

**PROGRAM
OF
STUDIES
2010-2011**

Message from the Principal

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

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Ms. Andrea Rocco
Mr. Timothy Sullivan
Mrs. Carol Winter

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Mrs. Betsy Ruper	L–Q
Ms. Debora Voss	R–Z

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

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.
- * 9th, 10th and 11th graders must take a MINIMUM LOAD equaling 6.0 credits per year. 12th graders must take 5.5 credits per year.
- * All students must be enrolled in 4 core classes.

Registration for classes will be done through individual counseling by the school's guidance staff in Grades 9–12. Registration takes place at the beginning of the second semester.

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 12th grade standing must take a minimum of 5.50 credits per year. Credits earned determine the student's grade level and homeroom placement. All freshmen, sophomores, and juniors are required to enroll in four core courses per year. Seniors must also enroll in four core courses. Core is defined as English, foreign 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 2011-2014

	<u>CLASS OF 2011-2013</u>	<u>CLASS OF 2014 & BEYOND</u>
<u>Credits</u>	23/ Must be enrolled in 4 core classes	23/ Must be enrolled in 4 core classes
<u>Graduation Courses</u>		
English	4 credits (See page 23 for junior/senior requirements)	4 credits (See page 23 for junior/senior requirements)
Math	3 credits (1 credit Algebra I)	4 credits (1 credit Algebra II)
Social Studies	3 credits (1 credit World History, 1 credit American History, 0.5 credit Government, and 0.5 credit Economics)	3 credits (1 credit World History, 1 credit American History, 0.5 credit Government, and 0.5 credit Economics)
Science	3 credits (1 credit Physical Science, 1 credit Biological Science)	3 credits (1 credit physical science, 1 credit life science, 1 credit advanced study)
Foreign Language	N/A	N/A
Health/PE	1.5 credits	1.5 credits
Practical/Fine Arts	1 credit	1 credit
Computer Ed/Business/Engineering & Technology Education	0.5 credit	0.5 credit
10 th Grade OGT *Subject to legislative mandate	*10 th grade OGT	*TBD
<u>Honors Diploma</u> Refer to page 5	See Page 5	See Page 5

Class of 2011- 2013

English: 4 credits

9th Grade English 1.00 Credit
 10th Grade English 1.00 Credit
 11th Grade English 1.00 Credit
 12th Grade English 1.00 Credit

Mathematics: 3 Credits

*Three electives over four years 3.00 Credits
 (one credit Algebra I)

Physical Education and Health: 1.50 Credit

Physical Education 9 .25 Credits
 Health 9 .50 Credits
 Physical Education 10 .25 Credits
 (to be taken before graduation)
 Advanced Health .50 Credits
 (to be taken before graduation)

Class of 2014 & Beyond

English: 4 credits

9th Grade English 1.00 Credit
 10th Grade English 1.00 Credit
 11th Grade English 1.00 Credit
 12th Grade English 1.00 Credit

Mathematics: 4 Credits

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

Physical Education and Health: 1.50 Credit

Physical Education 9 .25 Credits
 Health 9 .50 Credits
 Physical Education 10 .25 Credits
 (to be taken before graduation)
 Advanced Health .50 Credits
 (to be taken before graduation)

Class of 2011- 2013

Class of 2014 & 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, All Family & Consumer Sciences and Engineering & Technology Education Courses

Science: 3 Credits

Three elective courses over four years: 1 Credit Physical Science; 1 Credit Biological Science

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

**Computer Ed/Business/
Engineering & Technology Education
.50 Credit**

Computer Applications, Integrated Computer Applications, Desktop Publishing, Intro to Programming with Visual Basic, Advanced Programming Visual Basic, Web Page Design, Computer Graphics, P.C. Servicing, Digital Imaging

Electives:

Grades 9, 10, 11, (choose 7.0 credits beyond
Require course over four years) 7.0 Credits
Grade 12 6.5 Credits

Practical/Fine Arts:

(One elective Credit over Four Years)

Science: 3 Credits

Three elective 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

**Computer Ed/Business/
Engineering & Technology Education
.50 Credit**

Electives:

Grades 9, 10, 11, (choose 7.0 credits beyond
Require course over four years) 7.0 Credits
Grade 12 6.5 Credits

Total Required for Graduation: 23.00 Credits

Classes of 2011,2012,2013,2014

All students are required to enroll in four core courses per year, plus two electives. Core is defined as English, Foreign 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.**

High School Academic Diploma with Honors for Graduating Classes of 2011 and Beyond <i>Students need to fulfill only 7 of the following 8 criteria</i>	
Subject	Criteria
English	4 units
Mathematics	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
Science	4 units, including Physics and Chemistry
Social Studies	4 units
Foreign Language	3 units, including at least 2 units in each language studied
Fine Arts	1 unit
Career-Technical	Not counted toward requirements and may not be used to meet requirements
Electives	Not counted toward requirements
Grade Point Average	3.5 on a 4.0 scale
ACT/SAT Score [excluding scores from the writing sections]*	27 ACT / 1210 SAT
Additional Assessment	None

Career-Technical Diploma with Honors for Graduating Classes of 2011 and Beyond <i>Students need to fulfill only 7 of the following 8 criteria</i>	
Subject	Criteria
English	4 units
Mathematics	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
Science	4 units, including Physics and Chemistry
Social Studies	4 units
Foreign Language	Not counted toward requirements
Fine Arts	Not counted toward requirements
Career-Technical	Now counted in Electives
Electives	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.
Grade Point Average	3.5 on a 4.0 scale
ACT/SAT Score [excluding scores from the writing sections]*	27 ACT / 1210 SAT
Additional Assessment	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

Ohio Graduation Test

Beginning with the class of 2007, 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 and situations may occur requiring a change in that schedule. These schedule changes, however, have a serious effect on class size, teacher assignments, and the overall master schedule, and therefore, will be approved sparingly. The student and parent are urged **not** to plan a program with the idea that it can be changed.

Students are required to take a minimum number of courses each year. This "minimum course load" includes both required courses and elective courses. With the guidance of parents and counselors, students select these courses during the registration period. This is the time when schedule planning is completed. The Program of Studies booklet is the student's and parent's guide for making these selections.

As of May 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 guidance 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.

Foreign Language

Foreign 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 foreign 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
Foreign Language	4 years
Mathematics	4 years
Social Studies	4 years

**NCAA Eligibility-
Student Athlete**

As NCAA eligibility requirements are subject to change, it is imperative that student-athletes (especially juniors and seniors and/or parents) meet with their respective counselor **immediately** at the start of the year to request and review a copy of the “NCAA Initial-Eligibility/Clearinghouse” (or current publication). Based upon this review it may be necessary to initiate immediate schedule changes in order to satisfactorily meet or exceed the NCAA requirements for course work, GPA and/or standardized test scores. Student athletes are required to register at [NCAA clearinghouse.net](http://NCAAclearinghouse.net).

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 guidance 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 Guidance Department serves as the resource center for all college materials including videotapes, viewbooks, applications, and assorted reference materials. The Guidance Department also maintains a website that parents and students are encouraged to visit.

College Visits

A student 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.)

Special Programs

Academic Coaching

Rationale: While the transition to high school is difficult for all students, this transition is extremely difficult for the student with academic needs. We have the responsibility to help all students succeed by fostering academic growth and nurturing the students' potential for success.

Academic Coaching is a program designed to provide academic support proactively to students that have failed any portion of the Ohio Graduation Test. Additional support is provided for students experiencing academic difficulty completing graduation requirements.

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 \$86 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

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

- * 9th, 10th, 11th and 12th grade students may enroll full or part time at colleges or universities.
- * 9th, 10th and 11th graders must maintain 6.0 credits per year. 12th 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 have special entrance requirements which a student must meet. For further information, see the Guidance Department.

Summer Enrichment

While students are encouraged to participate in academic enrichment programs during the summer, they cannot receive high school credit.

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 Foreign Language (cannot be less than 2 units of the same language).

but 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.

High Honor Roll, Honor Roll, and Merit Roll

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

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

The Westlake Chapter of the National Honor Society inducts new members in the spring and 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 five semesters. 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 appointed advisor's mailbox at the announced time in order to be considered. The general faculty will then evaluate only those candidates with whom they are familiar in terms of leadership and character. Using the scores from the faculty ratings and the candidate's submitted leadership and service 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 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.

Selection of Members: The Westlake Chapter selects members in the fall, but the 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 January when seniors can obtain applications in the Guidance Office. A list of local scholarships will be posted outside of the Guidance Office.

Course Descriptions

The remainder of this document lists and describes the course offerings at Westlake High School for the 2010-2011 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.

Example:

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

**WESTLAKE ASSISTANTS
IN VOLUNTEER
EDUCATION (WAVE)
(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.

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.**

AP-STUDIO ART

Prerequisite: Three semesters of art including Digital Design (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.**

AP ART HISTORY

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

AP Art History is designed for juniors and seniors who have an interest in art as well as history. Students who have done well in courses such as humanities, history, literature, and/or studio art classes are encouraged to take AP Art History. This course covers major time periods for Prehistoric man through current art movements and artists. The student of art history must consider the importance of religion, politics, ethnicity, patronage, audience, and function as it pertains to these social constructions. They will expand their understanding of how art has influenced our world, people, and cultures. And as such, the student of art history must understand the historical context in which the art was created. Students are taught to analyze artwork as well as develop visual literacy. Students will be required to do complete in depth research projects. This course follows the AP guidelines for a college level art history course.

CARTOONING/ ANIMATION

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

Cartooning affords opportunities for the student who likes to doodle, has a sense of humor, or would like to utilize his or her imagination. The student creates single panel cartoons and caricatures. The student will also create animated sequences through video stop action, claymation, and computer graphics.

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.

ART FOUNDATIONS

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

Art Foundations is a general visual arts experience designed for any student. Students will be introduced to both two and three dimensional art areas. Areas may include collage, mosaic design, paper mache, recyclable art, clay, and printmaking.

DESIGN (9-12)

18 Weeks .50 Credit

Design covers the fundamentals of design and representation. It includes the application of line, shape, color and texture in their various aspects; the application of the principles of design to materials; and the development of skills in pencil technique, variety of paints, and pen and ink. The student creates and produces commercial design projects.

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.
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 clays, 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.
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.
PHOTOGRAPHY (10-12) 18 Weeks .50 Credit	Photography is an introductory course in black and white photography. The course is divided into six units: historical aspects, photograms and the pinhole camera, the camera, the darkroom, photographic composition, and photojournalism. The students will have several shooting assignments with follow-up lab processing, focusing on the technical and aesthetic aspects of photography. Creative visual communication will be an integral part of the class. Classroom text is included. Students must have access to a 35mm camera and provide their own film and photographic paper.
SCULPTURE (11-12) 18 Weeks .50 Credit	In Sculpture the students develop and use their manipulative skills to create three-dimensional art forms. The students explore and experiment with a variety of materials such as wire, wax, paper, clay, papier-mache, plaster, wood, metal and stone.
DRAWING/PAINTING II Prerequisite: Drawing and Painting (10-12) 18 Weeks .50 Credit	Drawing/Painting II is designed for the student who has taken Drawing and 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, tempera, 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, tempera, acrylics, and mixed media. Creative self-expression will stem from past knowledge of the art elements and principles. Course will be offered during the same time as Drawing/Painting II.

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. 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.

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

Students will learn the use of a digital camera and commercial grade software, Photoshop, to create images that have value with today's technology for electronic media and print. Topics will include cropping, resizing, color adjustment, retouching, clipping, and adding text to images. Assessment will be based on product-based design focusing on elements and principles, composition, creative design and use of technology.

Class requirements: A digital camera and USB cord

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.

	9th	10th	11th	12th
2-D	Design Drawing	Photography Painting I Digital	Drawing-Painting II Drawing-Painting III Digital	AP Studio AP Art History
3-D	Design Drawing	Photography Ceramics I	Choose Two Ceramics II 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:

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.

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.

BUSINESS LAW (10-12)

18 Weeks .50 Credit

Business Law students are introduced to the field of law by studying the work of the federal and state court systems and how they affect business organization and regulation. 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.

BUSINESS PRINCIPLES AND MANAGEMENT (10-12)

18 Weeks .50 Credit

Students enrolled in Business Principles and Management will learn the concepts within the areas of accounting, advertising, business law, finance, management information systems, marketing and how they tie into the development and operations of business. Students will analyze different management theories and learn their responsibilities within different levels of the organization. Students will also discuss how these areas of business affect the time and financial management aspects of the business.

DESKTOP PUBLISHING (10-12)

18 Weeks .50 Credit

This course will introduce students to Adobe PageMaker, which is a publishing program widely used in business. Students will design layouts, greeting cards, posters, letterheads, advertisements, newsletters, and pamphlets. This class will prepare students to work on the school newspaper, yearbook, and prepare professional programs for extracurricular organizations. Use of a scanner and photo editing will also be covered.

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

This course is designed to provide an overview of entrepreneurship and discuss how it differentiates within each type of business. Students will study how forecasting, budgeting, capital, financing, marketing, and business law combine within the entrepreneurship framework. The development of a business plan that exemplifies the concepts discussed in class and shown within the SEE (Scholarship of Entrepreneurial Engagement) program. Students will also look at the consumer side of the equation by focusing on how buying decisions are made and the aspects of a consumer's life that affect these decisions.

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

This course is for students who wish to develop expertise in financial planning and money management. Students will explore the banking industry, managing credit, stocks and bonds, and develop a portfolio. This will prepare them to better save and invest their money in order to meet their financial goals. The students may actively compete with other schools by participating in the "Stock Market Game," sponsored by John Carroll University.

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.

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.

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.

**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.

**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.

**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.

**INTEGRATED
COMPUTER
APPLICATIONS**
**Prerequisite: Computer
Applications
(10-12)**
18 Weeks .50 Credit

Students will use the Microsoft Office 2007 Suite to study advanced features of Word, Excel, and Access by integrating data from each software application. Features will include columns, queries, multiple sheets, managing databases, transferring data between applications, and adding objects to web pages. Proficiency in using variables and formulas is recommended.

**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.

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 and proficiency tests is also emphasized in the English program. Students may be required to purchase selected paperbacks.

Suggested Sequence of Courses

	Grade 9	Grade 10	Grade 11	Grade 12
Honors Level	English Honors 9	English Honors 10	English Honors 11	Advanced Placement English Literature or Advanced Placement Language and Composition
Regular College Bound Level	English 9	English 10	11 th Grade Composition plus one of the following: -American Lit -Women in American Lit. -Multi-Cultural Lit	12 th Grade Composition plus one of the following: -Comtemporary Lit. -British Lit. -Social Issue Lit.
Basic Level	English 9A (Basic)	English 10A (Basic)		

ENGLISH 9A

**Prerequisite: Teacher/
Counselor recommendation
(9)**

36 Weeks 1.00 Credit

English 9A is for students who need to reinforce basic English skills. Students learn reading, writing, speaking and listening skills through a variety of activities which emphasize literature and the writing process. This course fulfills 1.00 credit of English for graduation.

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 develop these skills through the study of grammar, composition, usage, mythology, short stories, drama and poetry. This course fulfills 1.00 credit of English for graduation.

ENGLISH HONORS 9

**Prerequisite: Teacher
recommendation
(9)
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 involvement in class discussion. English Honors 9 includes the study of grammar and composition, usage, mythology, short stories, drama, poetry and the novel. Summer reading is required. This course fulfills 1.00 credit of English for graduation.

ENGLISH 10A

**Prerequisite: English 9A
Teacher/Counselor
recommendation
(9)
36 Weeks 1.00 Credit**

English 10A is for students who need to strengthen their basic skills in reading, vocabulary development, usage, grammar, punctuation, spelling, speaking and writing. This course is diagnostic and prescriptive in nature with instruction based upon individual interests, abilities, and needs. Continuing eligibility for the course is determined by student performance along with teacher, counselor, and Parent recommendations. This course fulfills 1.00 credit of English for graduation.

ENGLISH 10 Prerequisite: 9th Grade English (10) 36 Weeks 1.00 Credit	<p>English 10 helps students to further develop skills in reading, writing, listening, and speaking through a traditional approach. Students read a variety of fiction and nonfiction, do extensive writing including a library research paper, make several oral presentations, and also continue a vocabulary program which they started as freshmen. This course fulfills 1.00 credit of English for graduation.</p>
ENGLISH HONORS 10 Prerequisite: English Honors 9 Teacher recommendation (10) 36 Weeks 1.00 Credit	<p>Students in English Honors 10 should possess strong verbal ability, excellent writing skills, originality, a high reading level, and self-motivation. Students read a variety of literature and write extensively. Oral presentations and research are also included in the course. Summer reading is required. Student should have maintained at least a “B” average in English Honors 9. This course fulfills 1.00 credit of English for graduation.</p>
ENGLISH HONORS 11 Prerequisite: English Honors 10 Teacher recommendation (11) 36 Weeks 1.00 Credit	<p>Students in English Honors 11 should possess strong verbal ability, excellent writing skills, originality, a high reading level, and self-motivation. Students read a variety of literature in order to enhance critical and interpretive skills, and they learn to use language with sensitivity and discrimination. Summer reading is required. Student should have maintained at least a “B” average in English Honors 10. This course fulfills 1.00 credit of English for graduation.</p>
WOMEN IN AMERICAN LITERARY TRADITION Prerequisite: 10th Grade English (11) 18 Weeks .50 Credit	<p>Students in Women’s Lit. will read selected short stories, poems, plays and novels written by American women authors. Students will explore the contribution of women authors to the American literary tradition and develop an understanding of how these women and their literature influenced and reflected society. Skills in reading, writing (literary analysis), listening, and speaking are further developed from previous years. This course fulfills .50 credits of English for graduation.</p>
MULTICULTURAL LITERATURE Prerequisite: 10th Grade English (11) 18 weeks .50 Credit	<p>Students in Multicultural Literature will read selected short stories, poems, plays and novels written by members of various cultures living in the United States. Knowledge and awareness of cultures existing in America will result from students reading selections and conducting research on those cultures. Skills in reading, writing, listening and speaking are further developed from previous years. This course fulfills .50 credit of English for graduation.</p>
AMERICAN LITERATURE Prerequisite: 10th Grade English (11) 18 Weeks .50 Credit	<p>Students in American Literature will survey authors starting from Native Americans and continuing through the 21st Century. Students will read a wide variety of selected short stories, poems, plays, and novels from American literature. Skills in reading and listening are further developed from previous years using a traditional approach. This course fulfills .50 credit</p>
11th GRADE COMPOSITION Prerequisite: 10th Grade English (11) 18 weeks .50 Credit	<p>11th Grade Composition is designed to help students express themselves clearly and competently in writing. Students will explore a variety of types of writing, such as expository, persuasive, analytical, narrative, descriptive, creative, and autobiographical. Students will also brush up on our skills in grammar, usage, mechanics, and vocabulary. This course fulfills .50 credit of English for graduation.</p>

Courses for AP English

Students should have three years of Honors English leading to AP in the senior year.

ADVANCED PLACEMENT ENGLISH LITERATURE

Prerequisite: Honors English 11; Minimum of a "B" in Honors English 11; Writing Placement Exam; Honors English 11 & AP English 12 teacher recommendations

(12)

36 Weeks

1.00 Credit

Fee: AP Exam

Advanced Placement English Literature, the fourth course in the English Honors program, prepares students for the Advanced Placement Exam given in May of each year. College credit may be earned with a designated passing score on the exam. Focus is on writing experiences, speech and listening opportunities, and literary analysis. Extensive summer reading is required. This course fulfills 1.00 credit of English for graduation. Students are required to take the Advanced Placement Literature and Composition Examination in May.

AP LANGUAGE AND COMPOSITION

Prerequisite 11th Grade Honors; Minimum of a "B" in Honors English 11; Writing Placement Exam; Honors English 11 and AP English 12 teacher recommendations

(12)

36 weeks

1.00 Credit

An AP course in English Language and composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

BRITISH LITERATURE

Prerequisite: 11th Grade English

(12)

18 weeks

.50 Credit

Students in British Literature will experience a chronological and thematic analysis of English Literature from the Anglo-Saxon period to the twentieth century. Readings include short stories, novels, drama, and poetry. Skills in reading and listening are further developed from previous years using a traditional approach. This course fulfills .50 credit of English for graduation.

SOCIAL ISSUES IN LITERATURE

Prerequisite: 11th Grade English

(12)

18 weeks

.50 Credit

This course will thematically explore social topics and their influence on various forms of literature. Students will look at an overview of relevant poems, short stories, novels, and plays. Reading skills are emphasized, although speaking and listening activities are also included as integrated parts of the course. This course fulfills .50 credit of English for graduation.

CONTEMPORARY LITERATURE

Prerequisite: 11th Grade English

(12)

18 weeks

.50 Credit

Students in Contemporary Literature will read selected contemporary literature designed to enhance and develop a person's reading abilities, skills and appreciation. This class offers an introduction to the fiction, poetry, and drama written since 1945. Skills in reading and listening are further developed from previous years using a traditional approach. This course fulfills .50 credit of English for graduation.

12th GRADE COMPOSITION

Prerequisite: 11th Grade English

(12)

18 Weeks

.50 Credit

Students in 12th Grade Composition will enhance their writing abilities. Course skills in reading, writing, listening, and speaking are further developed from previous years using a traditional approach. Students will complete expository, analytical, narrative, descriptive, creative, and autobiographical compositions with a college preparatory focus. This course fulfills .50 credit of English for graduating.

ELECTIVES

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.

PUBLIC SPEAKING IN THE 21ST CENTURY
(9-12)
18 Weeks **.50 Credit**

The study of speech will explore the differences between communication and language while stressing the importance of using one's voice correctly. This course will also address the current need of speaking in conjunction with multi-media presentation. Areas of public speaking with informative speaking, persuasive speaking, speaking to entertain and oral interpretation will be studied. In addition, students will explore nonverbal communication, develop listening skills, and hone interpersonal communications skills.

DEBATE
Prerequisite: Public Speaking I
(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.

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

This performance course is a series of theatre games, oral interpretation exercises, and memorized scenes which emphasize becoming comfortable before an audience, concentration on a specific problem, projecting the voice, and, in general, communicating with an audience. This course will also introduce the technical aspects of theater focusing on sound, lighting, staging, and rigging.

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

College-Bound Independent Literature is a course designed to allow students to develop the habits and skills of personal independent reading. Students will read fiction and nonfiction of their own choosing and will keep a personal reading log and reading journal. Current reading lists from colleges and libraries will be available to help students select books.

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

A must for any future communications majors and writers. 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.

TELEVISION

TELEVISION PRODUCTION I (9-12)

18 Weeks .50 Credit

Television Production I gives students the opportunity to learn and use fundamental techniques in front of and behind cameras and microphones. Students write, produce, edit, direct, and act in both individual and group programs. Membership in W.H.B.S. is recommended but is not required. Occasional works after school on various productions for the station serve as labs.

TELEVISION PRODUCTION II

**Prerequisite: Television
Production I. (Must pass with
A or B, or have written
permission from Teacher)
(9-12)**

18 Weeks .50 Credit

Television Production II helps students develop the next level of professional standards in the broadcast industry. Multiple camera productions using up to date equipment enhance the workshops in videotaping, editing, computer graphics, music mixing, on camera delivery, and other technical skills. Membership in W.H.B.S. is recommended but is not required. Students work after school and on some weekends involving sports, and other broadcast programs, which serve as labs. This is a college freshman equivalent course.

ADVANCED TELEVISION BROADCASTING III

**Prerequisite: Television
Production I & II
(Must pass TV II with an A, or
have written permission from
Teacher)**

(11-12)

18 Weeks .50 Credit

Students must be W.H.B.S. members in good standing to enroll. The course involves upper college level production techniques, directing, working knowledge of all broadcasting equipment used in the station, and some independent study outside of the classroom. Preparation of professional "audition" videotapes, advanced computer graphics, and hands-on switching of live productions involving from four, up to eight cameras involving 12 to 15 crewmembers is introduced. Students will be required to work after school and on some weekends involving sports and other broadcast programs which serve as labs. Some summer internships in the N.E. Ohio area are usually available.

ADVANCED TELEVISION: PROFESSIONAL STUDIO CONTROL ROOM TECHNIQUES IV

**Prerequisite: must pass TV II
with an A or have written
permission from Teacher
(11-12)**

18 weeks .50 Credit

Students must be WHBS members in good standing to enroll. The course involves upper college level and professional control room techniques, productions, and editing on digital equipment. The entire class is held in the Studio A control booth involving; the Ross Synergey One switcher with "squeeze and tease" 3-D abilities, Mackie-32 audio mixer, the application of "B" roll, Sony Digital VTR's, Compix computer graphics system, camera controls for Ikagami studio cameras, station programming management, and satellite dish operations. Students will be required to work on weekly Demon Zone shows, as well as some after school studio shows. Class size is limited to 8

WHBS-TV LAB

**Must have written permission
from Teacher**

(10-12)

18 weeks .25 Credit

Students work in the Studio A, on TV productions as well as set up, and break down equipment and sets for shows and sports programs. Some off property productions may be included after school for fall and winter seasons.

This lab can be repeated as the scheduling allows.

Family and Consumer Sciences

Family and Consumer Science courses encompass the total well being of an individual. Students need knowledge and skills to be able to survive in today's ever-changing world. Family and Consumer Sciences help provide these skills in relation to the home and daily living. Fees may be charged for projects beyond the scope of normal material usage. Semester exams are given in all courses.

CHILD DEVELOPMENT
(10-11-12)
18 Weeks **.50 Credit**

In Child Development, students learn the responsibilities of raising and nurturing children. Topics covered in class include how children grow and learn, readiness for parenthood, parenting roles and responsibilities, planning a future family, and building positive parent-child relationships. The course will also explore careers involving the care and education of children. This course is helpful for any students interested in pursuing a career in teaching, social work, or any other child contact career.

DYNAMIC RELATIONS
(10-11-12)
18 Weeks **.50 Credit**

In Dynamic Relations, students will learn how to build positive, healthy relationships now and in the future. Topics will allow students to learn about themselves, others, and the relationship between self and others. Areas of study include peer relationships, family relationships, school and community relationships, goal setting, emotions, decision-making, developing one's potential, dating, and marriage. The students will participate in classroom activities and several projects to apply the skills they learn. Class participation and discussion will be required on a daily basis.

FOODS I
(9-12)
No Prerequisite
18 Weeks **.50 Credit**
Lab Fee: \$20.00

This course focuses on skills needed for food preparation. Students will learn about nutrition principles as they prepare a wide variety of foods and baked products. Topics include eggs, quick breads, vegetables, microwaving, cookies, and dairy. Throughout the food preparation lab experiences, students will learn and develop cooperation and leadership skills. Throughout the semester, students may be required to complete cooking projects at home.

CREATIVE FOODS
(10-12)
No Prerequisite
18 Weeks
Lab Fee: \$20.00 **.50 Credit**

In this course, students will review the basic skills of food preparation and they will have hands-on food lab experiences. Topics include pies and pastries, yeast breads, low-fat recipes, food safety and sanitation, meal planning, budgeting for food, cultural food traditions, convenience foods, baking, and a variety of nutrition principles. Students will use time management and organizational skills when participating in food preparation labs. Throughout the semester, students may be required to complete cooking projects at home.

FOCUS ON FASHION I
(9-12)
18 Weeks

Focus on Fashion I is a course in which students learn basic sewing skills. The course also focuses on careers in the fashion industry, projecting a positive image, and budgeting for clothing. Each student will choose sewing projects to complete ranging from home decorations to clothing items. Students are responsible for purchasing all materials they need to complete each project.

FOCUS ON FASHION II
(9-12)
18 Weeks .50 Credit
Prerequisite: Focus on
Fashion I

Focus on Fashion II further develops techniques covered in Focus on Fashion I. The course will focus on student lead projects with an emphasis on clothing construction including zippers, fibers, and adding creativity to pattern reading. Each student will choose projects to complete ranging from home decorations to clothing items. Students are responsible for purchasing all materials they need to complete each project.

INTERIOR DESIGN
(11-12)
18 Weeks .50 Credit

This course is an introductory course in home design principles. Areas covered include history of design, architecture, art principles, color schemes, furniture styles, and floor plans. Through this course, the student will be able to develop an individual decorating style. There is no required lab fee for this course, however, some class supplies must be provided by the student.

MAXIMUM DESIGN
Prerequisite: Interior Design
(and teacher
recommendation)
(11-12)
18 Weeks 1.00 Credits

D-Max (or “Maximum Design”) is an interdisciplinary course where students will learn how to take a design and transform it into reality resulting in the complete makeover of an actual room, similar to what is seen on popular television shows. It is about taking interior design (Family & Consumer Science) and construction technology (Technology Education) to a new level. D-Max is an articulating course where students will learn about sketching, the design process, technical writing, creating sample boards, planograms, renderings, computer-aided design (CAD), portfolios, and making presentations. This course is recommended to students selecting a career or interested in interior design, construction real estate, visual communications, architecture, or marketing/advertising, especially at the post-secondary level. Additionally, guest speakers will present students with information from their fields as well as other related career opportunities.

TRANSITIONS
(10-11-12)
18 Weeks .50 Credits

Transitions helps the student to develop skills necessary when living independently following graduation. Students will learn how to make a functional transition into adulthood. Course topics include goal setting, consumer rights and responsibilities, career readiness, apartment living, money management, automobile financing, and the basics of credit. Throughout the semester, students will complete a variety of projects and participate in class discussions.

World Languages

The overall objective in studying a foreign 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.**

FRENCH

**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.

**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. Reading is based on the history of France and an overview of French literature. At least one full length novel will be included. Students are expected to discuss and/or 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.

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.

**FRENCH V ADVANCED
PLACEMENT**
**Prerequisite: Teacher/
Counselor recommendation**
(12)
36 Weeks **1.00 Credit**
Fee: AP Exam

In French V Advanced Placement students enhance and refine linguistic skills. Readings include selected classical and contemporary works, as well as articles from current periodicals. Compositions and discussions no longer are summaries of readings, but also involve some degree of critical thinking. Comprehension skills are sharpened with exposure to tapes, films, and other media forms that feature native speakers. Students will take the advanced placement examination. Students may purchase a paperback book and/or a workbook. It is recommended that students have maintained a “B” average or higher in French IV.

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.

GERMAN

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.

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.

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.

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.

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.

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.

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.

**GERMAN V ADVANCED
PLACEMENT**

**Prerequisite: Teacher/
Counselor recommendation**
(12)

36 Weeks **1.00 Credit**

German V sharpens written and oral skills. Attention is given to individual grammar problems as they arise, but the whole grammar structure will be reviewed and explored more deeply. A variety of reading selections will be covered. Students will summarize both orally and in writing what they have read. Students will be required to take the advanced placement examination.

LATIN

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.

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.

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. Students may be requested to purchase a mythology book.

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.

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.

LATIN IV ADVANCED
PLACEMENT
Prerequisite: Latin III
Honors or
Teacher/Counselor
Recommendation.
(11-12)
36 Weeks **1.00 Credit**
Fee: AP Exam

The student will read prose and poetry aloud with attention to metrical structure, accurate pronunciation, appropriate voice inflection, literary themes and poetic devices. The student will translate the poems of Catullus as outlined by the College Board curriculum. The students will also translate the poems of Horace, the mythological stories of Ovid, or the works of Cicero. 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. Students enrolling in Latin IV AP should have at least a “B” in the previous year.

LATIN V ADVANCED
PLACEMENT
Prerequisite: Latin III
Honors or
Teacher/Counselor
recommendation
(12)
36 Weeks **1.00 Credit**
Fee: AP Exam

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. The student will translate the Aeneid by Vergil outlined by the College Board curriculum. 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. Students enrolling in Latin V AP should have at least a “B” in the previous year.

SPANISH

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

Spanish I is for students who have had little or no experience with the Spanish language. Spanish I is a blend of building basic skills in listening, speaking, reading, and writing. An accumulation of vocabulary words is used in the content of the material presented from the text. Students learn and apply correct basic spelling and grammatical structures in writing exercises. Basic speaking skills using the present tense of regular and irregular verbs as well as stem changing verbs are practiced. Students will be exposed to command verb forms. Students must purchase a workbook.

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

Spanish II Honors has the same sequential core material as Spanish II. The pace is accelerated, the breadth and scope of the coverage are expanded, and some material is added to challenge the capabilities of the more able students. The course is conducted extensively in Spanish. Students must purchase a workbook.

SPANISH II
(9-12)
36 Weeks 1.00 Credit

In Spanish II introductory objectives incorporate an extensive comprehensive review of all vocabulary and grammatical structures learned in level one. The application of all language skills is 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.

SPANISH III HONORS
**Prerequisite: Teacher/
Counselor recommendation**
(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 emphasis is placed on reading 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. A supplemental reader or scholastic foreign language magazine may be required for purchase. Students enrolling in Spanish III Honors should have at least a "B" in the previous year.

SPANISH III
(10-12)
36 Weeks 1.00 Credit

In Spanish III additional grammatical structures are introduced. Exposure to a substantial amount of vocabulary enables students to incorporate the basic grammar into meaningful listening, speaking, reading, and writing exercises. The imperfect and preterit verb tenses are compared and contrasted. Reflexive verb forms as well as the future, conditional, subjunctive and formal commands are introduced. A few of the many activities used to reinforce skills are reading of short stories, participation in classroom discussions, and writing of short compositions. Students must purchase a workbook.

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

Spanish IV Honors has the same sequential core material as Spanish IV. The pace is accelerated. The breadth and scope of the coverage are expanded, and some material is added to challenge the capabilities of the more able students. Students will read from contemporary and classic authors. They will be expected to be able to discuss and write about these works at an advanced level. Students must purchase a workbook.

SPANISH IV
(11-12)
36 Weeks 1.00 Credit

In Spanish IV vocabulary and grammatical structures are expanded and reinforced. A variety of readers are used to develop skills. Some of the activities include conversations between students, debates, reports of periodicals, and compositions. Students must purchase a workbook and a magazine.

**SPANISH V ADVANCED
PLACEMENT**
**Prerequisite: Teacher/
Counselor recommendation**
(12)
36 Weeks 1.00 Credit
Fee: AP Exam

Spanish V Advanced Placement students continue to increase fluency in using standard Spanish in normal conversational contexts. They read materials with proper pronunciation and intonation at normal speed. The students listen with understanding to audio stimuli. The students also demonstrate high levels of understanding and appreciation for the culture and history of the Hispanic World. Students will take the advanced placement examination. Students must purchase a workbook.

**SPANISH V
(12)**

36 Weeks

1.00 Credit

In Spanish 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 will purchase a workbook as well as the interactive CD that accompanies the text.

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 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 H with “B” or better
Spanish IV H	Spanish III H with “B” or better
Spanish V AP	Finish all Honors Classes II H, III H, IV H 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, 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.

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

Computer Graphics will help you 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 communications. This course is recommended for students selecting a career or interested in graphic design and visual communications. This course will satisfy the state graduation requirement for the “Technology” elective.

**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.

(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.

**TECHNICAL DRAWING/
DESIGN II**
**Prerequisite: Technical
Drawing/Design I/Teacher
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.

**TECHNICAL
DRAWING/DESIGN III
HONORS**
**Prerequisite: Technical
Drawing/Design II /Teacher
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.

**TECHNICAL
DRAWING/DESIGN IV
HONORS**
**Prerequisite: Technical
Drawing/Design III/Teacher
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.

**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.

**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.

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.

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.

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

Design Squad is a class modeled after the popular TV show. Students will brainstorm, design, build, and test a different engineering activity every single week. This is an opportunity to explore engineering as problem-solving using 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 design and investigate and solve challenging problems.

MAXIMUM DESIGN
Prerequisite: Interior Design (and teacher recommendation)
(11-12)
18 weeks **1.00 Credit**

D-Max or (“Maximum Design”) is an interdisciplinary course where students will learn how to take a design and transform it into reality resulting in the complete makeover of an actual room, similar to what is seen on popular television shows. It is about taking interior design (Family & Consumer Science) and construction technology (Technology Education) to a new level. D-Max is a course where students will learn about sketching, the design process, technical writing, creating sample boards, planograms, renderings, computer-aided design (CAD), portfolios, and making presentations. Also, speakers will present students with information from their fields as well as other related career opportunities.

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.

Cost for students' projects will vary depending on the nature of the projects selected.

Flowchart – Suggested Sequence of Courses for College Bound Majors

Major	9th grade	10th grade	11th grade	12th grade
Architecture	Technical Drawing/Design I	Technical Drawing/Design II	Technical Drawing/Design III	Technical Drawing/Design IV
Computer Science/ENGR.	Design Squad	PC Servicing & Robotics/Electronics	Technical Drawing/Design I	Technical Drawing/Design II
Construction Management	Know Your Home & Know Your Home II	<i>Technical Drawing/Design I</i>	Technical Drawing/Design II	Technical Drawing/Design III
Engineering	Design Squad & Technical Drawing/Design I	PC Servicing & Robotics/Electronics	Technical Drawing/Design II	Technical Drawing/Design III
Fashion Design	Focus on Fashion I (FACS)	Focus on Fashion II (FACS)	Airbrush Illustration I & Computer Graphics	Technical Drawing/Design I
General Studies	Design Squad & Know Your Home	Know Your Home II & Robotics/Electronics	Computer Graphics & PC Servicing	Technical Drawing/Design I
Graphic Design	Airbrush Illustration I	Computer Graphics	Airbrush Illustration II	Technical Drawing/Design I
Green Technology/Sustainability	Know Your Home & Know Your Home II	Design Squad	Technical Drawing/Design I	Technical Drawing/Design II
Industrial Design	Design Squad	Computer Graphics & Airbrush Illustration I	Technical Drawing/Design I	Technical Drawing/Design II
Interior Design	Interior Design (FACS)	Airbrush Illustration & Know Your Home	Technical Drawing/Design I	D-Max
Manufacturing Technology	Technical Drawing/Design I	Design Squad & Robotics/Electronics	Technical Drawing/Design II	Technical Drawing/Design II
Technology Education (teacher)	Know Your Home & Know Your Home II	Design Squad & Robotics/Electronics	Computer Graphics & PC Servicing	Technical Drawing/Design I

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.

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

ALGEBRA I A

Prerequisite:

Teacher/Counselor recommendation (9-11)

36 weeks 1.00 Credit

Algebra I A allows for the independent analysis of the first half of the objectives of Algebra I. The course will focus on an in-depth analysis of these objectives and emphasis will be placed on Ohio Graduation Test objectives. This course satisfies one math credit for W.H.S. and .5 math credit toward college. A scientific calculator is required.

ALGEBRA I B

Prerequisite: One Algebra A credit and Teacher/Counselor recommendation (10-12)

36 weeks 1.00 Credit

Algebra I B follows successful completion of Algebra I A and allows for the independent analysis of the second half of the objectives of Algebra I. The course will focus on an in-depth analysis of these objectives and emphasis will be placed on Ohio Graduation Test objectives. This course satisfies one math credit for W.H.S. and .5 math credit toward college. A scientific calculator is required.

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.

ALGEBRA II A

Prerequisite: Algebra IA, Algebra IB and Geometry A
(12)

36 weeks 1.00 Credit

Algebra 2 A follows successful completion of Geometry A (formerly called Geometry C). The objective is to increase the student's understanding of mathematical concepts and to develop further the skills and techniques taught in Algebra I A, Algebra I B and Geometry A. 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 Advanced Algebra 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-8X or equivalent calculator is recommended.

CALCULUS

Prerequisite: Teacher/Counselor recommendation and 1.00 credit of either Pre-Calculus Honors or Analysis
(12)

36 weeks 1.00 Credit

Calculus emphasizes the concepts of differential and integral calculus and its basic techniques and applications. A TI-8X or equivalent graphing calculator is required. Students are not required to take the advanced placement exam.

ADVANCED PLACEMENT CALCULUS

Prerequisite: Teacher/Counselor recommendation and "A" or "B" in Pre-calculus Honors
(12)

36 weeks 1.00 Credit

Fee: AP Exam

Advanced Placement Calculus emphasizes the concepts of differential and integral calculus and its basic techniques and applications. Students are required to take the advanced placement examination. A TI-8X, equivalent calculator is required. Students are required to complete a summer work packet before the start of school.

COLLEGE PREP MATH

Prerequisite: One Advanced Algebra 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. ATTI-8X or equivalent graphing calculator is required.

GEOMETRY

Prerequisite: Teacher/Counselor recommendation, One Algebra Credit, and "C" average or better in Algebra I is recommended
(9-12)

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.

GEOMETRY HONORS**Prerequisite: B or above in Algebra I and Teacher 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).

GEOMETRY A**Prerequisite: One Algebra B credit and Teacher/****Counselor recommendation****(11-12)****36 Weeks****1.00 Credit**

Geometry A follows successful completion of Algebra B. Students will identify, classify, compare and analyze characteristics, properties and relationships of one-, two- and three-dimensional geometric figures and objects. Students use spatial reasoning, properties of geometric objects, and transformations to analyze mathematical situations and solve problems. Emphasis will be on Ohio Graduation Test objectives. A scientific calculator is required.

PRE-CALCULUS**Prerequisite: Teacher/ Counselor recommendation and One Advanced Algebra Credit.****“B” average or better in****Advanced Algebra 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, TI-84 or equivalent calculator is required. A TI-8X or equivalent calculator is required.

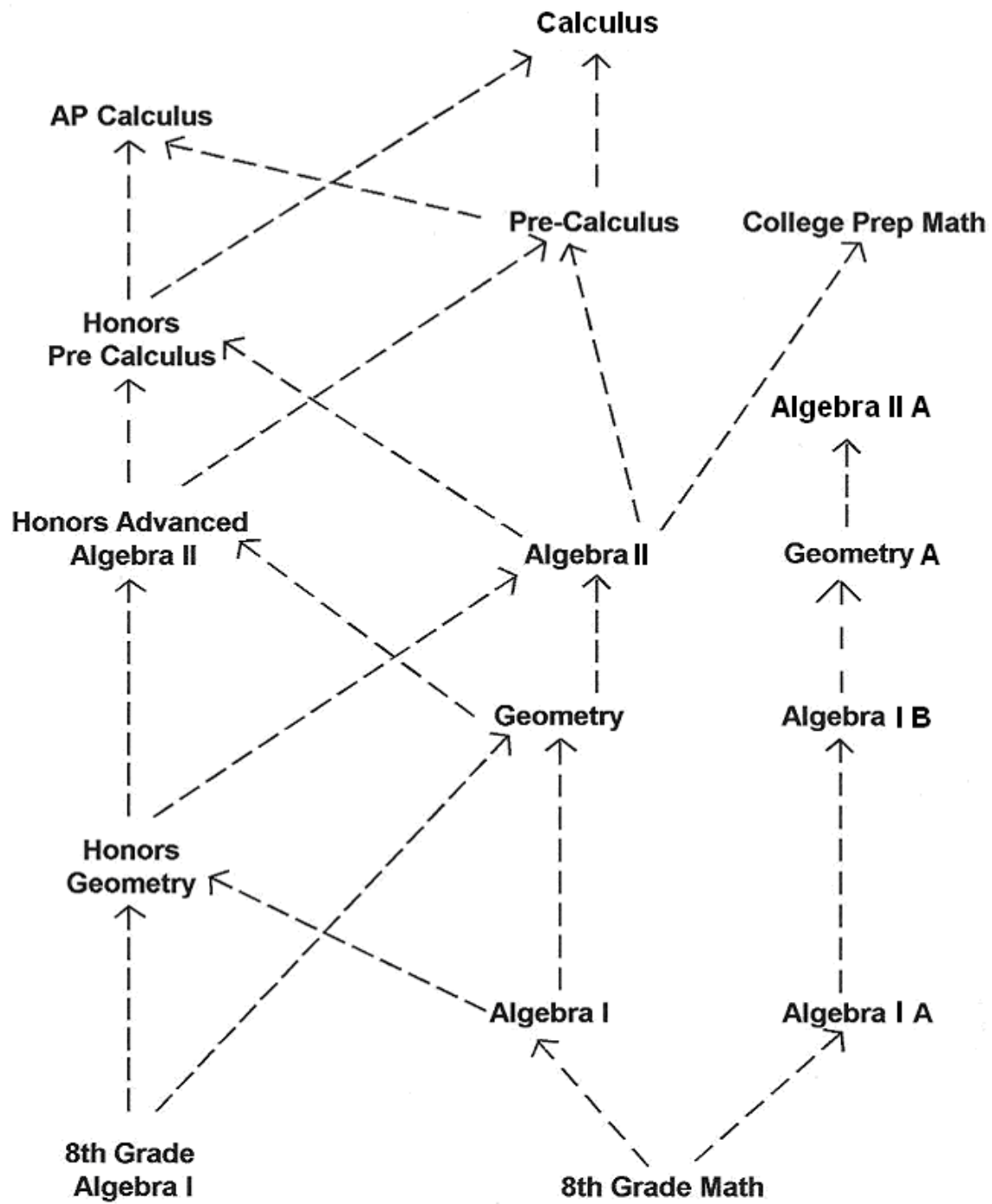
PRE-CALCULUS HONORS**Prerequisite: Teacher/ Counselor recommendation, an “A” or “B” Advanced Algebra Honors.****(11-12)****36 weeks****1.00 Credit**

Pre-Calculus Honors is an accelerated course designed for the superior mathematics student with an Algebra 2 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-8X or equivalent graphing calculator is required.

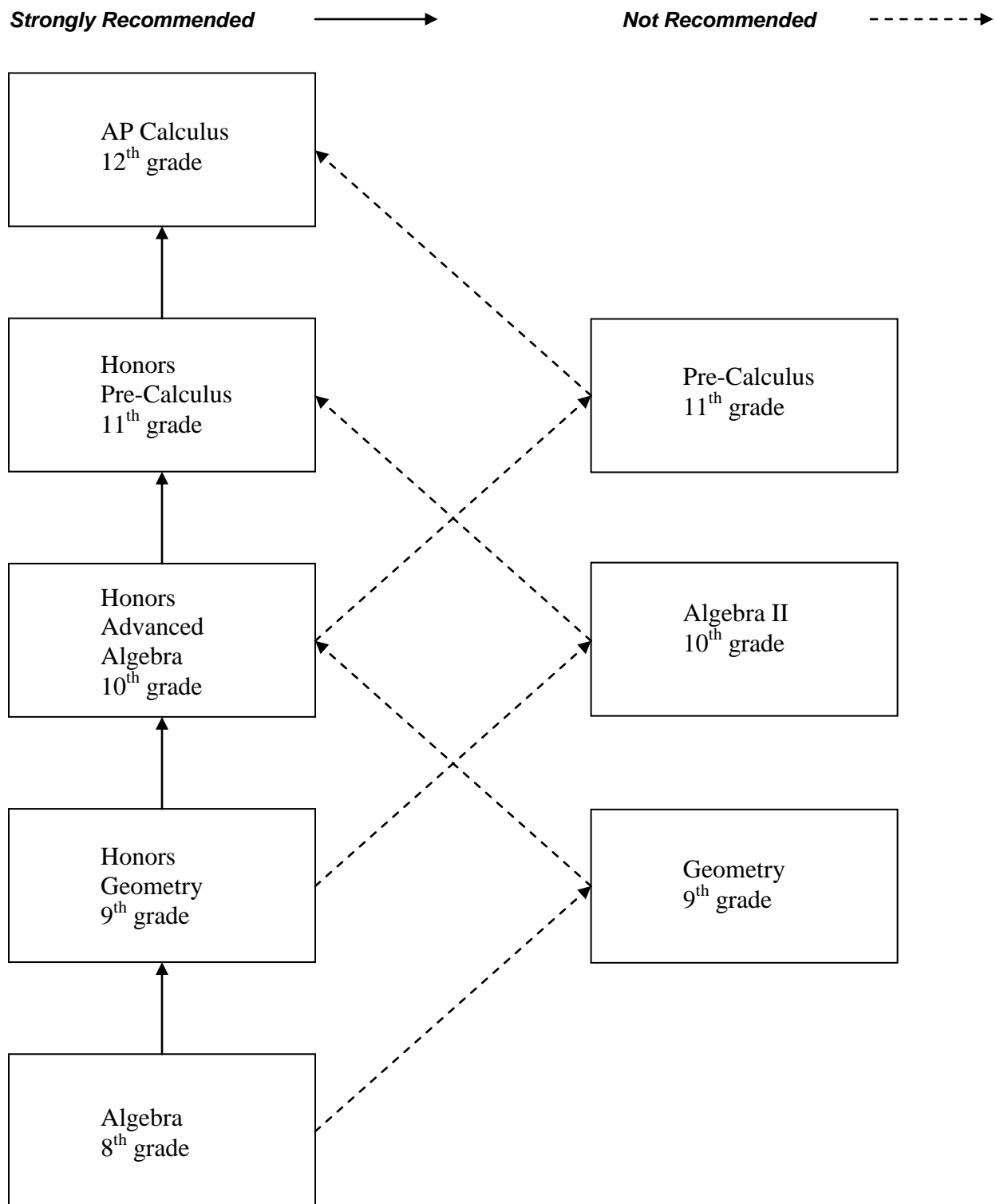
ADVANCED PLACEMENT STATISTICS**Prerequisite: Advanced Algebra****(11-12)****1.00 Credits**

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-8X calculator or equivalent is required.

Math Flowchart Grades 8-12



AP Calculus AB Vertical Alignment



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

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 at least one other outside performance. Students are encouraged to participate in the solo and ensemble contests. Fee

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 at least one other outside performance. While open to all students, auditions are still required. Fee.

SHOW CHOIR **Prerequisite: By audition only.** **(11-12)**

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.

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 at least one other outside performance. Fee.

MEN'S CHORUS **(10-12)**

36 weeks 1.00 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

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 twentieth century, including music of non-western cultures, is studied. Students gain a broad understanding of music history through the study of various cultures.

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.

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.

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.

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 Contest, 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 divided into 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.

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

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

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

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

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

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

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.

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 sports, individual sports, and rhythmic activities. A variety of physical activities promote normal growth and development and increase strength, flexibility, and endurance. Uniform information will be provided in the orientation process.

**HEALTH 9
(9-10)**
18 weeks **.50 Credit**

Students develop a process for decision making related to the following areas: human growth and development, mental and emotional health, consumer health products and services, and exercise physiology. Students study the needs of handicapped persons and chemical dependency. This course fulfills .50 credit of Health for graduation.

**PHYSICAL EDUCATION 9
(9-10)**
18 weeks **.25 Credit**

A variety of physical education activities promote total body fitness and group cooperation skills. Appropriate physical education attire is required. This course fulfills .25 credit of Physical Education for graduation.

All students are required to wear the Board approved uniforms

**ADVANCED HEALTH
(10-12)**
18 weeks **.50 Credit**

Instruction covers cardio-pulmonary resuscitation (C.P.R.), basic first aid, emergency care techniques, health and safety hazards, community, and environmental health. Other topics include chemical dependency, nutrition, heart disease and health careers. This course fulfills .50 credit of Health for graduation.

**PHYSICAL
EDUCATION 10
(10&11)**
18 weeks **.25 Credit**

Physical Education 10 includes large group games and individual sports. Appropriate physical education attire is required. This course fulfills .25 credit of Physical Education for graduation.

All students are required to wear the Board approved uniforms.

**PHYSICAL EDUCATION
11 AND 12
(11-12)**
1st semester **.50 Credit**
2nd semester **.50 Credit**

PE 9 and 10 must be completed before enrolling in any of these electives. PE 11-12 is not a substitute for PE 9 and 10.

		<u>Semester 1</u>		<u>Semester 2</u>	
		1st 9 weeks	2nd 9 weeks	3rd 9 weeks	4th 9 weeks
		<u>Mini Units:</u>	<u>Mini Units:</u>	<u>Mini Units:</u>	<u>Mini Units:</u>
#	Golf		Floor Hockey	#	Cross Country Skiing
	Frisbee		Basketball		Team Handball
	Football	#	Bowling		Badminton
	Soccer		Power Volleyball		Weight Training
	Tennis				Volleyball
				#	Bowling
					Aerobics

Denotes class fee.

PERSONAL FITNESS I
(Formerly Weight
Training I)
(9-12)
18 weeks .50 Credit
(Does not take the place of
PE 9 and 10 requirements)

Personal Fitness I is designed for students who want to learn personal fitness skills and techniques. The beginning student will learn basic lifts and techniques. Weight room safety and workout procedures will be followed. A total body, general workout will be emphasized. Testing will be included.

PERSONAL FITNESS II
(Formerly Weight
Training II)
Prerequisite: Personal
Fitness I
(9-12)
18 weeks .50 Credit

Personal Fitness II is designed for students who wish to improve their physical fitness and design workouts based on individual needs or preferences. The student will be involved in designing and implementing individual workouts. With a partner, workouts for designed goals will be completed.

PERSONAL FITNESS III
(Formerly Weight
Training III)
Prerequisite: Personal
Fitness II
(10-12)
18 weeks .50 Credit

Personal Fitness III is designed for a total individualized weight training program, plus desired flexibility and aerobic workouts can be achieved.

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.

FUNDAMENTAL BIOLOGY

(10-12)

36 weeks

1.00 Credit

Fundamental Biology offers basic information on living things and the processes of life on a selective yet comprehensive introduction to applied biology. This course will provide for a variety of everyday experiences and a better understanding and appreciation of life forms and their processes. The course includes such topics as: living things, life processes, classification of organisms, basic anatomy and physiology, and ecological principles.

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.

BIOLOGY HONORS

Prerequisite: Strong Teacher recommendation, an “A/A+ year average” in Physical Science, or a “B” or better in Physical Science Honors is recommended.

(10-12)

36 weeks

1.00 Credit

Biology Honors is an advanced course taught as phase one of A.P. Biology. Enrolling in this course does not obligate students to take A.P. 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 offered. During the last quarter of the course, anatomy and physiology will be a main focus of study. Body systems and their functions will be studied and then applied in a cat dissection. Great emphasis is placed on respect for specimens and proper procedure must be followed during all dissections.

HUMAN ANATOMY AND PHYSIOLOGY HONORS

Prerequisite “B” or better in Biology Honors and “B” or better in Chemistry or Chemistry Honors

(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, clinical, practical, 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.

ADVANCED PLACEMENT BIOLOGY
Prerequisites: Teacher AND Counselor recommendation. A “B” or better in Biology Honors, Chemistry (NOT TO BE TAKEN CONCURRENTLY), and Algebra.
(12 and advanced 11)
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.** This course emphasizes molecular biology, not anatomy & physiology or an advanced study in comparative anatomy; it is not an extension of Honors Biology. **Two (2) consecutive class periods are required every school day.** 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.
Summer packet assigned.

CHEMISTRY
Prerequisite: Biology and Algebra. At least a “B” in Algebra is considered necessary for success in Chemistry; Concurrent enrollment in Advanced Algebra.
(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.

CHEMISTRY HONORS
Prerequisite: Teacher/Counselor recommendation and Physical Science Honors: Advanced Algebra (can be taken concurrently).
(11-12)
36 weeks 1.00 Credit

Chemistry honors students study the basic concepts of chemistry with a greater emphasis on problem solving and quantitative concepts. This course is designed to prepare students for AP chemistry and planning for a science related major in college. A project or term paper will be a significant part of the first semester grade. Weekly lab experiments emphasize critical thinking and laboratory techniques. 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.

ADVANCED PLACEMENT CHEMISTRY**Prerequisite:**

Teacher/Counselor recommendation, a “B” or better 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 (approx. \$60) 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. Selection of this course **will require two consecutive periods.**

Summer packet assigned.

CONCEPTUAL PHYSICS

Prerequisites: Must have already earned 2 science credits (including 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.

CONSERVATION

Prerequisite: Passing Physical Science and Biology or Fundamental Biology

(11-12)

36 weeks 1.00 Credit

Conservation 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.

AP ENVIRONMENTAL SCIENCE

Prerequisites: Science Teacher 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” or better in Honors Biology. Students must have earned a “B” or better 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. Selection of this course **will require two consecutive periods.**

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.

PHYSICAL SCIENCE HONORS**Prerequisite:****Teacher/Counselor recommendation, a “B” or better in an 8th grade algebra course is recommended.**

(9)

36 weeks

1.00 Credit

Physical Science Honors 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. During the first semester, students will study chemistry with an emphasis on: gas laws, atomic structure, chemical bonding, chemical reaction, stoichiometry, and acids/bases. The second semester 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.

PHYSICS**Prerequisite: Math and Science Teacher recommendation.****It is recommended that students have completed Advanced Algebra and Pre-Calculus with at least a “B” or better. (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.

ADVANCED PLACEMENT PHYSICS B**Prerequisite: Math and Honors Science Teacher recommendation. It is recommended that students have completed Advanced Algebra and Pre-Calculus with an “B” or better.**

(12)

36 weeks

1.00 Credit

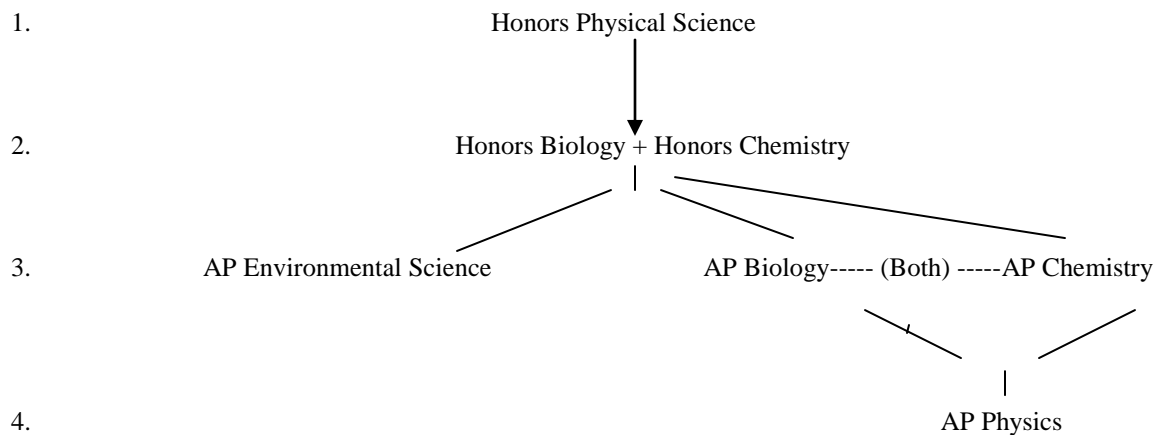
Fee: AP Exam

Advanced Placement Physics B 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 mechanics, electricity and magnetism, fluid and thermal physics, waves and optics, and atomic and nuclear physics. 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. Selection of this course **will require two consecutive periods**. It is **required** that students have access to a graphing calculator. (A TI-83 Plus or TI-84 Plus is recommended.) ***Summer packet is assigned.***

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

<u>Preferred Sequence of Courses Leading to AP Physics B</u>				
Grade Level	8th	9th	10th	11th
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 th grade	10 th grade	11 th grade	12 th grade
Honors & AP Track	World History Honors*	American History Honors*	<u>Elective available to grades 11-12</u> AP US History* AP Art History <u>Electives available to grades 10-12</u> AP European History* AP World History*	AP US Politics & Government, and Economics* AP Comparative Government* AP Art History
Standard & College Bound Track	World History	American History, or American History Basic	<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 21st 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 inline 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.

AMERICAN HISTORY BASIC

Prerequisite: Teacher/ Counselor Recommendation
(10)
36 Weeks 1.00 Credit

American History Basic is designed for those students whose reading and writing skills need to be reinforced. The focus of the course is on understanding how significant people, events and developments of the past have contributed to the making of contemporary America. The area studied is 1877 to the present. This course fulfills 1.00 credit of American History for graduation.

**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.

**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 along side the major domestic and foreign policies of the 20th 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.

**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.

**ADVANCED PLACEMENT
US POLITICS AND
GOVERNMENT**
**Prerequisite: 12TH Grade
Student, Completion of
either AP US 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 1.0 credit of Social Studies for graduation. Students are required to take the Advanced Placement Examination. Summer readings are required and will be assessed at the instructor's discretion.

**ADVANCED PLACEMENT
US HISTORY**
**Prerequisite: Completion of
US History Honors with an
"B" average or approval by
course instructor (contingent
upon written assessment).**
(11-12)
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.

**ADVANCED PLACEMENT
EUROPEAN HISTORY**
**Prerequisite: Completion of
World History Honors 9 with
an "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.

**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. Students are required to take the Advanced Placement Examination. Summer readings are required and will be assessed at the instructor’s discretion.

**AP COMPARATIVE
GOVERNMENT**

**Completion of either AP US
or European or World
History, or approval by
course instructor (contingent
upon written assessment).**

(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.

AP ART HISTORY

36 Weeks 1.00 Credit

(11-12)

AP Art History is designed for juniors and seniors who have an interest in art as well as history. Students who have done well in courses such as humanities, history, literature, and/or studio art classes are encouraged to take AP Art History. This course covers major time periods for Prehistoric man through current art movements and artists. The student of art history must consider the importance of religion, politics, ethnicity, patronage, audience, and function as it pertains to these social constructions. They will expand their understanding of how art has influenced our world, people, and cultures. And as such, the student of art history must understand the historical context in which the art was created. Students are taught to analyze artwork as well as develop visual literacy. Students will be required to do complete in depth research projects. This course follows the AP guidelines for a college level art history course.

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.

**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.

**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.

**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.

**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 laws that students will encounter in everyday life such as making contracts, borrowing, writing wills, consumer protection, and family law.

**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.

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

20th 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 20th 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.

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.

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.

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.

**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.

**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.

**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.

**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.

APPENDIX A

Four Year Plan of Studies

Name _____

Subject	Grade 9	Credit
English		1
Physical Science or Physical Science Honors		1
Math Elective		1
Health 9		$\frac{1}{2}$
Physical Education 9		$\frac{1}{4}$
World History or World History Honors		1
Electives		1.25

Total Credits: _____

Subject	Grade 10	Credit
English		1
American History		1
Science Elective		1
Math Elective		1
Physical Education 10		$\frac{1}{4}$
Advanced Health 10		$\frac{1}{2}$
Computer Ed/Business/Engineering & Technology Education		$\frac{1}{2}$
Electives		1.25

Total Credits: _____

Grade 11

<u>Subject</u>	<u>Credit</u>
<u>English(Composition & Literature)</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 (Composition & Literature)</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: _____

Artwork on cover inspired
and created by the Painting II class,
Kelly Atkinson and Jerry Everhard