEVISION

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**TELEVISION  
PRODUCTION I  
(9-12)**

**18 Weeks**

**.50 Credit**

Television Production I focuses on the basics of TV production. Areas explored will be news and feature news writing and performing, TV scriptwriting, basics in journalistic interviews, comedy sketches, TV commercials, public service announcements and music videos. Students will write, direct, produce, edit and perform in various group projects. Students will also work in the WHBS studio and learn basic camera operation and TV production. Some involvement in various after school and/or evening WHBS video shoots will be required.

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**TELEVISION  
PRODUCTION II**

**Prerequisite: Television  
Production I. (Must pass  
TV I with A or B or have  
written permission from  
instructor)**

**(10-12)**

**18 Weeks**

**.50 Credit**

Television Production II focuses on more advanced video projects. These projects include short films, and/or original TV shows, and in-studio journalistic interviews and news features. Course will include hands on involvement with live TV directing, audio, and graphics creation, all utilizing the WHBS TV studio. Some involvement in various after school and/or evening WHBS video shoots will be required.

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**TELEVISION  
PRODUCTION III**

**Prerequisite: Television  
Production I & II and  
permission from instructor.  
(Must pass TV II with an  
A or B)**

**(11-12)**

**18 Weeks**

**.50 Credit**

TV Production III will have students create, and develop a series to air on WHBS TV. Students will learn TV and film script writing and what goes into creating an original television show. Some involvement in various after school and/or evening WHBS video shoots will be required.

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## World Languages

The overall objective in studying a world language is to develop linguistic skills in the target language. Students develop proficiency in listening, speaking, reading, and writing skills that will lead to fluency in the use of the language. An awareness and appreciation of foreign cultures is gained through the study of customs, history, and literature of the country. **It is recommended that students maintain a “C” average in a previous level before advancing to the next level.**

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### FRENCH

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**FRENCH I  
(9-12)  
36 Weeks            1.00 Credit**

French I is for students who have had little or no experience with the French language. It presents conversational expressions, basic vocabulary, syntax, and grammar for use in both oral and written communications. A foundation in basic pronunciation is established. French culture is presented at appropriate times during the year. Oral proficiency is emphasized. Students may be required to purchase a workbook.

**FRENCH II HONORS  
Prerequisite: Teacher/  
Counselor Recommendation  
(9-12)  
36 Weeks            1.00 Credit**

French II Honors has the same sequential core material as French II. The pace is accelerated, the breadth and scope of the coverage expanded, and some material is added to challenge the capabilities of the more able students. Students may be required to purchase a workbook. It is recommended that students have earned a “B” or higher in French I.

**FRENCH II  
(9-12)  
36 Weeks            1.00 Credit**

French II is for students who have maintained a “C” average in French I, and builds upon already-learned oral and written skills. After an extensive review of those skills, new vocabulary, verb tenses and grammatical concepts are presented and used. Students read and interpret short stories, notes and authentic materials. Oral proficiency approach is emphasized. Students may be required to purchase a workbook.

**FRENCH III HONORS  
Prerequisite: Teacher/  
Counselor Recommendation  
(10-12)  
36 Weeks            1.00 Credit**

French III Honors has the same sequential core material as French III. The pace is accelerated and more emphasis is placed on all four language skills. Supplementary reading material is added to the course, along with additional compositions and writing activities. Speaking, reading, writing and listening skills will continue to be refined. Students may be required to purchase a workbook. It is recommended that students have earned a “B” or higher in French II.

**FRENCH III  
(10-12)  
36 Weeks            1.00 Credit**

French III is a continuation of the study of vocabulary and grammatical concepts as students become increasingly advanced. An oral proficiency approach is taken. Reading, writing, listening and speaking skills are emphasized. Students may be required to purchase a workbook. It is recommended that students have earned a “C” average or higher in French II.

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**FRENCH IV HONORS**  
**Prerequisite: Teacher/  
Counselor Recommendation**  
**(11-12)**  
**36 Weeks            1.00 Credit**

In French IV Honors, grammar is reviewed continuously and additional language structures are introduced. Emphasis is placed on the functional use of language in contextualized activities as a means of achieving proficiency in French and acquiring sociocultural competencies. At least one full length novel will be read. Students are expected to discuss and write about the readings and current topics at an advanced level. Students may be required to purchase a workbook. It is recommended that the students have received a “B” or higher in French III Honors.

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**FRENCH IV**  
**(11-12)**  
**36 Weeks            1.00 Credit**

In French IV, the structure of the language is reviewed as needed to improve oral proficiency and writing skills. Reading includes a variety of selections and at least one full length novel. Students are expected to discuss and/or write about the readings and current topics. Students may be required to purchase a workbook. It is recommended that students have earned a “C” or higher in French III.

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**ADVANCED PLACEMENT  
FRENCH LANGUAGE  
AND CULTURE**  
**Prerequisite: Teacher/  
Counselor Recommendation**  
**(12)**  
**36 Weeks            1.00 Credit**  
**Fee: AP Exam**

In **AP French Language and Culture** students will continue to enhance and refine their linguistic skills. The course takes a holistic approach to language proficiency and emphasizes comprehension and comprehensibility, vocabulary usage, language control, communication strategies and cultural awareness. Students will refine language structures in context and use them to convey meaning. The AP French Language and Culture course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication. Language skills are sharpened with exposure to music, films, readings, and other authentic materials. Students will take the Advanced Placement exam and will need to purchase a workbook. It is recommended that students have maintained a “B” average or higher in French IV Honors.

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**FRENCH V**  
**(12)**  
**36 Weeks            1.00 Credit**

In French V students enhance and refine linguistic skills. Readings include selected classical and contemporary works as well as articles from current periodicals. Comprehension skills are sharpened with exposure to tapes, films, and other media forms that feature native speakers. Students may be required to purchase a workbook. It is recommended that students have earned a “C” or higher in French IV.

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## GERMAN

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**GERMAN I**  
**(9-12)**  
**36 Weeks            1.00 Credit**

German I is for students with no prior study of German. Listening and speaking are emphasized with practice in conversation, question/answer drills, and sentence construction. Simple vocabulary dealing with home, school, work and recreation is introduced. Students study and practice some of the basic grammatical structures. Students are required to buy a workbook.

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**GERMAN II**  
**(9-12)**  
**36 Weeks**            **1.00 Credit**

German II is for students with some prior study of German. Listening and speaking are developed to a more advanced level. Vocabulary is expanded in many areas. New grammatical constructions are studied so that simple narratives can be read and conversations can be conducted. Students are involved in writing their own dialogue and essays. Students are required to buy a workbook.

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**GERMAN II HONORS**  
**(9-12)**  
**36 Weeks**            **1.00 Credit**

German II Honors has the same sequential core material as German II. The breadth and scope of the coverage are expanded and reading material is added to challenge the capabilities of the more able student. Students are involved in writing their own dialogue. Students are required to buy a workbook.

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**GERMAN III**  
**(10-12)**  
**36 Weeks**            **1.00 Credit**

Oral and written skills learned in previous areas are further developed in German III. More complex material is included in the reading and discussions. Grammar skills will be reviewed and expanded. Topics include subordinating conjunctions, compound modal tenses, and complex prepositions. Oral practice concentrates on proper word order and tense usage. Student will be required to buy a workbook. They are also required to do more independent writing.

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**GERMAN III HONORS**  
**Prerequisite:**  
**Teacher/Counselor**  
**Recommendation or special**  
**permission**  
**(10-12)**  
**36 Weeks**            **1.00 Credit**

German III Honors has the same sequential core material as German III. The breadth and scope of the coverage are expanded and reading material is added to challenge the capabilities of the more able student. They are also required to do more independent writing. Student will be required to buy a workbook.

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**GERMAN IV**  
**(11-12)**  
**36 Weeks**            **1.00 Credit**

In German IV, grammar is reviewed to give the student a deeper understanding of the structure of the language. A variety of reading selections, primarily short stories, will be used to further develop the reading skill and oral proficiency through discussions. Writing will be further developed by using movies in German summarization and creative paragraph writing.

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**GERMAN IV HONORS**  
**(11-12)**  
**36 weeks**            **1.00 Credit**

German IV Honors has the same sequential core material as German IV. The breadth and scope of the coverage are expanded and reading material is added to challenge the capabilities of the more able student. The level of writing will be more difficult in IV Honors than in IV regular.

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**GERMAN V ADVANCED**  
**PLACEMENT**  
**Prerequisite: Teacher/**  
**Counselor Recommendation**  
**(12)**  
**36 Weeks**            **1.00 Credit**

In AP German Language and Culture, students will sharpen their written and oral skills. The course format is changing next year and will be more holistic in language proficiency. The course strives to promote fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication. The material will include music, films, short stories and other authentic materials. The students are required to take the Advanced Placement exam. It is recommended that students have maintained a "B" average or higher in German IV Honors.

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## LATIN

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**LATIN I**  
**(9-12)**  
**36 Weeks**            **1.00 Credit**

Latin I is for students who have had little or no experience with the Latin language. Even though there is very little emphasis on “conversational Latin”, students will still be required to orally read and recite Latin correctly. Latin I focuses on the grammar and syntax of the Latin language, English word derivatives, and important areas of Roman history, mythology, and culture. All students are encouraged to take the National Latin Exam to which this course is oriented. No prerequisite.

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**LATIN II**  
**Prerequisite: Latin I**  
**(10-12)**  
**36 Weeks**            **1.00 Credit**

Students in Latin II will work at sharpening translating skills and continue focusing on grammar and syntax. Emphasis continues on vocabulary building along with an introduction of new grammatical structures. In addition to the regular textbook readings, students will read introductory mythological stories such as Hercules and Jason and the Argonauts from the *Fabulae Graecae*. Culture and history is explored through readings about the Roman Republic and Empire. All students are encouraged to take the National Latin Exam to which this course is oriented. It is recommended that students have a “C” or better in Latin I.

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**LATIN II HONORS**  
**Prerequisite: Latin I and or**  
**Teacher/Counselor**  
**Recommendation**  
**(10-12)**  
**36 Weeks**            **1.00 Credit**

Latin II Honors students continue sharpening translating skills and will work more in depth and at a quicker pace on grammar and syntax. Vocabulary building along with an introduction of new grammatical structures plays an integral role. The scope of the material is expanded and literature will be introduced earlier. Students may be asked to purchase a grammar book. All students are encouraged to take the National Latin Exam to which this course is oriented. It is recommended that students have at least a “B” in Latin I.

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**LATIN III**  
**Prerequisite: Latin II or II**  
**Honors or**  
**Teacher/Counselor**  
**Recommendation**  
**(10-12)**  
**36 Weeks**            **1.00 Credit**

Oral and written skills learned in previous areas are further developed in Latin III. The first semester introduces students to more complex readings and grammar. Students begin reading Latin prose such as Plautus, Cicero, Caesar, and Pliny. During the second semester the students will expand on more complex material including Latin poetry. Students will translate works by Ovid, Catullus, Horace, and Vergil. Supplementary texts will be provided. Students may be asked to purchase a grammar book. All students are encouraged to take the National Latin Exam to which this course is oriented. Students enrolling in Latin III should have at least a “C” in the previous year. Students need to purchase The Odyssey, by Homer ISBN #0-14-026886-3

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**LATIN III HONORS**  
**Prerequisite: Latin II**  
**Honors and**  
**Teacher/Counselor**  
**Recommendation**  
**(10-12)**  
**36 Weeks**            **1.00 Credit**

The student will study in detail an increased amount of grammar and syntax as well as accelerating their knowledge of vocabulary. The students will gain an overview of Roman history obtained from their readings of Latin authors and use that knowledge in analyzing Roman culture. Students begin reading Latin prose such as Plautus, Cicero, Caesar, and Pliny. During the second semester the students will expand on more complex material including Latin poetry. Students will translate works by Ovid, Catullus, Horace, and Vergil. Supplementary texts will be provided. Students may be asked to purchase a grammar book. All students are encouraged to take the National Latin Exam to which this course is oriented. This course is taught with the goal of the student advancing to Latin IV Advanced Placement. Students enrolling in Latin III Honors should have at least a “B” in the previous year. Students need to purchase The Odyssey, by Homer ISBN #0-14-26886-3

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**LATIN IV**  
**Prerequisite: Latin III**  
**or Latin III Honors or**  
**Teacher/Counselor**  
**Recommendation**  
**(11-12)**  
**36 weeks            1.00 Credit**

Oral and written skills learned in previous areas are further devolved in Latin IV. The first semester continues the complex readings and grammar. Students will read Latin prose such as Plautus, Cicero, Pliny and Caesar. During the second semester the students will expand on more complex material including Latin poetry. Students will translate words by Ovid, Catullus, Horace and Vergil. Supplementary texts will be provided. Students will be asked to purchase a grammar book. All students are encouraged to take the National Latin Exam to which this course is oriented. Students enrolling in Latin IV should have at least “C” in the previous year.

**LATIN IV HONORS**  
**Prerequisite: Latin III**  
**or Latin III Honors**  
**or Teacher/Counselor**  
**Recommendation**  
**(11-12)**  
**36 weeks            1.00 Credit**

The student will study in detail an increased amount of grammar and syntax as well as accelerating their knowledge of vocabulary. The students will gain an overview of Roman history obtained from their readings of Latin authors and use that knowledge in analyzing Roman culture. Students will read Latin prose such as Plautus, Cicero, Pliny and Caesar. During the second semester the students will expand on more complex material including Latin poetry. Students will translate works by Ovid, Catullus, Horace and Vergil. Supplementary texts will be provided. Students may be asked to purchase a grammar book. All students are encouraged to take the National Latin Exam to which this course is oriented. Students enrolling in Latin IV should have at least a “B” in the previous year.

**LATIN IV ADVANCED**  
**PLACEMENT**  
**Prerequisite: Latin III**  
**Honors or**  
**Teacher/Counselor**  
**Recommendation and at least**  
**a “B” in the previous year.**  
**(12)**  
**36 Weeks            1.00 Credit**  
**Fee: AP Exam**

Latin IV Advanced Placement: The student will translate selections of the Aeneid by Vergil and selections of Gallic War by Julius Caesar as outlined by the College Board curriculum. The student will read Latin aloud with accurate pronunciation and appropriate voice inflection. The student will read prose and poetry aloud with attention to metrical structure, literary themes and poetic devices. Attention is given to complex grammar and syntax structure as it occurs in the texts. More books to read selections in English which are not translated. All students are encouraged to take the National Latin Exam to which this course is oriented.

**LATIN V HONORS**  
**Prerequisite: Students**  
**enrolling should have at least**  
**a “B” in the previous year.**  
**Latin IV AP or**  
**Teacher/Counselor**  
**Recommendation.**

The student will read various selections of Latin aloud with accurate pronunciation of appropriate voice inflection, and paying special attention to metrical structure, literary themes and poetic devices. The student will translate author such as Cicero, Caesar, Catullus, and Pliny. Attention is given to complex grammar and syntax structure as it occurs in the texts. More emphasis will be given to oral readings and verse. All students are encouraged to take the National Latin Exam to which this course is oriented.

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## SPANISH

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### SPANISH I

(9-12)

36 Weeks

1.00 Credit

Prerequisite: None

Spanish I is for students who have had little or no experience with the Spanish language. The linguistic goal for this course is to develop the four language skill areas: listening, reading, speaking, and writing, as well as refine thinking skills. An accumulation of vocabulary words and grammar are used in the content of the material presented from the text. Students must purchase a workbook.

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### SPANISH II HONORS

Prerequisite: Students should have maintained a “B” average throughout the previous year.

(9-12)

36 Weeks

1.00 Credit

This course is designed to build upon the skills of listening, speaking, reading, and writing introduced in Spanish I, and will be taught at a more rigorous pace than Spanish II. Students will be required to speak almost exclusively in Spanish. They will learn about all aspects of the Spanish language and culture with greater scope and depth. Several multi-media materials and online resources will be implemented along with the Pre-AP lessons and activities from their Pre-AP workbook. These activities are intended to begin to acquaint students with the format of the AP Spanish language exam and to acquire grammar, vocabulary, and communication skills that will lead to proficiency and further refine the students’ understanding of the structure of Spanish. In addition the Spanish II H students will also be required to read two small readers. The books will be provided. The purchase of the Pre-AP workbook and the regular workbook is required and a dictionary is highly recommended. .

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### SPANISH II

(9-12)

36 Weeks

1.00 Credit

Prerequisite: Students should maintain a “C” average each semester of previous year.

In Spanish II introductory objectives incorporate an extensive comprehensive review of all vocabulary and grammatical structures learned in level one. The application of listening, reading, speaking, and writing skills are stressed and effectively measured throughout the course. Emphasis continues on vocabulary building along with an introduction of new grammatical structures including transference from present to past tenses. Students must purchase a workbook.

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### SPANISH III HONORS

Prerequisite: Students should have at least a “B” in the previous year.

(10-12)

36 weeks

1.00 Credit

Spanish III Honors has the same sequential core material as Spanish III. The pace is accelerated and more rigorous. Emphasis is placed on listening, reading, speaking, and writing skills. Supplementary reading material is added to the course, along with additional compositions and writing activities. Speaking and reading skills will continue to be refined with the class being conducted entirely in Spanish. Students must purchase a workbook and Pre-AP workbook.

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### SPANISH III

(10-12)

36 Weeks

1.00 Credit

Prerequisite: Students should have maintained a “C” average throughout the previous year.

Spanish III continues with additional vocabulary and grammatical structure as students become increasingly more advanced. Exposure to a substantial amount of vocabulary enables students to incorporate the basic grammar into meaningful listening, speaking, reading and writing exercises. A few of the many activities used to reinforce skills are reading short stories, participation in classroom discussions and writing of short compositions. Students must purchase a workbook.

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**SPANISH IV HONORS**

**Prerequisite: Prerequisite:**  
**Students should have**  
**maintained a “B” average**  
**throughout the previous**  
**year.**

**(11-12)**

**36 Weeks**

**1.00 Credit**

This course is designed for advanced high school students who have demonstrated excellence in Spanish III Honors in listening, speaking, reading, and writing the language. The class is designed to further refine the students’ understanding of the structure of Spanish. There is an extensive emphasis on advanced placement oriented activities in order to continue acquainting students with the format of the AP Spanish language exam and to acquire grammar, vocabulary, and communication skills that lead to proficiency. Students will synthesize written and aural materials through the formal writing process and through the formal oral presentation process. Students will also develop their writing and speaking skills through the process of informal writing and informal oral presentation. Listening and reading skills will be gained through such tools as authentic texts, online interactive activities, and other technologies to communicate and explore cultural, social, national and economic issues and themes of the Spanish speaking world. The class is primarily conducted in Spanish. The purchase of a workbook is required and a dictionary is highly recommended.

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**SPANISH IV**

**(11-12)**

**36 Weeks**

**1.00 Credit**

**Prerequisite: Students**  
**should have maintained a**  
**“C” average throughout the**  
**previous year.**

Spanish IV is designed to build on the four skill areas of listening, speaking, reading, and writing. This course includes the study of culture and a review of the grammar from levels I, II, and III. Students will study Spanish, Mexican, Central American, and South American history as well as read, analyze, and discuss various works by classical and contemporary authors through the content of the material presented in the text. Students must purchase a workbook and a dictionary is highly recommended.

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**SPANISH V ADVANCED PLACEMENT**

**Prerequisite: Students**  
**should have maintained a**  
**“B” average throughout the**  
**previous year.**

**(12)**

**36 Weeks**

**1.00 Credit**

**Fee: AP Exam**

Spanish V Advanced Placement is designed for students who wish to take the Advanced Placement Language Examination in Spanish. In this course students enhance, refine, and integrate language skills with proficiency. They synthesize written and aural materials through the formal writing process and through the formal oral presentation. Listening comprehension skills are sharpened through exposure to a variety of authentic audio and video recordings. Readings include selected literature and current events of Spanish speaking countries from authentic written texts, newspaper and magazine articles, and other nontechnical writings that develop students reading and comprehension abilities. Essays and discussions in Spanish involve some degree of critical thinking in developing students’ writing and speaking skills. There is also a rigorous review of grammatical structures. Spanish is used exclusively in the classroom by both the students and the teacher. The course provides frequent opportunities for students to integrate the four language skills through the use of authentic materials equivalent to those used in the college classroom the fifth or sixth semester level. The purchase of a workbook is required and a dictionary is highly recommended.

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**SPANISH V**

**(12)**

**36 Weeks**

**1.00 Credit**

**Prerequisite: Students**  
**should have maintained a**  
**“C” average throughout the**  
**previous year.**

Spanish V is designed to enhance students’ language skills. Students will focus on a variety of topics by reading, analyzing and discussing various contemporary Spanish and Latin American authors as well as articles from current periodicals. Comprehension is refined through exposure to films, music and other forms of media. Accumulation of vocabulary words are used in the content of the material presented from the text. Grammar is reviewed, but is not the major topic. Students are expected to read, discuss, and offer their ideas in Spanish. Students must purchase a workbook.

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### **French Courses for AP Track**

French I	No Prerequisite
French II Honors	French I with “B-“ or better
French III Honors	French II H with “B” or better
French IV Honors	French III H with “B” or better
French V AP	Finish all Honors Classes II H, III H, IV H with “B-“ or better

### **Latin Courses for AP track**

Latin I	No Prerequisite
Latin II Honors	Latin I with “B-“ or better
Latin III Honors	Latin II H with “B” or better
Latin IV	Latin III or Latin III Honors with “C” or better
Latin IV Honors	Latin III or Latin III Honors with “B” or better
Latin IV AP	Latin III H with a “B” or better or special permission

### **Spanish Courses for AP track**

Spanish I	No Prerequisite
Spanish II H	Spanish I with “B “ or better
Spanish III H	Spanish II with “B” or better
Spanish IV H	Spanish III with “B” or better
Spanish V AP	Finish all Honors Classes with “B” or better and teacher/counselor recommendation

### **German Courses for AP track**

German I	No Prerequisite
German II H	German I with “B-“or better
German III H	German II H with “B” or better
German IV H	German III H with “B” or better
German V AP	Finished all Honors Classes II H, III H, and IV H with “B-” or better

# Engineering & Technology Education

The study of technology allows all students to understand and use technology effectively in order to make successful transitions through the K-12 grades to post-secondary education, the workplace, civic/daily life, and to become lifelong learners. Through the application of technical skills, knowledge, processes, and critical thinking skills, learners will become capable problem solvers and creative thinkers who are prepared to adapt to changing environments, educational challenges, and career opportunities.

Engineering & Technology Education is problem solving, critical thinking, design, design analysis, teamwork, motivation, technological literacy, exposure to career practices, activities, visualization, following directions, paying attention, skill acquisition and craftsmanship, quality, pride, safety, materials and materials processing, and accomplishment. It is a subject that helps students become informed about the nature and significance of technology as a prerequisite for effective decision making.

Students learn that the designed world consists of technological systems reflecting the modifications that humans have made to the natural world to satisfy their own wants and needs. The seven technological systems include information & communication technologies, construction technologies, manufacturing technologies, energy & power technologies, agricultural and related biotechnologies, medical technologies, and transportation technologies.

Students who intend to continue their education in a technology-related field (such as engineering, interior/graphic/industrial design, or architecture) through a college, university, technical school, trade school, apprenticeship, or career center should complete at least 2 or more courses in Engineering & Technology Education. The Westlake High School engineering & Technology Education program aligns to the Ohio Department of Education Technology Academic Content Standards, and all courses satisfy the state high school graduation requirement for the “Technology” elective.

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## COMPUTER GRAPHICS

(9-12)

18 Weeks

.50 Credit

Computer Graphics students will explore the amazing visual potential in computer-generated graphics for layout and design. Learn how to create images, learn options, design elements, and experiment with various techniques to improve visual communication. Students will use multiple programs including Corel Draw and ArcGis. Corel Draw is a vector based graphics platform. ArcGis uses spatial mapping technology to answer questions visually. Students will also use the computer to embellish using other mediums. This course is recommended for students selecting a career or interest in graphic design and visual communications. This will satisfy state graduation requirement for the “Technology” elective.

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## TECHNICAL DRAWING/ DESIGN I

(9-12)

36 Weeks

1.00 Credit

Technical Drawing/Design I is a pre-engineering, pre-architecture, and pre-design oriented class. It focuses on the use and care of traditional as well as computer drafting equipment, the basics of measurement, lettering, sketching, orthographic & isometric projection, geometric construction, pictorial drawing, working & assembly machine drawing, elementary descriptive geometry, sectioning, dimensioning, auxiliary views, design, and CAD (computer aided drawing/design). This course is recommended for students selecting a career or interested in any field of engineering, architecture, interior design, industrial design, graphic design, construction, manufacturing, technology, computer technology, or any trade using working drawings. The competencies covered in this class will introduce the student to construction and manufacturing industry pathways.

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### (ADVANCED) Technical Drawing/Design 2,3,4 Coursework Statement

Taking the Westlake High School Advanced Technical Drawing/Design class (or sequence – level 2,3,4) will significantly increase the likelihood of a student being able to credit out of, be advanced placed, or test out of similar beginning level college classes ( i.e., “Engineering Graphics”) because of the accelerated pace, great depth of the material covered, high expectations, course rigor, advanced & unique experiences a student is exposed to, and is comparable to introductory college level coursework.

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**TECHNICAL DRAWING/  
DESIGN II**  
**Prerequisite: Technical  
Drawing/Design I**  
**Teacher/Counselor  
Recommendation  
(10-12)**  
**36 Weeks            1.00 Credit**

Technical Drawing/Design II builds on the foundation of the beginning level technical drawing/design class at a challenging level. This course is designed to prepare students interested in and/or intending to major in architecture, design, engineering, construction, manufacturing, technology, or computer technology field in college. The course includes elements of architectural and construction drawing & design, model building, production illustration, 3D/airbrushed pictorials, graphic design, elementary tool design, manufacturing, engineering graphics and activities, and CAD (computer aided drawing/design). This level 2 course employs the “Design, Draw, Build” philosophy in Engineering & Technology Education. Additionally, the competencies covered in this class will lead to construction and manufacturing industry pathways.

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**TECHNICAL  
DRAWING/DESIGN III  
HONORS**  
**Prerequisite: Technical  
Drawing/Design II**  
**Teacher/Counselor  
Recommendation  
(11-12)**  
**36 Weeks            1.00 Credit**

Technical Drawing/Design III is a continuation of the level II course, both in intent and subject area. Course content includes architectural design and model building, advanced detail and assembly drawings, one and two point perspectives, design problems, construction problems, manufacturing problems, engineering problems, (airbrushed) phantom view illustrations, CAD (computer aided drawing/design), and projects dealing with student’s interests.

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**TECHNICAL  
DRAWING/DESIGN IV  
HONORS**  
**Prerequisite: Technical  
Drawing/Design III**  
**Teacher/Counselor  
Recommendation  
(12)**  
**36 Weeks            1.00 Credit**

Technical Drawing/Design IV is a continuation of the level III course, both in intent and subject area. The student will select work from the following areas: architectural and/or construction drafting, machine drafting, engineering drafting, manufacturing problems, design problems, and projects dealing with student’s interests. CAD (computer aided drawing/design) will be utilized in this course.

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**INTRODUCTION TO  
ROBOTICS &  
ELECTRONICS  
(10-12)**  
**18 weeks            .50 Credit**

Introduction to Robotics & Electronics is a course that will introduce students to the exciting and sophisticated world of robotics and their importance in technology. Learn about mechanical processes related to building a robot and the importance of safety in all aspects of work. Each student will build, test, and operate a basic electromechanical robot containing a logic circuit, and learn how to read diagrams and schematics. Learn the fundamentals of electricity and electronics, including components, circuits, test equipment, and residential wiring. The competencies covered in this class will introduce the student to manufacturing and energy distribution career pathways. This course will satisfy the state graduation requirement for the “Technology” elective.

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**TECHMATES LAB  
ASSISTANT  
(9-12)**  
**18 weeks            No Credit**

This class period provides an opportunity for students to assist others (tutor, demonstrate, etc.), make up work, complete lab assignments, work on contest, competitions, state conference entries, or work on club projects or activities. Students in this capacity can earn WAVE credit.

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**KNOW YOUR HOME**  
(9-12)  
18 weeks                      **.50 Credit**

Know Your Home is a course where students will learn about home repair and construction technology to solve practical problems found in the home. The course is modular based. Students will spend one quarter on construction technology and the next quarter on home repair. Subjects covered in the construction technology portion include, but are not limited to, electrical, plumbing, framing, trimming, roofing, siding, drywall, GREEN building, and new and emerging construction technologies.

The home repair portion will include, but are not limited to, flooring, home safety, paint and varnish finishes, home inspection, design, and home accessories. The course will include field trips to home sites, the city building department, home centers, etc. In addition to field trips a number of speakers will present students with information from their fields as well as career opportunities.

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**KNOW YOUR HOME II**  
**Prerequisite: Know Your Home**  
(10-12)  
18 Weeks                      **.50 Credits**

“Know Your Home II” is a continuation of “Know Your Home.” Students will take an in-depth look at the needs of a home. Students will also focus on the finer details of the home, and will work independently and in groups to accomplish design problems. Students will explore a number of new and old methods in construction technology, and will design and construct a piece of furniture for their home. Students will keep a record of their designs and projects in a binder. “Green” technology will be discussed and utilized in many of the projects and designs. “Green” building is important for students to understand and take advantage of in the ever changing housing market.

Note: Fees may be charged for projects beyond the scope of normal material usage. Students will be responsible for materials for furniture project.

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**DESIGN SQUAD**  
(9-12)  
18 Weeks                      **.50 Credits**

Design Squad is a class where students will brainstorm, design, build, and test a different engineering activity every single week. The *Design Squad* class is modeled after the popular TV show. This class will give students an opportunity to explore engineering as problem-solving using concepts in science, math, and technology. This class will demonstrate that engineering is a creative career where you get to work with great people, solve interesting problems, and design things that matter. This course is geared especially for the incoming freshmen to experience engineering design and investigate and solve challenging problems.

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**PC SERVICING**  
(10-12)  
18 weeks                      **.50 credit**

PC Servicing will help you gain an understanding of the basic building blocks of the personal computer. Perform operations such as troubleshooting, upgrading a system, running diagnostic routines, assembling and disassembling hardware, inserting and removing cards, and expanding connections on a system. Gain an understanding of the safety requirements when working with electricity and electronic equipment. Explore career options in a field with increasing demand, including requirements for A+ certification, an industry standard. This course will satisfy the state graduation requirement for the "Technology" elective.

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**Cost for student projects will vary depending on the nature of the projects selected.**

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## Math

In this curriculum there are many math sequences to be considered. In order to minimize confusion, the student should read the list of courses offered at each grade level, the “Suggested Sequence,” and the individual descriptions. If confusion still remains, the student should consult a counselor or math teacher.

<b>Suggested Sequence of Courses</b>					
		9	10	11	12
College Preparatory Sequences	Geometry H (If Algebra is taken in the 8 <sup>th</sup> grade)		Algebra II H	Pre-Calculus H	AP Calculus Calculus
	Geometry (If Algebra is taken in the 8 <sup>th</sup> grade)		Algebra II	Pre-Calculus	Calculus
	Algebra I		Geometry	Algebra II	Pre-Calculus  College Prep Math

### ALGEBRA I

**Prerequisite: Teacher/  
Counselor Recommendation  
(9-12)**  
36 weeks      **1.00 Credit**

Algebra I is a mathematical tool for problem solving. The students learn the general techniques for solving linear equations and systems of equations. They also learn to read and write mathematical sentences, reason in an orderly manner and choose the facts necessary for a solution to a problem. A scientific calculator is required.

### ALGEBRA II

**Prerequisite: Teacher/  
Counselor Recommendation  
and one Geometry credit.  
“C” average in Algebra I  
is recommended.  
(10-12)**  
36 weeks      **1.00 Credit**

In Algebra II the objective is to increase the student’s understanding of mathematical concepts and to develop further the skills and techniques acquired in Algebra I. A scientific calculator is required.

### HONORS ALGEBRA II

**Prerequisite: Teacher/  
Counselor Recommendation  
“A” or “B” average in  
Geometry Honors  
(10)**  
36 weeks      **1.00 Credit**

Honors Algebra II presents a more intensive study of the materials than in the regular Algebra II class. Topics include: linear relationships, quadratic functions, graphing, logarithmic functions, and trigonometry. The course is designed for sophomores who plan to take Calculus during their senior year and utilizes techniques suitable for students with very special interest and ability in mathematics. A TI-83 or TI-84 calculator is required, but the TI-84 is recommended.

### CALCULUS

**Prerequisite: Teacher/  
Counselor Recommendation and  
1.00 credit of either Pre-  
Calculus Honors  
(11-12)**  
36 weeks      **1.00 Credit**

Calculus emphasizes the concepts of differential and integral calculus and its basic techniques and applications. A TI-83 or TI-84 calculator is required, but the TI-84 is recommended. Students are not required to take the advanced placement exam.

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**ADVANCED PLACEMENT  
CALCULUS AB**  
**Prerequisite: Teacher/  
Counselor Recommendation  
and an “A” or “B” in Pre-  
calculus Honors  
(11-12)**  
36 weeks            **1.00 Credit**  
Fee: AP Exam

Advanced Placement Calculus AB emphasizes the concepts of differential and integral calculus and its basic techniques and applications. Students are required to take the advanced placement examination. Students are required to complete a summer work packet before the start of school. A TI-83 or TI-84 calculator is required, but the TI-84 is recommended.

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**ADVANCED PLACEMENT  
CALCULUS BC**  
**Prerequisite:  
Teacher/Counselor  
Recommendation and  
completion of AP Calculus  
AB  
(12)**  
36 weeks            **1.00 Credit**  
Fee: AP Exam

Advanced Placement Calculus BC emphasizes the concept of differential, integral and vector based calculus and infinite series with advanced techniques and applications. Students are required to take the advanced placement exam. A TI-83 or TI-84 calculator is required, but the TI-84 is recommended.

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**COLLEGE PREP MATH**  
**Prerequisite: One Algebra II  
Credit and Teacher/  
Counselor Recommendation  
(12 only)**  
36 weeks            **1.00 Credit**

College Prep Math is designed for the student who does not choose to continue in the Pre-Calculus track. This course is designed as a transition to college mathematics. Topics include exponents, equations, graphing, polynomials, quadratics, rational expressions, geometry and trigonometry. A TI-83 or TI-84 calculator is required, but the TI-84 is recommended.

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**GEOMETRY**  
**Prerequisite: Teacher/  
Counselor Recommendation,  
One Algebra Credit, and at  
least a “C” average in  
Algebra I is Recommended  
(9-11)**  
36 weeks            **1.00 Credit**

Geometry blends two-dimensional (plane) and three-dimensional (solid) concepts into a logical workable form. The students are shown how to use logical reasoning processes in proving many of the truths in geometry. Both direct and indirect methods of proof are used. Included is a study of angles, triangles, quadrilaterals, circles, polyhedrons, trigonometry, coordinate geometry, and transformations. A scientific calculator is required.

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**GEOMETRY HONORS**  
**Prerequisite: at least a “B”  
in Algebra I and  
Teacher/Counselor  
Recommendation.  
(9-10)**  
36 weeks            **1.00 Credit**

Geometry Honors is an accelerated course designed for the superior mathematics student. The course content is plane geometry with some solid geometry integrated into the program. Emphasis is placed on using direct and indirect methods of proof. Students who plan to progress in the Pre-Calculus Honors/AP Calculus track should take this course. A scientific calculator is required (although a TI-8X calculator will be required in Algebra II Honors).

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**PRE-CALCULUS**  
**Prerequisite: Teacher/  
Counselor Recommendation  
and One Algebra II Credit.  
At least a “B” average in  
Algebra II Recommended  
(11-12)**  
36 weeks            **1.00 Credit**

Pre-Calculus centers on a more advanced study of concepts in the areas of algebra, geometry, trigonometry, analytical geometry and functions. These concepts are important prerequisites for further study in mathematics and science-related fields. A TI-83 or TI-84 calculator is required, but the TI-84 is recommended.

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**PRE-CALCULUS HONORS**  
**Prerequisite: Teacher/  
Counselor Recommendation  
and an “A” or “B” in  
Algebra II Honors.**  
**(11-12)**  
**36 weeks            1.00 Credit**

Pre-Calculus Honors is an accelerated course designed for the superior mathematics student with an Algebra II Honors background. Students are required to have a TI-83, TI-84 or equivalent graphing calculator. Topics include: functions and their graphs, logarithms and exponential functions, trigonometry, sequences and series, and word problem applications of all major subjects. Students are required to complete a summer work packet before the start of school. A TI-83 or TI-84 calculator is required, but the TI-84 is recommended.

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**ADVANCED PLACEMENT  
STATISTICS**  
**Prerequisite:  
Teacher/Counselor  
Recommendation and an “A”  
or “B” in Algebra II**  
**(11-12)            1.00 Credits**

Advanced Placement Statistics is designed to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data; sampling and experimentation; anticipating patterns; and statistical inference. Students are required to take the advanced placement examination. Students are required to complete a concepts review packet over the summer. A TI-83 or TI-84 calculator is required, but the TI-84 is recommended.

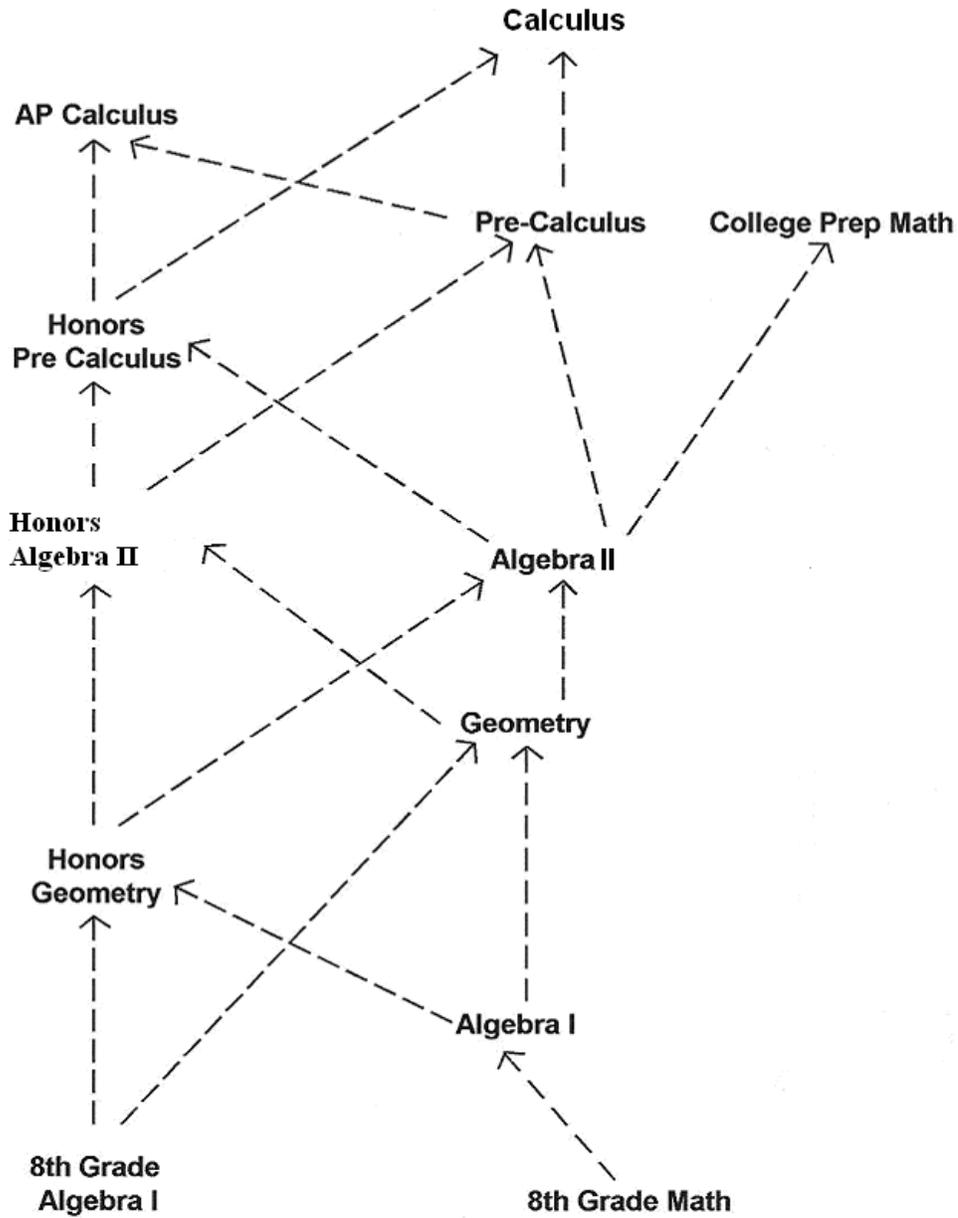
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**MATH ACADEMY**  
**Prerequisite: Placement into  
this course requires the  
permission of a High School  
Administrator**  
**(9-12)**  
**18 weeks            .50 Credit**

This course is designed for students whose performance is below grade level in mathematics. Individual and a small group instruction/ intervention will take place based on student needs. Assistive technologies will be used to improve and reinforce the student’s math skills.

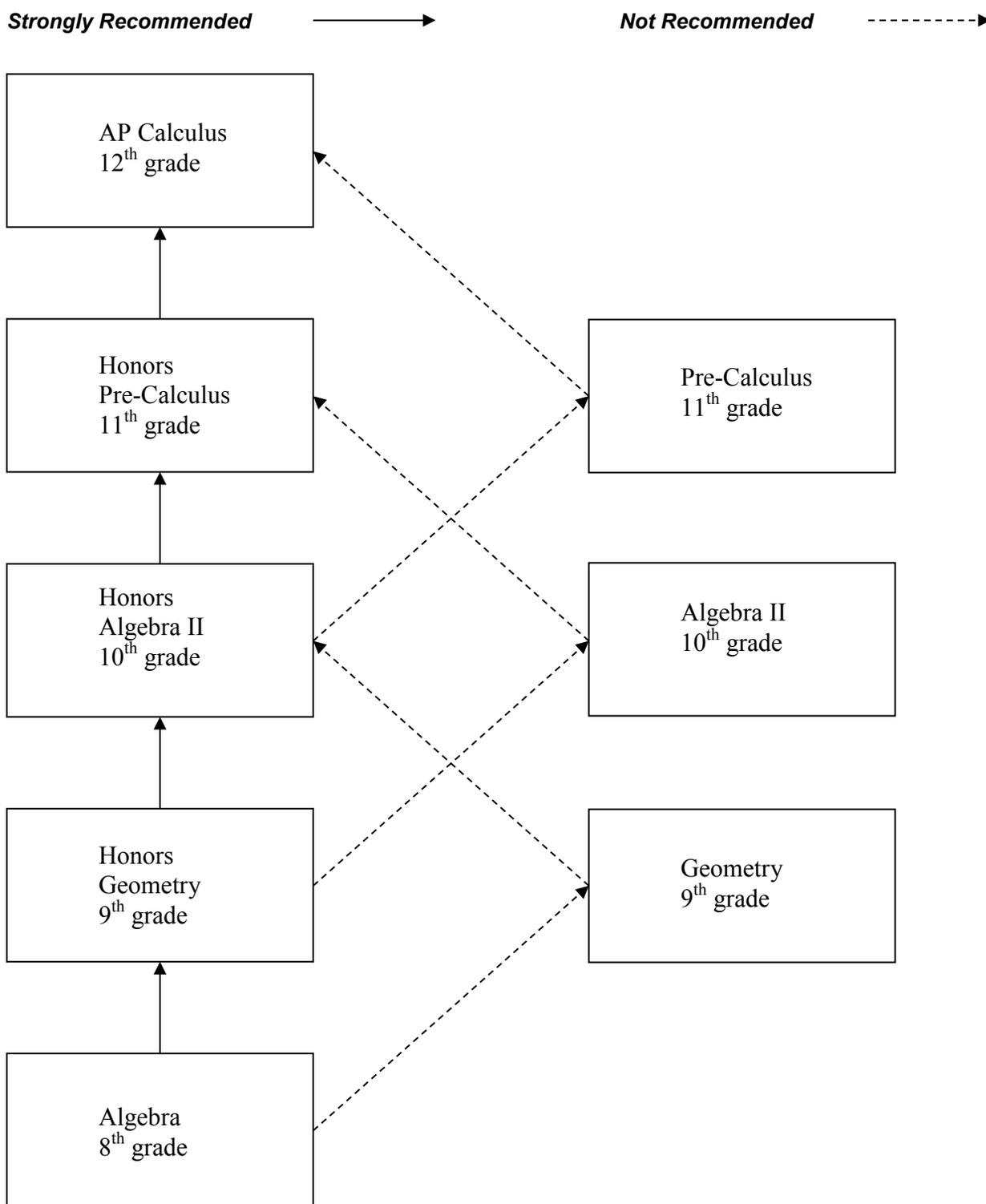
## Math Flowchart Grades 8-12

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Note: AP Statistics can be taken following successful completion of any math course at the Algebra II level or above.

## AP Calculus AB Vertical Alignment



Note: An exceptional student who takes Algebra in 9<sup>th</sup> grade may enter the sequence by taking both Honors Geometry and Honors Algebra II as a 10<sup>th</sup> grade student.

## Music

The Westlake Music Department is organized to permit all students to participate in a program that evolves from elementary school through high school. The program helps the student gain an insight into a wide range of musical activities. Some phase of the music program is available to every student regardless of the musical talent.

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**9TH GRADE MIXED CHORUS**  
(9)  
36 weeks            **1.00 Credit**

Ninth Grade Mixed Chorus offers the students an introduction to three and four part singing. Special emphasis is placed on the development of basic singing fundamentals. Various required performances for the chorus include the Winter Concert, Spring Concert, Music a la Mode Festival and perhaps one other outside performance. Students are encouraged to participate in the solo and ensemble events. Fee

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**WOMEN'S ENSEMBLE**  
**By audition or permission of Instructor.**  
(9-12)  
36 weeks            **1.00 Credit**

Enrollment in Women's Ensemble is open to any soprano or alto voiced student who enjoys the art and fulfillment of singing as well as expanded choral experiences. Women's Ensemble performs a variety of musical literature with an emphasis on basic singing fundamentals. Various required performances for the choir include the Fall Concert, Winter Concert, Spring Concert, Music ala Mode, District Contest, and perhaps one other outside performance. While open to all students, auditions are still required. Fee.

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**SHOW CHOIR**  
**Prerequisite: By audition only.**  
(10-12)  
36 weeks            **1.00 Credit**

The Show Choir is a small, select group of highly enthusiastic performers. Their repertoire includes popular and Broadway show music accented with choreography. The Show Choir represents the school at many civic and business programs as well as festivals and concerts. Attendance at all functions is required. Students must maintain a "C" or better average to be permitted to perform with this group. Fee. Students are required to pay for their performance attire.

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**SYMPHONIC CHOIR**  
**By audition or permission of Instructor. Students interested in Symphonic Choir and have not been in another vocal ensemble must receive permission from instructor.**  
(10-12)  
36 weeks            **1.00 Credit**

Symphonic Choir performs a variety of musical literature with an emphasis on basic singing fundamentals. Various required performances for the choir include the Winter Concert, Spring Concert, Music ala Mode, winter tour, district contest, and perhaps one other outside performance. Fee.

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**MEN'S CHORUS**  
(9-12)  
36 weeks            **No Credit**

Enrollment in Men's Chorus is open to any tenor or bass voiced student who enjoys the art and fulfillment of singing as well as expanded choral experiences. A wide variety of music including serious, popular, and barbershop is explored and performed. Performances are required. Fee

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**MUSIC HISTORY**  
(9-12)  
18 weeks            **.50 Credit**

Music History is open to all students who wish to study music as a fine art. It develops understanding listeners who respond fully to music. Music from the medieval period to the twenty-first century, including music of non-western cultures, is studied. Students gain a broad understanding of music history through the study of various cultures.

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**MUSIC THEORY**  
(9-12)  
18 weeks            .50 Credit

Music Theory is a course designed for the serious musician. The fundamentals, essentials, and structure of music are all studied in this course. Ensemble participation or music training is necessary prior to taking this course.

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**CHORALE**  
**Prerequisite: Audition,**  
**Director's approval**  
(10-12)  
36 weeks            1.00 Credit

This choral ensemble is for students who want to learn advanced choral techniques and choral literature. They will perform songs of an advanced nature, concentrating on a cappella literature, especially from the Renaissance and Twentieth Century, with some thought towards vocal jazz. Students need to exhibit advanced tonal placement, good sight-reading skills, and an excellent ear. They will need to purchase their performance outfits and attendance at all performances is mandatory. There is a \$20 music and equipment fee. Students need to pay for their performance attire.

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**JAZZ ENSEMBLE**  
**Prerequisite: By audition**  
**only.**  
(9-12)  
36 weeks            1.00 Credit

This group rehearses and performs music from the following styles: jazz, big band, jazz-rock, popular music, ballads, and others. Performances include the Westlake Jazz Festival, jazz concerts, Westlake Elementary School Tour, school performances and other outside performances. Students in the Jazz Ensemble must also be a member of the WHS Band. The only exceptions would be the students who play piano, bass guitar, or rhythm guitar.

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**WESTLAKE HIGH**  
**SCHOOL BAND**  
(9-12)  
36 weeks            1.00 Credit

Membership in the Westlake High School Band is open to all senior high school students who display interest and a high level of proficiency on their band instruments. Performances include several school concerts, District and State Band Event, Music ala Mode, and other outside performances.

The Westlake High School Band is a full year course which meets daily. The first quarter consists of Marching Band, while the remainder of the year is a sit down concert setting. During the first quarter all students are auditioned and selected for the Symphonic and Concert Bands for the remainder of the school year. The Westlake High School Marching Band has performed all over the country in national holiday parades, bowl games, and area music festivals. Past performances have included the Florida Citrus Bowl Parade, the Hollywood Parade of the Stars, the Chicago Thanksgiving Day Parade, Disney World, and Disneyland. **Football players and fall cheerleaders may elect not to earn credit for the first quarter. These students report to study hall during the marching band period and must complete scheduled arrangements with the band director and guidance department prior to the beginning of the school year.**

The following units—**Demonettes, Majorettes, Debonairs**—are part of the Marching Band and are open to all students at Westlake High School for the first quarter.

These students **MUST** be scheduled as part of the Marching Band the first quarter and may take a second quarter study hall, second semester class, or a second semester study hall.

We encourage **Demonettes, Majorettes, and Debonairs** to play an instrument in order to fully participate in Westlake High School's music program. Because of scheduling conflicts students may have to make decisions about their own academic or auxiliary responsibilities. Please remember that a schedule must reflect BOTH academic and co-curricular responsibilities.

**Prerequisite: Students must try out for these positions and must attend all rehearsals and practices.**

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**DEMONETTES**  
(9-12)  
9 weeks .25 Credit

**Prerequisite: Students must try out for these positions and must attend all rehearsals and practices.**

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**MAJORETTES**  
(9-12)  
9 weeks .25 Credit

**Prerequisite: Students must try out for these positions and must attend all rehearsals and practices.**

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**DEBONAIRS**  
(9-12)  
9 weeks .25 Credit

**Prerequisite: Students must try out for these positions and must attend all rehearsals and practices.**

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**CHAMBER ORCHESTRA**  
(9-12)  
36 weeks 1.00 Credit

Chamber Orchestra is designed for students who play stringed instruments. The orchestra rehearses daily and performs at school concerts, at the State Orchestra Contest, and at other community functions. Winds and percussions are added before performances to give the ensemble a full orchestral sound.

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## Physical Education & Health

Health Education develops an understanding of good health practices. A holistic approach integrates physical, mental, and social modalities of well-being and wellness.

Physical Education ensures that the student has an opportunity to participate in a variety of team and individual sports. A variety of physical activities promote normal growth and development and increase strength, flexibility, and cardiovascular endurance. Uniform information will be provided in the orientation process.

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<b>PHYSICAL EDUCATION 9 (9)</b>		A variety of physical education activities promote total body fitness and group cooperation skills. <b>All students are required to wear the Board approved uniforms.</b> Fees may be required for some activities. This course fulfills .25 credit of Physical Education for graduation.
<b>18 weeks</b>	<b>.25 Credit</b>	

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<b>HEALTH 10 (10-12)</b>		Instruction covers cardio-pulmonary resuscitation training (C.P.R.), basic first aid and emergency care, and safety hazards. Other topics include chemical dependency, nutrition, heart disease and health careers, and goal planning This course fulfills .50 credit of Health for graduation.
<b>18 weeks</b>	<b>.50 Credit</b>	

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<b>PHYSICAL EDUCATION 10 (10)</b>		Physical Education 10 includes large group games, individual sports, and lifetime activities promoting fitness. <b>All students are required to wear the Board approved uniforms.</b> Fees may be required for some activities. This course fulfills .25 credit of Physical Education for graduation.
<b>18 weeks</b>	<b>.25 Credit</b>	

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<b>PHYSICAL EDUCATION 11 AND 12</b>		Approval by course instructor needed. This course includes team and individual sports, and lifetime activities promoting fitness. Fees may be required for some activities.
<b>Prerequisite: Physical Education 9 and 10 (11-12)</b>		
<b>1st semester</b>	<b>.50 Credit</b>	
<b>2nd semester</b>	<b>.50 Credit</b>	
<b>(Does not take the place of PE 9 and 10 requirements)</b>		

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<b>STRENGTH AND CONDITIONING</b>		Strength and Conditioning I is designed for students who want to learn strength and conditioning skills and techniques. The beginning student will learn basic lifts and techniques. Weight training terminology will be emphasized. Weight room safety and workout procedures will be followed. A total body, general workout will be emphasized. Testing will be included.
<b>Prerequisite: PE Teacher/Counselor Recommendation (9-12)</b>		
<b>18 weeks</b>	<b>.50 Credit</b>	
<b>(Does not take the place of PE 9 and 10 requirements)</b>		

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**STRENGTH AND  
CONDITIONING II**

**Prerequisite: Strength and  
Conditioning I**

**Teacher/Counselor  
Recommendation**

**(9-12)**

**18 weeks .50 Credit**

**(Does not take the place of  
PE 9 and 10 requirements)**

Strength and conditioning II is designed for students who wish to improve their physical fitness and design workouts based on individual needs or preferences. The muscular system will also be discussed. The student will be involved in designing and implementing individual workouts. Testing will be included.

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**STRENGTH AND  
CONDITIONING III**

**Prerequisite: Strength and  
Conditioning II**

**Teacher/Counselor  
Recommendation**

**(10-12)**

**18 weeks .50 Credit**

**(Does not take the place of  
PE 9 and 10 requirements)**

Personal Fitness III is designed for a total individualized weight training program. Testing will be included.

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## Science

The science department offers courses in life and physical sciences. The courses meet a wide range of student interests, attitudes and needs. The college-bound student should complete at least three years of high school science. It is recommended that students have access to a scientific calculator for many of the science courses listed below. A graphic calculator is needed for Physics students.

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### **BIOLOGY**

**Prerequisite: Physical Science**

**(10-12)**

**36 weeks**

**1.00 Credit**

Biology offers a presentation of the principles underlying living phenomena. This course includes cellular biology, microbiology, human biology, plant biology, ecology, classification of animals, and genetics. Laboratory experiences will be dependent upon the schedule. Goggles and gloves may be required for each student.

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### **HONORS BIOLOGY**

**Prerequisite: Strong Teacher/Counselor**

**Recommendation, an “A/A+ year average” in Physical Science, or at least a “B” in Physical Science Honors is Recommended.**

**(10-12)**

**36 weeks**

**1.00 Credit**

Honors Biology is an advanced course that is designed to prepare students for AP Biology. Enrolling in this course does not obligate students to take AP Biology. All topics learned throughout the year will require higher-level thinking, real-life application, analysis of scientific concepts, and out-of-class projects. Specific course concepts will include scientific method, ecology, chemistry with macromolecules, cell structures and organelles, cellular respiration and photosynthesis, cell divisions, DNA and protein synthesis, modern and classical genetics, evolutionary theories/concepts, and genetic engineering. Laboratory experiences will be emphasized.

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### **HONORS HUMAN ANATOMY AND PHYSIOLOGY**

**Prerequisite : Must be**

**Honors/AP track student, need at least a “B” in**

**Honors Biology and “B” in Honors Chemistry or “A” in Chemistry**

**(11-12)**

**36 Weeks**

**1.00 Credit**

Honors Human Anatomy and Physiology is a course intended for an honors track/A.P. student who is interested in the structure and function of the human body. Students who take this course should have a career interest in the health/science careers and/or the medical field. Considerable time is devoted to lecture, and laboratory applications. The course will include project-based assignments, research papers, models, microscopy, dissections, experiments, medical careers, as well as class presentations. Students will explore all the human body systems in great detail. Some specific content areas that will be studied are an introduction to anatomy and physiology, the skeletal system, the muscular system, the digestive system, the respiratory system, the nervous system, development and aging, cancer, biotechnology and medicine, forensics, and medical research. (Students will need to purchase a laboratory manual)

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### ADVANCED PLACEMENT BIOLOGY

**Prerequisites: Honors Biology Teacher/Counselor Recommendation. It is recommended that students have completed Honors Biology and Honors Chemistry with at least a "B" (HONORS CHEMISTRY MAY BE TAKEN CONCURRENTLY) (10-12)**  
**36 weeks**                      **1.00 Credit**  
**Fee: AP Exam**

The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry as well. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. (Excerpt from the College Board AP Biology description.)

**ONLY STUDENTS WITH THE ABILITY TO FOLLOW A FAST-PACED COLLEGE-LEVEL CLASS SHOULD ATTEMPT THIS COURSE.**

Advanced Placement Biology course explores, analyzes, and expounds upon previously learned biological topics and concepts. Students will be introduced to biochemical/molecular biology, Mendelian genetics, heredity, cellular physiology/function, gene expression, population genetics, evolution, ecology, animal structure/function, animal behavior, and plant structure/function. Advanced laboratories are an integral part of the curriculum and learning experience. This course provides significant laboratory experience and topic coverage to fulfill college admission standards. Goggles and disposable gloves are required. The AP Exam is a requirement of the course. Summer packet is assigned.

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### CHEMISTRY

**Prerequisite: Biology and Algebra II at least a "B" in Algebra I is considered necessary for success in Chemistry; Concurrent enrollment in Algebra II. (11-12)**  
**36 weeks**                      **1.00 Credit**

Chemistry students study elements, compounds, atomic structure, periodic properties, bonding, chemical equations, stoichiometric relationships, gases, solids, solutions, acids, bases, titration and pH, heat of reaction, rate of reaction. Laboratory experiments complement each of the units. Students will need to purchase a laboratory manual (approximately \$16.00), scientific calculator, and safety goggles. This course provides significant laboratory experience to fulfill college admission standards.

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### HONORS CHEMISTRY

**Prerequisite: Teacher/Counselor Recommendation, Algebra II and Honors Physical Science. At least a "B" in Honors Physical Science and Algebra II is considered necessary for success in Honors Chemistry. (can be taken concurrently). (11-12)**  
**36 weeks**                      **1.00 Credit**

Honors Chemistry students will study many of the same basic concepts that are presented in the regular Chemistry course, however, there will be a greater emphasis on problem solving and quantitative analysis. Students will study elements, compounds, atomic structure, quantum numbers, bonding, chemical equations, nuclear chemistry, stoichiometric relationships, phases of matter, solutions, acid/bases, titration and pH, heat of reaction, and rate of reaction. Lab experiments complement many of the units and will emphasize critical thinking and proper laboratory techniques. Students will need to purchase a laboratory manual (approximately \$16.00), safety goggles, and scientific calculator. This course provides significant laboratory experience to fulfill college admission standards. **Students considering taking this course should have taken Honors Physical Science or its equivalent.** Although this course is designed to prepare students for the A.P. Chemistry course, students are under no obligation to take the Advanced course.

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**ADVANCED PLACEMENT CHEMISTRY****Prerequisite:****Teacher/Counselor****Recommendation, at least a “B” in Chemistry Honors, or an “A” in Chemistry is recommended. A minimum of Pre-Calculus is recommended to be successful in this course.****(12 and advanced 11)****36 weeks****1.00 Credit****Fee: AP Exam**

Advanced Placement Chemistry is taken after the completion of a first course in high school chemistry. This rapidly paced course is the equivalent of the general chemistry course usually taken during the first college year. There is emphasis on solving problems, thinking clearly, and expressing ideas, orally and in writing. The textbook and lab manual are college level. Weekly labs reinforce the topics and emphasize proper technique and use of equipment. Concepts from the prerequisite first course are reviewed in a summer assignment which is due the first day of the AP class. More advanced concepts include equilibrium, reaction mechanisms and kinetics, Lewis acid-base theory, buffers, titration curves, entropy, free energy, electrochemistry, nuclear chemistry and organic nomenclature. Students are required to take the AP Chemistry exam.

**Summer packet assigned.**

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**CONCEPTUAL PHYSICS****Prerequisites: Physical Science.****(11-12)**

Conceptual Physics is a concept-oriented course in general physics. It does not emphasize mathematics as much as the other physics course offerings. Math is used as a tool but is not the focus of the class. Topics covered include: motion, forces, energy, heat, sound, light, and electricity. (Other areas may be studied as time permits). There will be special emphasis on everyday experience, with practical illustrations taken from art, music, sports, and the home. Demonstrations and laboratory experiences will be used to promote student comprehension of concepts.

**This course does not fulfill requirements for Honors diploma.**

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**ENVIRONMENTAL SCIENCE****Prerequisite: Passing Physical Science****(11-12)****36 weeks****1.00 Credit**

Environmental Science is an environmental science class which explores the natural environment and man’s interaction and impact. Ecosystem dynamics are studied focusing on component parts, energy transformations, and biogeochemical cycling. Global biomes are discussed and our temperate deciduous biome highlighted with various activities. Second semester concentrates on current environmental issues. In depth study is on global warming, water resources and issues, biodiversity, and population.

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**ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE****Prerequisites: Science****Teacher/Counselor****Recommendation Students must have completed both biology and chemistry with the grades indicated below. Students must have earned either an “A” in Biology or at least a “B” in Honors Biology. Students must have earned a “B” in Chemistry.****(12 and advanced 11)****36 Weeks****1.00 Credit**

AP Environmental Science is designed to be the equivalent of a one-semester, introductory college course in environmental science. This is a rigorous science course stressing scientific principles and analysis, including a laboratory component. The goal of the AP Environmental 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 manmade, to evaluate the relative risks associated with these problems, and to examine alternative solutions to resolving or preventing them. Topics include Earth systems and resources and consumption, pollution, and global change. Experiences both in the laboratory and in the field provide students with important opportunities to test concepts and principles that are introduced in the classroom, explore specific problems with a depth not easily achieved otherwise and to gain an awareness of the importance of confounding variables that exist in the “real world.” Students who have earned an “A” in Biology or a “B” or better in Honors Biology, and a “B” or better in Chemistry will be considered for this course. Students are required to purchase the book No Impact Man, author Colin Beavan.

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**PHYSICAL SCIENCE**  
(9)  
36 weeks            1.00 Credit

Physical Science is designed to teach students about the basics of physics, chemistry, and earth-space science. The topics include: the scientific method, laboratory experiences, forces, structure of matter, the elements, nuclear energy, heat, sound, light, energy, astronomy, and geology. It is required for graduation that all students take physical science as it is necessary for a well rounded background for future science courses and for intelligent participation in societal decision-making. This course fulfills 1.0 credit of Science for graduation. This course provides significant laboratory experience to fulfill college admission standards.

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**HONORS  
PHYSICAL SCIENCE**  
**Prerequisite:**  
**Teacher/Counselor**  
**Recommendation, at least**  
**a “B” in an 8th grade**  
**Algebra course is**  
**recommended.**  
(9)  
36 weeks            1.00 Credit

Honors Physical Science is a freshman level class designed to prepare students for future honors and AP science courses. This class is meant to challenge students and provide them with higher level problem-solving and critical thinking skills. One semester students will study chemistry with an emphasis on: gas laws, atomic structure, chemical bonding, chemical reaction, stoichiometry, and acids/bases. The other semester the curriculum includes physics concepts including: motion, projectile motion forces, and energy. Math skills are **extremely** important. Significant figures, scientific notation, and percent error are all incorporated in weekly lab analysis. Some earth and space concepts will also be covered. Students need to purchase a scientific calculator for this course and a different text is used from that used in Physical Science. A group physical science research project is optional and will be conducted outside of the classroom.

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**PHYSICS**  
**Prerequisite: Math and**  
**Science Teacher/Counselor**  
**Recommendation.**  
**It is recommended that**  
**students have completed**  
**Algebra II and Pre-Calculus**  
**with at least a “B” (Pre-**  
**Calculus may be taken**  
**concurrently.)**  
(12)  
36 weeks            1.00 Credit

Physics is an advanced course that deals with matter, energy, and matter/energy interrelationships. It requires higher level thinking skills and problem solving ability. Topics covered will include measurement, motion, forces, energy, impulse and momentum, and rotational dynamics. (Other areas may be studied as time permits.) Laboratory experiences, demonstrations, and videos will be used to enhance student comprehension. Topics are viewed both mathematically and conceptually. It is **required** that students have access to a graphing calculator to use in the lab portion of class. **(A TI-83 Plus or TI-84 Plus is recommended.)** This course provides significant laboratory experience to fulfill college admission standards.

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**ADVANCED PLACEMENT  
PHYSICS 1**  
**Prerequisite: Math and**  
**Honors Science**  
**Teacher/Counselor**  
**Recommendation. It is**  
**recommended that students**  
**have completed Algebra II**  
**and Pre-Calculus with at**  
**least a “B”.**  
(12)  
36 weeks 1.00 Credit  
Fee: AP Exam

Advanced Placement Physics 1 follows a fast-paced college freshman physics curriculum. This course is very time intensive. Students should be prepared to devote a great deal of time to this course both inside and outside of the classroom. The topics covered are Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. It is assumed that the student is strong in algebra and trigonometry; calculus is seldom used, although some theoretical developments may use basic concepts of calculus. Students are required to take the AP exam in AP Physics. It is recommended that students have access to a graphing calculator. This course provides significant laboratory experience to fulfill college admission standards. It is required that students have access to a graphing calculator. (A TI-Nspire with TI-84 keyboard is recommended.)  
***Summer packet is assigned.***

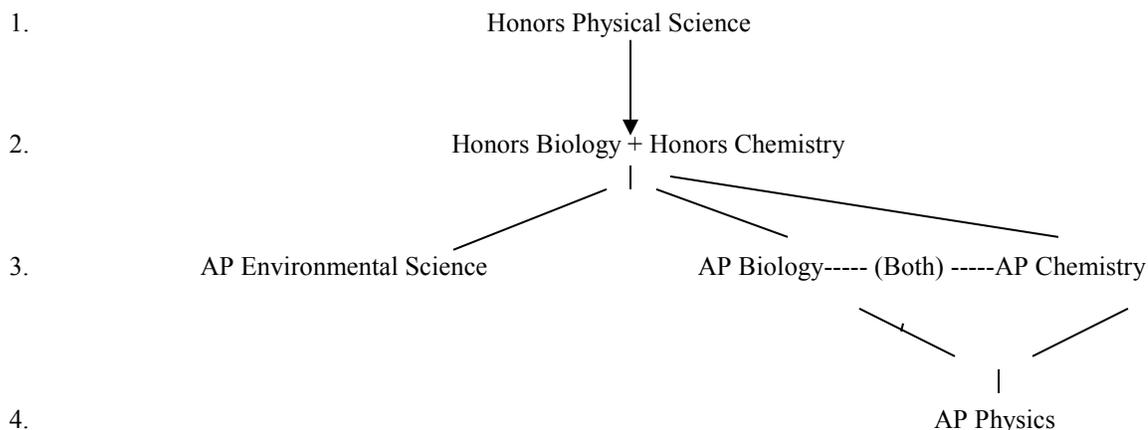
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<b>AP “track” Options</b>				
<b>Grade</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>	<b>12th</b>
<b>Standard track for AP Chemistry:</b>				
Science class	Phys. Science or Phys. Science (H)	Biology (H)	Chemistry (H)	AP Chemistry
Math class	Algebra I	Geometry (H)	Algebra II (H)	
<b>Fast track (to maximize the number of AP science classes)</b>				
Science class	Phys. Science or Phys. Science (H)	Biology (H) and Chemistry (H)	AP Chemistry and AP Biology	AP Physics
Math class	Geometry (H)	Algebra II (H)	Pre-Calc (H)	AP Calculus

<b>Preferred Sequence of Courses Leading to AP Physics B</b>				
<b>Grade Level</b>	<b>8<sup>th</sup></b>	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>
Math	Algebra	H. Geometry	H. Algebra II	H. Pre-Calculus
Science		H. Physical Science	H. Biology	H. Chemistry

**AP Science Flowchart**



# Social Studies

The Social Studies Department believes that enlightened participation is the essential element for a successful democracy. The program instills the knowledge, skills, and individual inquiry required for responsible citizenship and a better understanding of our world.

## Social Studies

Suggested sequence of Courses

	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
Honors & AP Track	World History Honors*	American History Honors* AP US History	<u>Elective available to grades 11-12</u> AP US History* AP Art History AP Comparative Government*	AP US Politics & Government, and Economics* AP Comparative Government* AP Art History
			<u>Electives available to grades 10-12</u> AP European History* AP World History*	
Standard & College Bound Track	World History	American History	<u>Electives available to grades 11-12</u> Contemporary Thoughts & Issues History of Modern Foreign Global Geography Law Psychology	American Government, and Economics

\*Teacher recommendation required or prerequisite required

**9TH GRADE WORLD HISTORY (9)**  
**36 weeks            1.00 Credit**

World History is a study of significant developments from the Enlightenment through the 21<sup>st</sup> Century. Geography is emphasized throughout the course as a setting for historical events. Through a variety of activities students develop an understanding of how the past has shaped the present, as well as, an appreciation of the contributions of previous cultures. Objectives for World History are in line with State Standards and Ohio Graduation Test Benchmarks. This course fulfills the 1.0 credit of World History for graduation.

**WORLD HISTORY HONORS 9**  
**Prerequisite: An “A” average in grade 8 Social Studies or approval by course instructor.**  
**(9)**  
**36 weeks            1.00 Credit**

World History Honors 9 is an in-depth chronological study of events from the Enlightenment to the current world. Course objectives closely match those from the Ohio Graduation Test. This course requires proven advanced reading, essay writing, spelling, and analytical skills. Outside readings, research papers, projects and participation in organized class discussions are structured into the course. Summer reading is required and will be assessed at the instructor’s discretion.

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**AMERICAN HISTORY  
(10)**  
**36 Weeks**            **1.00 Credit**

American History concentrates on the major developments and trends which have contributed to the making of contemporary America and its development in the world. A variety of materials are used to enhance as understanding of events that have occurred and concepts that have evolved in America since 1877 expansion. This course fulfills 1.00 credit of American History for graduation.

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**AMERICAN HISTORY  
HONORS**  
**Prerequisite: Teacher/  
Counselor Recommendation  
(10)**  
**36 weeks**            **1.00 Credit**

American History Honors is an in-depth examination of U.S. history from 1877 to the present, from the Industrial Age to the Modern Era. Within that framework, a comprehensive analysis of American cultural, social, economic, and political institutions will be considered alongside the major domestic and foreign policies of the 20<sup>th</sup> Century. Expectations: Summer readings and previous course knowledge that will be assessed at the instructor's discretion, outside readings, quarterly research papers, and semester projects.

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**AMERICAN  
GOVERNMENT  
(12 only)**  
**18 weeks**            **.50 Credit**

This course is the study of our American Political Systems, its institutions and procedures, and the ways in which these affect our lives. The course will also study the ideas and ideologies that underlie the political structure of our society. Critical thinking, decision-making skills, and citizenship skills will be emphasized. This course fulfills the .50 credit of American Government for graduation.

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**ADVANCED PLACEMENT  
US POLITICS AND  
GOVERNMENT**  
**Prerequisite: 12<sup>TH</sup> Grade  
Student, Completion of AP  
US, World or European  
History, or approval by  
course Instructor (contingent  
upon written assessment).**  
**(12 only)**  
**36 Weeks**            **1.00 Credit**

Advanced Placement US Politics and Government is a course designed to examine the creation and structure of our American Government. The class will also study various public policy issues and their effect on the American people. Essays, debates, research projects, and tests will be used to demonstrate understanding of materials. The course design follows the curriculum of the College Board for AP Government. This course fulfills the requirement needed for graduation. Students are required to take the Advanced Placement Examination. Summer readings are required and will be assessed at the instructor's discretion.

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**ADVANCED PLACEMENT  
US HISTORY**  
**Prerequisite: Completion of  
US History Honors with a  
"B" average or approval by  
course Instructor (contingent  
upon written assessment).**  
**(10-12)**  
**36 weeks**            **1.00 Credit**  
**Fee: AP Exam**

Students investigate the time period from Pre-Columbian history to the present, with an emphasis on the development of the analytical skills and the factual knowledge necessary to deal critically with the problems and materials found within United States History. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students are required to take the Advanced Placement Examination. Summer readings are required and will be assessed at the instructor's discretion. This course fulfills the US History requirement needed for graduation.

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**ADVANCED PLACEMENT  
EUROPEAN HISTORY**  
**Prerequisite: Completion of  
World History Honors 9 with  
a "B" average or approval by  
course Instructor (contingent  
upon written assessment).**  
**(10-12)**  
**36 weeks**            **1.00 Credit**  
**Fee: AP Exam**

Advanced Placement European History students study European history from 1450 to the present. The course and the required Advanced Placement Examination are intended for qualified students who wish to complete a college introductory course in European history. The students develop an understanding of cultural, diplomatic, economic, intellectual, political and social themes in modern European history. Students will analyze historical documents, express their historical understanding in essay writing, and complete research projects. Participation in organized discussions is an integral part of the course. Summer readings are required and will be assessed at the instructor's discretion.

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**ADVANCED PLACEMENT  
WORLD HISTORY**

**Prerequisite: Completion of  
World History Honors 9 with  
a “B” average or approval by  
course Instructor  
(contingent upon written  
assessment)**

**(10-12)**

**36 Weeks            1.00 Credit**

**Fee: AP Exam**

Advanced Placement World History is a course designed to examine the period from approximately 8000 B.C. to the present. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. This course requires readings, homework on a regular basis, and higher level, analytical writing skills. This course covers approximately 10,000 years of history and therefore, will be taught at a fast pace. Dedication and discipline by the student is necessary for completion and success of this course. Students are required to take the Advanced Placement Examination. Summer readings are required and will be assessed at the instructor’s discretion.

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**AP COMPARATIVE  
GOVERNMENT**

**Prerequisite: Completion of  
US History Honors with a  
“B” average or approval by  
course Instructor (contingent  
upon written assessment).**

**(11-12)**

**18 Weeks            .50 Credit**

**Fee: AP Exam**

The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. The course design follows the curriculum of the College Board for AP Government. Students are required to take the Advanced Placement Examination. Summer readings are required and will be assessed at the instructor’s discretion.

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**AP ART HISTORY**

**36 Weeks            1.00 Credit**

**(11-12)**

**Fee: AP Exam**

AP Art History is designed to provide high school students with exposure to art and its contextual place within history. The course is designed to meet the requirements of an introductory art history survey course at the college level. Though the College Board recognizes the value of “visual analysis as a fundamental tool of the art historian” the board also stresses the need to understand the “how and why works of art function in context” within a given society. Thus, consideration must be given to such social constructions as class, gender, and race when examining works of art. Furthermore, the student of art history must consider the importance or religion, politics, ethnicity, patronage, audience, and function as it pertains to these social constructions. Art as a reflection of a given society can reflect the power and authority of the dominant social structure. And as such, the student of art history must understand the historical context in which the art was created. Students will examine art from its ancient inception in Rome and Greece through the Medieval and Renaissance periods continuing on to present day. Summer readings are required and will be assessed at the instructor’s discretion.

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**ECONOMICS**

**(12)**

**18 Weeks            .50 Credit**

Economics is an introductory course in economic theory that is designed to allow for students to gain greater understanding of the world in which they live in. Students will learn the fundamental concepts of economic theory and analysis with an emphasis on Microeconomics and select topics in Macroeconomics. This course fulfills the .50 credit of Economics required for graduation.

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**CONTEMPORARY  
THOUGHT AND ISSUES**

**(11-12)**

**18 weeks            .50 Credit**

Contemporary Thoughts and Issues is designed for mature juniors and seniors to develop an awareness of contemporary issues with an emphasis on sociology. The aim of the course is for students to gain a deeper knowledge of such topics as culture, deviance, social control, gender, and mortality by examining the treatment of said topics within the media outlets (TV, Newspapers, Magazines, and Internet). Expectations: Students will participate in discussions, engage in expository and persuasive writing, and complete a research project.

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**HISTORY OF MODERN  
FOREIGN POLICY  
(11-12)  
18 weeks .50 Credit**

Foreign Policy is a class designed for college bound Juniors and Seniors who wish to be well informed on international affairs. Students explore the role of the United States in a wide variety of world topics including but not limited to, the New World Order, the Population Explosion, Weapons of Mass Destruction/Nuclear Proliferation, Terrorism, and Problems of Developing Nations.

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**GLOBAL GEOGRAPHY  
(11-12)  
18 weeks .50 Credit**

Global Geography emphasizes the geographic skills of map reading and interpretation of geographic data. Students will learn the major countries, cities, and geographic features in the world. They will also study the relationship between humans and their environments and the cultures created by this relationship. The class will take an in depth look at case studies of problems facing each Continent.

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**LAW  
(11-12)  
18 weeks .50 Credit**

Law helps students understand their legal rights and responsibilities. After an introduction to the judicial system, the course centers on both criminal and civil law. In the criminal system, students will study crimes against people, crimes against property, and juvenile law. In civil law, the course focuses on negligence and strict liability. Additionally, students will study constitutional law and how it applies to their own lives, specifically in reference to 1<sup>st</sup> amendment rights (freedom of speech), 4<sup>th</sup> amendment rights (search and seizure) and 5<sup>th</sup> amendment rights (Miranda). Students will learn about these topics through case studies as well as mock trial participation.

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**PSYCHOLOGY  
(11-12)  
18 weeks .50 Credit**

This course is designed to provide students with the basics of Psychology. The course will include methods of research and study used by the psychologist, how the brain works, theories of personality and development, mental health, abnormal behaviors, emotions, and dreams. The students will leave the class with a general knowledge of psychology. Recommended for college bound juniors and seniors.

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**20<sup>TH</sup> CENTURY SOCIAL  
HISTORY  
(11-12)  
18 Weeks .50 Credit**

20<sup>th</sup> Century Social History is designed for juniors and seniors to develop an awareness of historical events with an emphasis on social history. This course is a review of 20<sup>th</sup> Century history through a comprehensive look at social topics and their impact on society. Emphasis will include social class structure, urban life, social class problems, race, social class response to endeavors, and the impact of those endeavors on political and historical events. This course will develop an appreciation and understanding for individuals and their impact on political, social, historical, and economic events. Topics will include: Turn of the Century, WWI, The Great Depression, WWII, Korean War, Great Society, Civil Rights, Vietnam War, Anti-Trust Laws, Illegal gambling & drug scandals, Cold War, Marketing Explosion, Silicon Valley, War on Terror, 9-11. Expectations: Students will participate in discussions, examine primary source materials, engage in expository and persuasive writing, and complete a research project. Topic will change to reflect instructor's interest. Examples include: Women in Society, Athletics and Society, Minorities in Society, Literature and Society, Pop Culture, Music, etc.

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## Special Education

The Westlake City School District is committed to providing a quality education to all students--including those with disabilities. The continuum of services includes Special Class/Learning Centers, Individual-Small Group Instruction, collaborative teaming between regular and special educators and accommodations provided to students in the general education classroom. Services to students with special needs are provided by intervention specialists, support personnel and regular education staff in the least restrictive environment appropriate for the student as determined by the student's IEP team. Services are available to all students with disabilities. The service delivery method is directly dependent upon the severity of the special needs, appropriateness of delivering services within the high school setting and whether or not the needs of the student are being met. The Westlake School District's Special Education Department endorses and incorporates a team approach to service delivery for students with special needs. All special education services are delivered with the needs of the students and academic content standards in mind.

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### **COLLABORATIVE TEAMING "INCLUSION"**

The concept of collaborative teaming has become an effective method for delivering services to students with special needs within the general education classroom. The theory behind this method of service delivery is simple--bring the special education teacher into the regular education environment and provide support services to the child in this setting rather than removing the student. This option protects the amount of time students with disabilities spend in the grade level content with typically functioning peers. By bringing the special education staff into the typical classroom, the student-to-teacher ratio is reduced and a supportive academic atmosphere is provided to special education students who can take part in the typical education environment with minimal support. Decisions regarding which classes are collaborative are made on an annual basis based upon student schedules.

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### **INDIVIDUAL SMALL GROUP INSTRUCTION (ISGI)**

The Individual/Small Group Instruction service delivery option is designed to provide academic support to students with special needs in nearly all areas of academic development. The method of service delivery is specific to the individual student. Because students with disabilities often have underdeveloped organizational and study skills, the development of these skills can be explicitly taught, fostered and reinforced. Consultation with staff concerning the needs of the students is conducted throughout the academic year. Special education teachers delivering I/SGI services consistently consult with the student's regular classroom teachers regarding the class expectations and deadlines for upcoming tests and assignments to help facilitate learning for the student. Instructional strategies and accommodations or medications are often exchanged between the regular and special education staff member with the individual student in mind.

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**SPECIAL CLASS-  
LEARNING CENTER  
(SCLC)**

The Special Class Learning Center (SCLC) option at Westlake High School exists in multiple formats. Special Class Learning Centers have been designed to provide a small class size and alternative or modified curriculum to the student whose needs require a very low student-to-teacher ratio and warrant a more restrictive placement in order to appropriately meet the needs of students in all disability areas.

The types of services available are student specific and could include teaching students with more severe disabilities the foundational academic and functional skills that are needed for independence along with the reinforcement of functional skills in a detailed and meaningful way. For other students their needs warrant the teaching and reinforcement of basic academic skills in a smaller instructional setting. Other students require assistance in developing appropriate behaviors that will facilitate the student's capacity in being able to establish and maintain appropriate adult and peer relations, become more adept at expressing one's needs in an acceptable manner, developing more pro-social behaviors and establishing effective study skills. Students could be engaged in role playing and modeling that would help them learn how to interact in positive ways with others. Short and long-term goal setting could be an area of focus along with the development of realistic strategies to meet student goals.

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**SPEECH AND LANGUAGE  
PROGRAM  
INDIVIDUAL SMALL  
GROUP INSTRUCTION  
(ISGI)**

Speech and Language Impairment means a communication disorder such as stammering, stuttering, impaired articulation, dysfluencies, severe language processing difficulties and voice impairments that have an adverse effect upon a child's educational performance.

**Language Processing Impairment**-a child is considered to have a language impairment when a significant deviation exists between developmental norms and the child's performance in receptive and/or expressive oral language encompassing the areas of morphology, syntax, semantics and pragmatics, with or without auditory processing difficulties.

**Articulation Impairment**-a child is considered to have articulation impairment when his or her speech contains consistent misarticulations, additions, substitutions, distortions, or omissions of one or more phonemes.

**Fluency Impairment**-a child is considered to have fluency impairment when repetitions or prolongation of sound, syllable, word or articulatory posture interrupts the flow of speech, and the disruptions evoke negative reactions from the speaker and/or listener.

**Voice Impairment**-a child is considered to have voice impairment when he or she exhibits difficulties in the area of pitch, quality, and/or loudness not appropriate to the child's age or sex.

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**RELATED SERVICE  
PERSONNEL**

At Westlake High School, and throughout the school district, there are a number of related services provided to students with disabilities dependent upon the child's needs as indicated in the student Individualized Education Program (IEP). Related service providers include, but are not limited to, the school psychologist, speech and language pathologist, school nurse, counselor, prevention coordinator, physical therapist, occupational therapist, visual impairment specialist, teacher of the deaf or hard of hearing. Related services are provided only when they are necessary for the student to benefit from special education services.

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**WORK STUDY  
COORDINATOR**

According to federal law, students with disabilities need to begin Postsecondary Transition at age 14. The IEP of a child with a disability must begin to address strategies and skills that deal with employment or post-secondary outcomes, post school/adult living and community participation. The district's Transition/Work Study Coordinator facilitates this process by referring students to appropriate transition agencies, and through the scheduling of vocational assessments, and/or working with West Shore Career-Technical District personnel in coordinating job training work site placements. In addition, students can earn school credit through the Work Study program by maintaining a competitively employable job while attending high school.

For further information regarding special education services available in the high school and within the school district in general, please call the Department of Pupil Services at 835-6309.

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## West Shore Career-Technical District

# 2014-15 Programs

For  
High School Students  
Of the  
West Shore Districts

Bay Village  
Lakewood  
Rocky River  
Westlake

The West Shore Career-Technical District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person(s) have been designated to handle inquiries regarding the non-discrimination policies: **Section 504:** Director, Student Services, Lakewood City Schools, 1470 Warren Road, Lakewood, OH 44107 Phone: 216-529-4201 **Title IX:** Director, Human Resources/Employment Lakewood City Schools 1470 Warren Road Lakewood, OH 44107 Phone: 216-529-4215



## Welcome to West Shore

**The West Shore Career-Technical District** offers the programs listed in this catalog to students of the *Bay Village, Lakewood, Rocky River and Westlake* school districts. Our Career-Technical Education programs received all A's on its last report card and is recognized as one of the finest in the state. Many of our graduates continue their education at two-or four-year colleges while others are employed upon graduation.

Many talented students overlook a career technical program during their high school years because they believe that, since they are planning to go to college, they need to be on an exclusively "college prep" academic track. While this may have been true a generation ago, it is no longer true today. Many college prep students have found several rigorous career tech programs actually *enhance* their college preparation rather than compete with it. These are students who are typically more focused than their peers because they

- ❖ Possess a career direction
- ❖ Possess a vision of their lives beyond just today
- ❖ Have planned with their counselors how to fit academics and career tech into their four years of high school
- ❖ Have developed good time management skills
- ❖ Possess the social and emotional maturity that allows them to take a risk on a new experience

For example, students who think they may want to study business, accounting, finance, marketing or management in college may want to consider one of the programs in the **Business** section to get a head start on what will be taught in college. This is true as well for students interested in a medical, teaching or engineering career. Is technology your passion? Then consider something in **Interactive Media, Electronics or Networking**; if you are an advanced biology student who dreams about DNA and microscopes, then look at our **Biotechnology** program. There are many more opportunities to combine college and career tech. Look at the possibilities in a West Shore Career-Technical program and *dare to dream what you could do*.

Employers and college admissions officers like career technical graduates because they know they have had hands-on training and real-world experience in their chosen field of interest. Learning **about** something is not the same as learning how to **do** something. Career-technical programs at West Shore emphasize both. Students graduate from our one or two-year programs with *documented evidence* of their academic knowledge, technical skills and experience that will take them to the next step of their education as well as to entry level *skilled* employment. In addition, many of our programs offer the opportunity for students to obtain industry credentials as a result of their mastery of the topics studied. Please see our website:

[http://www.lakewoodcityschools.org/school\\_home.aspx?schoolid=14](http://www.lakewoodcityschools.org/school_home.aspx?schoolid=14) for specific program information.

## College Link



(CT)<sup>2</sup> is a state-wide articulated college credit program. It helps high school career technical students go to college and enter with college credit. Technical credit saves students money and time and Ohio business and industry will benefit from more employees with higher education and advanced skills. Students are guaranteed the transfer of applicable credits among Ohio's public colleges and universities through (CT)<sup>2</sup>. To read more about this program go to: <http://www.ohiohighered.org/transfer/ct2> from this page you can scroll down and click on Approved Programs and Courses where you can look up what colleges accept the college credits from your specific program.



The West Shore Career-Technical District, in collaboration with Cuyahoga Community College, offers Tech Prep programs as an educational option for students who wish to link their last two years of high school education with a two-year associate degree technology program at Cuyahoga Community College. Students enrolled in a Tech Prep program can earn college credit toward a degree at Cuyahoga Community College. The credits earned can be transferred to some four-year colleges as well.

In addition to the above, the West Shore Career-Technical District has secured articulation agreements with various **private schools** which will enable students to transfer college credits to that school provided they have met the requirements set by that school.

**To view the college credit opportunities available for each of our West Shore programs you can go to:** [http://www.lakewoodcityschools.org/content\\_page.aspx?cid=650&schoolID=14](http://www.lakewoodcityschools.org/content_page.aspx?cid=650&schoolID=14) (or go to the Lakewood main page, then to **Schools** and scroll down to the **West Shore Career-Tech District**, then to the **Parent Information Page** and click on the program under College Information.) If you are interested in the possibilities offered in one of our College Link programs please call the Career Development Coordinator at 216-529-4154.

#### **ARTICULATED COLLEGE CREDIT WILL HELP STUDENTS . . .**

- ✓ TRANSITION INTO A TWO-YEAR OR FOUR YEAR COLLEGE PROGRAM
- ✓ EARN A COLLEGE DEGREE
- ✓ GET A GREAT JOB



### ***College Link FAQs***

#### ***What do I need to do to earn college credit while in a career-tech program?***

- Earn at least a 3.0 GPA (grade point average) in your career-tech program
- Maintain a 2.0 GPA (grades 9-12)
- Maintain a 95% attendance rate in your career-tech program
- Pass Algebra 2
- Pass all parts of the OGT
- Pass the State of *Ohio Career Technical Competency Assessment (OCTCA)*

#### ***How many credits can I earn?***

Each program offers a different amount of credit and set of criteria, so it will vary depending on the college, the career-tech program, or the major you are pursuing after high school. Some colleges may require a “bridge” course, testing, or a portfolio to award credit. You must also meet all the above requirements.

***What are SOME of the colleges or universities have Articulated College Credit\* with the West Shore Career-Technical District?***

Ashland University  
Bryant & Stratton  
Cleveland State University  
Culinary Institute of America  
Cuyahoga Community College  
Duke University  
Hocking College  
Johnson & Wales University  
Kent State University  
Lakeland Community College  
Lincoln College of Technology  
Lorain County Community College  
The Ohio State University  
Ohio University  
Purdue University  
Sinclair Community College  
Stark State  
Sullivan University  
The University of Akron

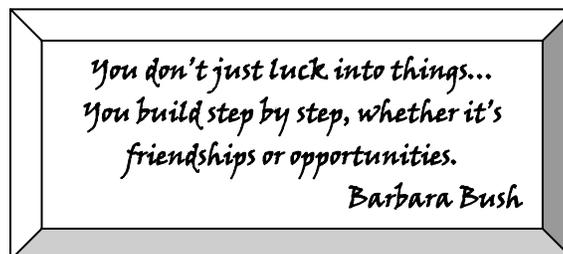
The University of Cincinnati  
The University of Toledo  
Youngstown State University  
Virginia Marti College of Art and Design

***\*Many articulation agreements waive one or more college requirements because of skills mastered by the student in the West Shore program.***

**Grading Scale**

Points assigned for letter grades in determining grade point averages in West Shore Programs.

<b>Letter Grade</b>	<b>Percentage Grade</b>
A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59







## Medical Office Management 1

6930

Open to Grade 11

Full Year – 2 Credits

10 Periods per week

**Application & Interview Required**

*Prerequisite: Algebra 1 (completed or currently passing)*

*Suggested: Computer Applications*

## Medical Office Management 2

6940

Open to Grade 12

Full Year – 3 Credits

15 Periods per week

*Prerequisite: Successful Completion of Medical Office Management 1*

*Suggested: Algebra 2*

Students in this two-year program will learn the skills needed to prepare for employment in a healthcare providers office, clinic, or hospital. The typical physician rarely has time to attend to the administrative responsibilities of the office and is turning toward administrative assistants to schedule patients, maintain medical communications, manage financial records and perform front-desk operations. Senior students will be scheduled for internships in the medical office field during year two.

- **Certification** –Preparation for Microsoft Word, Excel and PowerPoint
- **Early Placement** –Senior year, 10 hours per week in a related occupation.
- **College Credit Available**
- **Career Opportunities**
  - Medical Office Assistant
  - Medical Records Management
  - Benefits Coordinator
  - Claims Processor
  - Admissions Specialist
  - Physician's Secretary
  - Unit Secretary

*\*Students must complete Algebra 2 to be eligible for college credit.*



## Networking/Cisco 1

**6975**                      **Full Year – 2 Credits**

**Open to Grade 11**      **10 periods per week**

*Prerequisite: Algebra 1*

*Application and interview required*

## Networking/Cisco 2

**6980**                      **Full Year – 2 Credits**

**Open to Grade 12**      **10 periods per week**

*Prerequisite: Successful completion of Networking 1*

*Suggested: Algebra 2*

This is a two-year program. Designing, installing and maintaining computer networks are skills much in demand. Networking is a two-year college Tech Prep program that prepares students to take both the Cisco Certified Entry Network Technician (CCENT) exam and the industry-standard, Cisco Certified Network Associate (CCNA) exam. CCENT is an optional first step toward earning the Cisco CCNA certification which is the foundational certification for networking careers. With Cisco System's curriculum and hands-on labs, students learn the latest industry networking standards and technologies, including network design, set-up, hardware maintenance and administration.

- **Early Placement** – *Work experience 4<sup>th</sup> quarter senior year, 15 hours per week in a related occupation.*
- **College Credit Available**
- **Career Opportunities**
  - *Computer Networking and Enterprise Management*
  - *CISCO Certified Network Associate*
  - *Computer Systems Technician*
  - *CISCO Channel Partner*
  - *Network Operations Center*
  - *Network Engineer*
  - *Sales Support Engineer*
  - *Data Networking Technician*

**\*Students must complete articulation requirements to be eligible for college credit.**

<b>Average Salaries of Popular Certifications</b>	
<b>ComptIA A+</b>	<b>\$63,699</b>
<b>Cisco CCENT</b>	<b>\$65,750</b>
<b>Cisco CCNA</b>	<b>\$79,699</b>
<b>CCNA Security</b>	<b>\$81,400</b>
<b>CCIE R&amp;S</b>	<b>\$125,800</b>

<b>ComptIA A+</b>	<b>\$63,699</b>
<b>Cisco CCENT</b>	<b>\$65,750</b>
<b>Cisco CCNA</b>	<b>\$79,699</b>
<b>CCNA Security</b>	<b>\$81,400</b>
<b>CCIE R&amp;S</b>	<b>\$125,800</b>

*Source: TechRepublic & Global Knowledge 2013 IT Skills and Salary Report*

# ENGINEERING & SCIENCE TECHNOLOGIES MANUFACTURING TECHNOLOGIES & TRANSPORTATION SYSTEMS

Many occupations today require technical expertise. The Industrial and Engineering Department offers programs for the career minded and/or college prep student. If you are interested in such a career, check out the following program offerings.

<p style="text-align: center;"><b>COURSE OFFERINGS</b></p> <p><b><u>TWO-YEAR TECHNICAL PROGRAMS</u></b></p> <ul style="list-style-type: none"><li>• Automotive Technology</li><li>• Construction Trades</li><li>• Electronic Technology</li></ul> <p><b><u>FOUR-YEAR TECHNICAL PROGRAM</u></b></p> <ul style="list-style-type: none"><li>• Project Lead the Way – Pre-Engineering</li></ul>
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## Automotive Technology 1



**6823**

**Full Year – 4 Credits**

**Open to Grade 11**

**20 Periods per week**

*Prerequisite: Algebra I (passed or currently passing)*

*Application and interview required*

This is the first year of a **two-year program** which follows curriculum based on ASE/NATEF guidelines (industry based). The first year covers shop and safety practices, tool and equipment handling and operation, as well as automotive detailing. Areas taught in the first year are: Brakes, engines, electrical systems, and steering and suspension. Classroom lessons correlate with active lab experiences using actual vehicles. Students receive a grade for related class and a separate grade for lab.

## Automotive Technology 2

**6820**

**Full Year – 3 Credits**

**Open to Grade 12**

**15 Periods per week**

*Prerequisite: Automotive Technology 1*

*Suggested: Algebra 2 completed prior to or during the 12th grade*

The second year of the Automotive Technology program follows the same guidelines as year one. Areas covered are: heating and air conditioning systems, manual transmission and driveline components, and engine performance. All materials covered from the previous year are continually reinforced. Lessons in the classroom correlate with the active lab. A final end-of-program test is given to all students which aligns with the ASE/NATEF guidelines.

- **Early Placement** – Work experience 2<sup>nd</sup> semester senior year, 15 hours per week in a related occupation for students with a B (3.0) or higher
- **Certifications:** This program prepares students for ASE testing after graduation
- **College Credit Available**
- **Career Opportunities:**
  - Auto Mechanic/Technician
  - Auto Dealership Technician
  - Parts Departments
  - Sales/Management
  - Alignment Specialist
  - Service Advisor/Writer
  - Maintenance Technician

**\*Students must complete Algebra 2 to be eligible for college credit.**

## Construction Trades 1



**0580** Full Year – 3 Credits  
**Open to Grade 11** 15 Periods per week  
*Application and Interview required*

This is the first year of a **2-year program**. The junior class will work in the lab at Lakewood High School. Students will focus on new home construction and remodeling. At the completion of the program, successful students will be certified in the core curriculum of NCCER (National Center for Construction and Education Research). Students are required to purchase their own tools and safety glasses.

## Construction Trades 2

**0590** Full Year – 4 Credits  
**Open to Grade 12** 20 Periods per week  
*Prerequisite: Construction Trades 1*

The second year of the Construction Trades program is designed to provide skill training in home remodeling and new home construction with an emphasis on carpentry. In the senior year students will do construction projects in the West Shore area.

- **Youth Organization: Skills USA**
- **Early Placement** – Work experience 2nd semester senior year, 15 hours per week in a related occupation.
- **Apprentice Opportunities may be available**
- **College Credit Available**

**\*Students must complete Algebra 2 to be eligible for college credit.**



## Electronic Technology 1

**0740** Full Year – 3 Credits  
**Open to Grade 11** 15 Periods per Week  
*Application & Interview Required.*  
*Prerequisite Algebra 1 (passed or currently passing)*

## Electronic Technology 2

**0750** Full Year – 3 Credits  
**Open to Grade 12** 15 Periods per Week  
*Prerequisite: Electronic Technology 1*  
*Suggested : Algebra 2*

Electronic Technology is a **two-year program** that will provide students the opportunity to explore fundamental concepts of electronic technology. Students will receive hands-on training in direct current, analog, digital and microprocessor circuit operation and applications as well as communications and consumer equipment. Lab-centered training where learning is achieved through the building of various projects and lab assignments.

- **Early Placement** –Work experience 2<sup>nd</sup> semester senior year  
15 hours per week in a related occupation
- **College Credit Available**
- **Career Opportunities:**
  - Communication Service
  - Computer Technician
  - Field Service
  - Electronics Technician  
Trouble Shooter  
Repair Person
  - Security Systems Technician
  - Appliance Repair Technician
  - Industrial Electronics
  - Electronic Assembly
  - Electrical Wiring
  - Cable Technician
  - Engineering Technician
  - Illuminating Company  
Sub Station  
Lineman

**\*Students must complete Algebra 2 to be eligible for college credit.**

### Project Lead the Way - 4 Years

**PLTW is a 5 course program for young men and women who want to explore careers in the many fields of engineering. Students who begin this program after 9<sup>th</sup> or 10<sup>th</sup> grade must take all five courses during 11<sup>th</sup> and 12<sup>th</sup> grade.**

- **College Credit Available**
- **Career Opportunities:**
  - Industrial Engineering
  - Mechanical Engineering
  - Civil Engineering
  - Electrical Engineering
  - Urban Planner/Design

### **Project Lead the Way 4 Year Pathway:**

- 11<sup>th</sup> Grade - Introduction to Engineering
- 11<sup>th</sup> Grade - Principles of Engineering
- 11<sup>th</sup> Grade - Robotics
- 12<sup>th</sup> Grade - Digital Electronics
- 12<sup>th</sup> Grade - Engineering Design and Development

Learn more about this national program by going to [www.pltw.org](http://www.pltw.org)

**\*Students must complete Algebra 2 to be eligible for college credit**



# FAMILY AND CONSUMER SCIENCES: HOSPITALITY & TOURISM, EDUCATION AND TRAINING

The Family and Consumer Science Department hopes to contribute to the students' overall development and understanding of family and societal issues. Courses are designed to offer students opportunities to develop valuable long-term life skills and to explore careers that help people in different ways.

## EDUCATION AND TRAINING

### TWO-YEAR PROGRAM

#### Early Childhood

#### Education/Senior Services 1

0780

Open to Grade 11

Application & Interview Required

Suggested: Algebra 1

Full Year – 3 Credits

15 Periods per Week

#### Early Childhood

#### Education/Senior Services 2

0790

Open to Grade 12

Prerequisite: Early Childhood 1

Suggested: Algebra 2

Full Year – 3 Credits

15 Periods per Week



### COURSE OFFERINGS

#### TWO-YEAR TECHNICAL PROGRAMS

- Early Childhood Education/ Senior Services
- Culinary Arts/ProStart Internship

Electives: see page 18

This is a **two-year program**. Experience an exciting and rewarding opportunity to work with young children and the elderly. Daily hands-on involvement is provided at off campus sites, which includes working with infants, toddlers, preschool, kindergarten, first grade, second grade, as well as senior citizens. Students work and acquire skills with a variety of age levels from infancy to geriatrics. Prerequisites for the program include a physical exam, a background check, TB Test and a pre-enrollment interview.

- **Early Placement** Work experience 2nd semester senior year, 15 hours per week in a related occupation.
- **Youth Organization:** FCCLA
- **Certifications:** Child Development Associate Portfolio, First Aid, CPR, Communicable Disease, Abuse Prevention
- **College Credit Available**
- **Career Opportunities:**
  - Preschool Teacher
  - Day Care Teacher
  - Elementary School Teacher
  - Physical Education Teacher
  - Special Education Teacher
  - Music, Physical, and Occupational Therapist
  - Child Life Specialist
  - Social Worker
  - Recreation Centers For Children
  - Nanny
  - Teacher's Aide

**\*Students must complete Algebra 2 to be eligible for college credit.**

# CULINARY & FOOD SERVICE OPERATIONS

## TWO-YEAR PROGRAM

ProStart is a **two-year curriculum** designed by the National Restaurant Association for students who wish to pursue a career in the food service/hospitality industry. **During year 1**, students will learn the fundamentals of food preparation. Students will prepare food items for the restaurant and catering events to gain real life experiences in the hospitality industry. Students will prepare for certification by the National Restaurant Association (NRA) and the Ohio Department of Health by completing the ServSafe curriculum for food safety training. This will allow students to act as Person-in-Charge for food facilities, schools, churches, etc. This covers principals of food microbiology, food borne diseases, and standards and measures for prevention of food borne diseases. **Near the end of their junior year students are expected to obtain a work experience and work part-time. During year 2**, students are responsible for the production and execution of the West Shore Career Technical restaurant, the Ranger Café @ West Shore. **Students are expected to continue to work in culinary arts and/or a hospitality position and earn a minimum of 200 hours to earn ProStart Certification.** Students will also gain on-the-job training working in the Ranger Café. Passage of both the ProStart 1 and 2 exams and the successful completion of work experience can lead to ProStart certification upon graduation. Transportation to work sites is the student's responsibility.



### Culinary Arts/ProStart Internship 1

8555

Open to Grade 11

*Application & Interview Required*

*Prerequisite: One foods class or food prep experience*

*Suggested: Algebra 1*

Full Year –4 Credits

20 Periods per Week

- **Youth Organization:** FCCLA
- **Certifications:** ProStart
- **Early Placement:** Work experience senior year, 15 hours per week in a related occupation
- **College Credit Available**
- **Career Opportunities:**
  - Pastry Cook
  - Kitchen Assistant
  - Short Order Cook/Prep Cook
  - Assistant Banquet Manager
  - Assistant Food and Beverage Manager
  - Baker/Chef/Cook
  - Dining Room Manager

### Culinary Arts/ProStart Internship 2

8565

Open to Grade 12

*Arts/ProStart Internship 1*

*Suggested: Algebra 2*

Full Year – 3 Credits

15 Periods per Week

*Prerequisite: Successful completion of Culinary*

**\*Students must complete Algebra 2 to be eligible for college credit.**

# HEALTH SCIENCE



## Health Careers Technology 1

**6950** **Full Year - 3 Credits**  
**Open to Grade 11** **15 Periods per Week**

Application & interview required

*Prerequisites: Algebra 1 (completed and/or passing) and Biology/Lab; meeting graduation requirements; **must have a serious interest in learning to provide care to individuals with health issues.***

Health Careers Technology is a **two-year program** that introduces students to medical careers involving **hands on patient care in a variety of settings** including hospitals and nursing homes. The program provides State Tested Nurse Aide training – leading to entry level employment in the health care field. *Admission into this program is highly competitive.*

## Health Careers Technology 2

**6960** **Full Year - 3 Credits**  
**Open to Grade 12** **15 Periods per Week**

*Prerequisite: Completed/passed Health Careers Technology 1; completed or enrolled in Algebra 2; meeting graduation requirements; passed OGT*

*Suggested: Anatomy & Physiology, Chemistry*

Students use their training and skills in the clinical setting at Lakewood Hospital and other facilities in order to gain real experience. In addition, an emphasis on the study of disease, medical terminology and health care ethics provides the opportunity to earn college credit.

### **Additional opportunities include:**

- **Youth Organization:** Participation in HOSA (Health Occupation Students of America)
- **Certifications:** First Aid, CPR, State Tested Nurse Aide (STNA)
- **College Credit Available**
- **Preparation for Career Opportunities with Further Education:**

- Nursing: RN, LPN
- Pre-Medicine
- Pharmacist, Pharmacy Technician
- Physical or Occupational Therapy
- Radiologist, Radiology Technician
- Health Science Technologies  
(Ultrasound, Lab, EKG, Phlebotomy,  
Medical Assisting, Emergency Medical Tech)

## **COURSE OFFERINGS**

### **TWO-YEAR TECHNICAL PROGRAM**

- Health Careers Technology

### **SENIOR YEAR COURSE**

- Biotechnology

**\*Students  
must complete  
Algebra 2 to  
be eligible for  
college credit.**

## **Biotechnology**



**6970**

**Full Year – 2 Credits**

**Open to Grade 12**

**10 Periods per week**

*Prerequisite: 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> Grade Science Requirements*

- *Advanced Biology*
- *Chemistry or AP Chemistry*
- *Physics or Calculus (completed or in senior year)*
- *Additional science course*
- *Algebra 2 (completed or in senior year)*

Biotechnology is a **progression of coursework** designed for biological science majors. An emphasis is placed upon developing laboratory and research skills. Topics covered in this lab intensive course include: biochemistry, energetics, microbiology, cell biology and bioinformatics. Theory and practice of recombinant DNA methodologies are highlighted. Past, present, and future applications including ethical, political, and economic impacts of the biotech industry are presented.

- ***College Credit Available***
- ***Career Opportunities:***
  - *Biomedical Laboratory Technician/  
Biomedical Engineer*
  - *Research Scientist*
  - *Agricultural Biotechnology*
  - *Genetic Engineering*
  - *Pharmaceutical Industry*
  - *Forensics*
  - *Regulatory Agencies*
  - *Healthcare*
  - *Food Production*
  - *Marketing and Sales*
  - *Bioinformatics*
  - *Manufacturing*
  - *Medical Field*



**8330**  $\frac{1}{2}$  Year –  $\frac{1}{2}$  Credit  
**Open to Grades 10-12** **5 Periods per Week**

*No Prerequisite*

Learn to prepare more nutritious & better tasting dishes than McDonald's and Burger King in Fast Foods! This class features timesaving food preparation techniques including use of appliances such as microwaves, food processors, woks, and blenders. Use convenience foods to make creative dishes in less time. Learn meal planning tips and how to prepare delicious meals quickly, using the computer as well as cookbooks for resources.

### **Sports Nutrition**

**8360**  $\frac{1}{2}$  Year –  $\frac{1}{2}$  Credit  
**Open to Grades 10-12** **5 Periods per Week**

*No Prerequisite*

Would you like to improve your physical and nutritional condition? This hands-on course offers the opportunity to analyze your own diet for improvements by using the computer and other means. Learn how to prepare nutritious foods and what foods are needed for peak performance. Learn about your BMI and how many calories you need a day.

### **Fashion Fundamentals**

**8210**  $\frac{1}{2}$  Year –  $\frac{1}{2}$  Credit  
**Open to Grades 10-12** **5 Periods per Week**

*No Prerequisite*

Fashion Fundamentals is highly recommended for anyone interested in pursuing fashion as a college major or career field. For the majority of the semester, students will learn how to sew and construct garments. The course is project-based and students design and create an infinity scarf, pajama pants or shorts, and a final project of their choice approved by the teacher. Students will be responsible for purchasing the fabric and patterns for all of their projects. Additionally, students will learn about different fashion designers who have influenced the fashion industry, as well as, how to analyze runway shows and interpret fashion trends. Other units covered in this course include: fibers and fabric construction, the history of fashion, fashion sketching, and careers in fashion.

### **Independent Living**

**8470**  $\frac{1}{2}$  Year –  $\frac{1}{2}$  Credit  
**Open to Grades 11-12** **5 Periods per Week**

*No Prerequisite*

This course is for students who are planning to attend college and live on campus, or who are planning to work and live on their own after high school. Independent Living teaches students the skills needed to help ease the transition from living at home to living on their own. Topics discussed include: career and college searches, college essay practice, resume building and job interviewing skills, values and goal setting, healthy dating relationships, hand and machine sewing, budgeting, insurance and credit options, and nutrition and food preparation. The machine sewing unit includes construction of a laundry bag (it is the student's responsibility to purchase fabric for this project), and the food preparation unit includes cooking labs.

### **Personal Finance**



### **Service Occupations Training**

Full Year – **4 Credits**

20 Periods per Week

*Recommended: Career Assessment Evaluation*

Today's hospitality industry is looking for people who enjoy variety and challenge. Service Occupations Training (SOT) is a two year program that provides students with classroom learning and real-life work experiences needed to take advantage of the many opportunities in this field. The program is housed at Lakewood Hospital where students train in food service, housekeeping, materials management, and clerical positions. Guest service, career exploration, and professionalism are other important components of this program.

### **Community Based Training**

Full Year – **4 Credits**

20 Periods per Week

*Recommended: Career Assessment Evaluation*

These programs provide students training in a variety of departments depending on their interests and abilities. These programs also help students assume responsibilities for important life decisions regarding jobs with the support of employers and teachers. Along with a teacher and educational aide, mentors within a company contribute to students developing competencies in social as well as work skills. This includes job exploration, time management, teamwork, and productivity.

### **On-the-Job-Training/Work Study**

Full Year – **0-4 Credits**

5 to 20 Periods per Week

*Recommended: Career Assessment Evaluation*

Students learn their occupational skills on the job. A job coach is provided if needed. The work involved is usually in single skill or entry-level positions. Credits are awarded as determined by the time spent on the job and approval of the Career-Technical Director.

### **Community Work Training Program**

**Rae-Ann Suburban**

**Nursing Facility**

Full Year – **4 Credits**

*Recommended: Career Assessment Evaluation*

Students from the West Shore schools work in the afternoon at this facility. With supervision, students receive training in the following departments:

- Food Service
- Laundry/Housekeeping
- Clerical
- Maintenance Department
- Grounds Keeping

The goals of this program are for students to gain experience in specific work skills and to develop independence and interest areas for future employment.

# WEST SHORE CAREER-TECHNICAL EDUCATION DISTRICT

## APPLICATION for 2014-2015

TO THE STUDENT AND PARENT: Please complete this application, sign it, and then take it to the student's guidance counselor. The counselor will complete the other side and send it to the Career-Technical Office at Lakewood High School. You will be contacted if an interview is required. Apply EARLY to ensure consideration in the program of your choice.

Home School (circle one):      Bay Village                      Lakewood                      Rocky River                      Westlake

PLEASE **PRINT** IN INK AND FILL OUT COMPLETELY AND **NEATLY**

Name \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Home phone \_\_\_\_\_ Cell phone \_\_\_\_\_ Birth date \_\_\_\_\_

Current Grade Level \_\_\_\_\_ Counselor \_\_\_\_\_

### PROGRAM FOR WHICH I AM APPLYING

First Choice \_\_\_\_\_

Second Choice \_\_\_\_\_

(You would *consider* this if the first choice is not available.)

#### Mother or Guardian

#### Father or Guardian

Name \_\_\_\_\_ Name \_\_\_\_\_

Address \_\_\_\_\_ Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_ Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Email address \_\_\_\_\_ Email address \_\_\_\_\_

(This email address will be used to correspond with you, send our newsletter and any other important information to you.)

### TO THE PARENT OR GUARDIAN: CAREER-TECHNICAL REGULATIONS

- \_\_\_\_\_ 1. All students must have an emergency phone number on file with the Career-Technical teacher and in the Career-Technical Office to be used if the student becomes ill in class and must go home. A form for this will be provided. Transportation home for an ill student is the responsibility of the parent or guardian.  
Initial Here
- \_\_\_\_\_ 2. Students must maintain good grades and attendance. Poor grades or attendance could result in dismissal from the program.  
Initial Here
- \_\_\_\_\_ 3. Infractions of *West Shore* rules or failure to meet the standards of a program could result in dismissal from the program.  
Initial Here
- \_\_\_\_\_ 4. Failure to complete the second year of a two-year program may result in failing grades for the second year.  
Initial Here
- \_\_\_\_\_ 5. **Most West Shore programs are a two-year commitment. By signing below, I am consenting to the completion of both years.**  
Initial Here

***I understand and agree to the above regulations. Permission is granted for my son/daughter to enroll in a Career-Technical program.***

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**AFTER COMPLETING THIS SIDE OF THE APPLICATION, PLEASE TAKE IT TO YOUR GUIDANCE COUNSELOR**

Name of Applicant \_\_\_\_\_

**To the Guidance Counselor:**

Please help us select and/or place this student in the most appropriate Career-Technical program by completing this side of the application and attaching a current transcript. Send both to the West Shore Career-Technical office at Lakewood High School, 14100 Franklin Blvd., Lakewood, OH 44102. Thank you.

Does this applicant meet the *Suggested Skills for Individual Programs* criteria? \_\_\_\_\_

Comments:

Do you recommend this applicant for this program? \_\_\_\_\_

IF **NOT** PLEASE STATE REASON WHY (application will be held until conference with counselor)

Comments:

**For two-year program applicants**

Have you discussed the program's 2-year commitment with the applicant? \_\_\_\_\_

Comments:

Have you and the applicant determined that there will be room in the senior year schedule for the second year of the West Shore program? \_\_\_\_\_

Comments:

Counselor Signature \_\_\_\_\_ Date \_\_\_\_\_

**Summary of Programs**

<b>West Shore Career and Technical Programs</b>	<b>First Year</b>	<b>Second Year</b>
Auto Technology	4 periods a.m. Jr.	3 periods p.m. Sr.
Biotechnology	2 periods a.m. <b>Senior Year Only</b>	
Business Management	2 periods a.m. Jr.	2 periods p.m. Sr.
Construction Trades	3 periods <b>p.m. Jr.</b>	4 periods <b>a.m. Sr.</b>
Culinary Arts/ ProStart	4 periods a.m. Jr.	3 periods p.m. Sr.
Early Childhood Education/Senior Services	3 periods a.m. Jr.	3 periods p.m. Sr.
Electronics Technology	3 periods a.m. Jr.	3 periods p.m. Sr.
Health Careers Technology	3 periods <b>p.m. Jr.</b>	3 periods <b>a.m. Sr.</b>
Interactive Media	3 periods a.m. Jr.	3 periods p.m. Sr.
Job Training: Bonne Bell, Marriott, Rae Ann, Winking Lizard, Work Study	<i>By recommendation; schedule varies; 1 year commitment</i>	
Medical Office Management	2 periods a.m. Jr.	3 periods p.m. Sr.
Networking/Cisco	2 periods a.m. Jr.	2 periods p.m. Sr.
Project Lead the Way	1 period in each grade 9-12 <b>or</b> 2 periods in grades 11 and 12	
Service Occupations Training	4 periods a.m.	<i>By recommendation; 2 year commitment</i>
Transition to Work	3 periods a.m.	<i>By recommendation; 1 year commitment</i>

*The West Shore Career-Technical District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person(s) have been designated to handle inquiries regarding the non-discrimination policies: **Section 504:** Director, Student Services, Lakewood City Schools, 1470 Warren Road, Lakewood, OH 44107 Phone: 216-529-4201 **Title IX:** Director, Human Resources/Employment Lakewood City Schools 1470 Warren Road Lakewood, OH 44107 Phone: 216-529-4215*

APPENDIX B

**Four Year Plan of Studies**

Name \_\_\_\_\_

Grade 9

Subject	Credit
English	1
Physical Science or Physical Science Honors	1
Math Elective	1
Physical Education 9	$\frac{1}{4}$
World History or World History Honors	1
Electives	1.25

Total Credits: \_\_\_\_\_

Grade 10

Subject	Credit
English	1
American History	1
Science Elective	1
Math Elective	1
Physical Education 10	$\frac{1}{4}$
Advanced Health	$\frac{1}{2}$
Computer Ed/Business/Engineering & Technology Education	$\frac{1}{2}$
Electives (Class of 2015 & beyond will require 1.75 credits)	1.25

Total Credits: \_\_\_\_\_

Grade 11

<u>Subject</u>	<u>Credit</u>
<u>English</u>	<u>1</u>
<u>Math Elective</u>	<u>1</u>
<u>Science Elective</u>	<u>1</u>
<u>Core Elective</u>	<u>1</u>
<u>Elective</u>	<u>1.5</u>

Total Credits: \_\_\_\_\_

Grade 12

<u>Subject</u>	<u>Credit</u>
<u>English</u>	<u>1</u>
<u>American Government/Economics</u>	<u>1</u>
<u>Core Elective</u>	<u>2</u>
<u>Elective</u>	<u>2</u>

\_\_\_\_\_  
\_\_\_\_\_

Total Credits: \_\_\_\_\_

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By Kalahan Patterson