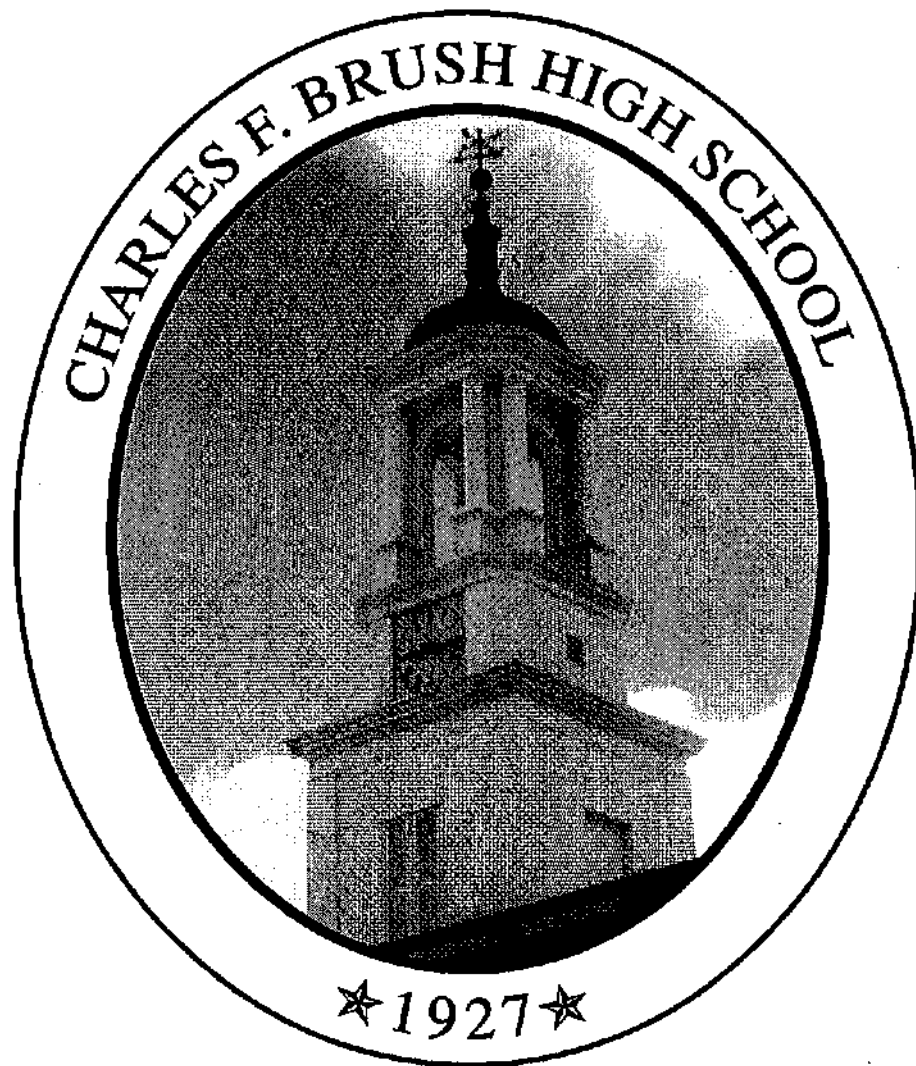


**2013 - 2014**  
**Course Descriptions**  
**Academic Options**  
**Policies and Regulations**



---

***Charles F. Brush High School***

4875 Glenlyn Road  
Lyndhurst, Ohio 44124-2399  
Telephone: 216-691-2065  
Fax: 216-691-2064  
[www.sel.k12.oh.us](http://www.sel.k12.oh.us)

# BRUSH HIGH SCHOOL

## **Principal:**

*Mr. Kenya Harrington*.....216-691-2068

## **Assistant Principals:**

*Mrs. Lorraine Freeman Fuller* .....216-691-2079  
Assistant Principal for Student Affairs, Grade 9

*Mr. Ian Miller* .....216-691-2079  
Assistant Principal for Student Affairs, Grade 10

*Mrs. Audrey Walker* .....216-691-3477  
Assistant Principal for Student Affairs, Grade 11

*Mr. Joseph Komperda*.....216-691-3477  
Assistant Principal for Student Affairs, Grade 12 & Arc Tech Academy

## **Guidance Counselors:**

*Mrs. Christy Pestello, Coordinator*.....Grade 9.....216-691-2139

*Mrs. Holly Kaprozy*.....Grade 10.....216-691-2072

*Mr. Jessie Blasier* .....Grade 11.....216-691-2081

*Mr. David Rash* .....Grade 12.....216-691-2073

*Mr. Matt Rutkowski* .....ArcTech Academy.....216-691-2041

## **Social Worker:**

*Mrs. Rachel Duber*.....216-691-2074

## **Technical Education Coordinator:**

*Mrs. Audrey Walker* .....216-691-3477

## **Attendance Supervisor:**

*Mrs. Brenda Wilson* .....216-691-2134

## **Athletic Director:**

*Mr. Michael Murphy* .....216-691-2121

## **SOUTH EUCLID-LYNDBURST CITY SCHOOLS**

216-691-2000

*Linda N. Reid* – Superintendent of Schools

*Veronica L. Motley, Ed.D.* – Director of Instruction

## **BOARD OF EDUCATION**

*Mrs. Cassandra Jones, President*

*Mrs. Lisa Marko, Vice President*

*Mr. William Kent*

*Mrs. Stefanie Rhine*

*Mrs. Alfreda Wynne*



Dear Students,

This Course Description Book has been developed to provide you with a complete insight in the curriculum offered at Brush High School.

One of the most important thoughts to keep in mind as you plan each year of your high school experience is that the more you stretch yourself, the more challenging and rewarding your experience will be. There is an important body of research by a man named Clifford Adelman in his study, *Answers in The Toolbox*, which indicates that students who succeed later in life, especially in higher education, do so because they challenged themselves by taking rigorous courses. The more rigorous your high school schedule is, the better chance you have of succeeding later in life, especially in college. Brush will offer you an incredible opportunity to learn, to stretch and prepare yourself for the years beyond high school but, of course, it is up to you to take advantage of this opportunity.

Your experience at Brush should not simply be academic. I want to encourage you to take part in as many of our extra-curricular and co-curricular activities as possible. Being involved with an athletic team, the band or theater can do a great deal to help you grow as a person, giving you the opportunity to work with different personalities, diverse groups of people, to work toward common goals. Such experiences can be some of the most rewarding you will have throughout your life time.

The Course Description Book offered at Brush High School will assist you in recognizing the avenues of career exploration available to you and to help you to make good choices to fulfill those opportunities.

The Brush High School staff is here to assist you to make good choices to fulfill your future goals. Ask questions, seek out information. Be your own advocate. We want you to be the best you can be.

Sincerely,

Kenya L. Harrington  
Principal

# ***SOUTH EUCLID-LYNDHURST BOARD OF EDUCATION***

## **MISSION STATEMENT**

The South Euclid-Lyndhurst School District, in partnership with our community, will seek to educate our youth so that they will possess the knowledge, skills and values necessary to become responsible, independent, critical thinking citizens, committed to life-long learning.

## **VISION STATEMENT**

The South Euclid-Lyndhurst School District seeks to establish a school community dedicated to student learning and community service. We will promote adult learning to create an educational environment within which all students will learn. We will establish high standards of learning that we will expect all children to achieve. We will accept the responsibility to work collaboratively with our colleagues, parents, students and community to accomplish this shared educational purpose.

## **EQUAL EDUCATIONAL OPPORTUNITIES**

South Euclid-Lyndhurst City Schools provide equal opportunities for all students to achieve their potential through educational programs and activities regardless of sex, race, color, religion, national origin, handicap, or social or economic background. Inquiries concerning equal educational opportunities may be referred to the Director of Instruction at 216-691-2007.

## **CHARLES F. BRUSH HIGH SCHOOL**

The mission of Charles F. Brush High School is to help students acquire knowledge, skills and attitudes that will make them productive members of society.

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## **DEPARTMENTAL DIRECTORY**

*If you have any questions about any of the courses listed in this book, please contact the Department Coordinator for that department.*

ArcTech .....	<b>Mr. Matt Rutkowski</b> 216 691-2041 <a href="mailto:rutkowski@sel.k12.oh.us">rutkowski@sel.k12.oh.us</a>
Arts & Technology.....	<b>Mr. Marc Bellett</b> 216 691-2105 <a href="mailto:bellett@sel.k12.oh.us">bellett@sel.k12.oh.us</a>
Consumer & Technical Ed. ....	<b>Mrs. Theresa Lockhart</b> 216 691-2095 <a href="mailto:lockhart@sel.k12.oh.us">lockhart@sel.k12.oh.us</a>
Business/Family & Consumer Science/Technical Education	
Guidance.....	<b>Ms. Christy Pestello</b> 216 691-2139 <a href="mailto:pestelloc@sel.k12.oh.us">pestelloc@sel.k12.oh.us</a>
Health & Physical Education .....	<b>Mrs. Livia Fry</b> 216 691-2101 <a href="mailto:fry@sel.k12.oh.us">fry@sel.k12.oh.us</a>
Language Arts.....	<b>Ms. Sallie Fine</b> 216 691-2117 <a href="mailto:fine@sel.k12.oh.us">fine@sel.k12.oh.us</a>
Mathematics.....	<b>Mrs. Lena Willner</b> 216 691-2130 <a href="mailto:willner@sel.k12.oh.us">willner@sel.k12.oh.us</a>
Music.....	<b>Mr. Barry Hartz</b> 216 691-2087 <a href="mailto:hartz@sel.k12.oh.us">hartz@sel.k12.oh.us</a>
Science.....	<b>Mr. Jeff Teeter</b> 216 691-2110 <a href="mailto:teeter@sel.k12.oh.us">teeter@sel.k12.oh.us</a>
Social Studies.....	<b>Ms. Debbie Cassidy</b> 216 691-2118 <a href="mailto:cassidy@sel.k12.oh.us">cassidy@sel.k12.oh.us</a>
Special Ed . ....	<b>Mrs. Keina Hughley</b> 216 691-2115 <a href="mailto:hughley@sel.k12.oh.us">hughley@sel.k12.oh.us</a>
World Language.....	<b>Mr. Jean-David Laplanche</b> 216 691-2114 <a href="mailto:laplanche@sel.k12.oh.us">laplanche@sel.k12.oh.us</a>

## **INTRODUCTION**

This booklet contains information needed for the planning of a student's educational program for the next school year and remaining years of high school. Students and parents should read it carefully prior to selecting courses. The course offerings, graduation requirements, and related procedures are all a reflection of the Brush High School philosophy. The individual program selected should lay the foundation for student's further education and career plans.

### **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.**

## **PHILOSOPHY**

We, at Charles F. Brush High School, believe that education is a lifetime process of continual growth and development. Our major function in the educational process is to help students develop the ability to think and to provide the framework necessary for their most complete mental, physical, emotional, and social growth.

The high school must be responsive to the needs of the entire community - the people it serves. We recognize the basic responsibility of the home in developing the moral, spiritual, social, physical and emotional well-being of the student; we also recognize that the school has a share in this responsibility with the community.

We encourage academic excellence consistent with individual needs and differences. These include social skills, analytical skills, and consumer competency. Therefore, the professional staff at Brush offers students the opportunity to strengthen basic learning skills and to discover and develop their talents through extensive curricular programs as well as extra-curricular activities. We provide experiences which help students in making academic and occupational decisions.

As a comprehensive high school, Brush offers a wide variety of courses to meet the needs of students. All courses are aligned with the State Model curriculum. Each individual should enroll in courses that are as challenging and demanding as his/her capabilities will allow. Periods beyond those in which required courses are scheduled should be used to develop interest areas. Courses in business, music, family and consumer science, art and technology offer a multitude of opportunities.



# ACADEMIC OPTIONS/PLANNING

## REQUIREMENTS FOR GRADUATION THROUGH THE CLASS OF 2014

Course requirements for graduation from Charles F. Brush High School shall be the completion of twenty-(20) units of credit

LANGUAGE ARTS .....	4 UNITS OF CREDIT
MATHEMATICS .....	3 UNITS OF CREDIT
SCIENCE .....	3 UNITS OF CREDIT
SOCIAL STUDIES .....	3 UNITS OF CREDIT
HEALTH.....	.60 UNITS OF CREDIT
PHYSICAL EDUCATION .....	.50 UNITS OF CREDIT
ELECTIVES .....	6 UNITS OF CREDIT

### Language Arts -

**All Students must earn: 4 credits**

All students in grade 9-12 must be enrolled in Language Arts courses included in the programs of Comprehensive, College Preparatory, Honors, Advanced Placement.

### Mathematics - All students must earn: 3 credits

All math courses are considered to be College Preparatory/Honors, or Honors/Advanced Placement. Several courses are considered non math electives; these do not complete graduation requirements in math.

### Science - All students must earn: 3 credits

All science courses are considered to be College Preparatory, Honors or Advanced Placement must include 1 unit of biological science and 1 unit of physical science.

### Social Studies - All students must earn: 3 credits

Successful completion of World History, U.S. History, and Government is required in the programs of Comprehensive, College Preparatory, Honors, or Advanced Placement.

### Health - All students must earn: .50 credit

All 10th graders are expected to take one semester of Health.

### Physical Education - All students must earn: .50 credit

All 9th graders are expected to take one full year of Physical Education.

### Electives - All students must earn: 6 credits

Credits must include at least one unit or two (.50) units of Business, Technology, Fine Arts, and/or World Language. Colleges will require 1 full unit in fine arts.

## REQUIREMENTS FOR GRADUATION FOR THE CLASS OF 2015 AND BEYOND

Course requirements for graduation from Charles F. Brush High School shall be the completion of twenty (20) units of credit

LANGUAGE ARTS .....	4 UNITS OF CREDIT
MATHEMATICS .....	4 UNITS OF CREDIT
SCIENCE .....	3 UNITS OF CREDIT
SOCIAL STUDIES .....	3 UNITS OF CREDIT
HEALTH.....	.50 UNITS OF CREDIT
PHYSICAL EDUCATION .....	.50 UNITS OF CREDIT
ELECTIVES .....	5 UNITS OF CREDIT

### Language Arts - All Students must earn: 4 credits

All students in grade 9-12 must be enrolled in Language Arts courses included in the programs of Comprehensive, College Preparatory, Honors, Advanced Placement.

### Mathematics - All students must earn: 4 credits - Must include Algebra 2 or equivalent of Algebra 2

All math courses are considered to be College Preparatory/Honors, or Honors/Advanced Placement. Several courses are considered non math electives; these do not complete graduation requirements in math.

### Science - All students must earn: 3 credits

All science courses are considered to be College Preparatory, Honors or Advanced Placement and must include 1 unit of physical sciences, 1 unit of life sciences and 1 unit of advanced study in one or more of the following sciences: chemistry, physics, or other physical science; advanced biology or other life science; physical geology, or other earth or space science.

### Social Studies - All students must earn: 3 credits

Successful completion of World History, U.S. History, and Government is required in the programs of Comprehensive, College Preparatory, Honors, or Advanced Placement.

### Health - All students must earn: .50 credit

All 10th graders are expected to take one semester of Health.

### Physical Education - All students must earn: .50 credit

All 9th graders are expected to take one full year of Physical Education.

### Electives - All students must earn: 5 credits

Credits must include at least one unit or two (.50) units of Business, Technology, Fine Arts, and/or World Language. Colleges will require 1 full unit in fine arts. All students must receive instruction in economics and financial literacy during grades 9-12 and must complete at least two semesters of fine arts taken any time in grades 7-12. Students following a career-technical pathway are exempted from the fine arts requirement.

### Students may earn credits through:

- ❖ the completion of coursework;
- ❖ testing out of or demonstrating mastery of course content or;
- ❖ pursuing one or more educational options in accordance with the District's Credit Flexibility Plan.

Issuance of credit will be determined locally. School and students who choose educational options will pre-identify and agree on the learning outcomes. Credits earned through this alternative means will be reflected on students' transcripts in

## SE-L CREDIT FLEXIBILITY FOR STUDENTS IN GRADES 8 - 12

# ACADEMIC OPTIONS/PLANNING

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the same way as traditional credits earned via seat time. Please see SE-L website for more information.

## **GUIDANCE & COUNSELING**

Guidance and counseling services are available for ALL students in grades nine through twelve. There are full-time counselors to assist students with their academic, career, and personal-social needs and concerns. Guidance counselors are able to assist students and families with issues that affect their daily lives. There is also a full-time social worker. Resources and support are available to help students and families when difficult situations occur. Students desiring a well-planned school program are encouraged to talk with their counselor whenever questions/problems arise. A telephone directory of guidance counselors is listed in the front of this book. Students are assigned a counselor according to their grade level. Students will remain in the same counseling case load all four years.

## **CAREER DEVELOPMENT**

### **OHIO GRADUATION TEST (OGT)**

Students in grade 10 will take the Ohio Graduation Test in the spring of their sophomore year in high school. Students will be tested in mathematics, reading, writing, science, and social studies. Passing all sections of this test is required in order to receive a high school diploma. Students will continue to take any unpassed sections of the test during the fall and spring. Ten hours of intervention allows students to retake unpassed sections in summer school.

### **ALTERNATE WAYS TO EARN AN OHIO DIPLOMA**

Contained in Senate Bill 1 is a section of law that applies to the Class of 2007 and beyond. If a student passes four of the five OGT and meets **all** of the following criteria, the student will meet the testing requirements for an Ohio diploma.

- Be within 10 points of passing the one failed test;
- Has 97% attendance in each of the last four school years;
- Has not been expelled from school in the last four school years;
- Has a grade point average of at least 2.5 out of a 4.0 in courses of test not yet passed;
- Has completed high school requirements;
- Has participated in those intervention programs offered; and
- Has letters recommending graduation from principal and high school teachers of the course of the test not yet passed.

Students are encouraged to begin establishing a positive record from their freshman year so that this alternate way to earn a diploma can be an option, if necessary, at the end of their senior year.

## **COMMUNITY SERVICE**

**All students graduating with the Class of 2015 and beyond are required to complete 40 hours of community service (10 hours per year). See Appendix G for form and details.**

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

**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. However, it is the student's responsibility to be acquainted with and earn the necessary requirements to meet this goal.**

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# ACADEMIC OPTIONS/PLANNING

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## PROGRAM OF STUDIES

Students are directed to a particular program based upon their past academic performance and their goals after high school. Students and parents must carefully select courses to ensure that enough credits required for graduation are earned in the program that will prepare the student to meet specific goals.

- Students enrolling in Honors and/or AP should meet certain criteria. Be sure to note each department's requirements for entrance as stated in each department's section of this Course Description book.
  - Students apply to a technical program through Mayfield Excel Technical Education Career Consortium when they forecast for the junior year. Information on Mayfield Excel TECC can be found on page 6.
- 

## HONORS PROGRAM

There is a wide range of Honors Courses reflected in each of the major discipline areas. Honors Courses, because of their academic rigor, are assigned a weighted grade contingent upon a semester grade of C or higher. Prerequisites exist for admission to Honors Courses. This process begins when students and parents complete and submit an application along with their forecasting sheet to the counselor. Applications can be found in the appendix at the back of this book.

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## ADVANCED PLACEMENT PROGRAM/ EXAMINATIONS

Advanced Placement courses are offered in Biology, Chemistry, Physics, Environmental Science, English, Government and Politics, U.S. History, European History, Psychology, Calculus AB, Calculus BC, Statistics, Studio Art & Drawing, Studio Art Photography, AP courses require students to work at a college freshman level. Because of the academic rigor, AP courses are assigned a weighted grade contingent upon a semester grade of C or higher. A student who earns a D grade at the semester will not receive a weighted grade credit, but he/she will receive 1/2 credit for that semester. Scores on the exam, deemed acceptable by colleges, enable students to earn college credit.

See each department section of this Course Description book for course descriptions, prerequisites, and admission requirements.

Students and parents should be sensitive to the demanding nature of Advanced Placement courses. Reading assignments for the classes are extensive. Students will be involved in college-level activities, particularly in writing and test-taking skills. Advanced Placement courses emphasize the student's self-motivation, study skills, and the ability to self-direct his or her own learning.

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## ARCTECH ACADEMY

ArcTech Academy, a program of Brush High School, serves Brush students on a number of different levels and for a number of different reasons. Students who are deficient in total credits earned at Brush, as well as students who learn more comfortably in an alternative setting, attend the Academy. Students are enrolled after a Brush High School academic history of at least one year has been established.

Students are recommended for enrollment by parents, teachers and staff, as well as the students themselves. The process for attending the Academy is completed by the student's Brush Guidance Counselor.

Academy students attend school for a partial day, some are enrolled in vocational program(s) and many are employed, and receive work-study credits through the Career Based Intervention Program. Classroom learning is computer/web-based with certified teachers in Language Arts, Social Studies, Math and Science. The Staff are available throughout the day to assist and guide student learning. Additional resources for Academy students include access to a school counselor, school social worker and security officer.

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# ACADEMIC OPTIONS/PLANNING

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<b>AVID</b>	<p>AVID is an accelerated academic program that prepares students for a rigorous course of study that will enable them to meet requirements for four-year university enrollment. AVID is an elective course that is offered to students in grades 9 - 11. In order to take the AVID elective course, students must apply, interview and be accepted into the AVID program. Students who are accepted into the AVID program commit to a minimum of two hours of homework per night, a schedule change to include advanced courses, excellent behavior and attendance. The AVID course is an elective class for college bound students. While concurrently enrolled in a college preparation course of study, the student learns strategies to enhance success and strengthen overall academic performance. To ensure success in college preparation coursework, students work individually, as well as in collaborative groups with tutors using the process of learning through inquiry. Note-taking, writing, reading, speaking, test taking strategies and self awareness are emphasized through classroom instruction and teacher coaching. In addition, the course includes college motivational and career exploration activities. See course description under the Family and Consumer Science Department for additional information.</p>
<b>ENGLISH AS A SECOND LANGUAGE (ESL)</b>	<p>The English as a Second Language Program is designed to meet the needs of students who are non-native speakers of English. All potential ESL students are tested by means of a variety of methods to determine their English proficiency level. Students are placed into all of their academic courses based on their educational history after discussion with the district ESL teacher, the Guidance Department, and parents/guardians.</p> <p>Students who are very limited in their English proficiency are eligible to receive a "pass/fail" grade in their academic content courses. This qualification is determined on a case-by-case basis involving discussion among the ESL teacher, other classroom teachers, guidance counselors, parents, and the student.</p>
<b>SPECIAL EDUCATION</b>	<p>Brush High School is in compliance with federal and state laws which govern special education. The South Euclid-Lyndhurst City Schools offers a continuum of services based on the individual needs of the student. Decisions regarding the IEP process occur in collaboration with the parent and the child's educational team.</p> <p>Students new to the district with an IEP must participate in a scheduling conference with a parent/guardian, administrator, counselor, and special education representative prior to receiving a schedule.</p>
<b>GIFTED EDUCATION</b>	<p>Gifted Education takes on two forms at Brush High School. Students may qualify for gifted services in the specific academic areas of language arts, math, science, and/or social studies. Students may be enrolled in honors and/or AP classes in grades 9-12 as a way to meet the specific academic needs of the student.</p>
<b>STEP UP</b>	<p>Brush High School offers the STEP UP program for gifted students who wish to engage instructional activities beyond the normal coursework. STEP UP instructional activities are designed to introduce students to strategies for problem-solving, creativity, interpersonal communication and complex thinking which can be applied to developing lifelong learning skills. Units of study present a variety of contents incorporating students' interests. Students in the STEP UP program will earn 0.25 credit per year and the course will be graded Pass/Fail only. Students interested in the program should discuss their interest in the program with the STEP UP teacher.</p>
<b>HONORS/ AP COURSES</b>	<p>Units of study present a variety of contents incorporating students' interests. Instructional activities are abstract and complex, using upper levels of Bloom's Taxonomy. Activities range from simulating the United Nations to researching and performing original character monologues as well of designing an independent study or mentorship activity.</p>

# NAIA

## National Association of Intercollegiate Athletics

### *Eligibility Center FAQs*

#### **What is the NAIA Eligibility Center?**

The NAIA Eligibility Center is responsible for determining the NAIA eligibility of first-time athletes. Any student playing NAIA sports for the first time must meet the eligibility requirements. Students must have their eligibility determined by the NAIA Eligibility Center, and all NAIA schools are bound by the center's decisions.

#### **Who needs to register?**

Every student interested in playing sports at NAIA colleges for the first time in 2011-12 or any year after that needs to register and have their eligibility to play determined. This applies to:

- High School Seniors
- Current NAIA students who will play sports for the first time at an NAIA school
- Transfers from two-year colleges
- Transfers from four-year colleges

#### **What happens when I register?**

You'll create a personal profile with the basic facts about your academic history and sports participation to date.

You'll also have the opportunity to provide more in-depth information about your experience and accomplishments, plus the type of college you have in mind – size, location, areas of study, extracurricular activities. Then we'll provide a list of NAIA colleges that match those interests. You can choose to have your profile sent directly to the schools – coaches and admissions offices – you choose. It's a personal connection and you're in control.

#### **Do I need to register if I'm registering with the NCAA Eligibility Center?**

Yes, determining if you meet requirements for NAIA eligibility is separate from NCAA eligibility certification. The NAIA and NCAA are two separate associations with two different sets of rules and certification processes.

#### **What are the costs?**

Registration for students from the U.S. is \$60. Registration for international students is US \$85. This is a one-time nonrefundable registration fee, and all services of the NAIA Eligibility Center are included.

# ACADEMIC OPTIONS/PLANNING

## MAYFIELD EXCEL TECC

The South Euclid-Lyndhurst School District belongs to a nine district consortium known as The Mayfield Excel Technical Education Career Consortium (T.E.C.C.). Excel T.E.C.C. programs are designed to provide expanded options to all students. These include college preparatory, tech prep, school-to-work, and other educational learning opportunities. Through the close cooperation of school personnel, parents, and business and industry, students have exciting choices to grow, learn, and prepare themselves for the future. Technical program offerings are as follows:

- \* Auto Technologies and Mechanics
- \* Business Academy
- \* Career Based Intervention
- \* Commercial Art
- \* Computer-Aided Design
- \* Computer Networking & Electronics
- \* Construction Trades
- \* Information Technology Programming
- \* Cooperative Business Ed (12<sup>th</sup>)
- \* Culinary Arts
- \* Early Childhood Education
- \* Environmental Education
- \* Hospitality & Food Service Careers
- \* Interactive Media
- \* Marketing (12<sup>th</sup>)
- \* Medical Career Technologies (11th & 12th)
- \* Medical Technologies
- \* Public Service Safety Academy
- \* Performing Arts
- \* Audio & Video Production Arts

More detailed descriptions for each program are listed in the back of this book.

## FOREIGN EXCHANGE

### Brush Student Participation

Students who would like to consider a foreign exchange/study abroad program must make their request through their guidance counselor. This request must be made at least one semester in advance of the start date for the program. It is expected that students considering this type of option have a strong academic history and a G PA of 3.00. The student and parent must meet with the guidance counselor to discuss these plans. Students will need to supply the following information: name of study abroad program, name and phone number/e-mail address of local contact person, name of school to be attending, name and e-mail address of school contact person, list of courses to be taken, written plan of how this experience will impact graduation and how any deficits will be made up. When this information is complete, it must be submitted to the Principal for approval. Brush High School is under no obligation to accept credits from a study abroad/foreign exchange program unless the proper procedures have been followed and permission granted prior to the student leaving to participate in the program. Once the student has returned from the program, it is the student's responsibility to ensure that a transcript of grades and proof of attendance is sent from the school.

All students must carry a minimum of five and a half (5 1/2) credits per year.

### Hosting a Foreign Exchange Student

The South Euclid Lyndhurst Schools have established the following guidelines for families who are interested in hosting a foreign exchange student. These guidelines have been established in order to insure that the foreign exchange student has the necessary skills and support in order to have a positive experience.

- Foreign exchange student must reside with a current Brush High School family.
- Foreign exchange student must be enrolled prior to August 15
- Sponsoring agency must provide proof of English speaking skills and Literacy and a formal assessment. An interview may be required.
- Sponsoring agency must have a local (Cleveland Area) representative available as needed
- Foreign exchange student must be taking an academic schedule of courses
- Sponsoring agency must provide academic support if needed.
- Students interested in receiving a diploma must meet both SEL's and the State of Ohio graduation requirements. See page 2.

The South Euclid-Lyndhurst School District can NOT be involved in finding families for foreign exchange students who may need a change in living situations.

# ACADEMIC OPTIONS/PLANNING

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## NEW STUDENTS

Students who move into the South Euclid-Lyndhurst School District or those who reside in the district and have not attended the public schools must register at the Administration Building. Once a student has been enrolled, a parent or guardian will contact the guidance office at Charles F. Brush High School in order to make a scheduling appointment with the appropriate counselor. A parent/guardian must accompany the student to the scheduling appointment. Records from the former school are important in selecting courses.

Students who wish to enroll for the upcoming school year are encouraged to do so after April 15 and before June 1. This will allow time to schedule a meeting with the Brush guidance counselor prior to the end of the school year.

Students who enroll over the summer will receive information concerning scheduling at the time of enrollment.

New students on an IEP, please refer to section on Special Education on page 5.

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## SENIOR PROJECT

Senior Project allows the opportunity for seniors to participate in an independent study program whereby they can explore, firsthand, a career goal of their choice. The program takes place the last four (4) weeks of the school year. The time spent on the project must be no less than thirty (30) hours per week.

All seniors are eligible, but must meet participation criteria: academic grades, attendance, and behavior. Informational meetings are held at the beginning of the second semester each school year with seniors.

### Student Responsibilities:

1. Determine what is to be learned during the project.
2. Obtain a Community Sponsor and Faculty Advisor.
3. Make application to the Project Committee. Applications may be obtained at the informational meeting.
4. Arrange for a personal interview with the Project Committee to explain in detail what objectives are to be met.
5. Maintain weekly contact with Faculty Advisor.
6. Keep a daily journal to be shared with Faculty Advisor.
7. Make a formal presentation at a symposium held in the spring

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## ACADEMIC OPTIONS/PLANNING

### EDUCATIONAL OPTIONS AND TUTORING

Under extenuating circumstances a student may be unable to complete a course in the usual manner. A student may earn a maximum of six (6) units of credit by receiving tutoring with prior approval under the following conditions:

#### A. Tutoring for credit

1. Students must meet with counselor to determine academic needs.
2. Students must obtain a tutoring form from the counselor and gain **PRIOR APPROVAL** from the principal or designee wherein credit is to be granted.
3. A high school certificated teacher in the appropriate subject area shall provide instruction and evaluate student performance.
4. An instructional plan must be submitted with request. The plan shall include:
  - a.) Instructional objectives
  - b.) An outline of major instructional activities, materials, and environments
  - c.) A description of criteria and methods for assessing student performance
  - d.) A copy of the tutor's State of Ohio Teaching Certificate
5. A minimum of sixty (60) hours of combined instruction and assigned work must be completed for each one-half (.50) unit of credit granted
6. At the conclusion of the tutoring, the tutor shall submit a record of the work covered and a report of the course grade earned to the Assistant Principal in charge of curriculum

#### B. Night School (outside the district)

See counselor for details and schedules.

#### C. Twilight School

1. Offered after school during the school year for a fee
2. Students can make up credits only through computer-based instruction
3. Students may register with their guidance counselor

The Post-Secondary Options and Seniors to Sophomores (S2S) Programs have been established to permit high school students in grades nine through twelve to earn college/university and high school graduation credit through successful completion of college courses. See page 9 for guidelines and information.

### SUMMER SCHOOL AT BRUSH HIGH (Hillcrest Consortium)

Students who would like to earn new credit or who fail classes during the school year are encouraged to attend the Hillcrest Summer School Program held at Brush High School. In addition to credit recovery courses offered in the core subject areas, classes for new credit are offered in Algebra I, Algebra II, Geometry, Health, and Physical Education. Summer school is a five week program with classes typically running from 7:30-10:10 a.m. and again from 10:20 a.m. to 1:00 p.m. (New credit courses typically run from 7:30 a.m. until 1:00 p.m.) Ohio Graduation Test intervention and testing are also available during summer school. Parents must pay a tuition fee in order for their student to participate. For details and dates, please contact a Brush High School counselor in early spring.



	Independent Study	Tutor	Night School	Twilight School
1) Fee	No	Yes	Yes	Yes
2) Approval prior to beginning academic option	Counselor - Initials Parent - Signature Teacher - Signature Department Chair - Signature Counselor - Signature Administrator - Signature	Counselor - Initials Parent - Signature Tutor - Signature Department Chair - Signature Counselor - Signature Administrator - Signature	Class failure Counselor approval and signature	Class failure Counselor approval and signature
3) Purpose	Enrichment	Enrichment/Remedial	Remedial	Remedial/Credit Recovery
4) Special Circumstances	Yes, Art & Computer Science only	Yes	Yes	Yes
5) Grade Eligibility	10-12	9-12	9-12	9-12
6) Instructor	Brush Faculty	Current Certificated High School teacher in the subject area to be tutored. <b>No Brush High School Faculty*</b>	Night School Staff	Twilight School Staff
7) Credit/No Credit	Credit, 1/4 - 1/2 per semester	Credit	Credit	Credit

## ACADEMIC OPTIONS/PLANNING

### POST SECONDARY OPTIONS

#### Information and Counseling

1. A presentation by counselors will take place prior to **March 15th**, during the forecasting meeting at the beginning of second semester.
2. Students must submit to school officials the "Intent to Participate" form in the Appendix by **March 22nd**. Parents and student must attend an informational meeting with the Counselor as part of the application process. At the conclusion of the meeting, the "Parent Form" must be signed by both student and parent. Failure to do so will make them ineligible to participate without the permission of the district superintendent.

#### Eligibility

3. Ninth through twelfth grade students with a **3.0 GPA** or better may enroll in college/university courses on a full- or part-time basis with the following criteria of the Post Secondary Institution. The combination of course work at the Post Secondary Institution and Brush High School must be the equivalent of a full-time student as described under CLASS LOAD on Page 4 of this book. Students may select the option of enrolling in college courses for high school graduation credit, college credit, or both high school and college credit. Calculating equivalency of credits is based on the Carnegie Unit. College courses for which five (5) semester hours (7-1/2 quarter hours) of credit are earned shall be awarded one Carnegie Unit. Fractional Carnegie Units will be awarded proportionally.

#### Financial Responsibility

### POST SECONDARY OPTIONS/ FINANCIAL RESPONSIBILITY

1. If the student elects to take a course(s) for college and high school credit, (Option "B") payment of tuition, textbooks, and fees directly related to taking the course(s) is the responsibility of the Ohio Department of Education pursuant to ORC. 3365.07.
2. If the student elects to take a course(s) for college credit only, (Option "A") the payment of

tuition, textbooks, and fees is the responsibility of the student/ parent.

3. If the student drops out of the college or drops a course, or earns a failing grade, the parent/student is responsible for the costs incurred by the school district which have been passed on from the Ohio Department of Education. The parent will receive an invoice from the South Euclid-Lyndhurst Chief Financial Officer. The student's counselor should be notified before the student drops the college course.

#### **ACADEMIC OPTIONS**

##### **Graduation**

Senior students who are enrolled at a college where the academic term ends after the high school graduation ceremony is over will be permitted to participate in graduation if all requirements for graduation have been completed and/or the student has a passing grade in the college course(s) in which he/she is enrolled.

##### **Academic Eligibility**

1. For those students electing the Post-Secondary Options Program, their academic/athletic eligibility will continue to be based upon the grading period used by the high school.
2. The principal (or designee) of those electing the Post-Secondary Options Program shall contact participating post-secondary institutions for the purpose of ascertaining grades in courses that are being taken at those institutions. If grades can be obtained, they shall be used to determine whether or not a particular student is passing five (5) one-credit courses or the equivalent for that preceding grading period. If grades cannot be obtained, the student shall receive an "Incomplete" until such time that a grade can be determined. The "Incomplete" shall be used in determining the student's eligibility for the next grading period (i.e., an "incomplete" is considered a failing grade).

##### **Board Policy**

When a student is expelled from the District, the Superintendent shall send written notice to any college in which the expelled student is enrolled under Postsecondary Enrollment Options Program at the time the expulsion is imposed. The written notice shall indicate the date the expulsion is scheduled to expire. If the expulsion is extended, the Superintendent shall notify the college of the extension.

#### **ACADEMIC PREPARATION FOR ADMISSION TO COLLEGE /UNIVERSITY**

##### **Board Policy**

Academic work in high School is probably the most important single factor considered by colleges and universities for admission. The more selective the institution, the more demanding will be the admission requirements. Students pursuing admission to highly selective schools are encouraged to take the maximum number of courses in math, science, history, foreign language, and English. Students are encouraged to select challenging courses in order to be prepared for the rigors of college level work. The requirements for graduation from Brush High School closely parallel the minimum requirements for most colleges in Ohio. It will be important for students to investigate colleges of interest for more specific details on each school's particular requirements. It is recommended that families be in touch with their student's guidance counselor throughout high school in order to make the most appropriate post high school plans.

There are a wide variety of educational options available to students after high school. Students are strongly encouraged to discuss these options with their guidance counselor. Resources are available from a variety of sources in order to assist with these decisions. High school preparation for community colleges, technical schools, business schools, and other post-high school programs is varied. However, in most cases, a high school diploma is the only academic requirement.

# ACADEMIC OPTIONS/PLANNING

The Ohio Board of Regents and the State Board of Education have recommended that the college preparatory curriculum for admission to state universities should include four (4) units of English, a minimum of three (3) units of college preparatory mathematics, three (3) units of social studies, three (3) units of science (a minimum of one (1) biological and one (1) physical science), and two (2) units of the same foreign language. Some universities have also added one (1) unit of visual and/or performing arts to these recommended requirements as well as one (1) additional unit of a math and science.

The following table is an outline of activities that will assist students in course selection and college planning

Grade	Parent/Student discussion of future plans & class selection	Guidance meeting parent/student future planning	Testing	Research colleges and visiting campuses
8	X	X	Explore	
9	X	X		X
10	X	X	PSAT (fall)	X
11	X	X	Retake PSAT (fall) Take ACT/SAT (spring)	X
12	X	X	Retake ACT/SAT (fall)	X

Brush High School is a Saturday morning testing center for college admissions testing purposes. Both the College Board (SAT) and the American College Testing Corporation (ACT) utilize Brush High School as a testing center. Tests are administered at regular intervals throughout the year. Registration materials may be obtained in the guidance center of the high school or on the website for each test.

**Note:** BHS TEST CODE....361219      ACT - [www.act.org](http://www.act.org)      PSAT/SAT - [www.collegeboard.com](http://www.collegeboard.com)

Students are expected to make arrangements to take BOTH the ACT and SAT during the spring of the junior year, and to test again in their senior year.

**The LearningExpress Library** delivers instantly scored online diagnostic tests, practice exercises and courses. From basic skills, remediation in Math, Reading, and Writing, to SAT, ACT and Advanced Placement exam preparation, the programs are highly effective and easy to use. Instant essay score reports deliver immediate diagnostic feedback on students' writing abilities – enabling them to identify their own strengths and weaknesses and motivating them to improve. Students and their parents, as well as K-12 educators, can use this state-funded INFOhio Electronic Resources free of charge. Home access required a username and password available from the school library.

**COLLEGE  
ADMISSIONS  
TESTING  
SAT/PSAT/  
ACT**

# **POLICIES/REGULATIONS**

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## **GRADE PLACEMENT**

Students will be promoted to the next grade level according to number of credits earned.

In order to be promoted, the following scale is used:

To Grade 10: five credits and one half (4 1/2 ) credits.

To Grade 11: nine ( 9 ) credits.

To Grade 12: thirteen (13 ) credits.

\*To be considered a fulltime student, you must be enrolled in 5 ½ classes.

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## **COLLEGE/ UNIVERSITY SELECTION PROCESS**

A high percentage of Brush High School graduates continue their education at two (2) or four (4) year colleges and universities immediately after graduation. We know that the college/university college's selection process can be overwhelming; that is why we encourage both students and parents to meet with their guidance counselors to receive accurate and quality information, assistance and support.

For college/university admissions students are required to complete an application. The Brush High School college application process is as follows:

### ***The following items are to be submitted to the Guidance Secretary***

- Application completely filled out by student – NO BLANKS
- Release of Information form signed by parents/guardian – To release transcripts
- Brag sheets/Student Survey completed and submitted to counselor by every senior
- \$2.00 for each transcript to be sent
- Check for application fee
- All essays and resumes (activity sheets) and recommendations submitted with applications

For applications submitted online, all the above apply in addition to:

- Online confirmation page from college/university must be submitted to guidance secretary.

**THE PROCESSING TIME FOR ALL APPLICATIONS AND SCHOLARSHIPS IS TEN (10) BUSINESS DAYS.**

## **COLLEGE/ UNIVERSITY CONFERENCES**

Each year, a variety of colleges/universities send representatives to Brush High School. A list of colleges coming to Brush is posted and is announced over the P.A. well in advance of the visit. Students must sign up for the visit with the Guidance Secretary at least 24 hours in advance. The pass must be signed by the teacher of the class they will miss. Teachers may request that a student not miss their class. College visits provide an opportunity to learn more about various colleges, but should not be a substitute for an on campus academic visit. Students may be limited to the number of visits they sign-up for.

## **COLLEGE/ UNIVERSITY VISITS – TOURS**

Students may be excused from school to visit a college/university: Freshman not to exceed one (1) day per year, Sophomores not to exceed two (2) days per year, Juniors not to exceed three (3) days per year and Seniors not to exceed four (4) days per year. Arrangements must be made and approved through the attendance office in advance of the visit.

- The student must have a set appointment with the admissions office
- The parent must report the absence ahead of time.

The student must bring verification of this appointment upon his/her return and present it to the attendance office. Visits to college/university campuses before the student's choices have been narrowed down are encouraged, but should be made during the summer or vacation periods.

**CLASS LOAD**

All students must carry a minimum of five (5) credits per year to be considered a full-time student.

**SUMMER  
READING  
PROGRAM**

Brush High School requires summer reading for all students. We believe that establishing a summer reading program will strengthen reading skills in preparation for the upcoming school year and keep our students competitive with those from other schools. Students are required to read the book assigned for the Language Arts course that they will be taking in the fall. Titles have been selected to correspond to the course content and to prepare students for the kind of reading expected in the course. During the first weeks of school, students can expect writing assignments and tests over the book. Neighborhood bookstores will be sent our list and should be prepared with copies of all titles. Books may also be available in local libraries.

Summer reading may also be a requirement for Honors or AP courses. See individual course descriptions for specific details.

Your support of the summer reading program will help your son/daughter to approach his/her reading in the proper spirit. Please encourage him/her to get the book early and to complete the reading PRIOR to the beginning of school. See the Language Arts section before the course descriptions for assigned reading titles.

9th GRADE COURSES	TITLE	AUTHOR
Introduction to Literature and Writing	<i>The Giver</i>	Lowry
Western Tradition in Literature	<i>The Curious Incident of The Dog in the Night-Time</i>	Haddon
Honors English Prep*	<i>To Kill A Mockingbird</i> <i>Cold Sassy Tree</i>	Lee Burns
10th GRADE COURSES		
Literature: Transition to Adulthood	<i>If You Come Softly</i>	Woodson
Global Perspectives	<i>The Kite Runner</i>	Hosseini
Honors English I*	<i>Night</i> <i>Black Boy</i>	Wiesel, 2006 Wright
11th GRADE COURSES		
American Literary Heritage	<i>The Pearl</i>	Steinbeck
American Literature, Writing and Research	<i>Native Son</i>	Wright
Honors English II*	<i>Adventures of Huckleberry Finn</i> <i>The Scarlet Letter</i>	Twain Hawthorne
12th GRADE COURSES		
Cultural Influences In Literature	<i>Freedom Writers Diary</i>	Gruwell
Modern Literature	<i>Fahrenheit 451</i>	Bradbury
British Literature	<i>The Once and Future King: Sword in the Stone</i>	White
AP English Literature * Composition*	COMIC DRAMA: <i>Gammer Gurton's Needle</i> <i>Much Ado About Nothing</i> <i>She Stoops to Conquer</i> <i>The Importance of Being Earnest</i> <i>Blithe Spirit</i> NOVEL: <i>Pride and Prejudice</i>	Anonymous Shakespeare Goldsmith Wilde Coward Austen

# POLICIES/REGULATIONS

## GRADE POINT AVERAGE

The grade point average is calculated from the semester grades of all courses except those which are or may be Pass/Fail Courses, i.e., Physical Education Assistant and Study Skills. In calculating the G.P.A., A= 4 points, A- =3.67, B+=3.33, B=3.0 points, B-= 2.67, C+ = 2.33 points, C= 2.0 points, C-=1.67, D+=1.33, D = 1 point, and F= 0 points. Advanced Placement and Honors grades are awarded one (1) additional point based on a semester grade of C- or higher. Points earned for specific subjects will vary depending on the credit granted for the course.

GRADING SCALE				GRADE POINTS
A	93	To	100	4
A-	90	To	92	3.67
B+	87	To	89	3.33
B	83	To	86	3.0
B-	80	To	82	2.67
C+	77	To	79	2.33
C	73	To	76	2.0
C-	70	To	72	1.67
D+	67	To	69	1.33
D	60	To	66	1.0
F	00	To	59	0

## PASS/FAIL OPTION

There are four courses that are taken on a pass/fail basis. They are: Study Skills, Plato, and Step Up Courses taken pass/fail are not figured into the student's grade point average.

## SCHEDULE CHANGES

With the guidance of parents, teachers and counselors, students select courses during the forecast period, which begins at the start of the second semester. The Course Description book is the student's and parent's guide for making their course selections. All students will have their teacher recommendation forms signed by their teachers and submitted for online scheduling. The final copy of the student's submitted request is to be signed by a parent/guardian and returned to the student's guidance counselor.

During the time between forecasting and the end of the third marking period, students and parents may discuss and request changes in these courses. After the close of the school year, changes will be limited to correction of: 1) a technical error; 2) academic misplacement; 3) conflict with a required class and; 4) when possible, replacing a study hall with an elective class, provided no other class is moved in the process.

## POLICY REGARDING "INCOMPLETES"

No incompletes are issued at the semesters. The teacher will issue a grade for the work completed and then the teacher will change the grade, as needed for the grading period.

## WITHDRAWAL FROM A CLASS

On occasion, a student may request to withdraw from a class. The withdrawal process will be initiated only after discussion with parents, counselor, and teacher after the student has attempted a series of interventions to be successful in that class. If a withdrawal is still requested, the student, parent, counselor, or teacher will complete the appropriate form to initiate the process. This form requires the signatures of the parent, student and counselor, as well as the recommendation signatures of the teacher, department coordinator, and final approval of the principal. Withdrawal from a class will not be permitted if the withdrawal causes the student to fall below the 5.5 credits required per semester.

If the withdrawal is approved within the first two weeks of the semester, the student does not incur a penalty but the grade of W is recorded on the student's transcript.

If the withdrawal is approved after the first two weeks of the semester, the student will receive a Withdraw F (WF) for the semester and will be assigned to a study hall for the remainder of the semester. Please note that this WF may negatively impact a student's ability to participate in sports and extra-curricular activities.

When a student moves from one level of class to another as a result of academic misplacement, the change is NOT considered a withdrawal. These situations are generally addressed by the teacher, parent and counselor, with advisement from the department coordinator.

# **POLICIES/REGULATIONS**

## **CLASS RANK**

At the conclusion of each semester, the students are ranked academically according to Grade Point Average (G.P.A.). The student with the highest cumulative grade point average in the class is ranked first, the next highest second, etc. Valedictorian and Salutatorian status will be computed using cumulative grades up to and including the last semester of the student's senior year.

## **POLICY ON PLAGIARISM**

*Definition:* Plagiarism is "academic thievery." It is the representation of someone else's ideas as your own. The use of reputable sources in certain papers or projects is a sign of scholarship. However, if those sources are not acknowledged in an in-text citation, a footnote, an endnote, or a bibliography, the result is plagiarism. Sources include books, encyclopedias, reference works, magazines, newspapers, and on-line Internet services, audio and video tapes. All of these sources of information must be acknowledged.

Plagiarism occurs if you:

- a) present someone else's written work (a published author or another student's) as your own;
- b) paraphrase someone else's written work without giving appropriate acknowledgment (i.e.; without using appropriate documentation to tell where you obtained the information);
- c) copy a passage word for word and do not use quotation marks;
- d) substitute words or rearrange the phrasing of a passage without indicating that changes have been made;
- e) rearrange the order of sentences or ideas from the original passage and present it as your own;
- f) use phrases or sentences from several sources/passages without crediting all sources used;
- g) present an unusual opinion or fact without naming the source.

(Source: John Carroll University Department of English Policy on Plagiarism) Plagiarism, done deliberately or not, is a serious offense. To avoid plagiarism, be sure to document sources used in the format prescribed by your teacher for that assignment.

## **ACADEMIC ELIGIBILITY (Extra-Curricular Activity/ Interscholastic- Athletic Eligibility Policy)**

At Brush High School, students are encouraged to participate in the many extra-curricular and sports activities that are available. Academic success in high school is often enhanced when a student reaches out beyond classroom activities and becomes involved in the full high school experience. In order for a student to ensure the opportunity to remain an active participant in the extra-curricular and or athletics activities, he/she must maintain a level of academic achievement. If a student's grades go below a 2.0 standard of eligibility, he/she may be placed on probation or eliminated from the extra-curricular and/or sports activity altogether.

The South Euclid Lyndhurst Board of Education shall determine the academic standards of eligibility to be met by all students participating in the extra-curricular activities/interscholastic athletic programs. In addition to the eligibility requirements established by the South Euclid-Lyndhurst Board of Education, any student participating in interscholastic athletics must also meet the eligibility requirements established by The Ohio High School Athletic Association.

The Ohio High School Athletic Association academic eligibility standards are as follows:

1. During the preceding grading period, the student must have received passing grades in a minimum of five one-credit courses or the equivalent, which count toward graduation.

The South Euclid-Lyndhurst Board of Education academic eligibility standards are as follows:

1. Must maintain at least a 2.0 grade point average for the grading period proceeding the grading period in which she/he wishes to participate.
2. In the case of a student being educated under an IEP or 504 Plan, the IEP/504 Team shall determine whether or not the student has met eligibility standards appropriate for participation in extra-curricular activities/interscholastic athletics.
3. Students who fall between a 1.00 and 1.99 may participate if they agree to participate in a Probationary Eligibility Agreement. If they are below a 1.00 grade point average, the student is ineligible until the next grading period, i.e., until the next nine-week grading period is up.

Probationary eligibility consists of:

Attending two (2) study table sessions a week for a minimum of 40 minutes each. The study table sessions will be held Monday through Friday, from 7:30 a.m. to 8:00 a.m. in the library. The study tables will be monitored by a study hall monitor. On Friday, or the last day of the week, the study hall monitor will file a report of attendance with the athletic coordinator/activity advisor at the high school. The athletic coordinator/activity advisor will publish a report on Monday of any student on Probationary Eligibility who is declared ineligible for the week.

# ***POLICIES/REGULATIONS***

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Providing the student completes all requirements of probationary eligibility, the student is eligible to participate in extra-curricular activities/interscholastic athletics. If the student does not complete all requirements, the student will be declared ineligible for a one-week period until the next week study tables are completed. At that time, the student can regain his/her eligibility or continue to be ineligible. The student is ineligible to participate in contests or activities during that one-week period.

If a student is declared ineligible for two weeks of a nine-week grading period, the student will not be eligible to participate in contests or practices during the 2<sup>nd</sup> week. If a student is declared ineligible for a 3<sup>rd</sup> week in a nine-week grading period he/she will be declared ineligible for the remainder of the nine-week period.

The activities affected by this policy are listed below:

All Inter-Scholastic Sports	Class of 2013 – Juniors	MAC Scholars
Academic Team	Class of 2012 - Seniors	Musical
Arcettes	Conflict Mediation	National Honor Society
Art & Photography Club	Debate Team	Peer Tutors
Asian Awareness Club	Drama Club	Project Love
AVTV Club	Environmental Club	Project Support
Cheerleading	Gay/Straight Alliance	Robotics Club
Christian Fellowship Club	Key Club	Student Congress
Class of 2015 - Freshmen	MAC Diamonds	Student Library Advisory Club
Class of 2014 - Sophomores	MAC Emeralds	Yearbook

The interscholastic sports currently offered are:

<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Cross Country	Boys Basketball	Baseball
Boys Golf	Girls Basketball	Boys Tennis
Football	Boys Swimming	Boys Track
Boys Soccer	Girls Swimming	Girls Track
Girls Cross Country	Wrestling	Softball
Girls Golf	Hockey	
Girls Soccer		
Girls Tennis		
Volleyball		

## ***NCAA ELIGIBILITY INFORMATION***

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### ***WHAT IS THE NCAA?***

The National Collegiate Athletic Association was established in 1906 and serves as the athletics governing body for more than 1,280 colleges, universities, conferences and organizations. The national office is in Indianapolis, but the member colleges and universities develop the rules and guidelines for athletics eligibility and athletics competition for each of the three NCAA divisions. The NCAA is committed to the student-athlete and to governing competition in a fair, safe, inclusive and sportsmanlike manner.

### ***WHAT IS THE NCAA ELIGIBILITY CENTER?***

The NCAA Eligibility Center works with the NCAA to determine a student's eligibility for athletics participation in his or her first year of college enrollment. Students who want to participate in college sports at the Division I or Division II level during their first year of enrollment in college **MUST** register with the eligibility center at [www.eligibilitycenter.org](http://www.eligibilitycenter.org). Students who plan on participating at the Division III level, **DO NOT** have to register with the eligibility center. The eligibility center follows NCAA bylaws and regulations in analyzing and processing a student's high school academic records, ACT or SAT scores, and key information about amateurism participation, to determine the student's eligibility. **See Appendix E for an Eligibility Worksheet to compute core GPA.**

### ***IMPORTANT NOTE:***

Any Brush student that intends to participate in athletics during the 2011-2012 school year, must complete an "Intent to Participate" Form and submit with the student-athletes forecasting sheet. **See Appendix D for "Intent to Participate" Form. Courses approved by the NCAA Clearinghouse are denoted with a #.**





# NCAA FRESHMAN-ELIGIBILITY STANDARDS QUICK REFERENCE SHEET

## KNOW THE RULES:

### Core Courses

- **NCAA Division I requires 16 core courses as of August 1, 2008.** This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See the chart below for the breakdown of this 16 core-course requirement.
- **NCAA Division II requires 14 core courses.** See the breakdown of core-course requirements below. Please note, Division II will require 16 core courses beginning August 1, 2013.

### Test Scores

- **Division I** has a sliding scale for test score and grade-point average. The sliding scale for those requirements is shown on page two of this sheet.
- **Division II** has a minimum SAT score requirement of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the four sections on the ACT: English, mathematics, reading and science.
- **All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency.** Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.

### Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
- **Be sure to look at your high school's list of NCAA-approved core courses on the Eligibility Center's Web site to make certain that courses being taken have been approved as core courses.** The Web site is [www.eligibilitycenter.org](http://www.eligibilitycenter.org).
- **Division I** grade-point-average requirements are listed on page two of this sheet.
- The **Division II** grade-point-average requirement is a minimum of 2.000.

#### **DIVISION I 16 Core-Course Rule**

##### **16 Core Courses:**

- 4 years of English.
- 3 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 1 year of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or non doctrinal religion/philosophy).

#### **DIVISION II 14 Core-Course Rule**

##### **14 Core Courses:**

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 2 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 3 years of additional courses (from any area above, foreign language or non doctrinal religion/philosophy).

**PLEASE NOTE:** Beginning August 1, 2013, students planning to attend an NCAA Division II institution will be required to complete 16 core courses.

## OTHER IMPORTANT INFORMATION

- Division II has no sliding scale. The minimum core grade-point average is 2.000. The minimum SAT score is 820 (verbal and math sections only) and the minimum ACT sum score is 68.
- 14 core courses are currently required for Division II. However, beginning 2013, students will be required to complete 16 core courses.
- 16 core courses are required for Division I.
- The SAT combined score is based on the verbal and math sections only. The writing section will not be used.
- SAT and ACT scores must be reported directly to the Eligibility Center from the testing agency. Scores on transcripts will not be used.
- Students enrolling at an NCAA Division I or II institution for the first time need to also complete the amateurism questionnaire through the Eligibility Center Web site. Students need to request final amateurism certification prior to enrollment.

For more information regarding the rules, please go to [www.ncaa.org](http://www.ncaa.org). Click on "Academics and Athletes" then "Eligibility and Recruiting." Or visit the Eligibility Center Web site at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

Please call the NCAA Eligibility Center if you have questions:

Toll-free number: 877-262-1492.

NCAA DIVISION I SLIDING SCALE CORE GRADE-POINT AVERAGE/ TEST-SCORE New Core GPA / Test Score Index		
Core GPA	SAT	ACT
Verbal and Math ONLY		
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	880	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	980	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

# AWARDS

Depending on whether a student is completing a college preparatory or career-technical curriculum, honors diploma requirements differ slightly.

<b>Comparison of Diplomas with Honors Criteria</b> Students need to fulfill all but one criterion for any of the following Diplomas with Honors		
Subject	<b><u>High School Academic Diploma with Honors Graduating Classes 2012 and Beyond</u></b>	<b><u>Career-Technical Diploma with Honors Graduating Classes 2012 and Beyond</u></b>
English	4 units	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	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	4 units, including physics and chemistry 4 units, including advance science
Social Studies	4 units	4 units
World Language	3 units, including at least 2 units in each language studied	Not counted toward requirements
Fine Arts	1 unit	Not counted toward requirements
Career-Technical	Not counted toward requirements, and may not be used to meet requirements	Not counted in Electives
Electives	Not counted toward requirements	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	3.5 on a 4.0 scale
ACT/SAT Score [excluding scores from the writing sections]*	27 ACT / 1210 SAT	27 ACT / 1210 SAT
Additional Assessment	None	Achievement proficiency benchmark established for appropriate Ohio Career-Technical Competency Assessment or 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:  
 1/2 unit physical education\*\* 1/2 unit in American history  
 1/2 unit health 1/2 unit in government

\*\*SB 311 allows school districts to adopt a policy exempting students who participate in athletics, marching band or cheerleading for two full seasons from the physical education requirement.

***These guidelines are established by the Ohio Department of Education.***

Honor Roll/Merit Roll will be computed for each quarter. The following procedures will be utilized in determining Honor Roll/Merit Roll status: A student will achieve Honor Roll status by earning a 3.5

G.P.A. or higher for that quarter. Merit Roll status is achieved by earning a 3.0 - 3.49 G.P.A. for that semester.

## AWARDS

The National Honor Society is a service organization founded to bestow recognition on junior and senior students who have demonstrated exemplary accomplishments in the areas of scholarship, leadership, character, and service. Students do not apply for membership, but are invited to apply based on having a cumulative G.P.A. of 3.5 or higher by the end of the second semester of the sophomore year (for juniors) or junior year (for seniors). New students to the school need to be in attendance for one semester before qualifying for National Honor Society.

Students who have met the G.P.A. requirement are notified by mail that they are eligible to become candidates for membership. An informational meeting for all candidates is held in order to outline the application process.

### The Membership Process:

1. Candidates must complete and submit an application of activities and service hours by the deadline date on application. A minimum of 40 hours of service for juniors and 60 hours of documented service for seniors is required before application due date.
2. The NHS faculty advisor receives a document which informs him/her of each student's G.P.A., Co-curricular Activities, Leadership Positions, Service Activities and Community Activities.
3. The NHS Faculty Advisory Committee then considers the strength of each Candidate. The Committee then selects the membership.
4. Candidates are informed in writing of their membership status, immediately following the NHS Faculty Advisory Committee meeting which is held in the fall.

NHS guidelines state that membership is a privilege, not a right. Students are informed prior to candidacy that the NHS Faculty Advisory Committee is prohibited from sharing any information regarding the selection process.

This award was established to recognize and reward students for achieving educational excellence. This award is received at the end of each school year.

### • Grade Point Average

Students are to earn a grade point average of 90 on a 100 point scale (an A- on a letter scale or a 3.5 on a 4.0 scale.) Computing the G.P.A. includes grade 9 through the fall semester of the 12th grade.

### • Standardized Achievement Test Scores

Achieve in the 85th percentile or higher in math or reading. (High school seniors may use college admissions examinations such as the SAT or ACT.)

### • Core Courses (High School Seniors only)

TWELVE CREDITS IN FOUR OF THE FOLLOWING FIVE SUBJECT AREAS DURING GRADES 9 THROUGH 12: The senior must complete, by graduation, at least twelve (12) high school, Carnegie units, or higher level course units distributed among English, mathematics, science, history, and geography.

## PERFORMANCE CRITERIA

1. Maintain Above average attendance (91%) for grades 9 through 12
2. Demonstrate outstanding achievement in the curriculum ranking in the top 25% of the class or earning a 3.25 on a 4.0 scale, grades 9 through 12
3. Participate in co-curricular extra-curricular or community activities in accordance with procedures established by the district board of education
4. Demonstrate outstanding citizenship/character traits in accordance with student/parent handbook
5. Complete minimum college preparatory requirements or complete vocational/technical preparatory requirements

The Wall of Fame program was established to recognize Juniors who have distinguished themselves in a unique fashion. The purpose of the award is to encourage students to continue a pattern of excellence, provide others the incentive to emulate honorees, and to express community pride in our students' accomplishments.

Nominations are accepted each year and may be made by any Brush High School staff member, parents, as well as by members of the Junior Class. Those selected to receive the award attend a dinner in the spring where they are honored with a plaque which will be displayed at Brush High School and which will be given back to them upon graduation.

# ***Charles F. Brush High School***

## ***Course of Studies***

The following page contains a complete listing of the Charles F. Brush High School Elective Courses by grade level. This course of studies for the entire four (4) years is presented to assist students and parents in planning course selections in the proper sequence. The Elective Request Sheet, indicates the grade level that a particular course may be taken. Credit will be granted only once for the successful completion of a course.

Courses are offered only if adequate enrollment is achieved. The student's course of study should not be planned without a careful consultation with the Guidance Department. Each department section begins with a listing of all of the courses offered by that department. Subsequent pages include descriptions of the courses we offer. Thorough program planning demands an awareness of graduation requirements and course prerequisites, as well as knowledge of the purpose and content of all courses of interest to the student.

Students are recommended to a particular course of study based upon two factors, 1) their past academic performance, and 2) their goals after high school. Students and parents must carefully select courses to ensure that enough graduation credits are earned in the category that will prepare him/her to meet specific goals. All students requesting admission to Honors/AP must complete the appropriate form in the Appendix A and/or B. Students enrolling in Honors and/or AP must meet certain criteria. Students not meeting this criteria but who wish to be considered must be sure to provide reasons as requested on the appropriate forms. Enrollment will be considered on a case by case basis.

When forecasting for the junior year, students may select a technical program through the Mayfield Excel Technical Education Career Consortium. For information on Mayfield Excel TECC, see the section under Consumer and Technical Education.

If you have any questions or concerns regarding the course selection for your student, please do not hesitate to contact the guidance counselor for your student's grade level. The contact information for our Guidance Counselors are listed by grade levels on page "i", following the cover page.

**CHARLES F. BRUSH HIGH SCHOOL**  
**Elective Request Sheet (Revised 2/26/13)**

Place an X beside the Elective	Code	Course	Credit	Place an X beside the Elective	Code	Course	Credit
		<b>Language Arts Electives</b>			7159	Weight Training II Gr 10-12	.25
	1250	Intro to Speech Gr 9-12	.50		7268	Women's Health Gr 11-12	.50
	1280	Theatre I and Improv Gr 9-12	1		7269	Competitive Phys. Ed Gr 11-12	.25
	1282	Theater 2 and Acting Gr 10-12	1			<b>Art/Art Technology Electives</b>	
	1919	Writing for Success Gr 9-11	.50		6135	AP Studio Art/Photo Gr 11-12	1
		<b>Social Studies Electives</b>			8133	AP Studio Art/Drawing Gr 11-12	1
	2205	Global Impact Gr 11	1		8118	Drawing 1 Gr 9-12	.50
	2250	Human Relations Gr 11-12	.50		8114	Painting Gr 9-12	.50
	2300	AP European History Gr 11-12	1		8119	Adv. Drawing & Painting Gr 10-12	1
	2350	Psychology Gr 11-12	.50		8123	Ceramics Gr 9-12	.50
	2355	AP Psychology Gr 12	1		8124	Adv. Ceramics Gr 10-12	1
	2430	Topical Issues I Gr 12	.50		8125	Ceramics 2 Gr 10-12	.50
	2520	African American History Gr 11	.50		8122	Digital Photoshop Gr 9-12	.50
	2521	African American History 2 Gr 11	.50		8128	Digital Photoshop 2 Gr 9-12	.50
		<b>Math Electives</b>			6215	Graphic Design Gr 9-12	1
	3412	College Prep Math Gr 12	1		6125	Photography 1 Gr 9-12	.50
	3525	AP Statistics Gr 11-12	1		6130	Photography 2 Gr 10-12	.50
					6120	Wood Technology Gr 9-12	.50
		<b>Health/Physical Education Electives</b>			8153	Metal Fabrication Gr 9-12	.50
	7250	Health Ed. Gr 10	.50		6218	Furniture Construction Gr 10-12	1
	7151	Phys. Ed Men 1 <sup>st</sup> sem Gr 9-12	.25		6123	Construction & Maintenance Gr 9-12	.50
	7161	Phys. Ed Women 1 <sup>st</sup> sem Gr 9-12	.25		6110	Intro to Engineering & Design Gr 9-12	.50
	7152	Phys. Ed Men 2 <sup>nd</sup> sem Gr 9-12	.25				
	7162	Phys. Ed Women 2 <sup>nd</sup> sem Gr 9-12	.25				
	7158	Weight Training I Gr 10-12	.25				

Place an X beside the Elective	Code	Course	Credit	Place an X beside the Elective	Code	Course	Credit
		<b>Business Electives</b>				<b>Science Electives</b>	
	7100	Intro to Business Gr 9-12	.50		4323	Earth & Space Science Gr 11-12	.50
	6260	Managing Life's Transition Gr 11-12	1		4328	Environmental Science Gr 11-12	1
					4329	Forensic Science 1 Gr 11-12	.50
		<b>World Language Electives</b>			4330	Forensic Science 2 Gr 11-12	.50
	5100	French 1 Gr 9-12	1				
	5105	French 2 Gr 9-12	1			<b>Music Electives</b>	
	5120	Spanish 1 Gr 9-12	1		8155	Orchestra Gr 9-12	1
	5125	Spanish 2 Gr 9-12	1		8165	Concert Choir Gr 9-12	1
	5313	Chinese 1 Gr 9-12	1		8175	Band Gr 9-12	1
	5315	Chinese 2 Gr 9-12	1		8265	Soundsation Gr 9-12	1
	5317	Chinese 3 Gr 10-12	1				
	5319	Chinese 4 Gr 11-12	1				
	5200	French 3 Gr 10-12	1				
	5210	Spanish 3 Gr 10-12	1				
	5300	French 4 Gr 11-12	1				
	5310	Spanish 4 Gr 11-12	1				
	5400	French 5 (Honors) Gr 12	1				
	5410	Spanish 5 (Honors) Gr 12	1				

Student's Signature:

Parent's Signature:

## FOUR YEAR FORECAST

Student Name

*\*One unit or two half units of elective credit must include: Business/Technology, Fine Arts, and/or Foreign Language*

[illegible]

## ARTS & TECHNOLOGY

<u>COURSE NUMBER</u>		<u>COURSE</u>	<u>PREREQUISITE</u>	<u>GRADE LEVEL</u>	<u>LENGTH OF COURSE</u>	<u>CREDIT</u>
6135	Δ	AP Studio Art/Photography	Photography 2	11-12	Full Year	1
8133	Δ	AP Studio Art/Drawing	Drawing or Painting	11-12	Full Year	1
8118		Drawing I	None	9-10-11-12	One Semester	.50
8114		Painting	None	9-10-11-12	One Semester	.50
8119	Δ	Adv. Drawing & Painting *	Painting or Drawing	10-11-12	Full Year	1
8123		Ceramics	None	9-10-11-12	One Semester	.50
8124	Δ	Adv. Ceramics	Ceramics	10-11-12	Full Year	1
8125	Δ	Ceramics 2	Ceramics	10-11-12	One Semester	.50
8122		Digital Photoshop	None	9-10-11-12	One Semester	.50
8128	Δ	Digital Photoshop II	Digital Photoshop	9-10-11-12	One Semester	.50
6215		Graphic Design	None	9-10-11-12	Full Year	1
6125		Photography I	None	9-10-11-12	One Semester	.50
6130	Δ	Photography II	Photography 1	10-11-12	One Semester	.50
6120		Wood Technology	None	9-10-11-12	One Semester	.50
8153		Metal Fabrication	None	9-10-11-12	One Semester	.50
6218	Δ	Furniture Construction *	Wood Technology	10-11-12	Full Year	1
6123		Construction & Maintenance	None	9-10-11-12	One Semester	.50
6110		Introduction to Engineering & Design	None	9-10-11-12	One Semester	.50

\* Given the nature of the experience in art, only 12th grade students may unlock new found strengths and talents. At these times, a semester class may not be enough time to allow them to fully bloom in a specific medium. On these rare occasions, and at the discretion of the teacher, department coordinator, guidance counselor and administration, these students will be admitted into a full year, advanced level course at the semester. Most art credits qualify as fine arts credit for an Honors Diploma

Δ Students who wish to expand their artistic education may enroll in any advanced level course only if they have passed the introduction course of their chosen subject with a 'C' average or higher. AP courses must have a 'B' average or higher.

### ARTS AND TECHNOLOGY EDUCATION

**AP Studio Art – Drawing** (11th & 12th grade only)  
**Course Number: 8133** Full year 1 credit  
**Prerequisite:** Open to juniors and seniors who have taken drawing or painting and passed with a "B" average and teacher recommendation based on a portfolio review.

AP Studio Art – Drawing is the final course in the fine art development track for extremely dedicated and self motivated art students. The class is a chance for the visually gifted to excel and receive recognition on a national scale. It allows students to compare their work with other high school students throughout the nation and helps them prepare an excellent portfolio for study at the college level. The teacher will work individually with the students to plan, organize, and prepare their work. Students will submit a Drawing Portfolio in accordance with the College Board Advanced Placement Program (Subject Code #029100). Students enrolling in AP classes will take the AP exam, for which the College Board charges a fee.

**Drawing** (9th, 10th, 11th, 12th grades)  
**Course Number: 8118** One Semester .50 credit

This course is designed for students who are interested in improving their drawing skills. This will be an intense study of drawing where most of the projects will involve direct observation from life. The assignments will be based on the elements and principles of design. Medium choices may include pencil, scratchboard, charcoal and pastel.

**Painting** (9th, 10th, 11th, 12th grades)  
**Course Number: 8114** One Semester .50 credit

This course explores various techniques of acrylic painting. Students will learn how to apply color theory to paintings working from references furnished by the students. This course is designed for beginner painters who will learn to appreciate the application of color to their art. It is highly recommended students complete a Drawing course prior to this class.



**Advanced Drawing & Painting(10th, 11th, 12th grades)**  
**Course Number: 8119 Full Year 1 credit**  
**Prerequisite: Painting or Drawing**

Advanced Drawing and Painting takes the skills of the students to a new level. Having mastered the basics in Painting or Drawing, students now begin to adapt their own personal style. The content of the class is based on personal expression and large scale projects. Students learn how color and composition can evoke emotion and personality. The works of great artists will be discussed and used as an inspiration for student projects.

**Ceramics (9th, 10th, 11th, 12th grades)**  
**Course Number: 8123 One Semester .50 credit**

Ceramics gives students a hands-on experience working in a three-dimensional medium. Designed as an introduction to clay, glazes, and ceramics techniques, students will explore clay through hand-building, slab and coil construction and use of the pottery wheel. Finished ceramic pieces may include coil pots, subtractive sculptures, and large slab vessels.

**Ceramics 2 (10th, 11th, 12th grades)**  
**Course Number: 8125 One Semester .50 credit**  
**Prerequisite: Passing Ceramics with a grade of "C" or higher**

This course is designed for students who have successfully completed Ceramics and would like to continue with the medium in another semester course. Students will continue to develop techniques in slab, coil, and pinch building, as well as throwing on the pottery wheel, and building sculpture. Students will engage in experiences that encompass art history, art appreciation, art criticism, aesthetics, and production.

**Advance Ceramics (10<sup>th</sup>, 11<sup>th</sup> & 12<sup>th</sup> grades)**  
**Course Number: 8124 Full year 1 credit**  
**Prerequisite: Passing Ceramics with a "C" average or higher.**

This course is designed to build on the foundation of ceramic techniques and styles expanding each students understanding of three-dimensional materials. Students will develop their individual styles using hand building techniques as well as a major emphasis on the potter's wheel. Course work will include functional projects as well as sculptural pieces.

**Graphic Design (9th, 10th, 11th, 12th grade)**  
**Course Number: 6215 Full year 1 credit**

This course is an introduction to the field of graphic design and computer layout. Students will work in a digital format complete with computers, scanners and digital cameras. Some of the software titles that students will utilize will include Adobe Illustrator and Adobe Photoshop. Course units may involve developing ad campaigns, composing magazine layouts, and designing company logos through the use of the Elements and Principals of Design.

**Digital Photoshop (9th, 10th, 11th, 12th grades)**  
**Course Number: 8122 One Semester .50 credit**

Adobe Photoshop is considered by many to be the premiere tool when it comes to creating and editing 2D graphics and photos. If you are new to Photoshop, don't be fooled by its name — it's capable of far more than simply editing or repairing photographs. With practice and a bit of imagination, there's no limit to the imagery you can create with Photoshop. This course will help give you a firm grasp of the multitude of tools that Photoshop offers and allow you to gain confidence and skills in both digital photography and basic graphic design.

**Digital Photoshop II (9th, 10th, 11th, 12th grades)**  
**Course Number: 8128 One Semester .50 credit**  
**Prerequisite: Passing Digital Photoshop with a "C" average or higher.**

Photoshop II is designed for the students who have a strong desire to continue in the development of personal skills in photo manipulation. This course will provide a more advanced look at Photoshop where students can delve deeper into this powerful and creative computer program. Students will find this course to be an enriching, challenging and enjoyable way to build on their solid foundation from Digital Photoshop 1.

**Metals Fabrication (9th, 10th, 11th, 12th grade)**  
**Course Number: 8153 One Semester .50 credit**

Metal Fabrication is an introductory course emphasizing basic metal working techniques. Students will gain mastery in cutting, forming, soldering, and finishing. Students will be working on a small scale, creating primarily pieces of jewelry.

**Wood Technology (9th, 10th, 11th, 12th grade)**  
**Course Number: 6120 One Semester .50 credit**

Wood Technology is an introductory course emphasizing the fundamentals of machine and hand tool woodworking. This includes safety, joinery, project design, and finishing technique. The student will also learn beginning mechanical drawing skills and develop the ability to read and produce a basic working drawing.

**Furniture Construction (10th, 11th, 12th grade)**  
**Course Number: 6218 Full year 1 credit**  
**Prerequisite: Passing Wood Technology with a "C" average or higher.**

Furniture construction is open to students who want to further explore and develop the skills mastered in Wood Technology. Furniture Construction will concentrate on project design, planning and constructing woodworking projects using power tools.

**Construction and Maintenance**  
(9th, 10th, 11th, 12th grade)

**Course Number: 6123 One Semester .50 credit**

This course is an introduction to residential house construction with a focus on framing, basic electrical wiring, and maintenance practices and techniques. This would include installing drywall, reading blueprints, making technical drawings, understanding plumbing systems and building scale models that comply with local building codes.

**Photography I** (9th, 10th, 11th, 12th grade)

**Course Number: 6125 One Semester .50 credit**

This course serves as an introduction to basic black and white darkroom photography. Students will learn creative camera controls, exposure and film development in addition to photographic printing techniques and darkroom manipulations. **It is highly recommended that students have their own 35mm camera with manual controls to use by the third week of class.**

**Photography II** (10th, 11th, 12th grade)

**Course Number: 6130 One Semester .5 credit**

**Prerequisite: Completing Photography I with a 'C' or higher.**

An alternative to Advanced Photography, this class is designed for the student interested in continuing their photographic experience. Students will learn color printing techniques in addition to building on their existing skills in black and white. Materials will be provided, however color film processing will be the sole responsibility of the student. **It is highly recommended that students have their own 35mm camera with manual controls to use by the third week of class.**

**AP Studio Art: 2-D Design/Photography**

(11th, 12th grade)

**Course Number: 6135 Full year 1 credit**

**Prerequisite: Open to students only who have completed Photography 2 with 'B' or higher and receive faculty recommendation. An application form and portfolio must be submitted for review.**

This is an advanced placement course is for the committed and highly motivated photography student. This class is an opportunity for students to challenge themselves, receive recognition at the national level and receive college credit. Students will prepare a portfolio of photographic works focusing on their strengths in both black and white and color photography using both film and digital processes with guidance from the instructor. Students will be expected to concentrate on the development of subject matter and content in their work by keeping a journal of their progress. All students will submit a 2-D Design/Photography Portfolio in accordance with the College Board Advance Placement Program (subject code #029110). Students enrolling in AP classes may take the AP exam, for which the College Board charges a fee. **It is highly recommended that students have their own 35mm camera.** Materials will be provided; however, color film processing and additional materials are the sole responsibility of the student.

**Introduction to Engineering and Design**

(9th, 10th, 11th, 12th grade)

**Course Number: 6110 One Semester .50 credit**

This class is open to the discerning student with good scholastic aptitude and the desire to learn and apply the fundamentals of Engineering and design processes to solve problems and design products. Students will experience and learn about design and manufacturing through units that that require the student to practice time management, problem solving, cooperative learning with peers, research and development of an idea, and demonstration of higher thought and self-direction in "real-world" situations.

# CONSUMER & TECHNICAL EDUCATION BUSINESS

<u>COURSE NUMBER</u>	<u>COURSE</u>	<u>PREREQUISITE</u>	<u>GRADE LEVEL</u>	<u>LENGTH OF COURSE</u>	<u>CREDIT</u>
7100	Introduction to Business	None	9-10-11	One Semester	.50
6260	Managing Life's Transitions	None	10-11-12	One Semester	1.0
7311	Personal Finance	None	10-11-12	One Semester	.50
7305	Accounting I	None	9-10-11-12	Full Year	1.0
7411	Business Law	None	10-11-12	One Semester	.50
9909	AVID I	See course description	9	Full Year	1.0
9910	AVID II	See course description	10	Full Year	1.0
9911	AVID III	See course description	11	Full Year	1.0
9912	AVID IV	See course description	12	Full Year	1.0

## **Introduction to Business (9th, 10th, 11th, 12th grade) Course Number: 7100 One Semester .50 credit**

The Intro to Business Course provides students with some background prior to study of the more advanced courses in the business world. It has value for students in presenting career opportunities that they may want to further explore through various types of business occupations that are learned through computer-based assignments. Students will be working individually on computers to complete computer-based textbook assignments.

## **AVID 9/10/11/12 Advanced Via Individual Determination) (9th, 10th, 11th, grade)**

**Course Number 9909, 9910, 9911**

**Full Year Course 1 credit**

**Prerequisite: GPA 2.0-3.0; average or above on the OAT/OGT, especially in mathematics, positive attitude and parental contract. All students applying must interview and complete the AVID application.**

**Course Number: 9912 (12th grade)**

**Prerequisite: Previous success in the AVID program**

**Co-requisite: Enrollment in rigorous college preparatory courses**

AVID is an accelerated academic program that prepares students for a rigorous course of study that will enable them to meet requirements for four-year university enrollment. AVID is an elective course that is offered to students in grades 9 and 10. In order to take the AVID elective course, students must apply, interview and be accepted into the AVID program. Students who are accepted into the AVID program commit to a minimum of two hours of homework per night, a schedule change to include advanced courses, excellent behavior and attendance. The AVID elective course provides a strong, relevant writing and Reading curriculum, study skills, assistance with organization and time management and tutoring.

## **Managing Life's Transitions (11th, 12th grade) Course Number: Full Year .50 credit**

This course is offered to set personal, school, family and life goals and then analyze their personal assets and resources to develop and implement plans to achieve their goals. Supporting topics to be studied are: time management skills, causes and implications of stress and how to address the results coping with change, changes in gender roles and responsibilities and their impact in all areas of our lives and the importance of academic success now and in the future. Membership in FCCLA (Family Community Leaders of America) organization is available.

## **TECH PREP (What is it?)**

The first major difference between the Tech Prep concept and traditional education is summed up by the word relevance. At Excel TECC, the Tech Prep students are learning mathematics, English, and science right along with job skills. Therefore, the mathematics, English and science are related directly to the students' career choice. By making these subjects relevant to the students' career interest, their interest in the subject matter explodes. Students are ready to think through and solve problems similar to those they will encounter in their work place.

The second major difference is integration. This program is a joint effort between Mayfield's Excel TECC, Cuyahoga Community College, Lakeland Community College, and local industry. Committees made up of representatives from each of these bodies met together during the spring and summer to decide just exactly what the students need to learn and how well they need to know each individual competency. The result is that the students are prepared to enter either a two-year college program in their chosen field, or an entry-level position with a company in the Electronics Engineering, Auto Technology, Medical Technologies, and the Manufacturing Technology fields. Once the student earns his or her associate degree at the community college level, he or she may opt to continue at a four-year school. The Tech Prep student definitely has the advantage of having so many options from which to choose.

### **TECHNICAL EDUCATION**

Agricultural and Career Exploration Intervention Programs	Gates Mills
Auto Technology (Tech Prep) 1 & 2	Brush High School
Biotechnology (Tech Prep) 11 or 12	Cuyahoga Community College
Career Based Intervention - Alpha	Alpha Park
Career Based Intervention - Tri-C	Tri-C Eastern Campus
Computer-Aided Design (CAD) 1 & 2 (Tech Prep)	Mayfield High School
Computers Networking and Electronics 1 & 2 CNET (Tech Prep)	Mayfield High School
Construction Management (Tech Prep) 1 & 2 (Tech Prep)	Lakeland Community College
Construction Trades 1 & 2	Mayfield High School
Cooperative Business Internship	Solon High School
Cosmetology 1 & 2	Brush High School
Culinary Arts 1 & 2	Beachwood High School
Early Childhood Education 1 & 2	Fairmount School at Beachwood
Environmental Education Program 1, 2 & 3 (Grades 10, 11, 12) *Tech Prep	Cleveland Botanical Garden & Gates Mills
1. Cleveland Botanical Gardens,	
2. Floriculture and Gardening Operations	
3. Landscape and Turf Operations	
Hospitality & Food Service Careers 1 & 2	Legacy Village & Embassy Suites
Information Technology Programming (Tech Prep) 1 & 2	Mayfield High School
Interactive Media (Tech Prep) 1 & 2	Mayfield High School
Job Training	Mayfield Alpha Park
Marketing Communications	Beachwood High School
Medical Careers Technology 11 or 12	Mayfield High School
Medical Technologies (Tech Prep) 1 & 2	Mayfield High School
Performing Arts 1 & 2 (Tech Prep)	Chagrin Falls High School
Public Service Safety Academy 1 & 2 (Tech Prep)	Cuyahoga Community College East & West
Teaching Professions (Tech Prep) (Seniors Only)	Ursuline College
Video Broadcasting 1 & 2	Aurora High School
Visual Art & Design 1 & 2	Orange High School

## **BRUSH HIGH SCHOOL**

**Cosmetology 11-Tech Prep (11<sup>th</sup> Grade)**  
**Full year 3.5 credits**  
**3 credits Lab 9335 .5 credits related 9336**  
**Course Number: Lab 9335; Recommended for:**  
**College Bound/Technical Education. Estimated**  
**Fees: \$400 for Cosmetology 11 (includes student**  
**kit) Students will purchase uniform and shoes.**

The cosmetology two-year program is designed to introduce students to fundamental training and experiences needed for successful Ohio State Board of Cosmetology licensing. Students will learn: sanitation procedures, anatomy, chemistry/physiology, hair care procedures, skin care, nail care, and leadership skills.

**Cosmetology 12-Tech Prep (12<sup>th</sup> Grade)**  
**Full year 3 Credits-Lab, .5 Credits-Related**  
**Course Number: Lab 9435**  
**Prerequisite: Cosmetology 11**  
**Estimated Fees: \$210.00**

The two-year program continues in grade 12 with related and practical experiences designed to assist the student in developing specific skills and scientific knowledge necessary for entering the workplace as a licensed Ohio cosmetologist.

The student will gain knowledge and demonstrate:

- Sanitation procedures
- Anatomy, Physiology, and Basic
- Chemistry
- Business management which includes:
  - Entrepreneurship Reception
  - duties Communication Skills
  - Writing a resume
  - Filling out job applications
  - Interviewing
  - skills
  - Professional
  - Ethics
- Hair Care Procedures which include:
  - Styling, Cutting, Coloring
  - Permanent Waving & Chemical
  - Relaxing
- Skin Care
- Nail Care
- Salon Safety Procedures
- English Communications
- *Beyond The Chair* Program: a Partnership Program with the Cleveland Clinic
- 150 Salon Internship Hours

# EXCEL TECC

## TECHNICAL EDUCATION CAREER CONSORTIUM

### **Auto Mechanics 1-Tech Prep 931/932**

**(Brush High School)**

**College Tech Prep**

**2 Lab, 1 Related**

**Grade 11**

**3 credits**

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

**Recommended for:** College Bound/Technical Education

\*Students may have the potential to earn college credits if all prerequisites are fulfilled.

The Auto Technology program is an ASE (Automotive Service Excellence) Certified Master two-year intensified program designed to prepare the student entering into the automotive world on an apprenticeship level. Areas studied include: Brakes, Steering & Suspension, Electrical Engine Performance Air Conditioning Engine Rebuild Manual and Automatic Transmissions. Emphasis is also placed on the career options available in the automotive world, including parts manager, sales manager. Brush High School's provision of equipment supplies and instructional materials is the same as or better than that found in professional work facilities. The content of this technical program realistically reflects the requirements of the labor market. Each day the program will entail one period of related class, where book learning will enhance the practical experience in the lab, followed by two periods of lab, where theory lessons are applied.

### **Auto Mechanics 2-Tech Prep**

**Course Number: 950/951**

**Full year**

**(2-Lab, 1-Related)**

**Brush High School**

**College Tech Prep Option**

**Grade 12**

**3 credits**

**Prerequisite:** Passage of Auto Tech 1

\*Students may have the potential to earn college credits if all prerequisites are fulfilled. Theory and lab continues in the senior year with trouble shooting contests and Early Placement as year-end goals. Students may be placed into the automotive field during the second half of the senior year, providing on-the-job experience while still in high school. Early job placement is dependent upon the student's readiness as determined by the instructor. All students will be required to take the NATEF end of course test.

### **Business Academy 1 & 2**

**Course Number:**

**905/906 Grade 11**

**909/910 Grade 12**

**(Mayfield High School)**

**College Tech Prep**

**2 Lab, 1 Related**

**Grades 11 & 12**

**3 credits**

**Prerequisite:** Interview by Instructor.

By program start date student must have completed coursework required for junior status at their home school including seven (7) credits with a mandatory two (2) credits each earned in English and Mathematics. Recommended for College Bound/Technical Education \*Students may have the potential to earn college credits if all prerequisites are fulfilled.

Revised 2-26-2013(fws)

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

The objectives of the Business Academy are to prepare students for transition to college or technical school or employment and to connect, collaborate and compete in a global economy. The program provides a wide knowledge base and will expose students to multiple disciplines. Skills like communication, critical thinking, strong work ethic, goal setting, productivity, leadership and teamwork will provide students with a solid foundation for success.

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

### **CADD Engineering Technology 1**

**Course Number: 921**

**(Computer-Aided Design/Drafting)**

**(Lakeland Community College)**

**College Tech Prep**

**2 Lab, 1 Related**

**Grade 11**

**3 credits**

**Prerequisite:** Interview by Instructor.

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

**Recommended for:** College Bound/Technical Education

\*Students may have the potential to earn college credits if all prerequisites are fulfilled. High school students interested in any engineering or Architectural field, with strong mathematics & science skills, an interest in how things are made and work and an interest in design and product invention, are ideal candidates for the CADD Engineering Technology course.

CADD 1, the first year of a two-year program located at Lakeland Community College, meets daily for lab and lecture activities. The program gives high school juniors interested in Science, Technology, Engineering, & Mathematics (STEM) careers a head start on mastering core concepts and techniques critical to success in these areas. CADD, a College Tech Prep program, stresses academic/scholastic achievement, problem-based technical skill development, and work ethics principles critical to success beyond high school. Foundational knowledge such as engineering vocabulary, principles, practices, and techniques form the basis for interactive daily lessons.

Competencies include mechanical, manufacturing, electronic and fluid topics such as 2D & 3D design, assembly drawings, product simulation, stress analysis, computer numerical control, metallurgy, current, resistance, voltage, circuits, and pneumatics; as well as areas of Architecture and Civil Engineering, such as residential and commercial floor plans, elevations, and renderings. Students use cutting-edge software and tools in daily class activities and competitions for key exposure to engineering fields for the future. Specific software program selections may vary, but will include AutoCAD, Solidworks and Art CAM applications.

**CADD Engineering Technology 2                      Grade 12**

**Course Number: 922**  
**(Computer-Aided Design/Drafting)                      3 credits**

**College Tech Prep**  
**(Lakeland Community College)**

**2 Lab, 1 Related**

**Prerequisite:** CADD 1.

Recommended for: College Bound/Technical Education

\*Students may have the potential to earn college credits if all prerequisites are fulfilled.

CADD 2, a continuation of the CADD 1 program, it builds on previously learned concepts and principles. Emphasis is placed on developing specialization(s) within engineering areas of interest. The instructor will assume more of a facilitating role working one on one with each student. Students will be involved in independent learning activities based on individual interest, and competitions. Students may also have the opportunity to intern during second semester. New concepts and techniques will be exposed based on student interest, pace of CADD 1, and outside involvement and/or need(s) of corporations, colleges, and the community.

**Construction Management 1 & 2                      5 credits/year**

**Course Numbers:**

**925/926/156 Grade 11**

**984/985/497 Grade 12**

**(Lakeland Community College)**

**College Tech Prep**

**Full Year Course –**

**Grade 11 – 1 Related, 2 Lab, 1 Applied English 3, 1 Applied Physics**

**Grade 12 – 1 Related, 2 Lab, 1 Applied English 3, 1 Applied Physics**

**Prerequisite:** Interview by the Instructor.

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

Recommended for: College Bound/Technical Education

\*Students may have the potential to earn college credits if all prerequisites are fulfilled. The Construction Management College Tech Prep program is a high school and college career path linked to business, industry and labor that insures a specified seamless pathway from high school to college to careers in Construction Management.

The program provides technical assistance preparation in a career field such as civil engineering technology, mechanical, industrial or practical art of the trade and applied business practices. Students will learn Art CAM and CAD/CAM software. The program is designed to provide a broad survey of multiple construction technology fields; introduce the technical competencies of the construction management area; prepare the student for advanced studies and training in a specific construction apprenticeship program; reinforce common elements and introduce more advanced skills in a construction management field at the post-secondary level.

**Construction Trades 1 & 2**

**Course Numbers:**

**940/941 (Grade 11)**

**914/915 (Grade 12)**

**(Mayfield High School)**

**Grades 11 & 12**

**College Tech Prep**

**3 credits each year**

**2 Lab, 1 Related**

**Prerequisite:** Interview by Instructor.

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

Recommendations: Good attendance and discipline records.

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

**946/947/499**

**Culinary Arts 1**

**(Beachwood High School)**

**Grade 11**

**2 Lab, 1 Related,**

**1 Culinary Science**

**College Tech Prep**

**4 credits**

Prerequisite: Interview by Instructor.

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

Recommended for: College Bound/Culinary Art Schools

\*Students may have the potential to earn college credits if all prerequisites are fulfilled.

The purpose of the Culinary Arts I program is to offer on-site training in our public restaurant to high school juniors showing interest and aptitude for the food service industry. The first year of this two-year sequence consists of a supervised in-school restaurant experience and related instruction. Using the nationally recognized ProStart curriculum, students will develop basic skills in food preparation, service and sanitation. They will learn the basic skills of large quantity food preparation, proper use and care of materials and equipment, compliance with state and local sanitary codes, organizational structure, job descriptions, planning, production, food ornamentation, catering and dining service.

Culinary Arts 1 also focuses on Serve Safe Training and Certification. This certification program is an industry standard. The Culinary Arts I program meets for 3 ¾ hours daily. (10 – 1:45) Students drive or take a bus directly to Beachwood after completing required classes at their home schools in the morning.

**948/949/388**

**Culinary Arts 2**

**(Beachwood High School)**

**College Tech Prep**

**1 Culinary II Related,**

**1 Culinary Math,**

**3 Paid Internship**

**Grade 12**

**5 credits**

Prerequisite: Culinary Arts 1

Recommended for: College Bound/Culinary Art Schools

\*Students may have the potential to earn college credits if all prerequisites are fulfilled. This program meets for 1-1/2 hours daily. (7:45 – 9:15am) Students drive or take a bus directly to Beachwood in the morning and return to their home school for the remainder of the school day. The internship component allows the students to work in the food industry for 12.5 hours per week to receive credit and earnings. Students must provide their own transportation.

The Culinary Arts II ProStart curriculum is endorsed by the National Restaurant Association Educational Foundation and provides each student earning a certificate of achievement with articulated college credit.

ProStart teaches culinary mathematics, restaurant business management and marketing techniques and industry career information. Topics such as: employability skills, menu planning & design, cost extension/markup, restaurant design and equipment analysis are addressed.

The Culinary Arts II curriculum explores careers in the food industry (not just careers in restaurants!). Through guest speakers from the industry, field trips, job shadowing and research projects, the students will learn that the food industry offers many diverse career opportunities.

**974/977 (Grade 11)**

**987/988 (Grade 12)**

**Digital Arts & Technology 1 & 2**

**(Aurora High School)**

**College Tech Prep**

**3 credits each year**

**Grade 11 2 Lab, 1 Related**

**Grade 12 2 Internship, 1 Related**

Prerequisite: Interview by the Instructor.

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

Recommended for: College Bound/Technical Education

\*Students may have the potential to earn college credits if all prerequisites are fulfilled.

Digital Arts & Technology:

The Digital Arts & Technology program is geared towards the student who is interested in digital photography, videography, and audio engineering. Students will then be taught how to market these skills into our media based world. Basic photography and camera skills will be taught using our array of DSLR cameras, studio lighting, strobes, and software such as Adobe Lightroom and Photoshop. The videographer topics involve music videos, short films, documentaries, presentations and special effects. Students utilize our high-end cameras and software to professionally edit video. The third tier to Digital Arts & Technology is audio engineering. Our course makes use of the industry standard audio recording and mixing software, Avid Pro Tools. Students will learn the basics of audio by means of recording techniques, microphone placement, and mixing. Throughout the two years, students will learn 21st century skills in digital arts, professional networking, and technology. Students will create their own portfolios that they will take with them into the job market. Most importantly, everything is taught from a business standpoint, background and appreciation. Learning how to conduct oneself in the business world will help balance student skills and experience. The concluding year is internship based and the students will use their skills outside the classroom. Working for and alongside professionals in the related field will give real life experience, respect and understanding for the field. This will help gain experience and build the students professional network.



**937  
Early Childhood Education 1  
(Fairmount Early Childhood Center at Beachwood)  
Grade 11  
College Tech Prep  
3 credits  
2 Lab, 1 Related**

Prerequisite: Interview by Instructor

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

Recommended for students who want to pursue a degree in education or related field.

\*Students may have the potential to earn college credits if all prerequisites are fulfilled.

The Early Childhood Education program prepares students to fill a vital role in the education of young children. This program teaches content knowledge and essential teaching skills necessary to become a professional ready to work with children of all ages. High school students receive the opportunity to teach and care for young children in many different child care, preschool and elementary school settings. The first year stresses basic skills needed to work with children of all ages. Students travel with the instructor to three different lab schools to develop the concepts and skills needed to work with children. Music, art, storytelling, along with health, safety, and classroom management and guidance skills are included in the curriculum. Completion of the first year leads into the second year of the program where students are working in internships with young children.

**938  
Early Childhood Education 2  
(Fairmount Early Childhood Center at Beachwood)  
Grade 12  
College Tech Prep  
3 credits  
2 Labs, 1 Related**

Prerequisite: Successful completion of Early Childhood Ed. 1

Recommended for students who want to pursue a degree in education or related field.

\*Students may have the potential to earn college credits if all prerequisites are fulfilled.

The second year of the Early Childhood Education program further develops content knowledge and essential teaching skills and strategies necessary to become a professional or teacher ready to work with children of all ages. The students apply knowledge of child development and best practices while working in internships with young children for the entire school year. Completion of this two year program leads into an Associate Degree in Early Childhood Education or direct employment in the field. Many students also pursue a four-year degree in Early Childhood Education, Elementary Education or another related field.

**967/978 EE 1**

**968/969 EE 2**

**ENVIRONMENTAL EDUCATION PROGRAMS**

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

**Grades 10-12**

**3 credits each year**

**College Tech Prep**

**Grades 10-12**

**1-Related, 2-Lab or**

**1-Related, 1-Lab,**

**1-Virtual Learning**

**1/4 credit for completion of summer program (optional)**

Prerequisite: Interview by Instructor

Recommendations: Good attendance and discipline record.

\*Students may have the potential to earn college credits if all prerequisites are fulfilled. This group of programs is designed to educate the student in the area of care, cultivation and utilization of plants from a commercial, consumer and academic perspective. Plants provide the basis for our ecosystems and our economies. The curriculum is designed to prepare students for a wide array of careers in horticulture by blending academics and the technical subject areas of turf & ornamentals, greenhouse production, floral design, and equipment operations. All programs are considered Tech Prep in which students have the opportunity to earn up to 6 Semester College Credits through an articulation agreement with Cuyahoga Community College. Students will be required to complete a Senior Capstone project and prepare a presentation for the Tech Prep Showcase. Students will have the opportunity to explore post secondary training in the area of agriculture by visiting Cuyahoga Community College, and the Agricultural Technical Institute in Wooster. Students enrolling in the program also become members of FFA, and have the opportunity to join the Ohio Nurserymen and Landscapers Association, and PLANET. If a student wants to cultivate the gardener side of their career then they can choose from any of the following areas:

**Cleveland Botanical Garden**

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

### **Floriculture and Gardening Operations (Gates Mills Environmental Education Center)**

The Floriculture and Gardening Operations program is for students who wish to explore several areas in the green industry before entering post secondary training or the work force. The program offers the basics in landscape and golf course maintenance, gardening, greenhouse, floral, garden center and nursery operations, as well as interior plant maintenance. The program includes hands-on training by growing, maintaining, selling and designing with trees, shrubs, perennials, annuals, vegetables, houseplants and cut flowers. Students are encouraged to participate in a paid internship program to enhance the learning experience in specialized areas of horticulture.

### **Landscape and Turf Operations (Gates Mills Environmental Education Center)**

The Landscape and Turf Operations course is an intensive program designed for students who are serious about employment in the landscape industry and/or to prepare themselves for further education in a college, university, or trade school. The course provides students with instruction and hands-on work both on the horticulture campus and off, in local horticulture related businesses and residential properties. Topics include landscape equipment use and maintenance, construction and installation with stone, wood, and brick, landscape design and landscape maintenance. Employment opportunities are very high for those that are serious about their careers.

**927/939 (Grade 11)**

**945 /930 Grade 12)**

**Information Technology and Programming 1 & 2**

**(Mayfield High School)**

**College Tech Prep**

**Grades 11 & 12**

**3 credits each year**

**2 Lab, 1 Related**

**Prerequisite:** Interview by Instructor

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

\*Students may have the potential to earn college credits if all prerequisites are fulfilled.

It is highly recommended that the applicant has completed a fundamental computer class and is competent in the use of Microsoft Word, Excel, PowerPoint, Internet Explorer and an E-Mail application.

Recommendations: Good attendance and disciplinary record.

ITP is highly recommended for students with interests in any area of computers including computer programming, software and web development, computer game development, mobile-device applications development, database programming, information systems and technology, multimedia authoring systems, and E-business/E-commerce. ITP provides the opportunity for students to continue their education following high school at university, community college or technical school, earning a two or four year degree.

ITP is highly regarded as one of the top Information Technology programs in Ohio. Since 2002, ITP students have earned 29 major team and individual-student awards on the regional, state and national competitions including 4 consecutive SkillsUSA National Championships for Tech Prep Information Technology. Since 2001 over 95% of ITP graduates have enrolled in post-secondary education including two and four- year colleges and universities as well as technical programs.

Over the two years of ITP the following topics are learned: Advanced techniques in business productivity software; computer programming logic and design; computer programming, web development; operating systems; database systems; computer hardware fundamentals; problem solving techniques and methodology; teamwork, leadership and professionalism skills; communication, technical writing, public speaking and employability skills. In the first year, all core-competency areas are covered providing a solid foundation on which our students can choose to build their future. In the second year, ITP students have the opportunity to choose their concentration area from a selection of C# Programming, Web Development, XNA Game Programming, Mobile Applications Development or E-Business/E-Commerce. The second year is further enhanced by collaboration with organizations such as Toastmasters International, Progressive Insurance Company's Enterprise Technology Group, and many other business and industry partners that provide Experiential Learning Opportunities for the ITP students. Competitive events give ITP students a realistic feeling for the high stakes nature of business and industry in our global economy. Through professional organizations such as Skills USA and Ohio College Tech Prep, ITP students have the opportunity to compete on the local, regional, state and national level as individuals or teams.

**923/924 (Grade 11)**  
**907/908 (Grade 12)**  
**Interactive Media 1 & 2**  
**(Mayfield High School)**  
**Grades 11 & 12**  
**2 Lab, 1 Related**

**College Tech Prep**  
**3 credits each year**

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

Recommendation: Good attendance record.

Recommended for: College Bound/Technical Education

\*Students may have the potential to earn college credits if all prerequisites are fulfilled. Interactive Media is highly recommended for students with interests in the area of art combined with digital technology such as digital art and design, digital photography, graphic design, animation, web authoring, special effects video, 3D design, and emerging interactive multimedia technologies. The computer hardware found in the classroom matches the professional graphic arts work environment. Students utilize digital drawing tablets, scanners, digital photo and video cameras, lighting and sound equipment, and computers with dual display monitors. Interactive Media students learn to use professional level computer software for design, image editing, drawing and animation, special effects video, web authoring, 3D design, vector graphics and desktop publishing.

Students become confident communicating effectively and professionally with adult clientele by working with local non-profit organizations and small business clients in the classroom. Interactive Media students have done award winning projects for clients that include the Lake County Metroparks and the Hungarian Society of Cleveland. Students will have high probability for employment in a 21st century career in the arts because computers are the standard tools for many jobs in the art industry today. Interactive Media provides the opportunity for students to continue their education following high school at university, community college or technical school, earning a two or four year degree. (Satisfies Mayfield Technology requirement) Also included in the student's learning will be Business, Economics and customer service concepts as well as leadership, teambuilding, communication and problem solving skills.

**979/980**

**Marketing Communications**  
**(Beachwood High School)**  
**Grade 12 (only)**  
**2 Related, 1- Work**

**College Tech Prep**  
**3 Credits**

Prerequisite: Interview by Instructor

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

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

Recommended for: College Bound/Technical Education

\*Students may have the potential to earn college credits if all prerequisites are fulfilled. Marketing Communications is a college-preparatory course intended for students desiring to study business, marketing or a related field in college, start a business after graduation, or work immediately. Students will explore business topics through class instruction, researching the internet, engagement in small group debates, development of interpersonal communication and leadership skills, creative or effective persuasive presentations and discussion involving classroom to work world experiences.

All students are employed in diverse fields of choice and are evaluated at their work sites. Students participate in DECA, the marketing leadership association for students, to develop marketing skills outside of the classroom and to collaborate and be involved with other students across the country. Activities include volunteering, fundraising and business competitions which offer advancement to the state, national and international level. Students also belong to Junior Achievement.

**960/961/493**

**Medical Technologies 1**  
**Mayfield Program**  
**College Tech Prep**  
**Grade 11**

**3 credits**

**1 Lab, 1 Related, 1 Human Anatomy & Physiology**

Prerequisite: Interview by Instructor

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

Recommendation: Good attendance and discipline records.

Recommended for: College Bound/Technical Education

\*Students may have the potential to earn college credits if all prerequisites are fulfilled.

This program prepares students with an interest in the medical professions to develop the attitudes, practices and technical skills to obtain employment in medical, dental and diagnostic treatment facilities and to continue their education in a post-secondary institution in the medical/dental or diagnostic sciences.

The students will participate in instructional, laboratory and clinical experiences designed to prepare individuals in direct patient care, diagnostic, therapeutic and treatment options. The course is intended for those students who are serious about an educational future in the medical/dental sciences.

**962/963/168/491**

**Medical Technologies 2**

**Mayfield Program**

**Grade 12**

**1 Related, 1 Internship**

**1 Bio/Chemistry, 1 Eng 4**

**College Tech Prep**

**4 credits**

Prerequisite: Pass Medical Technologies 1, Hepatitis B vaccination or proof of immunity

Recommended for: College Bound/Technical Education

\*Students may have the potential to earn college credits if all prerequisites are fulfilled.

The Medical Technologies 2 program is designed to give senior students an integrated approach to the study of the medical health care industry. Students will participate in a clinical experience that will include an in-depth look at local medical/dental facilities. Related subjects growth and development, AHA Healthcare Provider C certification, OSHA certification, First Responder, Infection Control and Risk Management, human relations, disease pathology and Medical Terminology. The program includes one credit of Biology/Chemistry which is integrated with the Medical Technologies lab, and one credit for clinical lab experience.

Students are also eligible to take HLTH 1210 (Medical Terminology), HLTH 1220 (Advanced Medical Terminology) and HLTH 1230 (Intro to Health Careers) through Lakeland Community College for 5 credit hours. This program has a Senior Capstone requirement. Students must be able to provide their own transportation to the clinical lab experience.

**953/955 (Grade 11)**

**919/983 (Grade 12)**

**Performing Arts Academy  
(Chagrin Falls High School)**

**Grades 11 & 12**

**2 Lab, 1 Related**

**College Tech Prep  
3 credits each year**

Prerequisite: Audition consisting of two contrasting monologues or one monologue and one song. no more than 90 seconds each. Monologue texts and a list of recommended song selections will be posted on the Academy website. Students must be prepared to sing a cappella.

\*Students may have the potential to earn college credits if all prerequisites are fulfilled.

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

Mathematics. Recommendation: Good attendance and discipline record. During the interview process a resume and a headshot or school photo a letter of recommendation from a theatre, drama or music program student has attended and a character reference should be provided. The Chagrin Falls Performing Arts Academy is a college preparatory program for high school juniors and seniors. Juniors attend this program during the morning and afternoon sessions; seniors are required to be in the afternoon session. The Academy is an accredited, half-day high school program which takes place during school hours. The program will consist of theatre, music/voice/composition, and tech theatre training and performance education. This will include daily acting classes, plus classes in voice, movement, musical theatre, technical theatre, dance, stage combat, makeup, history, keyboarding, composition, conducting, vocal training, and audition labs. The acting class will consist of sessions of improvisation, scene study and Stanislavski technique. The voice class will include vocal exercises, dialects and monologues. There will be fully mounted productions and student plays along with special workshops led by guest artist from the professional theatre. The Academy produces 6 - 7 productions a year. Students need only participate in one show a year. Students may audition for as many as fit their schedule. Students auditioning must clear their schedule to accommodate rehearsals and productions. Students must provide their own transportation to after school and evening events.

## INTERVENTION PROGRAMS

**966/965 ACE1**

**976/975 ACE2**

**Agriculture Career Exploration (A.C.E.)**

**(Environmental Education Center)**

**Grades 10-12**

**7 Credits each year**

**2 Lab, 1 Related, 4-Virtual Learning**

**1/4 credit for completion of summer program (optional)**

**Prerequisite: Interview by Instructor, and recommended by Counselor**

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

The Career Based Intervention (CBI) program offered at Cuyahoga Community College through Excel TECC, is designed to serve youths fifteen years of age and older. This program is aimed specifically at helping students become motivated toward education and exploring careers through work experience. The Career Based Intervention Program is designed to assist students who possess barriers to career and academic success. The program uses work-based learning experiences and competencies to achieve a successful path to career options. CBI is based on the key principles of higher student expectations, studying the common curriculum of the school, providing authentic learning opportunities, having supportive structures, and establishing a sense of belonging. In this program, the student receives unpaid work experience at Tri-C for 120 minutes per day. Each student also receives job related

**901/904**

**Career Based Intervention**

**Grades 8-10**

**(Environmental Education Center)**

**7 Credits each Year possible depending on the performance of the individual student**

**2 Lab, 1 Related, up to**

**4 Virtual Learning**

**Prerequisite: Interview by Instructor**

**Recommended by Counselor and/or Administrator.**

Career -Based Intervention (CBI) is a Career Technical Education Program designed for students in grades 8-10 who have barriers to achieving academic and career success. The program is designed to help students recover credits and improve academics.

**902/903**

**Career Based Intervention**

**(Cuyahoga Community College)**

**Grades 9 & 10**

**7 credits each year**

**1 CBI Related, 2 Lab,**

**4 Virtual Learning (dependent on individual student's performance)**

**Prerequisite: Interview by Instructor, students must be at least 15 years of age before school year begins, pass at least 8th grade basic math, must attend class and work experience every day of school year, follow the guidelines of Mayfield City Schools and Cuyahoga Community College – parent and student will sign a contract. Recommendation: Counselor/Principal**

instruction in class. The ultimate objective of the CBI program is graduation from high school with marketable skills and a career path. Students will receive one credit for CBI related, two credits for work experience and up to 4 credits in Virtual Learning based on student initiative and performance. Credit recovery course is an option for students if they are progressing through virtual learning satisfactorily.

**912/913**

**Career Based Intervention  
(Cuyahoga Community College)  
Grades 11 & 12**

**8 credits each year**

**1-CBI Related, 2 credits for Work (1 credit of work = 180 hours), 5 Virtual Learning. Each student will have their home school counselor forward their schedule to Mayfield Excel TECC office. Students are responsible to meet their home school graduation requirements.**

Prerequisite: Interview by Instructor.

Recommended by Counselor and/or

Administrator. Student must be 16 year old of age before the start of the school year, must attend class every day, and follow all the guidelines of the Mayfield City Schools while earning high school credit.

Career-Based Intervention (CBI) is a career technical education program designed for students in grades 11-12 who are identified as disadvantaged (either academically or economically or both) and who have barriers to achieving academic and career success. The

**920**

**Job Training  
(Off-Site)**

**Grades 10-12**

**Up to 3 credits per year**

Prerequisite: Interview by instructor; students must be at least 16 years of age.

Recommendation: IEP team, counselor, or VOSE.

The Job Training program is an option for students who want an individualized program that enables them to gain relevant work experience and on-the-job training (based on individual interests) while completing their academic requirements for graduation. Working with the student, a progression toward competitive employment is determined. The majority of the training provided is through community-based placements with on-the-job mentoring and employer provided supports. Paid or unpaid placements are determined individually based on a student's prior experiences and job readiness.

Job placements are developed with considerations for proximity to the student's residence, and transportation-related requirements. Students

program is aimed specifically at helping students become motivated toward education exploring work experience. The CBI program is designed to help students recover credits, improve academic competencies, graduate from high school, develop employability skills, implement a career plan and participate in a career pathway in preparing for careers.

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

The main goal of CBI students in grades 11-12 is to be able to graduate and be able to learn employability skills to implement a career plan.

meet for small group instruction weekly at their home schools. Job Training should be on the student's schedule for several instructional periods at the end of the academic day. To earn the maximum of 3 credits per year, a student must be engaged fifteen hours per week in a combination of paid or unpaid work experience, job search, and group instruction. The flexibility of the Job Training sessions enables students to complete their academic requirements while earning elective credit from the job training experience. The outcomes of the program are: job search skills, employability skills, and paid work experience. Parental involvement is essential for accomplishing the goals of this program and facilitating the student's participation in the job placement. It is the responsibility of the student and family to arrange transportation to paid or unpaid work sites. However, training and supports in using public transportation are provided by the Job Training staff as needed.

A student typically enrolls in the program for two years; however a one year enrollment option is offered for seniors.

**981 (Grade 11)**  
**982 (Grade 12)**  
**Public Safety Academy**  
**(Cuyahoga Community College)**  
**Fire and EMT (Tri- C East and West Campus the Senior Year)**  
**College Tech Prep**  
**Grades 11 & 12**  
**3 credits each year**  
**2 Lab, 1 Related**

Prerequisite: Interview by the instructor.

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

Recommendation: Good disciplinary record.

\*Students may have the potential to earn college credits if all prerequisites are fulfilled. Students interested in the Public Safety areas should be in good physical condition, have concern for the well being of other people, have the ability to work on a team and be able to remain calm under pressure. The parent and student must sign off on a waiver that there is no involvement with the Juvenile Court system prior to acceptance into the program. Students must complete a sports physical, and show proof of passing the physical at their interview. Students should have a strong interest in the Public Health and Safety area and know that they will need post secondary training to secure positions in these fields. The program is a two year commitment. The first year of the curriculum is the Public Safety Core, which covers the history of public safety, ethics, first aid/CPR, the psychology of stress, diversity, communications, Hazmat training and much more. After the completion of the initial year, students will then choose to either continue in the senior year Law Enforcement or EMT/Fire training. The Law Enforcement program will investigate the criminal justice system, the courts, computer crime, patrols, investigation, traffic laws, forensics, as well as professional development. As part of their law enforcement program, during the first semester students will receive Security Guard Training. Since students must be 21 years old before being hired into a law enforcement position, the program is geared toward preparation for post-secondary training. However, once students have completed their Security Guard training they can apply to any Private Security Company and be hired as an unarmed Security Guard.

The EMT/Fire program will be conducted at the Tri-C East Campus for the EMT training and the Tri-C West Campus for the Fire Fighter 1 and 2, allowing students to search for employment in those areas at the age of 18. It should be stressed that the EMT/ Fire Training programs are at college level and that students must achieve a 80% grade average and meet the attendance requirement to pass the coursework.

**933**  
**Visual Art & Design 1**  
**(Orange High School)**  
**College Tech Prep**  
**Grade 11**  
**3 credits**  
**2 Lab, 1 Related**

Prerequisite: A portfolio review with the instructor, at least one year of high school art, and a good attendance record. By program start date student must have completed coursework required for junior status at their home school including seven (7) credits with a mandatory two (2) credits each earned in English and Mathematics.

Recommended for: College Bound/Technical Education

\*Students may have the potential to earn college credits if all prerequisites are fulfilled. The first year course of study stresses basic concepts of design, form, light and color theory. Students learn to improve their artwork through disciplined work habits, paying close attention to detail, critiques and meeting deadlines. The first year focuses on preparing a portfolio for Art College or a university art program.

**Visual Art & Design 2**      **Grade 12**  
**(Orange High School)**      **3 credits**  
**College Tech Prep**  
**2 Lab, 1 Related**

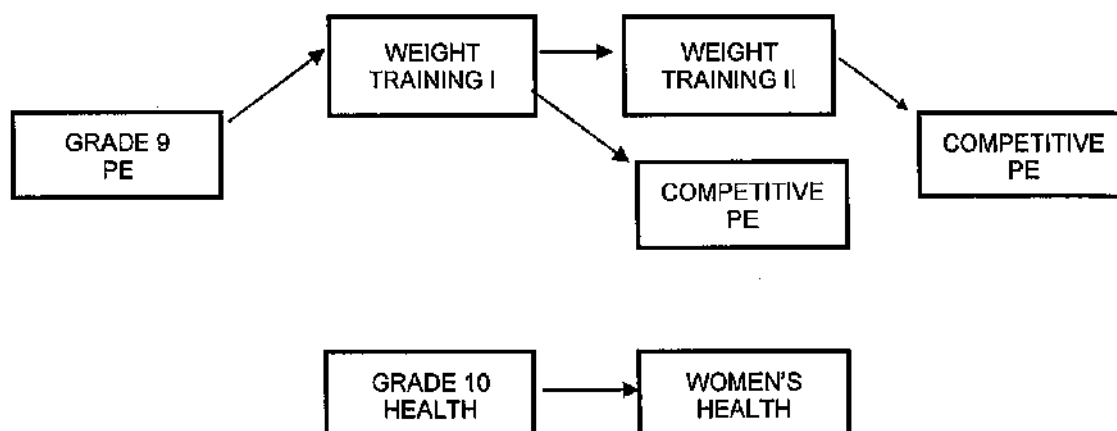
Prerequisite: Successful completion of Visual Art & Design 1 Recommended for College Bound Artists.

\*Students may have the potential to earn college credits if all prerequisites are fulfilled. The students use the skills they learned in the first year to produce a creative, well rounded, personalized portfolio for college entry. Students are individually guided in the application process of choosing the art colleges that are best suited to their strengths and personalities. From March to the end of May, the focus is on simulated and actual art studio projects such as: logo design, murals, greeting card design, advertising and videos.

# HEALTH & PHYSICAL EDUCATION

<u>COURSE NUMBER</u>	<u>COURSE</u>	<u>PREREQUISITE</u>	<u>GRADE LEVEL</u>	<u>LENGTH OF COURSE</u>	<u>CREDIT</u>
7151, 7161	*Physical Education 1	None	9-12	One semester	.25
7152, 7162	*Physical Education 2	None	9-12	One semester	.25
7250	*Health Education	None	10	One semester	.50
7269	Competitive Phys. Ed.	PE 9	11-12	One semester	.25
7268	Women's Health	Health	11-12	One semester	.50
7158	Weight Training I	PE9	10-11-12	One semester	.25
7159	Weight Training II	PE9	10-11-12	One semester	.25

## HEALTH & PHYSICAL EDUCATION FLOW CHART



**Physical Education 1 & 2 (9th, 10th, 11th, 12th grade)**  
**Course Number: 7151, 7152, 7161, 7162**

**One Semester .25 credit**

Two semesters of this course are required by all students for graduation. Effort and participation in both team and individual activities are required to maximize physical and social benefits for each student. All boys must take both 7151 and 7152. All girls must take 7161 and 7162.

**Health Education (10th grade)**

**Course Number: 7250 Semester .50 credit**

This sophomore course enables students to learn how to make better decisions regarding their personal health choices. Specific units include mental health, relationship violence, self-esteem, values, fitness, nutrition, disease detection, substance abuse, sexuality, sexually transmitted disease.(STD) Students have the ability to become CPR certified through The American Red Cross. This course is required for graduation.



**Women's Health** (11th, 12th grade)  
**Course Number: 7268 Semester .50 credit**  
**Prerequisite: Health 10**

This course is designed for upper class women who want to learn more about the female body and health issues related to women. Specific issues that will be covered are: fertility, pregnancy, eating disorders, cancer, depression, addictions, healthy family relationships and identifying abusive relationships

**Weight Training I** (10th, 11th, 12th grade)  
**Course Number: 7158 Semester .25 credit**

Weight training is a course that will provide students with the opportunity to become more familiar with weight training principles and the benefits that go along with lifting weights. Students will learn the importance of safety, as well as the appropriate use of weight training equipment. A focus is placed on proper technique for all basic lifts and each student will participate in a workout program designed to develop strength and muscular

**Weight Training II** (10th, 11th, 12th grade)  
**Course Number: 7159 Semester .25 credit**  
**Prerequisite: Weight Training I**

This course is a continuation of Weight Training I.

**Competitive Physical Ed.** (11th, 12th grade)  
**Course Number: 7269 Semester .25 credit**  
**Prerequisite: PE 9**

**This is a class that is being offered for the athlete and non-athlete who loves to compete in a variety of team and individual sports. The class will feature competition in basketball, volleyball, tennis and other sports that the class will decide on. Included in the competition class will be lessons on officiating and coaching each sport. This will be an opportunity to have fun while you are learning! A minimum grade of B in physical education 9 is required or the department coordinator's signature**

# LANGUAGE ARTS

## REQUIRED COURSES

<u>COURSE</u>			<u>GRADE</u>	<u>LENGTH</u>	
<u>NUMBER</u>	<u>COURSE</u>	<u>PREREQUISITE</u>	<u>LEVEL</u>	<u>OF COURSE</u>	<u>CREDIT</u>
1115	Intro to Literature/Media	None	9	Full Year	1
1110	Western Tradition in Literature and Writing	None	9	Full Year	1
1100	Honors English Prep	None	9	Full Year	1
1210	Literature: Transition to Adulthood	Intro to Lit/Media or Western Tradition in Literature	10	Full Year	1
1205	Global Perspectives in Literature & Writing	Western Tradition in Literature	10	Full Year	1
1200	** Honors English I	Honors Prep or Western Tradition	10	Full Year	1
1310	American Literary Heritage and Writing	Literature: Transition to Adulthood or Global Perspectives	11	Full Year	1
1305	American Literature Writing & Research	Global Perspectives	11	Full Year	1
1300	** Honors English II	Honors I or Global Perspectives	11	Full Year	1
1415	Cultural Influences in Literature	American Literary Heritage or American Lit Writ & Research	12	Full Year	1
1410	Modern Literature	American Literature Writing & Research	12	Full Year	1
1405	British Literature	American Literature Writing & Research	12	Full Year	1
1400	AP English Literature & Comp.	See Course Description	12	Full Year	1

### **ELECTIVE COURSES**

1250	Intro to Speech	None	9-12	One Semester	.50
1251	Advanced Speech	Intro to Speech	10-12	One Semester	.50
1260	Theater I & Improv	None	9-10-11-12	Full Year	1.0
1262	Theater II & Acting	C in Theater I & Improv	10-11-12	Full Year	1.0
1919	Writing for Success	None	9-11	One Semester	.50

\*\* Application is required for entry into the Honors Program. See Appendix A.

### **REQUIRED COURSES**

Successful completion of four years of Language Arts courses is required for graduation. Students who fail a portion of the Language Arts credit will be allowed to move to the next level course. However, the portion failed must be made up in summer school or twilight school.

# LANGUAGE ARTS DEPARTMENT

## REQUIRED COURSES

FOUR CREDITS OF LANGUAGE ARTS IS REQUIRED FOR GRADUATION

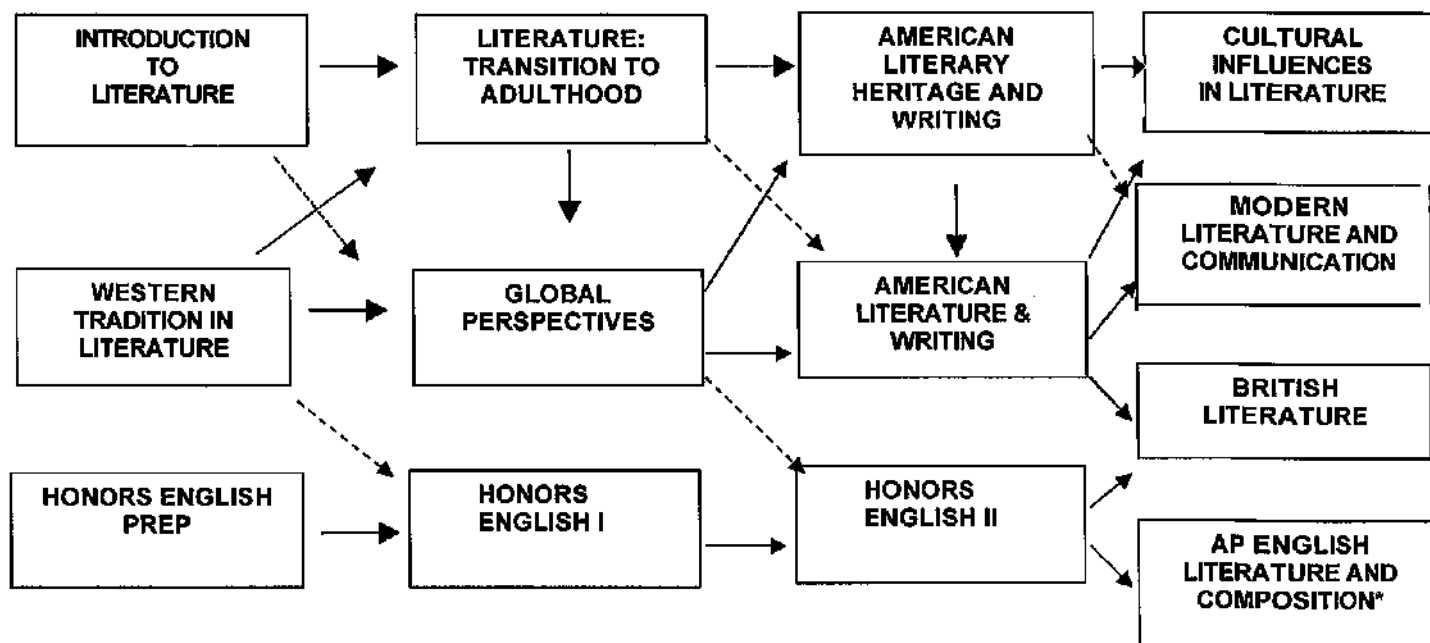
ENTRY LEVEL

9-10

10-11

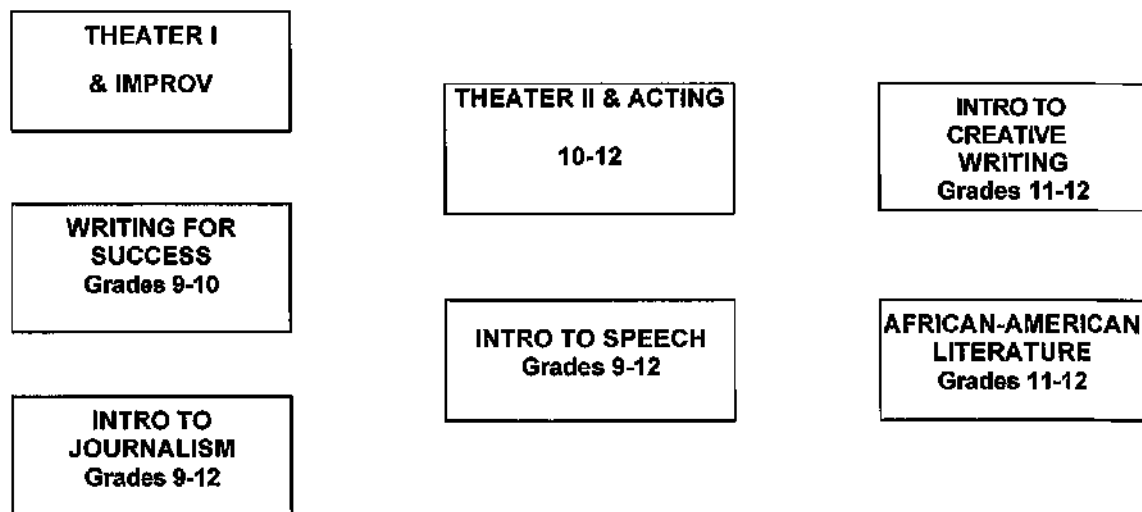
11-12

11-12



## ELECTIVE COURSES

Elective courses count as credit for graduation but DO NOT apply toward the four-year English requirement.



Solid arrows indicate the normal sequence. Dotted arrows indicate a sequence that may be appropriate with teacher recommendation.

Parent conference requested for this move.

FEES: NOTE: A PAPERBACK FEE IS REQUIRED IN ALL LANGUAGE ARTS COURSES.

Revised 2-26-2013(fws)

## SUMMER READING PROGRAM

Brush High School requires summer reading for all students. We believe that establishing a summer reading program will strengthen reading skills in preparation for the upcoming school year and keep our students competitive with those from other schools.

Students are required to read the book assigned for the course, which they will be taking in the fall. Titles have been selected to correspond to the course content and to prepare students for the kind of reading expected in the course. During the first weeks of school, students can expect a writing assignment and/or tests over the book.

Your support of the reading will help your son/daughter to approach his/her reading in the proper spirit. Please encourage him/her to get the book early and to complete the reading before school begins. We appreciate your help.

PLACE A CHECK BY THE COURSE YOU WILL BE TAKING IN THE FALL. THIS WILL REMIND YOU OF THE NOVEL(S)  
YOU WILL NEED TO READ DURING THE SUMMER.

9th GRADE COURSES	TITLE	AUTHOR
Introduction to Literature and Writing	<i>The Giver</i>	Lowry
Western Tradition in Literature	<i>The Curious Incident of The Dog in the Night-Time</i>	Haddon
Honors English Prep*	<i>To Kill A Mockingbird</i> <i>Cold Sassy Tree</i>	Lee Burns
<b>10th GRADE COURSES</b>	<i>If You Come Softly</i>	Woodson
Literature: Transition to Adulthood		
Global Perspectives	<i>The Kite Runner</i>	Hosseini
Honors English I*	<i>Night</i> <i>Black Boy</i>	Marion Wiesel, 2006 Wright
<b>11th GRADE COURSES</b>	<i>The Pearl</i>	Steinbeck
American Literary Heritage		
American Literature, Writing and Research	<i>Native Son</i>	Wright
Honors English II*	<i>Adventures of Huckleberry Finn</i> <i>The Scarlet Letter</i>	Twain Hawthorne
<b>12th GRADE COURSES</b>		
Cultural Influences In Literature	<i>Freedom Writers Diary</i>	Gruwell
Modern Literature	<i>Fahrenheit 451</i>	Bradbury
British Literature	<i>The Once and Future King: Sword in the Stone</i>	White
AP English Literature & Composition	COMIC DRAMA: <i>Gammer Gurton's Needle</i> <i>Much Ado About Nothing</i> <i>She Stoops to Conquer</i> <i>The Importance of Being Earnest</i> <i>Blithe Spirit</i> NOVEL: <i>Pride &amp; Prejudice</i>	Anonymous Shakespeare Goldsmith  Wilde Coward  Austen

**\*NOTE: STUDENTS MUST BE ENROLLED IN THE HONORS/AP PROGRAM. ALL HONORS/AP COURSES REQUIRE A SUMMER ESSAY DUE THE FIRST DAY OF SCHOOL**

**EXCEL TECH** –Students taking English as part of an EXCEL TECH program will be sent information from Mayfield concerning what book to read over the summer.

**Introduction to Literature and Writing** (9th grade)  
**Course Number: 1115** Full year 1 credit

**SUMMER READING: THE GIVER (Lowry)**

Composition activities are designed to enable the student to express his/her ideas clearly in writing and in speaking. The student is offered the opportunity to practice a variety of writing techniques aimed at creating effective sentences and coherent paragraphs. Grammar is reviewed through the writing process. Informal and formal speech activities based on personal experience are incorporated into the curriculum. The development of spelling skills and vocabulary is stressed throughout the year.

Literature activities are designed to direct the student through the levels of comprehension. The curriculum includes comparison and contrast of print and visual media. The student explores literature as a source of information and education and is encouraged to become aware of the differences involved in evaluating and interpreting writings of fiction, non-fiction, and poetry.

**Western Tradition in Literature and Writing # &** (9th grade)  
**Course Number: 1110** Full year 1 credit

**SUMMER READING: THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT-TIME (Haddon)**

Literature activities introduce the student to traditional and contemporary literature. Selections drawn from a wide range of sources and cultures reflect the diversity and richness of literature. The course provides a comprehensive study of literary types: epics, short stories, non-fiction, poetry, drama, and the novel. The student discovers, interprets, evaluates, and applies ideas/themes of literature through guided discussions, cooperative groups, and individual response and analysis.

Composition activities are designed for the student who has a command of writing and grammar fundamentals and is ready to experiment with a variety of writing techniques. Students review the basic elements of the paragraph and methods of paragraph development. By the conclusion of the course, students will be expected to write compositions of several paragraphs. Composition practice focuses on the skills for effective description and narration. Techniques of exposition and the foundations of research are introduced. Vocabulary is strengthened through the selection of precise words and the study of the connotation of words. Grammar, mechanics, and usage skills will be presented as needed.

**Literature and Writing: Transition to Adulthood** (10th grade)  
**Course Number: 1210** Full year 1 credit

**Prerequisite: Intro to Literature and Writing**

**SUMMER READING: IF YOU COME SOFTLY (Woodson)**

Composition activities are designed to advance communication skills including writing, rules of grammar, essential forms of paragraph writing, and effective speaking. Literature activities emphasize reading and discussions with the concerns of growing up, making decisions, and coping with the challenges that beset the adolescent and young adult. A great deal of the material is contemporary. During the year, students read, discuss, and write about selected novel. Students are required to complete a research paper.

**Global Perspectives in Literature and Writing #** (10th grade)  
**Course Number: 1205** Full year 1 credit

**Prerequisite: Western Tradition in Literature and Writing**

**SUMMER READING: THE KITE RUNNER (Hosseini)**

Reading and literature activities focus on twentieth century western and non-western works that present personal, cultural, social, ethical, and political concerns that confront modern society. The approach is thematic and includes fiction, non-fiction, poetry, and drama. Text selections will enable the student to gain a global view of literary traditions, develop an understanding of and appreciation for diversity in literary works, and determine the common characteristics, techniques, and themes found in all cultures and their literature.

Composition activities emerge from the literature studies and themes presented. Emphasis will be given to the writing of exposition and on the development of skills in diction and sentence structure to achieve a mature style. The student will clarify his/her thoughts, organize them, and set them down in writing. Grammar, mechanics, and usage skills will be presented as needed. Students are required to complete a research paper.

**American Literary Heritage and Writing #** (11th grade)  
**Course Number: 1310** Full year 1 credit

**Prerequisite: Literature and Writing: Transition to Adulthood**

**SUMMER READING: THE PEARL (Steinbeck)**

Composition activities are designed for the student who plans to enter the world of work or a junior or vocational college after graduation. All areas of written and oral communication, including the various types of business correspondence, are emphasized.

Literature activities are designed to give the students an appreciation of the diverse cultural heritage in American literature. The students will read, write about, and discuss the content, form, themes, and importance of literature by major American authors from varied backgrounds from the earliest literature to the present.

**American Literature, Writing and Research #** (11th grade)  
**Course Number: 1305 & Full year** 1 credit

**Prerequisite: Global Perspectives in Literature and Writing**

**SUMMER READING: NATIVE SON (Wright)**

Composition activities are designed to refine expression in descriptive, expository, argumentative, and persuasive essays. Emphasis is placed on the writing process with a special focus on the use of appropriate diction and varied desired effect. An intensive unit on the techniques of the research paper and appropriate documentation will culminate in the production of an individual research paper, a requirement of the course. Grammar, mechanics, and usage skills will be presented as needed.

Readings and literature activities provide a background in the styles and themes which form America's literary tradition. The course traces, chronologically and/or thematically, America's earliest literary beginnings, from her colonial endeavors, through her advancements historically, culturally, socially, and technologically, and through the twentieth century. Traditional works as well as those by minority and women writers will introduce the student to the rich diversity of American literature.

**Cultural Influences in Literature** (12th grade)  
**Course Number: 1415** Full year 1 credit  
**Prerequisite:** American Literary Heritage and Writing  
**SUMMER READING: THE FREEDOM WRITERS DIARY**  
**(Gruwell)**

This course involves a study of modern literature and visual media and the relationship between them, as well as the traditional literary and societal influences which have helped to shape modern and contemporary works. Primary emphasis is on the development of character and on theme in novels and short works of fiction. Other units include a study of language and language terms, film, modern non-fiction, poetry and the essay. Reading and writing skills, are stressed.

**Modern Literature and Composition** (12th grade)  
**Course Number: 1410** Full year 1 credit  
**Prerequisite:** "C" average in American Literature, Writing, and Research or recommendation of junior year teacher

**SUMMER READING: FAHRENHEIT 451 (Ray Bradbury)**

NOTE: Qualified seniors are encouraged to take both Modern Literature and British Literature in their senior year.

Modern Literature and Composition presents a thematic view of twentieth century literature and the arts to enable students to broaden their literary experience and strengthen interpretive skills. Major works, both print and visual, which convey numerous viewpoints on the theme, serve as the foundation of the units. These may include THE INDIVIDUAL IN SOCIETY, UTOPIAN SOCIETIES, INTELLECTUAL FREEDOM, SCIENCE AND THE HUMANITIES. Current events, ethical issues, and social concerns are explored through the literature which includes full length fiction, nonfiction, poetry, drama, and film. Students will read modern and contemporary works and compare/contrast them with modern renditions in print and film.

Designed to provide a foundation for college freshman writing courses, Modern Literature and Composition offers students the opportunity to practice a variety of writing types. Composition skills are practiced extensively and are refined throughout the course as writings range from personal response to analysis and criticism of what is read, discussed, and viewed. Writing assignments emerge from the literature and themes studied. Students can expect to display their knowledge and appreciation of works in writing, projects, and performances.

**British Literature and Composition** (12th grade)  
**Course Number: 1405** Full year 1 credit  
**Prerequisite:** C+ in American Literature, Writing and Research or recommendation of junior year teacher.  
**SUMMER READING: THE SWORD IN THE STONE first installment in THE ONCE AND FUTURE KING**  
**(T.H. White)**

NOTE: Students will be expected to complete the entire novel during the first month of school.

NOTE: Qualified seniors are encouraged to take both British Literature and Modern Literature in their senior year.

British literature provides a chronological survey of selected works and authors from the Anglo-Saxon period through the modern period. During the first semester, students read, write about, and discuss content, form, theme and importance of selected British masters and their works from 449 A.D. through 1796 (*Beowulf*, Chaucer, Shakespeare, Donne, Milton, etc.) During the second semester, students read and analyze satire, prose, and poetry selected from the 18th century, through the Romantics and Victorians, and through the modern period. Pertinent historical events are discussed as they influence the literature of the period. The development of the English language through word origins and selected vocabulary is also a feature of the course. Composition activities focus on the in-class essay, literary reaction and analysis, and the primary source paper. Students will select, read independently, and produce a literary critique of two British novels. Students can expect to display their knowledge and appreciation of works in writing, projects, and performances.

## HONORS/ADVANCED PLACEMENT PROGRAM

### Honors English Prep

Full year .50 credit per semester.

**SUMMER READING: TO KILL A MOCKINGBIRD (Harper Lee); COLD SASSY TREE (Olive Ann Burns)**

**WRITING: ASSIGNMENT WILL BE PROVIDED BY THE END OF THE SCHOOL YEAR.**

HONORS PREP is designed to enable 9<sup>th</sup> grade students to develop the skills necessary for the Honors Program. Summer reading papers submitted late will lose 25% and 10% per school day and 15% over the weekend.

While Honor's Prep is available to all 9<sup>th</sup> grade students, the profile for students enrolling in the course includes the following:

1. 3.5 or better average in 7<sup>th</sup> and 8<sup>th</sup> grade language arts courses
2. 3.0 or better in 7<sup>th</sup> and 8<sup>th</sup> grade social studies
3. An average of 85<sup>th</sup> percentile in standardized test scores in vocabulary, verbal skills, and reading comprehension (with no score falling below the 75<sup>th</sup> percentile)
4. Evaluation of 8<sup>th</sup> grade language arts teacher.

The course of study for HONORS PREP includes the strengthening of vocabulary through the study of context and use in literature and the application of grammar concepts through systematic writing assignments focusing on specific skills of exposition. Five literature units comprise this study: short story, novel, poetry, mythology, and drama. Through readings, discussion, and written reactions and analyses, the student learns techniques characteristic to various literary forms, becomes aware of levels of meaning, and discovers universal themes.

Summer reading and a writing assignment are required to be completed prior to and are due on the first day of school. This assignment will be mailed to students in late May of the eighth grade year. Because of the intensive, in-depth reading and writing demands of this course, letter grades are weighted by one extra quality point.

HONORS PREP **does not** ensure that a student will be ENROLLED in the HONORS PROGRAM in grade 10. HONORS PREP **is not** a requirement for entrance into the HONORS PROGRAM.

It is strongly suggested that any student entering this program be highly motivated, exhibit an enthusiasm for extensive and varied reading analysis, and an interest in exchanging ideas and challenging assumptions appearing in literature. Due to the extensive level of rigor, exceptional workload, and the heightened level of academic expectation, it is advised that students be recommended by their current language arts teacher and prepared for the demanding content of this course.

It is to be advised that once a student has chosen to enter the Honors Prep class that he/she must remain in the class for a full semester, at which point in time a student may elect to drop out of this course and into a lower level class. Furthermore, any student who fails to maintain a passing grade for the semester will be removed from the course. **HONORS ENGLISH I & II/AP BRITISH LITERATURE AND COMPOSITION**

Students must apply for admission to Honors I at the time of forecasting during their ninth grade year. ***Interested students must complete the Application for Consideration (Appendix A) and return it to their counselor prior to forecasting.*** Criteria for admission include:

1. A 3.0 or better grade average in HONORS ENGLISH PREP - OR - a 3.5 or better grade average in 9<sup>th</sup> or 10<sup>th</sup> grade COLLEGE PREP
2. Acceptable performance on a literature and writing assessment administered by the department in May
3. Evaluation by current language arts teacher indicating that the student has mastered the skills necessary for performance in the HONORS PROGRAM.

The program of AP studies is progressively structured from HONORS ENGLISH I through AP ENGLISH LITERATURE & COMPOSITION; the department, therefore, encourages qualified students to enroll in HONORS I. Students currently enrolled in Honors English I may progress to Honors English II with the approval of the Honors English I teacher. They need not reapply to the program. Students not enrolled in Honors **may be considered** for admission to the program at the start of their junior year provided they meet the selection criteria listed for entrance, complete a selected reading list, and have mastered the skills necessary for entrance. Interested sophomores must complete the Application for Consideration (Appendix A) and return it to their counselor prior to forecasting.

If an individual fails to maintain a "C+" or better at the end of the semester, he or she should reconsider his/her continuation in the program. A student may voluntarily drop from the program at the end of any semester. Students who have been excused or who voluntarily drop may NOT reenter the program.

Participants are expected to take the AP exam in the spring of their senior year; a high score on the national test may guarantee a student credit and/or advanced standing in English at many colleges and universities.

**Because of the intensive, in-depth reading and writing demands made of AP students, letter grades are weighted by one extra quality point. Students should note, however, that only a grade of C+ or higher earns the extra quality point.**

*Specific course descriptions follow:*

**HONORS ENGLISH I # @ (10th grade)**  
**Course Number: 1200 Full year 1 credit**  
**Prerequisite: Acceptance by the department.**

**SUMMER READING: NIGHT (Marion Wiesel trans. 2006); BLACK BOY (Richard Wright) WRITING: ASSIGNMENT WILL BE PROVIDED BY THE END OF THE SCHOOL YEAR.** Summer reading and a writing assignment are required to be completed prior to and due on the first day of school. The course includes a study of novels from the nineteenth and twentieth centuries, Greek drama, Shakespearean drama, a modern drama, and a poetry unit. Supplementary reading focuses on biography and other non-fiction works. Composition assignments, both in and out of class, include the analytical essay and the literary critique. Extensive vocabulary study helps sharpen writing skills. Summer reading papers submitted late will lose an initial 25% credit and 10% per school day and 15% over the weekend.

**Honors English II # @ (11th grade)**  
**Course Number: 1300 Full year 1 credit**  
**Prerequisite: A "B" average in Honors I or acceptance by the department.**

**SUMMER READING: ADVENTURES OF HUCKLEBERRY FINN (Mark Twain); THE SCARLET LETTER (Hawthorne),**

**WRITING: ASSIGNMENT WILL BE PROVIDED BY THE END OF THE SCHOOL YEAR.** Summer reading and writing assignments must be completed prior to the first day of school and submitted on the first day of class. Papers submitted late will lose an initial 25% credit and 10% per school day and 15% over the weekend. The course includes extensive reading of significant novels, dramatic works, poetry and philosophy with an emphasis on American literature. Additionally, students will read works of literary criticism and write a critical essay on each of the readings. Students must complete a ten to twelve page term paper in the second semester.

**Advanced Placement # (12th grade)**  
**English Literature and Composition**  
**Course Number: 1400 Full year 1 credit**  
**Prerequisite: A "B" average in Honors II.**

**SUMMER READING: DRAMATIC COMEDY: GAMMER GURTON'S NEEDLE (Anonymous); MUCH ADO ABOUT NOTHING (Shakespeare); SHE STOOPS TO CONQUER (Goldsmith); THE IMPORTANCE OF BEING EARNEST (Wilde); BLITHE SPIRIT (Noel Coward) NOVEL: PRIDE AND PREJUDICE (Austen) WRITING: ASSIGNMENT WILL BE PROVIDED BY THE END OF THE SCHOOL YEAR.**

Summer reading and a writing assignment are required to be completed prior to and due on the first day of school in September. Papers submitted late will lose an initial 25% credit and 10% per school day and 15% over the weekend. The course is a chronological survey of English literature with special emphasis on drama and poetry. Class format follows the seminar approach to enable the student to examine the style, content, and literary quality of a work and to refine organizational and articulation skills. The skills of close reading, interpretation, analysis, and evaluation are emphasized. To develop precision in diction and in expression of ideas in preparation for college work and the AP exam, emphasis is placed on the in-class analytical essay. A portfolio of several papers dealing with literature is written during the first semester, and an independent study based on primary sources is completed during the second.

## **ELECTIVES**

Credit from elective courses DOES NOT apply toward the four-credit Language Arts requirement.

A course in public speaking gives students the confidence and poise necessary for success in college and in careers. The Language Arts Department highly recommends that each student take Introduction to Speech as part of their elective program at Brush.

ΣΣ One full credit of a speech or drama course will qualify as the Fine Arts credit for an Honors Diploma.

**Introduction to Speech # (9<sup>th</sup> and 10<sup>th</sup> grade)**  
**Course Number: 1250 One Semester .50 credit**  
**This course will be offered for the 2013-2014 school year.**

This course is for all students interested in learning how to organize ideas, explore many aspects of oral communication and become more efficient listeners. Students will learn techniques of voice and body control, how to use a variety of audio-visual aids in speech making, and how to prepare and deliver speeches to inform, stimulate, process, and persuade.

**Advanced Speech # (11<sup>th</sup> and 12<sup>th</sup> grade)**  
**Course Number: 1251 One Semester .50 credit**  
**This course will be potentially offered for the 2014-2015 school year.**

**Prerequisite: Introduction to Speech**

This course includes the study of communication skills needed for effective discussion, basic principles of argumentation and theories and concepts of persuasive communication. Experimentation with various forms of oral interpretations of prose, poetry, monologues and Reader's Theater is included. The Course is designed to increase the students' abilities to think critically and to establish interpersonal relationships within the context of the group.

**Writing for Success # (9th, 10th, 11th grade) Course**  
**Number: 1919 One Semester .50 credit**

The primary focus of this class is to support students who plan on attending college. The focus will be to work in small groups to improve the student's ability to write in an academic setting. Students will focus on academic writing, technical writing, grammar and mechanics. Students will get personal attention from the teacher to help them to understand the process of writing. Forms that will be addressed: 5 paragraph essays, compare and contrast essays, narrative essays, expository and research writing.



**Theater I and Improv** (9th, 10th, 11th, 12th grade)  
**Course Number: 1260** Full Year 1 Credit  
**This course will potentially run in the 2014-2015 school year.**

This year-long course focuses on the principles of theater and improvisation. The class introduces students to theater history, character development, costume design and make-up, script analysis, rehearsal and performance, reader's theater, and the technical elements of production. The course will also introduce students to the elements of improvisational acting in both individual and ensemble performance settings. This aspect of the course will teach students the art of spontaneous creation. Individual and group exercises progress from pantomime through dramatic and comedic monologues, to duet and small group scenes and one-act plays.

**Theater II and Acting** (10th, 11th, 12th grade)  
**Course Number: 1262** Full Year 1 Credit  
**Prerequisite: C or higher in Theater I**  
**This course will run in the 2013-2014 school year**

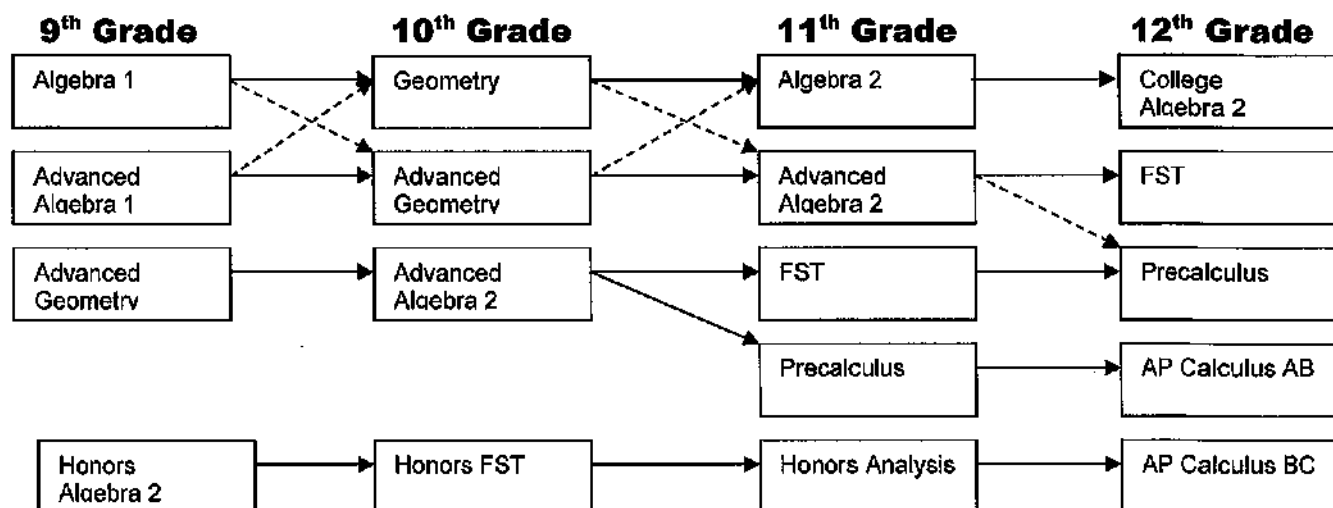
This course builds on the theories and skills introduced in Theater I and Improv. Designed for the student who is interested in gaining a deeper understanding of drama in general and acting in particular, Theater II exposes students to a broad range of classic and contemporary drama, including works from the Greeks, Commedia dell'Arte, Shakespeare, and modern and contemporary drama. Students will focus on the dramatic and literary merits of these works. Students will have the opportunity to choose and prepare monologues and ensemble scenes for study and may, as a team, develop a theater production for public performance.

# MATHEMATICS

<u>COURSE NUMBER</u>	<u>COURSE</u>	<u>PREREQUISITE</u>	<u>GRADE LEVEL</u>	<u>LENGTH OF COURSE</u>	<u>CREDIT</u>
3110	Algebra	None	9	Full Year	1
3120	Advanced Algebra 1	None	9	Full Year	1
3105	Geometry	Algebra 1	10	Full Year	1
3125	Advanced Geometry	Advanced Algebra 1	9-10	Full Year	1
3205	Algebra 2	Geometry	11-12	Full Year	1
3410	College Algebra 2	Algebra 2	12	Full Year	1
3210	Advanced Algebra 2	Advanced Geometry	10-11	Full Year	1
3315	Functions & Trigonometry	Algebra 2	11-12	Full Year	1
3310	PreCalculus	Algebra 2	11-12	Full Year	1
3100	Honors Algebra 2	Honors Geometry	9	Full Year	1
3200	**** Honors FST	Honors Algebra 2	10	Full Year	1
3300	Honors Analysis	Honors FST	11	Full Year	1
3400	AP Calculus AB	Pre-Calc or Honors Analysis	12	Full Year	1
3403	AP Calculus BC	Honors Analysis	12	Full Year	1
3525	***** AP Statistics	Honors Analysis	11-12	Full Year	1
3412	College Prep Math	Algebra 2 or FST	12	Full Year	1

\*\*\*\* FST – Functions, Statistics & Trigonometry

\*\*\*\*\* Elective Math Credit



**Math Dept. Electives:** AP Statistics, College Prep Mathematics with Stats.

A passing grade in all courses is a prerequisite for the next course. A full credit is required prior to scheduling the next course in the sequencing viewed above. A half credit can be made up in summer school, twilight school or student will need to repeat the course the following year.

**Note:** Solid arrows indicate the normal sequence. The dotted arrows indicate a sequence that may be appropriate with teacher recommendation.

**Please Note:** As of 2010 for the graduating Class of 2014 and beyond all students are required to earn 4 math credits in the area of mathematics. These classes must include college preparatory mathematics—including Algebra II.

**Algebra 1** (9<sup>th</sup> grade)  
**Course Number: 3110** Full year 1 credit  
**Prerequisite: None**

This is an entry level mathematics course for a college preparatory program. In this course, students learn to describe the world around them with algebraic expression, equations, graphs and coordinate system. Application and real-world problems provide a context for the abstract language of algebra. Students are expected to develop algebraic and geometric concepts by working on application problems. Students will read and communicate using mathematical related vocabulary. Additional teaching methods of instructions include the use of the Carnegie Cognitive Learning tutorial computer program. **(TI-30 scientific calculator is required for this course.)**

**Advanced Algebra 1** (9<sup>th</sup> grade)  
**Course Number: 3120** Full year 1 credit  
**Prerequisite: None**

This is the first in a series of college preparatory math courses. The content of this course is organized around families of functions, with special emphasis on linear and quadratic function. Students will learn to represent each family in multiple ways--as verbal descriptions, equations, tables, and graphs. In addition to algebra content, this course includes lessons on probability and data analysis as well as numerous examples involving geometry. Technology support will take the form of the Carnegie Cognitive Learning tutorial computer program. **(TI-30 scientific calculator is required for this course.)**

**Geometry** (10<sup>th</sup> grade)  
**Course Number: 3105** Full year 1 credit  
**Prerequisite: Algebra 1**

The purpose of this college preparatory course is to introduce the art of deductive reasoning as well as to explore properties of plane and solid geometric figures. The course uses coordinates and transformations throughout, in both two and three dimensions. Measurement, area, volume and other topics of importance to all students are studied early in the course. Students will also be introduced to right triangle trigonometry. Some instruction time will be dedicated to developing necessary skills in reading and communicating geometric proofs. Classroom curricula will be based on the Carnegie Geometry Workbook. An additional teaching method of instruction includes the use of the Carnegie Cognitive Learning tutorial computer program. **(TI-30 scientific calculator is required for this course.)**

**Advanced Geometry** (9<sup>th</sup> or 10<sup>th</sup> Grade)  
**Course Number: 3125** Full Year 1 credit  
**Prerequisite: Advanced Algebra 1 or Algebra 1 with teacher recommendation**

This college preparatory course will focus on basic geometry skills as well as deductive reasoning to explore the properties of plane and solid geometric figures. The course will focus on shapes, both 2-dimensional and 3-

dimensional throughout the year, using measurement, area, and volume to explore the properties of these shapes. The relationships between parallel and perpendicular lines will be covered. Triangles, quadrilaterals, and circles will be explored in depth. An introduction to right triangle trigonometry and transformations of figures will also be covered in the course. Instructional time will be spent between classroom curriculum and technology support to reinforce and further explore theorems and postulates associated with Euclidean Geometry. Technology support will take the form of the Carnegie Cognitive Learning tutorial computer program. **(TI-30 scientific calculator is required for this course.)**

**Algebra 2** (11<sup>th</sup> grade)  
**Course Number: 3205** Full Year 1 credit  
**Prerequisite: Geometry**

This is the first course in a college preparatory Algebra 2 sequence. The following topics will be covered: equations & inequalities, systems, quadratic functions, real & complex numbers, polynomial functions and matrices. In the classroom, the student will learn to use multiple representations to analyze questions and evaluate answers. An additional teaching method of instruction includes the use of the Carnegie Cognitive Learning Tutorial computer program. **(TI-83 Plus graphing calculator is required for this course.)**

**College Algebra 2** (11<sup>th</sup> & 12<sup>th</sup> grade)  
**Course Number: 3410** Full Year 1 credit  
**Prerequisite: Algebra 2**

This is the second course in a college preparatory Algebra II sequence. The following topics will be covered: exponential & logarithmic functions, rational and radical functions, sequences & series, counting methods and probability, as well as introductory statistics. In the classroom, the student will learn to use multiple representations to analyze questions and evaluate answers. An additional teaching method of instruction includes the use of the Carnegie Cognitive Learning Tutorial computer program. **(TI-83 Plus graphing calculator is required for this course.)**

**Advanced Algebra 2** (10<sup>th</sup> or 11<sup>th</sup> grade)  
**Course Number: 3210** Full Year 1 credit  
**Prerequisite: Advanced Geometry or Geometry with a teacher recommendation**

This college preparatory course is designed for students with a good mathematical background. This course serves as a foundation for entrance into Functions, Statistics and Trigonometry or a Pre Calculus course. Emphasis will be placed on mathematical thinking and applications for problem solving. The following topics will be covered: real number properties, linear systems, matrices, functions & equations, irrational & complex numbers, quadratic functions, probability & binomial expansions, conic sections, as well as sequences & series. **(TI-83 Plus graphing calculator is required for this course.)**

**Functions Stats & Trigonometry (11th, 12th grade)**  
**Course Number: 3315 Full Year 1 credit**  
**Prerequisite: Algebra II**

This course is offered to strengthen the mathematical skills of students who have successfully completed Algebra 2, but are not ready to enter Pre-Calculus. Graphing calculators are used throughout the course to promote a student's ability to visualize functions, to simulate experiments, and to develop a concept of limit. Topics include polynomial, trigonometric, exponential and logarithmic functions, sequence and series, and permutations. **(TI 83 plus graphing calculator is required for this class.)**

**Pre-Calculus (11th, 12th grade)**  
**Course Number: 3310 Full Year 1 credit**  
**Prerequisite: B- or better in either Advanced Algebra 2 or FST with department recommendation.**

This course is required for those students entering technical, scientific, mathematical, computer science, or business majors in college. The course includes: functions of the acute angle; the solutions of right triangles; solutions of oblique triangles; the functions of two angles and complex numbers. This course will also cover the five basic plane curves-straight line, the study of conic sections, determinants and matrices; solutions of higher equations; and sequence and series. The major objective of the course is to prepare the student for a first-year Calculus course. Every student successful in this course should plan to take AP Calculus AB the following year. **(TI 83 plus graphing calculator is required for this course.)**

**Honors Algebra 2 (9th grade)**  
**Course Number: 3100 Full Year 1 credit**  
**Prerequisite: C+ or better in Advanced Geometry**

This course is the first in a series of honors math courses leading to AP Calculus. Honors Algebra 2 is a rigorous, fast paced course designed for students who demonstrate superior skills in Algebra 1 and Geometry. Topics in this course are covered in greater depth compared with the regular Algebra curriculum. Greater emphasis placed on functions, theory of equations, matrices, mathematics notation and binomial expansion.

**Honors Functions Statistics & Trigonometry (10th grade)**  
**Course Number: 3200 Full Year 1 credit**  
**Prerequisite: C+ or better in Honors Algebra II and Department Recommendation**

This course is the second of a sequence of high school honors courses that prepare students for the AP Calculus BC course in the senior year and eventually for a calculus-based advanced statistics course in college. Students must be academically talented and highly motivated to experience success in the course. Throughout the year, students use a variety of problem solving strategies in combination with real-world problems, data analysis and calculator and computer technology. This combination will be used to create settings that model the future problem solving these students will encounter in and after other

mathematics courses. The topics for this course can be divided into four major themes: (1) Functions and Conic Sections, (2) Trigonometry, (3) Probability and Statistics, and (4) Sequences, Series and Combinations. **(TI 83 plus graphing calculator is required for this course.)**

**Honors Analysis (11th grade)**  
**Course Number: 3300 Full Year 1 credit**  
**Prerequisite: C+ or better in Honors Functions, Statistics and Trigonometry and Department Recommendation**

This course is the last in the series of honors prerequisites designed to prepare the student for a full Advanced Placement Calculus BC course in the 12th grade. Students entering this course are expected to be thoroughly familiar with algebraic properties and concepts. Topics discussed include: the axioms and properties of ordered fields, complex numbers; mathematical induction; sequences and series; data analysis; polynomial functions; exponential and logarithmic functions; circular and trigonometric functions; an introduction to analytical geometry, and an introduction to derivatives. **(TI 83 plus graphing calculator is required for this course.)**

**Advanced Placement Calculus AB (12th grade)**  
**Course Number: 3400 Full Year 1 credit**  
**Prerequisite: C+ or better in Pre-Calculus or Honors Analysis and Department Recommendation.**

This course is designed for all students who passed a complete year of Pre-Calculus in their junior year with a C+ or better. It covers topics included in a first semester college Calculus course and functions are represented from a graphical, numerical, algebraic, and verbal approach. Course content parallels the topics identified by the College Board as tested on Advanced Placement Calculus AB exam. Topics covered include: multiple representations of functions, limits and derivatives, differentiation rules, optimization problems, Newton's method, Riemann sums, interpretations and properties of integrals, applications of the integral, differential equations, and slope fields. At the end of this course, the student will take the Advanced Placement AB exam. **(A TI-83+ calculator is required for this course.)**

**Advanced Placement Calculus BC (12th grade)**  
**Course Number: 3403 Full Year 1 credit**  
**Prerequisite: C+ or better in Honors Analysis along with Department Recommendation.**  
**Advanced Placement Calculus BC (12th grade)**  
**Course Number: 3403 Full Year 1 credit**  
**Prerequisite: C+ or better in Honors Analysis along with Department Recommendation.**

The prime objective of the course is the preparation for the Advanced Placement Examination. While initially conceived for students intending a future mathematics and natural science college major, the course has been broadened to include applications which are important to students with a wide range of other interests. Topics covered are: analytic preparation in the study of functions; theory, proof and applications of theorems related to limits, continuity, differentiability and integrability; algebraic, trigonometric and transcendental functions; and derivations and applications of formulas for differentiating and integrating. Every student enrolled in this course is expected to take the AP Calculus exam at the end of the school year. **(TI-83 plus graphing calculator is required for this course.)**

### **ELECTIVE MATH CREDIT**

**AP Statistics** (11th, 12th grade)  
**Course Number: 3525** Full Year 1 credit  
**Prerequisite: A or B in either Pre-Calculus or Honors FST and Department Recommendation.**

The purpose of this AP Statistics course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course will follow the topics and methods of instruction suggested by the College Board. Topics include gathering and analyzing data, planning a statistical study, producing probability models and simulations, and statistical inference. Students will be required to use modern technology to make and prepare presentations and reports both written and oral. Students taking this course are expected to take the AP Statistics exam at the end of the school year. (TI 83 plus graphing calculator is required for this course.)

**College Prep Mathematics** (12th grade)  
**Course Number: 3412** Full Year 1 credit  
**Prerequisite: Algebra II - FST**

This course is offered to any senior wishing to take a fourth year of mathematics. This course is designed for those students who plan on attending a four-year college. The first semester will include concepts in statistics and probability. The emphasis will be on the use of real data, experimentation and the communication of outcomes. The second semester will allow students to strengthen their algebra and trigonometry skills needed for college mathematics. (TI 83 plus calculator is required for this course.)

# MUSIC

<u>COURSE NUMBER</u>	<u>COURSE</u>	<u>PREREQUISITE</u>	<u>GRADE LEVEL</u>	<u>LENGTH OF COURSE</u>	<u>CREDIT</u>
<b>INSTRUMENTAL **</b>					
8175	+ Band	Performance Skill & Training Course	9-10-11-12	Full Year	1
8281	+ Show Choir Band	Performance Skill & Training Course	9-10-11-12	Full Year	.50
8155	+ Orchestra	Performance Skill & Training Course	9-10-11-12	Full Year	1
8156	+ Chamber Ensemble	Performance Skill & Training Course	10-11-12	Full Year	.50
8182	+ Jazz Ensemble	Teacher Recommendation Student must also be scheduled for band	9-10-11-12	¾ year	.50
8174	+ Orchestra Winds	Performance Skill & Training Course	9-10-11-12	One Semester	.50
<b>VOCAL</b>					
8165	+ Concert Choir	Teacher Recommendation	9-10-11-12	Full Year	.50
8270	+ Chorale	Audition	10-11-12	Full Year	1
8265	+ Soundsation	Audition	9-10-11-12	Full Year	1
<b>MUSIC THEORY</b>					
8184	Music Appreciation	None	9-10-11-12	One Semester	.50
8171	Music Theory I	Musical Literacy, Instructor Approval	10-11-12	One Semester	.50
8172	Music Theory II	Music Theory I or Instructor Approval	10-11-12	One Semester	.50
8173	AP Music Theory	Member of Band or Orchestra	11-12	Full Year	1

+ Students are selected for the course.

\*\* All types of instrumental music requires audition and consultation with teacher.

Music credits qualify as the Fine Arts Credit for the Honors Diploma.

**Band** (9th, 10th, 11th, 12th grade)  
**Course Number: 8175** Full Year 1 Credit  
**Prerequisite:** Performance skill and completion of Brush Band Training Program. Student new to Brush High School must audition.

Band is a FULL YEAR COURSE open to all students who can play a band instrument, read music, and participate in ALL rehearsals and performances. Like many other courses at Brush High School, band requires a significant investment of time beyond regular school hours. All band members will participate in the Marching Band beginning in July and will participate in either Wind Ensemble or Symphonic Band after the Marching Band season is complete. Students will be placed in Wind Ensemble or Symphonic Band based on an audition that is completed in the spring of the preceding year. Students may join band by successfully completing an audition to demonstrate proficiency in reading music and playing an instrument. (Students with no formal training will first need to receive individual private instruction with a professional teacher in order to gain the skills needed to successfully complete an audition.) Summer rehearsals, performances at football games and band shows, parades, concerts, and OMEA District and State Contests are all integral parts of the course and student evaluation procedures. Students who

cannot participate in each of these activities are not eligible to participate in band. Several fees are required for participation in band. Fees for band camp, uniform cleaning, shoes, and other accessories are paid directly to

the Brush Band Boosters in the summer. Students who use school-owned instruments will be assessed a usage fee once each semester. Students must be registered for band during the school day in order to participate in any band activities. Students who are in school-sponsored vocational or postsecondary programs may be exempted from this rule with the approval of the band director and the principal or their designee.

**Orchestra** (9th, 10th, 11th, 12th grade)  
**Course Number: 8281** Full Year 1 Credit  
**Prerequisite:** Performance skill and audition.

The orchestra is a performing ensemble composed of students with intermediate performance skills on the violin, viola, cello, and string bass. The orchestra involves some zero period and evening rehearsals and performances throughout the year in addition to the regular daily rehearsals during school. Students who have not been a member of this school district's orchestra program in the previous year must audition to be accepted into the orchestra. Additionally, students with advanced skills and/or a high level of motivation are invited to become members of the chamber

strings. All members are strongly encouraged to participate in private lessons. Members will have the opportunity to coach younger students at Memorial and Greenview throughout the school year.

**Orchestra Winds** (9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grade)  
Full Year .50 credit

Band students who are interested in expanding their music experiences may participate in Orchestra Winds. Rehearsals are scheduled twice weekly during zero period beginning in October.

**Chamber Ensemble** (10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grades)  
Course Number: 8156 Full Year .75 Credit  
Prerequisite: Performance skill and audition.

Chamber Ensemble is a select group of string musicians. Students perform a wide variety of works scored for smaller groups, focusing on Baroque works. Students need to be available for various evening performances. Rehearsals are held during zero period 3 days per week. Additional rehearsals will be scheduled before the spring musical.

**Jazz Ensemble** (9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grades)  
Course Number: 8182 3/4 Year .50 Credit  
Prerequisite: Audition

Jazz ensemble meets after school 1-2 days per week beginning in the 2nd quarter. Students are placed in the group as a result of an audition held in mid to late October. Students interested in Jazz Ensemble must be in Band or have permission from the director in order to audition. Attendance at rehearsals and performances is required as part of the course.

**Show Choir Band** (9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grades)  
Course Number: 8281 Full Year .50 Credit  
Prerequisite: An audition may be required.

This course rehearses a minimum of 2 hours per week outside of the school day at a time convenient for all members. The band accompanies the Soundsation Show Choir during performances at festivals, contests, and some community performances. All members must be present for all rehearsals and performances, both of which are graded. Some overnight travel may be required. Students may be required to attend Show Choir Camp at Brush High School during the month of August. Students may incur fees for travel and costume expenses.

**Concert Choir** (9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grades)  
Course Number: 8165 Full year 1 Credit  
Prerequisite: Open to all with a recommendation from junior high or previous high school choral director.

This is a beginning level choir with emphasis on skill building. Students will be taught to read music, rhythms and other musical notations. Music studied includes sacred and secular music (i.e., spirituals, classical, traditional and folk), as well as holiday music (Christmas, Hanukkah & Kwanzaa). Students will also gain skill singing in foreign languages. Students do not need an audition. All members must be present for all rehearsals and performances, both of which are graded. Some rehearsals outside of the school day may be required.

Students are expected to purchase concert choir performance attire. Quotes for these garments will be given prior to the beginning of the school year.

**Chorale** (10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grade-9<sup>th</sup> by special invitation)  
Course Number: 8270 Full Year 1 Credit  
Prerequisite: Audition prior to beginning of school year. Students must be able to sight read music, understand musical notation and have good skill and understanding of proper concert and rehearsal etiquette.

Chorale is an upper level choir and is designed to refine choral singing ability and sight reading skill, and music theory knowledge. Chorale performs for community and school events, as well as choral competitions and adjudicated events. All members must be present for all rehearsals and performances, both of which are graded. All students must audition prior to entrance, and any student without prior choir experience must begin in Concert Choir. Music studies include sacred and secular pieces (i.e., Classical, spiritual, folk, madrigal, traditional, and contemporary works). Students will also gain skill in a capella singing in both a large group and small group setting. Students are expected to purchase appropriate chorale concert attire. Quotes for these garments will be given prior to the beginning of the school year.

**Soundsation Show Choir** (9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grades)  
Course Number: 8265 Full Year 1 Credit  
Prerequisite: Spring audition including vocal, dance and basic music theory assessment

Soundsation Show Choir is an upper level ensemble of singer/dancers who work to build music theory and choral reading skills and perform at festivals, concerts, competitions, and adjudicated events. Students will perform a variety of vocal music styles from pop to classical repertoire. All students must audition and attend a mandatory camp in the summer. All members must be present for all rehearsals and performances, both of which are graded. Students meet during one period of the school day in addition to Monday and/or Wednesday evening rehearsals. Students are responsible for the costs of costumes and travel, though many fund raising opportunities are available to offset these costs.

**Music Appreciation** (9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grades)  
Course Number: 8182 One Semester .50 Credit

This course is designed for the student with no formal training in music. Students will learn basic music notation, rhythm, the principals of music, and basic keyboard skills that can be applied to learning instruments such as the piano, guitar, voice, and drums. Students will become active listeners of many types of music in an effort to broaden each individual's musical understanding. An emphasis will be placed on modern and world music. Throughout the semester there will be several student designed projects to allow individuals to explore areas of music that interest them. At the conclusion of the course, students will be prepared to take Music Theory I.

**Music Theory I** (10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grades)  
**Course Number: 8171 One Semester .50 Credit**  
**Prerequisite: Music Appreciation or the ability to read musical notation (in at least one clef) at the high school level.**

Music Theory I is an entry level music theory course intended for students who have played an instrument, participated in choir, or taken private lessons and are interested in becoming a better musician. Students will develop basic skills in the areas of music history, musical notation, aural skills, and chords that can be applied to a number of instruments.

**Music Theory II** (10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grades)  
**Course Number: 8172 One Semester .50 Credit**  
**Prerequisite: Music Theory I or Instructor approval.**

Music Theory II is an extension of the concepts learned in Music Theory I. Students will learn advanced harmonic techniques, aural skills, and basis arranging and compositional techniques. The course will conclude with two student-designed projects.



# SCIENCE

<u>COURSE NUMBER</u>	<u>COURSE</u>	<u>PREREQUISITE</u>	<u>GRADE LEVEL</u>	<u>LENGTH OF COURSE</u>	<u>CREDIT</u>
4100	Physical & Earth Science	None	9-10-11-12	Full Year	1
4105	Biology	Completion of Physical & Earth Science and Algebra 1 (can be concurrent)	9-10-11-12	Full Year	1
4205	Chemistry	College Algebra 2 (can be concurrent) & Biology/Honors Biology	10-11-12	Full Year	1
4315	Physics	Advanced Algebra 2 & Biology/Honors Biology	10-12	Full Year	1
4323	Earth & Space Science	Completion of 2 units of Science except General Biology	11-12	One Semester	.50
4329	Forensic Science I	Completion of 2 units of Science except General Biology	11-12	One Semester	.50
4330	Forensic Science II	Forensic Science I	11-12	One Semester	.50
4328	Environmental Science	Completion of 2 units of Science & Algebra 2 (can be concurrent)	11-12	Full Year	1
4400	A.P. Biology	1 unit of Chemistry	11-12	Full Year	1
4405	A.P. Chemistry	1 unit of Chemistry	11-12	Full Year	1
4318	A.P. Physics B	1 unit of Physics & Completion of Advanced Algebra 2	11-12	Full Year	1
4305	Physiology	1 unit ea. of Bio. & Chem.	11-12	Full Year	1
4515	Honors Biology	Completion of Alg. I & Physical & Earth Science	9-10-11-12	Full Year	1
4518	Honors Chemistry	Advanced Algebra 2 (can be concurrent) & Biology/Honors Biology	10-11-12	Full Year	1
4520	Honors Physics	Advanced Algebra 2 & Biology/Honors Biology	10-11-12	Full Year	1

**Physical & Earth Science is a prerequisite for all of the other science courses at Brush**

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Please review the flow chart for possible science sequences from Grades 9 - 12.

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## **SCIENCE RECOMMENDATIONS**

The types of science courses taken by students should be influenced by their long-range goals following high school, as well as their ability and interests. **In forecasting for science courses, students must strongly consider the recommendation of their current science teacher.** Please study the sequence flowchart for science courses carefully as well as review the specific prerequisites listed for courses to determine your options. **\*Note that many science courses have a math prerequisite as well.**

**Students need three years of science for graduation.** Science units must include 1 unit of physical sciences, 1 unit of life sciences and 1 unit advanced study in one or more of the following sciences: chemistry, physics, environmental science, or advanced life or physical science.

**Students in a college preparatory sequence should complete at least three years of science in high school including one biological science and one physical science.** This could include Physical & Earth Science in the 9th grade followed by Biology, Chemistry, Physics, or Environmental Science in the 10th, 11th, 12th grades. Students with strong math skills and long-range goals in math or science could start with Biology in the 9th grade and progress to Chemistry and/or Physics and/or elective courses such as, Forensic Science (CSI: Brush), Earth & Space Sciences or Physiology. Strongly motivated students might also consider AP Biology, AP Chemistry, AP Environmental Science, AP Physics or Honors Physiology for their junior or senior years.

## Science Course Offerings for 2012-2013

Suggested sequence: please review Course Descriptions for  
more information and specific prerequisites.

9th Grade	10th Grade	11th Grade	12th Grade
Physical & Earth Science	Biology or Honors Biology	Reg./Honors Chemistry, Reg./Honors Physics	Group A or Group B Option
	General Biology	Human Biology-Science Studies	Group A Option
Biology or Honors Biology	Reg./Honors Chemistry, Reg./Honors Physics	Group A or Group B Option	Group A or Group B Option
	Group A except for Human Biology-Science Studies	Chemistry or Human Biology-Science Studies	Group A or Group B Option

**Group A Courses:** Earth and Space Science, Forensic Science I, Forensic Science II, Human Biology - Science Studies, Environmental Science

**Group B Courses:** Environmental Science, Chemistry, Honors Chemistry, Physics, Honors Physics, Physiology, Honors Physiology, All AP Science Courses

Please check the course description to make sure you have the proper Science and Math prerequisites. \*Students taking Biology or Honors Biology as a 9th grader have a prerequisite of Physical and Earth Science as an 8th grader.

**Physical & Earth Science** (8th, 9th, 10th, 11th, 12th grades)  
**Course Number: 4100 Full Year 1 credit**  
**There are no prerequisites.**

Physical & Earth Science is the first year Science course and is required before students move on to other science classes. This course will survey the physical sciences of Chemistry and Physics, as well as Earth Science. Energy and matter will be the focus of the course including the study of the composition of matter, changes in matter, forces and motion, energy in systems, and topics in astronomy and geology. This course will stress the development of scientific thinking through problem solving and quantitative analysis. Laboratory activities will be an essential part of this class.

**Biology** (9th, 10th, 11th, 12th grades)  
**Course Number: 4105 Full Year 1 credit**  
**Prerequisite: One full credit of Physical & Earth Science and Algebra 1 needs to be completed or taken concurrently or with department coordinator approval.**

Biology is a detailed study of the life sciences. This course is a college preparatory course. Students will receive an introduction to the major themes of biology including cell structure, cellular energetics, classification, taxonomy, genetics, evolution, the history of life on earth, ecology and the anatomy (structure) and physiology (function) of representative organisms ranging from microscopic single cells to multicellular vertebrates. There is also an emphasis on scientific procedures and lab techniques. Computer use

and technology will be integral to this class.

**General Biology** (10th, 11th, 12th grades)  
**Course Number: 4310 Full Year 1 credit**  
**Prerequisite: One full credit of Physical & Earth Science and Algebra 1 needs to be completed or taken concurrently or with department coordinator approval.**

General Biology is designed for students who have completed a year of Physical & Earth Science. The course will emphasize topics in the life sciences by focusing on local resources and issues. Students will receive an introduction to the major themes of biology including cell structure, cellular functions, and ecology among others. There is also an emphasis on scientific procedures and lab techniques.

**Chemistry** (10th, 11th, 12th grade)  
**Course Number: 4205 Full Year 1 credit**  
**Prerequisite: Biology or Honors Biology. College Algebra II is required, but may be taken concurrently. (Algebra II may not be taken concurrently.)**

This course has a strong laboratory component and emphasizes quantitative analytical skills. Topics covered in the course include scientific method, metric system, atomic structure, development of the concept of the atom, half-life of an isotope, the periodic chart, properties of the elements,

stoichiometry, gas laws, states of matter, molecular shapes, chemical bonding energy changes in a chemical system, and thermodynamics.

A scientific calculator is a necessity. Computer use and technology will be integral to this class.

**Physics** (10th, 11th, 12th grade)  
**Course Number: 4315** Full Year 1 credit  
**Prerequisite:** Completed both Algebra II and Biology or Honors Biology.

**Prerequisite:** Completed both Advanced Algebra II and Biology or Honors Biology.

This course is designed to prepare the student for further work in science, engineering, or health sciences. It is also a recommended basic science course for college-bound students. In physics there is a great deal of emphasis on analytical problem solving. Physics is the study of matter and energy and their relationship to the physical world. Topics include: classical mechanics (Newton's Laws, rotational motion, momentum, and energy), waves, geometrical optics, and electricity. Laboratory experiments, special projects, and topical readings are an integral part of this course. A scientific calculator is a necessity. Computer use and technology will be integral to this class.

**Physiology** (11th, 12th grade)  
**Course Number: 4305** Full Year 1 credit  
**Prerequisite:** Biology or Honors Biology and Chemistry or Honors Chemistry.

This course should prove helpful to students preparing for a medically oriented career. Prospective nurses, laboratory technicians, physical therapists and physicians can use this as a preparatory course. Modern physiology includes the study of the anatomy of the body, and studies of the functions of the body utilizing the sciences of physics and chemistry. Enzyme action, digestion, muscle and nerve action, respiration and other functions of the body are studied. Computer use Human Biology/Science Studies and technology will be integral to this class.

NOTE: In any physiology class offered at Brush, dissection is a major lab component. If you are not able to perform a dissection, then you should not take a physiology class.

**Earth & Space Science** (11th, 12th grades)  
**Course Number: 4323** One Semester .50 credit  
**Prerequisite:** Completion of two units of any science except for General Biology.

This course is an elective course meant for college-bound students. The class is designed as a lab class that will explore additional topics not covered in the more traditional science classes. It is a one semester course surveying some of the key topics in the Earth & Space Sciences such as: astronomy, mapping & orienteering, geology, oceanography, or weather. Computer use and technology will be integral to this class.

**Environmental Science** (11th, 12th grades)  
**Course Number: 4328** Full Year 1 credit  
**Prerequisite:** Completion of two units of any science and Algebra 2 (can be concurrent).

Environmental Science is an advanced third year course meant for college-bound students. The class is designed as a lab class that explores the environmental

sciences including ecosystem structure & function, the interconnected spheres (biosphere, atmosphere, hydrosphere, and lithosphere), population dynamics, resource use, and global environmental issues and impacts. Computer use and technology will be integral to this class.

**Forensic Science I** (11th, 12th grades)  
**Course Number: 4329** One Semester .50 credit  
**Prerequisite:** Completion of two units of any science except for General Biology.

Forensic Science is any aspect of science as it relates to the law. Since just about any branch of science could be called into question in a legal proceeding, Forensic Science is a multi-faceted, interdisciplinary course that will cover a variety of science topics. Forensic Science will require students to be good at problem solving and to make critical observations to determine the identification of people, objects, and events. The science disciplines most likely to be used in the class are chemistry, biology, and physics. Computer use and technology will be integral to this class.

**Forensic Science II** (11th, 12th grades)  
**Course Number: 4330** One Semester .50 credit  
**Prerequisite:** Completion of Forensics I. Forensic Science

II is a continuation of the concepts learned in Forensic Science I. The class revolves around hands-on activities dealing with the many branches of science and relating them to the law. This is an interdisciplinary course that will challenge students to use most if not all of the science courses that they have already taken. Sciences that are covered in this class include: chemistry, biology, physics, earth science, biotechnology, geology, archeology, and biochemistry. Problem solving skills are a must and students are required to make critical observations to determine the identification of people, objects, and events. Neatness and good organizational skills are needed for the course. Computer use and technology will be integral to this class.

(11th, 12th grades)  
**Course Number: 4338** Full Year 1 credit  
**Prerequisite:** Two units in science OR the permission of the Department Coordinator.

This course is an elective course meant for college-bound students. The class is designed as a lab class that will explore additional topics not covered in the more traditional science classes. It will consist of 1) a semester survey of the major systems of the human body and 2) a semester project-based class that will study applying basic physical science principles to the world around us. Computer use and technology will be integral to this class.

**HONORS/ADVANCED PLACEMENT PROGRAM**  
**Honors Biology** (9th, 10th, 11th, 12th grade)  
**Course Number: 4515** Full Year 1 credit Science

**SUMMER READING, WRITING, AND/OR OTHER WORK:**  
**STUDENTS WILL BE NOTIFIED**

Honors Biology is a rigorous course that follows the topics of General Biology but with a faster pace and greater depth.

Greater emphasis is placed on the use of the microscope and the comparative anatomy and physiology of different organisms. There is also an emphasis on proper lab technique and technology. This is an excellent course to take for students who are interested in taking AP Science classes in later years, though it is not a prerequisite for these classes. A Scientific Calculator is a necessity. Computer use and technology will be integral to this class.

**Advanced Placement Biology (11th, 12th grade)**  
**Course Number: 4400 Full Year 1 credit**  
**This course will be offered in Brown years, starting in 2012-2013.**

**Prerequisite: Chemistry or Honors Chemistry and above-average achievement in all science classes**  
**SUMMER READING, WRITING, AND/OR OTHER WORK: STUDENTS WILL BE NOTIFIED**

The course meets for 1 and 1/2 periods every day. The AP Biology course is the equivalent of an introductory biology course taken by biology majors during their first year in college. The course includes advanced concepts at the college level and utilizes laboratory skills and techniques, which relate these concepts. A Scientific Calculator is a necessity. Computer use and technology will be integral to this class. One of the objectives of the program is to prepare the student to achieve well enough on the standard Advanced Placement Exam (given in the spring) to place out of the first year of college course in biology.

**NOTE: In AP Biology dissection is a major lab component. If you are not able to perform a dissection, then you should not take an AP biology class.**

**Honors Chemistry (10th, 11th, 12th grade)**  
**Course Number: 4518 Full Year 1 credit**  
**Prerequisite: Advanced Algebra II is required but may be taken concurrently. (Algebra II or College Algebra 2 cannot be taken concurrently.)**  
**SUMMER READING, WRITING AND/OR OTHER WORK: STUDENTS WILL BE NOTIFIED**

Honors Chemistry is a rigorous course that follows the topics of general Chemistry but with a faster pace and greater depth. Greater emphasis is placed on the mathematical treatment of chemical topics, such as equilibrium, acid-base and thermodynamics. This is an excellent course for students who are interested in taking AP Science classes in later years, though it is not a prerequisite for these classes. A Scientific Calculator is a necessity. Computer use and technology will be integral to this class.

**Advanced Placement Chemistry (11th, 12th grade)**  
**Course Number: 4405 Full Year 1 credit**  
**This course will be offered in Gold years, starting in 2013-2014.**

**Prerequisite: Chemistry or Honors Chemistry and above-average achievement in science classes and completion of Advanced Algebra 2. SUMMER READING, WRITING, AND/OR OTHER WORK:**

## **STUDENTS WILL BE NOTIFIED**

**The course meets for 1 and 1/2 periods every day.**

The AP Chemistry course is a second year course in chemistry. It is the equivalent of the first year chemistry course in college. The course includes advanced concepts at the college level and utilizes laboratory skills and techniques, which relate these concepts. A Scientific Calculator is a necessity. Computer use and technology will be integral to this class. One of the objectives of the program is to prepare the student to achieve well enough on the standard Advanced Placement Exam (given in the spring) to place out of the first year college course in chemistry. *AP Chemistry will be alternated with AP Physics. AP Chemistry will be offered in school years ending with an even number.*

**Advanced Placement Physics B (11th, 12th grade)**  
**Course Number: 4318 Full Year 1 credit**  
**Prerequisite: Completion of Algebra II, Physics and above average achievement in science classes.**  
**SUMMER READING, WRITING AND/OR OTHER WORK: STUDENTS WILL BE NOTIFIED**

**The course meets for 1 and 1/2 periods every day.**

AP Physics is based on a course that provides a systematic introduction to the main principles of physics and emphasizes the development of problem-solving ability. The course will be the equivalent of an introductory physics course at the college level that uses advanced algebra and trigonometry as the primary tools for problem solving. Topics covered include the following: Mechanics, waves, sound, light, electricity, magnetism, fluids, thermodynamics, optics, quantum theory, and nuclear physics. A Scientific Calculator is a necessity. Computer use and technology will be integral to this class.

One of the objectives of the program is to prepare the student to achieve well enough on the standard Advanced Placement Exam (given in the spring) to place out of the first year college course in chemistry. *AP Physics will be alternated with AP Chemistry. AP Physics will be offered in school years ending with an odd number*

**Honors Physics (10th, 11th, 12th grade)**  
**Course Number: 4520 Full Year 1 credit**  
**Prerequisite: Completed Advanced Algebra II and Biology or Honors Biology.**  
**SUMMER READING, WRITING AND/OR OTHER WORK: STUDENTS WILL BE NOTIFIED**

Honors Physics is a rigorous course that follows the topics of regular Physics (see the description for Physics) but with a faster pace and greater depth. The student should have an excellent working knowledge of Algebra. Some additional topics will be covered such as fluids, statics and rotational dynamics. This course is designed to prepare the student for further work in science, engineering, or health sciences. It is also a recommended science course for college-bound students. In physics there is a great deal of emphasis on analytical problem solving. A scientific calculator is a necessity.

Computer use and technology will be integral to this class.

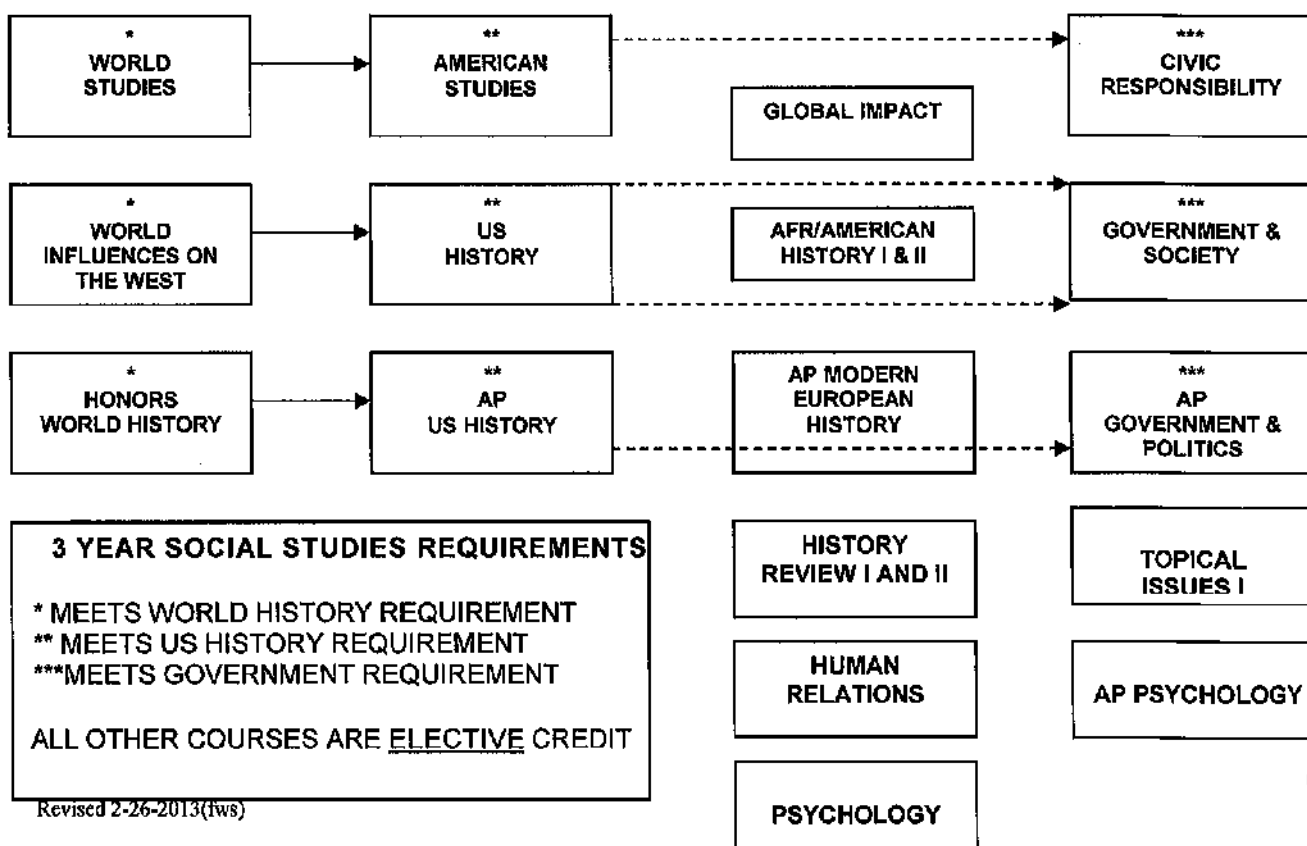
# SOCIAL STUDIES

Successful completion of world history, United States history, and government, for a total of three (3) credits, is required for graduation. Electives should also be considered for additional credit.

COURSE NUMBER	COURSE	PREREQUISITE	GRADE LEVEL	LENGTH OF COURSE	CREDIT
2110	World Studies	None	9	Full Year	1
2105	World Influences on the West	None	9	Full Year	1
2100 +	Honors World	None	9	Full Year	1
2265	American Studies	World History	10	Full Year	1
2260	U.S. History	World History	10	Full Year	1
2200 +	AP U.S. History	World History	10	Full Year	1
2600/2605 + ~	History Review I/II	None	11-12	Semester	.50/.50
2205 ~	Global Impact	World/US	11	Full Year	1
2520/2521 ~	African/Amer. History I/II	World/US	11	Semester	.50/.50
2300 +~	AP Euro. History	World/US	11-12	Full Year	1
2410	Civic Responsibility	World/US	12	Full Year	1
2405	Government & Society	World/US	12	Full Year	1
2400 +	AP Govt. & Politics	World/US	12	Full Year	1
2250 ~	Human Relations	None	11-12	Semester	.50
2350 ~	Psychology	World/US	11-12	Semester	.50
2355 +~	AP Psychology	Psychology	12	Full Year	1
2430 ~	Topical Issues I	World/US	12	Semester	.50

+ Students are selected for this class  
This class does not count toward 3 year Social Studies requirement for graduation. (Elective only)

## SOCIAL STUDIES OFFERINGS



**World Studies** (9th grade)  
**Course Number: 2110** Full Year 1 credit

World Studies is a survey of our world's political, economic, social and cultural developments. Emphasis of the course will be on the newly aligned content standards of the Enlightenment period forward to the modern world. Coverage will be in the areas of history, geography, economics, government, people in societies, citizenship responsibility, and social studies skill, and methods.

**World Influences On The West # &** (9th grade)  
**Course Number: 2105** Full Year 1 credit

World Influences is a survey of our world's political, economic, social, and cultural developments. Main units of study in the course include the Enlightenment period forward to the modern world in the areas of history, geography, economics, government, people in societies, citizenship responsibility, and social studies skills and methods.

**American Studies** (10th grade)  
**Course Number: 2265** Full Year 1 credit  
**Prerequisite: World History**

American Studies is a survey of political, economic, social and cultural developments in the United States. Emphasis will be on the newly aligned content standards of the Progressive Era forward to modern applications of US policy. Coverage will be in the areas of history, geography, economics, government, people in societies, citizenship responsibility, and social studies skill and methods.

**United States History** (10th grade)  
**Course Number: 2260** Full Year 1 credit  
**Prerequisite: World History**

US History is a chronological survey of our country's history covering major aspects of American political, economic, diplomatic, and social developments. A brief review of the revolutionary and the Civil War eras will prepare students for a thorough study of the American Twentieth Century. Coverage will be in the areas of history, geography, economics, government, people in societies, citizenship responsibility, and social studies skills and methods.

**Civic Responsibility** (12th grade)  
**Course Number: 2410** Full Year 1 credit  
**Prerequisite: World History/US History**

Civic Responsibility is a survey course of governmental systems. Areas of study include the Constitution, branches of government, federalism, the political process, civil rights, policy areas, state and local government actions, comparative government, sociology as a social science, economic decision-making, and the development and nature of culture. Coverage will be in the areas of history, geography, economics, government, people in societies, citizenship responsibility, and social studies skills and methods. Registration of students to vote, and, as available, the transport of students to the polls for their first voting experience is a part of the course.

**Government and Society** (12th grade)  
**Course Number: 2405** Full Year 1 credit  
**Prerequisite: World History/US History**

Government and Society is a survey course of our governmental system. Areas of study include: the Constitution, branches of government, federalism, political parties and the electoral process, federal courts and civil rights, state and local governments, foreign policy formulations, and comparative governmental systems. Integrated within this survey is the study of sociology and economics. Increasing attention to the case study approach of modern issues will be emphasized. Registration of students to vote, and, as available, the transport of students to the polls for their first voting experience is a part of this course.

**Honors World History** (9th grade)  
**Course Number: 2100** Full Year 1 credit  
**Prerequisite: Application Process**

Honors World History is designed for 9<sup>th</sup> grade students who plan to apply for entrance into the AP Social Studies Program (grade 10 - 12) Enrollment in Honors World History DOES NOT ensure that a student will be enrolled in the A.P. Program in grade 10. Honors World History is also NOT a requirement for entrance into the A.P. Program. Honors World History is intended for the superior student who desires an intellectual challenge in the study of world history. Honors World History employs strategies (emphasis on primary sources, etc.) and supplementary materials that are effective and challenging to students electing this program. A strong emphasis is placed on questioning and writing and students should expect individual and class assignments to go well beyond the general level. A brief review of classical and early modern World history gives way to coverage of the Enlightenment period forward to the modern world and will be addressed using the areas of history, geography, economics, government, people in societies, citizenship responsibility, and social studies skills and methods.

Summer reading is required for this course, with the assignment due on the 1st day of school. A fee is required for materials. The application form in Appendix B must be submitted with the forecasting sheet.

**Advanced Placement** (10th grade)  
**United States History**  
**Course Number: 2263** Full Year 1 credit  
**Prerequisite: World History/Application Process**

AP United States History is college-level in nature, scope and intensity of instruction, textual materials, etc., and is intended for superior students who desire a greater intellectual challenge in the study of US history. It ultimately prepares the student for the College Board examinations, the instrument most colleges utilize in determining and recognizing a student's success for purposes of advanced credit. Areas of study include: the survey of US history from its beginning to current with emphasis on important periods of development and the examination of various prominent themes. Students enrolling in AP classes may take the AP exam, for which the College Board charges a fee. Summer reading is required for this course, with the assignment due on the 1st day of school. A fee is required for materials. The application form in Appendix B must be submitted with the forecasting sheet.

**Advanced Placement** (11th, 12th grade)  
**European History**  
**Course Number: 2300** **Full Year** **1 credit**  
**Prerequisite: World History/US History/Application Process**

AP Modern European History is college level in nature, scope and intensity of instruction, textual materials, etc., and is intended for superior students who desire a greater intellectual challenge in the study of European history. It ultimately prepares the student for the College Board examinations, the instrument most colleges utilize in determining and recognizing a student's success for purposes of advanced credit. Areas of study include the survey of European history from 1450 to current with emphasis on important periods of development and the examination of various prominent themes. Students enrolling in AP classes may take the AP Exam, for which the College Board charges a fee. Summer reading is required for this course, with the assignment due on the 1st day of school. A fee is required for materials. The application form in Appendix B must be submitted with the forecasting sheet.

**Advanced Placement** (12th grade)  
**Government and Politics**  
**Course Number: 2400** **Full Year** **1 credit**  
**Prerequisite: World History/US History/Application Process**

AP Government and Politics is college level in nature, scope and intensity of instruction, textual materials etc, and is intended for superior students who desire a greater intellectual challenge in the study of government. It ultimately prepares the student for the College Board examinations, the instrument most colleges utilize in determining and recognizing a student's success for purposes of advanced credit. Areas of study for American Government include American constitutional foundations, political philosophy, federalism, civil rights and civil liberties, and branches of government. The study of Comparative government includes a thematic approach to the study of six nations. Students enrolling in AP courses may take the AP exam, for which the College Board charges a fee. Summer reading is required for this course, with the assignment due the 1st day of school. A fee is required for materials. The application form in Appendix B must be submitted with the forecasting sheet.

### **ELECTIVE OFFERINGS**

Electives are offered in the Social Studies Program to provide both enrichment and extension into areas of personal interest and future professional responsibility. These courses do NOT fulfill the Social Studies graduation requirements, but they DO count as electives toward graduation.

**Global Impact** (11th grade)  
**Course Number: 2205** **Full Year** **1 credit**  
**Prerequisite: World/US History (C+ Average)**

Global Impact will acquaint students with the world beyond the West. Focus is on the development of various indigenous cultural traditions in Asia, Africa, South America and Australia. The broad range of content for this course creates the opportunity for interdisciplinary study. Thus, students will become familiar with concepts from physical geography, cultural geography and anthropology. The knowledge and skills developed in this course will enable a more comprehensive approach to the grade 12 study of government and society.

**African American History I and II** (11th grade)  
**Course Number: 2520/2521** **Semester** **.50 credit ea.**  
**Prerequisite: World and US History (C+ Average)**

African American History I and II are two courses covering the history of African Americans. Both courses will examine socio-political patterns, including education and immigration, and struggles as well as triumphs. Students will analyze African American roles in the military, in government, and in the economy. African American contributions to literature and the arts will be included as both courses will require the reading of a number of primary and secondary (some as lengthy as a novel) sources from leading African Americans in the 20th century. A research paper is also a major portion of each of these courses. A fee is required for materials.

Reconstruction to the Civil Rights Movement (1865-1950) is the focus of African American History I and from the Civil Rights Movement to the present day is the focus of African American History II.

**History Review I and II** (11th, 12th grades)  
**Course Number: 2600/2605** **Semester** **.50 credits/ea.**  
**Prerequisite: World and US History, OGT Status**

This course provides review in the seven academic content standards for social studies: history, geography, people in society, government, economics, citizen rights and responsibilities, and skills and methods.

Students are placed in this class based on failure of the OGT, Social Studies portion. This course receives pass/fail elective credit, and can be repeated once for credit.

**Human Relations** (11th, 12th grades)  
**Course Number: 2250** **Semester** **.50 credit**

Human Relations provides an atmosphere conducive to the exploration of personal values, attitudes and behavior with the encouragement of self-understanding and self-awareness. A basic objective of the course is to reveal the basis and cause of personal prejudice and to support individuals in the process of growth and development. Methods employed in Human Relations include a multimedia approach with greatest emphasis on the full length feature film, the development of a democratic atmosphere in the classroom, the employment of group development techniques to provide support for individual members of the group, a completely inductive approach to learning, and the open exchange of views, attitudes and opinions.

**Psychology** (11th, 12th grades)  
**Course Number: 2350** **Semester** **.50 credit**

This course introduces students to the social science of psychology. It offers the student the opportunity to study the mind, behavior, mental health, and human personality development. Areas of study include: scientific methods, brain and nervous system, perception, learning, child/adolescent/adult psychology, and memory and intelligence. By the end of the course, students better understand the complex factors that help make people who they are.

**Senior Seminar: Topical Issues I (12th grade)**  
**Course Number: 2430/2431 Semester .50 credit**  
**Prerequisite: World/US History (C+Average)**

Each semester of Topical issues is designed as two (2) nine-week seminars on topics of interest and relevance to today's young adults. (Examples include Heroic Leadership, History & Movies, Politics & the Olympics) Student research is a major requirement of this course.

**Advanced Placement Psychology (12th grades)**  
**Course Number: 2355 Full Year 1 credit**

AP Psychology is college level in nature, scope and intensity of instruction, textual materials, etc., and is intended for superior students who desire a greater

intellectual challenge in the study of psychology. This course will introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students will be exposed to the psychological facts, principles. Phenomena associated with each of the major subfields of psychology, they will also learn about the ethics and methods psychologists use in their science and practice. Students enrolling in AP classes may take the AP exam for which the College Board charges a fee. Summer reading is required for this course, with the assignment due on the first day of school. A fee is required for materials. The application form in Appendix B must be submitted with forecasting materials.



# WORLD LANGUAGES

<u>COURSE</u>			<u>GRADE</u>	<u>LENGTH</u>	
<u>NUMBER</u>	<u>COURSE</u>	<u>PREREQUISITE</u>	<u>LEVEL</u>	<u>OF COURSE</u>	<u>CREDIT</u>
5100	French I	None	9-10-11-12	Full Year	1
5105	French II	French I	9-10-11-12	Full Year	1
5200	French III	French II	10-11-12	Full Year	1
5300	French IV	French III	11-12	Full Year	1
5400	French V (Honors)	French IV	12	Full Year	1
5313	Chinese I	None	9-10-11-12	Full Year	1
5315	Chinese II	Chinese I	9-10-11-12	Full Year	1
5317	Chinese III	Chinese II	10 11-12	Full Year	1
	Chinese IV	Chinese III	11 12	Full Year	1
5120	Spanish I	None	9-10-11-12	Full Year	1
5125	Spanish II	Spanish I	9-10-11-12	Full Year	1
5210	Spanish III	Spanish II	10-11-12	Full Year	1
5310	Spanish IV	Spanish III	11-12	Full Year	1
5410	Spanish V (Honors)	Spanish IV	12	Full Year	1

Successful study of world languages can lead to varied career opportunities especially in business fields. It is suggested that a student entering foreign language study be doing satisfactory work in English. All world language courses are recommended for college-bound student

## CHINESE

**Chinese I** (9th, 10th, 11th, 12th grade)  
**Course Number: 5313** Full year 1 credit  
**Prerequisite: None**

This course serves as an introduction to Modern Standard Chinese, variously known as Putonghua (Common language), Guoyu (National Language), and Mandarin. Emphasis is placed upon the understanding, speaking, reading and writing of Mandarin Chinese and upon the acquisition of the fundamentals of grammar and syntax.

**Chinese II** (10th, 11th, 12th grade)  
**Course Number: 5315** Full year 1 credit  
**Prerequisite: Chinese I**

In the second year of Chinese, students will be introduced to more vocabulary, common expressions, and more syntax. The students will learn to describe daily life activities, write invitations, go shopping and count currency. Continuing units will discuss counting different objects, descriptions for weather, and reading Chinese maps. Introduction to specific cultural aspects will be continued through activities and projects.

**Chinese III** (10th, 11th, 12th grade)  
**Course Number: 5317** Full year 1 credit  
**Prerequisite: Chinese I & II**

This class will build on the basic skills learned in previous levels and will continue to increase vocabulary, idiomatic expressions and sentence structure using authentic cultural sources (poetry, song, film and text) as a basis for student learning. Students will analyze, discuss and report on a wide variety of practices and perspectives of Chinese culture (body language, personal distance,

customs etc.).

**Chinese IV** (11th, 12th grade)  
**Course Number: 5317** Full year 1 credit  
**Prerequisite: Chinese I, II & III**

In Chinese IV students will refine the language skills acquired over the past three years. The course will begin with an overall review of Chinese character writing skills, sentence structure, and grammar. Emphasis is on listening, speaking, reading and writing. In this course, students will continue to improve their usage and interpretation of the Chinese language in carrying out extended conversations and creative writing. Grammatical concepts and cultural aspects are covered in depth. Reading and discussion of literary works such as, story books and contemporary and classic poems will be introduced. Students are expected to demonstrate achievement on the intermediate proficiency level of the Chinese language. Chinese V may be combined with another course.

## FRENCH

**French I** (9th, 10th, 11th, 12th grade)  
**Course Number: 5100** Full year 1 credit

French I begin studies to understand, speak, read, and write French. Basic grammatical structures are taught. Activities include the drilling of French sounds, the learning of vocabulary, verb tenses, and grammatical structures. Skits and free conversation, oral and written drills, and an introduction to French civilization and culture are also a part of the course. Students are exposed to native speakers via audio visual materials.

**French II** (9th, 10th, 11th, 12th grade)  
**Course Number: 5105** Full year 1 credit  
**Prerequisite:** French I

French II builds on and continues the development of the five basic skills introduced in French I: listening, speaking, reading, comprehending, and writing. The students learn new vocabulary words, new tenses, and other basic grammatical structures. This knowledge is applied in written and oral work such as essays, skits, short speeches, and daily classroom conversation. Cultural material as it relates to Francophone countries is presented throughout the course. Authentic speakers address the students via audio-visual materials. Cultural field trips may be taken as various opportunities arise.

**French III** (10th, 11th, 12th grade)  
**Course Number: 5200** Full year 1 credit  
**Prerequisite:** French II

French III continues to emphasize all four phases of language study, utilizing French movies, music, literature and cultural materials. Special attention is paid to a variety of activities which broaden student language facility. Activities tend to reach across the curriculum. The opportunity to study French Civilization in-depth is a possible option through travel to France.

**French IV** (11th, 12th grade)  
**Course Number: 5300** Full year 1 credit  
**Prerequisite:** French III

French IV furthers the study of French literature through the reading of Moliere and other great writers, the viewing of modern film versions of such classics as *Cyrano de Bergerac*, and the study of Twentieth Century French music, such as the works of Piaf. Students begin building their portfolios for college use. Additional grammar study affords them enhanced skills. The opportunity to study French Civilization in-depth is a possible option through travel to France. (French IV maybe combined w/French V)

**French V (Honors)** (12th grade)  
**Course Number: 5400** Full year 1 credit  
**Prerequisite:** French IV

French V provides intensive practice of all the skills necessary to pass the French Advanced Placement Examination or a college entrance placement test. Advanced grammar texts are employed to assure that students are reading high levels of French proficiency. They study and write about such works as *Candide* and modern writers such as Sartre and Claudel, thus adding to their portfolios. Furthermore, they view and write about movies such as *Jean de Florette* and *Babette's Feast* to expand their understanding of modern and colloquial French. French V may be combined with French IV.

**SPANISH**  
**Spanish I** (9th, 10th, 11th, 12th grade)  
**Course Number: 5120** Full year 1 credit

Spanish I is a study of the basic structures of Spanish which contribute to the development of listening, speaking, reading and writing abilities. Basic material is presented audio lingually and is designed to develop the student's ability to understand the spoken word. Speaking skills are developed by imitating native speech in common daily situations. Reading skills are developed through dialogues and narratives. Specific reading lessons concentrate on certain grammar points and introduce new vocabulary. Emphasis is placed on the cultures of the United States and Spanish-speaking countries.

**Spanish II** (9th, 10th, 11th, 12th grade)  
**Course Number: 5125** Full year 1 credit  
**Prerequisite:** Spanish I

Emphasis is placed on cultivating student appreciation for the Hispanic culture while increasing competence in the four basic language skills: listening, speaking, reading, and the Spanish-speaking countries of the world. The approach is a basic review and emphasis of grammar skills. Reading and writing and speaking are stressed. To make this possible, each unit teaches vocabulary, grammar, and cultural material as it relates to the Spanish speaking countries of the world. The approach is a basic review and emphasis of grammar skills. Reading and writing and speaking are stressed.

**Spanish III** (10th, 11th, 12th grade)  
**Course Number: 5210** Full year 1 credit  
**Prerequisite:** Spanish II.

This course is designed to review the basic Spanish grammar elements, to further students' skill in using the grammar, and to develop conversation and self-expression through written composition and oral practice. Students continue to study Hispanic culture and civilization with special emphasis on reading comprehension, self-expression, and cultural appreciation through activities such as reading and discussion of short stories or excerpts from some of the of Hispanic literature classics.

**Spanish IV** (11th, 12th grade)  
**Course Number: 5310** Full year 1 credit  
**Prerequisite:** Spanish III.

In the fourth year, students work toward refining their communication skills to an advanced level. High expectations are maintained as grammatical structures are reviewed and practiced in order to improve listening and speaking skills; other elements of the language and culture are also studied. Students read works of Peninsular and Hispano-American literature and poetry with the motive of improving reading and writing skills, as well as developing a better understanding of foreign cultures. Authors studied include Unamuno, Garcia Lorca, Borges, and Fuentes.

**Spanish V (Honors)** (12th grade)  
**Course Number: 5410** Full year 1 credit  
**Prerequisite:** Spanish IV.

Spanish V provides intensive practice of all the skills necessary to pass the Spanish Advanced Placement Examination. Students utilize authentic written, audio and video texts to deepen their understanding of the people, geography, history, culture, and literature of the contemporary Hispanic world. A high degree of oral fluency and composition ability is required so that students can communicate on the level of educated Spanish speakers and be understood by any native speaker of Spanish. Spanish V may be combined with Spanish IV.

# ***Career Pathway***

**Dear Students and Parents:**

**The following section in this year's Course Description book links the selection of elective courses with one or more of Ohio's Career Cluster Areas a student may pursue following graduation. The decisions made in developing an educational plan in high school will certainly impact your future—Brush High School offers many opportunities to “stretch” yourself with challenging courses that will stimulate and inspire you, and possibly lead you to discover your future career path.**

**Families are encouraged to use this section to assist in the development of an educational plan for their student(s). It may serve as a template on which to design a course of study which can lead to a determined post-secondary educational and career plan after graduation, or as a reflective tool to determine trends in academic interests and talents that relate to one or more of the six career cluster areas. The Brush High School programs play an important role in the educational process, one that all students will reap many benefits from their studies.**

# ARTS AND COMMUNICATION

## CAREER CLUSTER

### ***Is this you?***

Do you have artistic ability? Can you work accurately with detailed information? Do you visually like to express your feelings and ideas? Can you work skillfully with your hands? Do you have the ability to work creatively with large groups of people? Are you creative and innovative? Do you like to observe your surroundings? Do you have clear written and verbal communication skills? Do you enjoy working with a variety of media?

If you answer yes to most of these questions, the Arts and Communications cluster may be for you.

### **Career Cluster Summary**

*The Arts and Communication cluster includes programs of study related to humanities and performing, visual, and media arts. It includes many jobs in a variety of work settings from corporations, theaters, radio or television stations, advertising or architecture firms, art studios, museums, sets, to your own business office or art studio. Workers in this group create, act, direct, write, and produce visual or auditory materials for entertainment, business and educational purposes. People in this cluster area may perform on stage or work behind it for a production, show, or company training class or corporate event. They also may create original works of art, restore or edit them to further the artists' expression or interpretation of ideas.*

<b>HIGH SCHOOL</b>	<b>TECHNICAL TRAINING OR</b>	<b>4-YEAR COLLEGE</b>
<b>GRADUATE</b>	<b>2-YEAR COLLEGE</b>	<b>AND BEYOND</b>
Photographer Assistant Layout Artist Disc Jockey Merchandise Display Worker Sign Maker Visual Artist Furniture Refinisher Furniture Manufacturer Wood Pattern and Model Maker Building Tradesperson Welding Artist Kiln Operator Ceramic Molder Cabinet Maker Theater Set Crew	Darkroom Technician Journalist Book Cover Designer Illustrator Layout/Pasteup Artist Interior Decorator Multimedia Specialist Photographer Recording Studio Assistant Sound Engineer Printer Copywriter Desktop Publisher Packaging Designer Technical Illustrator Museum Technician Industrial Engineering Technician Mechanical Drafter Precision Woodworker Computer Assisted Drafter Computer Assisted Drawing Engineer Construction Machinery Operator Tool Designer Mechanical Engineering Technician Silk Screen Artist Theater Set Designer Screen/Television Script Writer Technical Writer Library Assistant/Technician	Magazine Editor Public Relations Writer Animator Art/Technology Teacher Producer Artist Film Maker Graphics Designer Foreign Language Interpreter Ceramics Engineer Corporate Trainer Museum Curator Print Maker Interior Decorator/Designer Architect Construction Manager Industrial Designer Landscape Designer Home Appliance Designer Automotive Designer Graphic Artist Advertising Executive Theater Set Manager Radio/Television Producer Columnist Journalist Fashion Designer Textile Designer Fashion Merchandising

# **ARTS & COMMUNICATION CAREER CLUSTER AREA**

Programs of study related to humanities and performing, visual, and media arts.

*In addition to enrolling in the required courses for graduation, students may select from the following electives to support interest in the career cluster area of Arts & Communication.*

## **GRADE 9**

### **RELATED ELECTIVES**

#### **ART**

Drawing  
Intro to Engineering & Design  
Visual Media  
Painting  
Photography I  
Graphic Design  
Wood Technology  
Ceramics  
Digital Photoshop I  
Digital Photoshop II  
Metal Fabrication

#### **SCIENCES**

#### **LANGUAGE ARTS**

Theater I and Improv  
Journalism

#### **MATHEMATICS**

Computer Science

#### **MUSIC**

Band  
Show Choir Band  
Orchestra  
Jazz Band  
Concert Choir  
Music Theory 1, 2  
**WORLD LANGUAGES**  
French 1, 2  
Spanish 1, 2  
Chinese 1, 2

## **GRADE 10**

### **RELATED ELECTIVES**

#### **ART**

Drawing  
Intro to Engineering & Design  
Visual Media  
Advanced Visual Media  
Intro to Broadcast  
Painting  
Advanced Painting & Drawing  
Photography I  
Photography II

#### **LANGUAGE**

**ARTS** Beginning  
Speech  
Theater I and  
Improv  
Theater II & Acting  
Journalism

#### **MATHEMATICS**

Computer Science  
1, 2

#### **MUSIC**

Band  
Show Choir  
Band  
Orchestra  
Jazz Band  
Chamber  
Ensemble  
Chorale  
Soundstation Show Choir  
Concert Choir  
Music Theory 1, 2

#### **PHYSICAL**

#### **EDUCATION**

Physical Education Conditioning 1

#### **WORLD LANGUAGES**

French 1, 2, 3  
Spanish 1, 2, 3  
Chinese 1, 2, 3

Sequential Art  
Cinematic Studies  
Wood Technology  
Ceramics  
Ceramics 2  
Adv. Ceramics  
Graphic Design  
Digital PhotoShop I  
Digital PhotoShop II  
Metal Fabrication  
Furniture Construction

# ARTS & COMMUNICATION CAREER CLUSTER AREA

Programs of study related to humanities and performing, visual, and media arts.

*In addition to enrolling in the required courses for graduation, students may select from the following electives to support interest in the career cluster area of Arts & Communication.*

## GRADE 11

### RELATED ELECTIVES

#### ART

Drawing	Cinematic Studies
Intro to Engineering & Design	Wood Technology
Visual Media	Ceramics
Advanced Visual Media	AP Studio Art & Drawing
Intro to Broadcast	Graphic Design
Painting	Digital Photoshop I
Advanced Painting & Drawing	Digital Photoshop II
Photography I	Metal Fabrication
Photography II	Furniture Construction
AP: Studio Art: Photography	Ceramics 2
Advanced Ceramics	Sequential Art

#### BUSINESS

Presentation Graphics & Publishing  
Web Site Development

#### LANGUAGE ARTS

Beginning Speech  
Creative Writing  
Journalism

Theater I & Improv  
Theater II & Acting

#### MATHEMATICS

Computer Science

#### MUSIC

Band  
Show Choir Band  
Orchestra  
Jazz Band  
Chamber Ensemble  
Chorale  
Soundstation Show Choir  
Concert Choir  
Music Theory 1, 2

#### PHYSICAL EDUCATION

Physical Education Conditioning 1  
Advanced Physical Education Conditioning 2, 3  
Physical Education Assistantship

#### SOCIAL STUDIES

Human Relations  
Psychology

#### TECHNICAL EDUCATION

Interactive Media 1  
Commercial Art 1  
Cosmetology 1  
Broadcast & Video Production 1

#### WORLD LANGUAGES

French/Spanish 1, 2, 3, 4  
Chinese 1, 2, 3, 4

## GRADE 12

### RELATED ELECTIVES

#### ART

Drawing	Sequential Art
Metal Fabrication	Cinematic Studies
Intro to Engineering & Design	Wood Technology
Visual Media	Ceramics
Adv. Visual Media	Adv. Ceramics
Intro to Broadcast	
Painting	AP Studio Art/Drawing
Adv. Painting	Graphic Design
Photography I	Furniture Construction
Photography II	Digital Photoshop I
AP: Studio Art: Photography	Digital Photoshop II
Ceramics 2	

#### BUSINESS

Presentation Graphics & Publishing  
Web Site Development

#### LANGUAGE ARTS

Intro to Speech  
Creative Writing  
Journalism

Theater I & Improv  
Theater II & Acting

#### MATHEMATICS

Computer Science

#### MUSIC

Band  
Show Choir Band  
Orchestra  
Jazz Band  
Chamber Ensemble  
Chorale  
Soundstation Show Choir  
Concert Choir  
Music Theory 1, 2

#### PHYSICAL EDUCATION

Physical Education Conditioning 1  
Advanced Physical Education Conditioning 2, 3  
Physical Education Assistantship

#### SOCIAL STUDIES

Human Relations  
Psychology  
Senior Seminar: Topical Issues

#### TECHNICAL EDUCATION

Interactive Media 2  
Commercial Art 2  
Cosmetology 2  
Broadcast & Video Production 2

#### WORLD LANGUAGES

French/Spanish 1, 2, 3, 4, 5  
Chinese 1, 2, 3, 4

# **BUSINESS AND MANAGEMENT**

## **CAREER CLUSTER**

### ***Is this you?***

Is it important for you to day-to-day contact with the public? Are you able to use logical thinking and personal judgment to perform a variety of tasks? Are you able to make decisions based on your own judgment and company policy? Are you able to follow instructions without close supervision? Do you like to sell your ideas to audiences? Do you like to work with data to support your ideas? Are you able to deal effectively with people? Are you able to change work activities frequently? Do you like to oversee projects from beginning to completion?

If you answer yes to most of these questions, the Business and Management career cluster may be for you.

### **Career Cluster Summary**

*Business careers include a variety of jobs in areas related to administration and management as well as marketing, finance, accounting, and data processing. Workers in this group use mathematical and analytical skills to design financial systems and interpret records, and communication skills to supervise and work with others, locally, nationally, and globally. Others set policies and priorities as well as participate in marketing and sales activities.*

### **Sample Career Opportunities by Education Level**

<b>HIGH SCHOOL GRADUATE</b>	<b>TECHNICAL TRAINING OR 2-YEAR COLLEGE</b>	<b>4-YEAR COLLEGE AND BEYOND</b>
Accounting Clerk Auctioneer Bank Teller Bill Collector Cashier Courier Customer Service Representative Dispatcher File Clerk Food Service Staff General Office Clerk Hotel Clerk Multimedia Assistant Postal Worker Production Assistant Receptionist Retail Salesperson Telephone Operator Travel Guide Word Processor	Administrative Assistant Auditing Clerk Bookkeeper Chef/Caterer Computer Networker Computer Programmer Cost Estimator Credit Analyst Food Service Manager Graphics Technician Insurance Agent Loan Officer Medical Records Person Medical Secretary Multimedia Technician Retail Manager Travel Agent Underwriter	Accountant/CPA Advertising Manager Air Traffic Controller Auditor Bank Examiner Business Investment Broker Business Manager Business Teacher Buyer City Manager Economist Entrepreneur Estate Planner Financial Analyst Financial Planner Hospital Administrator Labor Relations Director Marketing Director Market Research Analyst Personnel Director Project Manager  Quality Assurance Technician Recreations Projects Director Securities Broker Stockbroker Urban Planner

## **BUSINESS & MANAGEMENT CAREER CLUSTER AREA**

Programs of study related to business environment.

*In addition to enrolling in the required courses for graduation, student may select from the following electives to support interest in the career cluster area of Business and Management.*

### **GRADE 9**

#### **RELATED ELECTIVES**

##### **BUSINESS**

Introduction to Business

Accounting

##### **WORLD LANGUAGE**

French 1, 2

Spanish 1, 2

Chinese 1, 2

##### **LANGUAGE ARTS**

Beginning Speech

##### **MATHEMATICS**

Computer Science

### **GRADE 10**

#### **RELATED ELECTIVES**

##### **BUSINESS**

Introduction to Business

Business Economics

Accounting 1

Sales & Marketing

Personal Finance

##### **WORLD LANGUAGE**

French 1, 2, 3

Spanish 1, 2, 3

Chinese 1, 2, 3

##### **LANGUAGE ARTS**

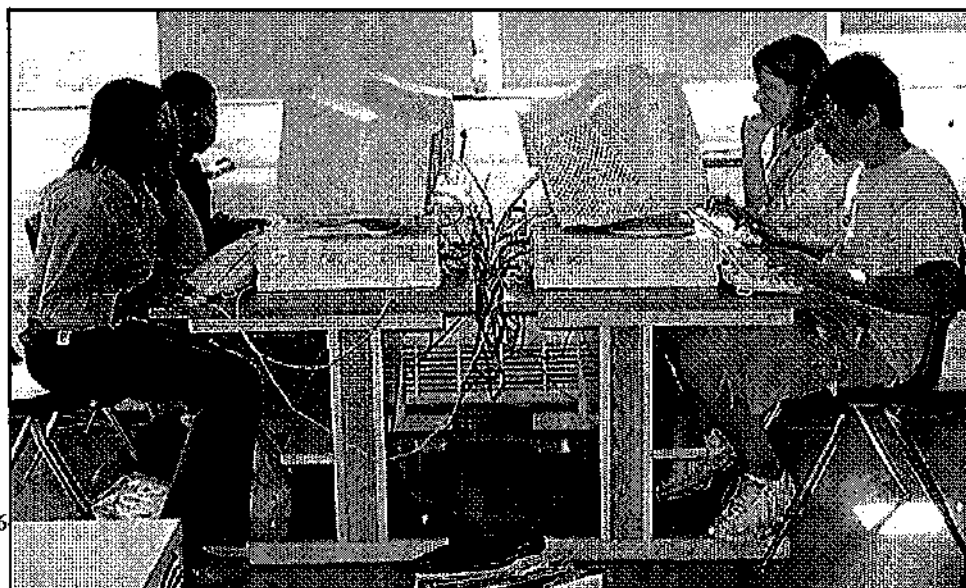
Beginning Speech

##### **MATHEMATICS**

Computer Science

Statistics

AP Statistics





## **BUSINESS & MANAGEMENT CAREER CLUSTER AREA**

Programs of study related to business environment.

*In addition to enrolling in the required courses for graduation, student may select from the following electives to support interest in the career cluster area of Business and Management.*

### **GRADE 11**

#### **RELATED ELECTIVES**

##### **BUSINESS**

Introduction to Business

Accounting 1

##### **WORLD LANGUAGE**

French 1, 2, 3, 4

Spanish 1, 2, 3, 4

Chinese 1, 2, 3, 4

##### **LANGUAGE ARTS**

Beginning Speech

##### **MATHEMATICS**

Computer Science

AP Statistics

Honors Computer Science

##### **PHYSICAL EDUCATION**

Physical Education Assistantship

##### **SOCIAL STUDIES**

Human Relations

Psychology

##### **TECHNICAL EDUCATION**

Marketing 1

Computer Information Systems 1

Culinary Arts 1

Hospitality & Food Management 1

Business Academy

### **GRADE 12**

#### **RELATED ELECTIVES**

##### **BUSINESS**

Introduction to Business

Accounting 1

Accounting 2

##### **WORLD LANGUAGE**

French 1, 2, 3, 4,

Spanish 1, 2, 3, 4, 5

Chinese 1, 2, 3, 4

##### **LANGUAGE ARTS**

Beginning Speech

##### **MATHEMATICS**

Computer Science

AP Statistics

Honors Computer Science

##### **PHYSICAL EDUCATION**

Physical Education Assistantship

##### **SOCIAL STUDIES**

Human Relations

Psychology

Senior Seminar: Topical Issues

##### **TECHNICAL EDUCATION**

Marketing 1, 2

Computer Information Systems 2

Culinary Arts 2

Hospitality & Food Management 2

Cooperative Business Education

Business Academy

# ENVIRONMENTAL AND AGRICULTURAL SYSTEMS

## CAREER CLUSTER

### Is This You?

Do you enjoy learning how nature and different environments work? Do you like being outside? Do you like to learn about how foods and other products arrive at your table? Can you use math and science skills as they relate to the functions of the Earth? Do you have strong science skills, such as chemistry, physics, and geology? Would you like to work with and manage the population and care of animals? Do you like to work with machinery to improve the appearance of lawns or recreation areas, or work on farms? Do you like to creatively solve problems?

If you answer yes to most of these questions then you may be interested in the Environmental and Agricultural Systems Career Cluster.

### Career Cluster Summary

Environmental and Agricultural Systems involves programs of study related to the environment and agriculture. Careers include those in agriculture, earth sciences, environmental studies, fisheries management, forestry, horticulture, and wildlife management. Workers within these career fields manage, develop, protect, and improve natural habitats for wildlife, study methods and practices to maintain and increase the nation's agricultural productivity, improve strategies of raising crops or animals, identify and analyze sources of pollution, collect and synthesize data from atmospheric monitoring, meteorological and mineralogical information, consult with farmers, food companies or corporations concerning environmental standards, study tornados, volcanoes, and other natural phenomenon and design environmentally friendly living space for humans and wildlife. Those who work in this career area use many skills in science, math, data collection and problem solving. Strong communication and reasoning skills are also foundations for success.

### Sample Career Opportunities by Education Level

HIGH SCHOOL	TECHNICAL TRAINING OR	4-YEAR COLLEGE
<u>GRADUATE</u>	<u>2-YEAR COLLEGE</u>	<u>AND BEYOND</u>
Animal Trainer Aquatic Life Laborer Deckhand Dog Groomer Farm Machine Operator Golf Course Maintenance Worker Greenhouse Maintenance Worker Horse Trainer Irrigator Lawn Service Worker Logger Nursery Worker Plant Breeder Turf Sod Producer Veterinary Attendant	Agricultural Commodity Grader Arborist Assayer Environmental Technician Farmer Fisher Floral Designer Florist Food Science Technician Geological Data Technician Geological Sample Test TechnicianGreenhouse Manager Greenskeeper Inspector Land Appraiser Landscape Construction Landscaper Logging Operations Meteorological Technician Park Naturalist Park Ranger Petroleum Technician Stadium Grounds Crew Topographic Technician Turf Manager Wood Technologist	Agricultural Economist Agricultural Engineer Agronomist Aquaculturalist Botanist Earth Scientist Environmental Health Inspector Extension Service SpecialistFarm Animal Veterinarian Food Scientist Forester Forest/Urban Ecologist Geographer Geologist Geophysicist Golf Course Superintendent Horticulturalist Land Development Consultant Landscape Architect Logging Superintendent Meteorologist Oceanographer Range ManagerSoil Conservationist Urban Forester Volcanologist Water Conservationist Wildlife Manager

## **ENVIRONMENTAL & AGRICULTURAL SYSTEMS Career Cluster Area**

Programs of study related to the environment and agriculture.

*In addition to enrolling in the required courses for graduation, students may select from the following electives to support interest in the career cluster of Environmental & Agricultural Systems.*

### **GRADE 9**

#### **RELATED ELECTIVES**

##### **WORLD LANGUAGE**

French 1,2  
Spanish 1,2  
Chinese 1,2

### **GRADE 10**

#### **RELATED ELECTIVES**

##### **WORLD LANGUAGE**

French 1, 2, 3  
Spanish 1, 2, 3  
Chinese 1, 2

##### **LANGUAGE ARTS**

Beginning Speech

### **GRADE 11**

#### **RELATED ELECTIVES**

##### **WORLD LANGUAGE**

French 1, 2, 3, 4  
Spanish 1, 2, 3, 4  
Chinese 1, 2, 3, 4

##### **LANGUAGE ARTS**

Beginning Speech

##### **PHYSICAL EDUCATION**

Physical Education Assistantship

##### **SCIENCE**

Earth & Space Sciences  
Environmental Science

##### **TECHNICAL EDUCATION**

Horticulture 1  
Culinary Arts 1

### **GRADE 12**

#### **RELATED ELECTIVES**

**WORLD LANGUAGE** French 1, 2, 3, 4, 5 Spanish 1, 2, 3, 4, 5 Chinese 1, 2, 3, 4

##### **LANGUAGE ARTS**

Beginning Speech

##### **PHYSICAL EDUCATION**

Physical Education Assistantship

##### **SCIENCE**

Earth & Space Sciences  
Environmental Science

##### **SOCIAL STUDIES**

Senior Seminar: Topical Issues

##### **TECHNICAL EDUCATION**

Horticulture 2  
Culinary Arts 2

## **HEALTH SERVICES**

### **CAREER CLUSTER**

#### ***Is This You?***

Can you respond quickly and clearly in emergencies? Can you work with details? Do you have fine motor skills? Do you have stamina to work long hours? Can you perform multiple tasks at one time? Are you organized with a good memory? Do you have strong biology, chemistry, and math skills? Do you work well with people? Are you able to work physically close to people? Are you interested in nutrition, anatomy, and physiology? Do you have strong memorization and problem solving skills?

If you answer yes to most of these questions, then you may want to consider pursuing the health services career cluster.

#### **Career Cluster Summary**

The Health Services career cluster includes programs of study related to the promotion of health as well as the treatment of injuries, condition, and disease. It includes many jobs in a variety of work settings from hospitals, private physician's offices, outpatient facilities, gyms and sports facilities, and patients' homes. Workers in this group include those working in medicine, dentistry, nursing, therapy and rehabilitations, nutrition, fitness, and hygiene. People in this cluster area may perform or assist with surgery, take and read X-rays, help rehabilitate a patient's physical injury or condition, counsel those suffering from physical or mental disease, conduct assessments for weight loss and nutrition, assist the elderly with daily tasks, respond to emergencies, and treat victims. Compassion and empathy are important personal traits, as well as the ability to balance many tasks and responsibilities. Knowledge in biology, anatomy, chemistry, communication, and psychology areas are foundations for success in this career cluster area.

#### **Sample Career Opportunities by Education Level**

<b><i>HIGH SCHOOL GRADUATE</i></b>	<b><i>TECHNICAL TRAINING OR 2-YEAR COLLEGE</i></b>	<b><i>4-YEAR COLLEGE AND BEYOND</i></b>
Dispensing Optician Electroneurodiagnostic Technologists Home-health aide Licensed Practical Nurse Medical/Dental Office Manager Medical Records Technician Orderly	Cardiology Technologist Dental Hygienist Echocardiographers Emergency Medical Technician Health Information Technician Histology Technicians Nuclear Medicine Technologist Occupational Therapy Assistant Paramedic Phlebotomists Physical Therapy Assistant Radiologic Technologist Registered Nurse Stress Test Technician Surgical Technologist Veterinary Assistant	Anesthetist Dentist Dermatologist Dietitians Epidemiologist Exercise Physiologist Geriatrician Immunologist Internist Medical/Clinical Laboratory Technologists Medical Researcher Nurse-midwife Nutritionists Occupational Therapists Optometrist Pathologist Pediatrician Pharmacist Pharmacologist Physician Assistant Psychiatrist Recreation Therapist Registered Nurse Surgeon Veterinarian

## **HEALTH SERVICES Career Cluster Area**

Programs of study related to the promotion of health as well as the treatment of injuries, condition and diseases.

*In addition to enrolling in the required courses for graduation, students may select from the following electives to support interest in the career cluster of Health Services.*

### **GRADE 9**

#### **RELATED ELECTIVES**

##### **WORLD LANGUAGE**

French 1, 2

Spanish 1,2

Chinese 1,2

##### **LANGUAGE ARTS**

Beginning Speech

### **GRADE 10**

#### **RELATED ELECTIVES**

##### **WORLD LANGUAGE**

French 1, 2, 3

Spanish 1, 2, 3

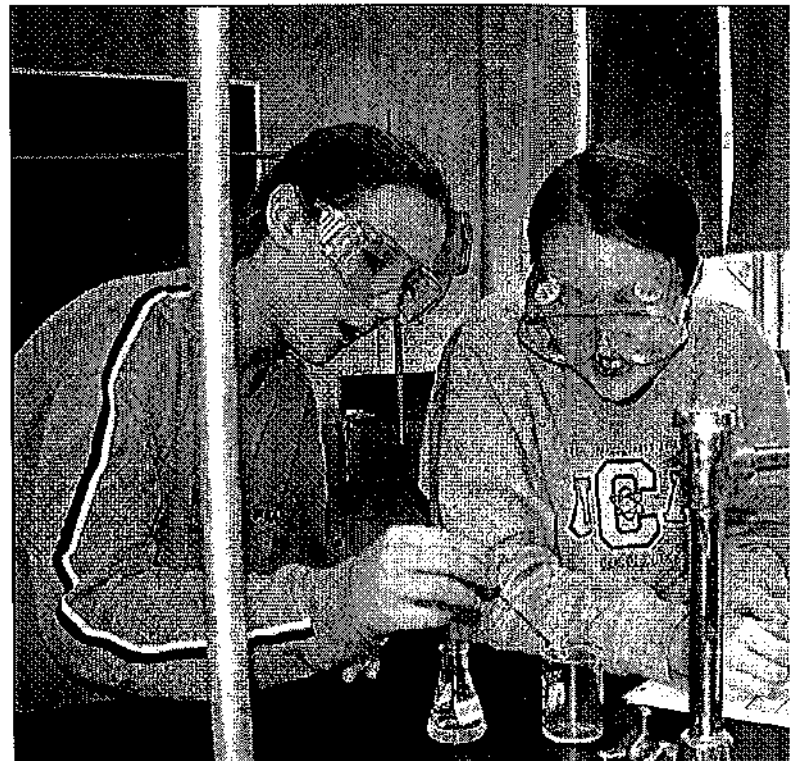
Chinese 1, 2, 3

##### **, LANGUAGE ARTS**

Beginning Speech

##### **PHYSICAL EDUCATION**

Weight Training I



## **HEALTH SERVICES Career Cluster Area**

Programs of study related to the promotion of health as well as the treatment of injuries, condition and diseases.

*In addition to enrolling in the required courses for graduation, students may select from the following electives to support interest in the career cluster of Health Services.*

### **GRADE 11**

#### **RELATED ELECTIVES**

##### **WORLD LANGUAGE**

French 1, 2, 3, 4

Spanish 1, 2, 3, 4

Chinese 1, 2, 3, 4

##### **LANGUAGE ARTS**

Beginning Speech

##### **PHYSICAL EDUCATION**

Weight Training I & II

Women's Health

Competitive PE

##### **SCIENCE**

Science Studies

Environmental Science

Forensic Science 1, 2

Physiology

##### **SOCIAL STUDIES**

Human Relations

Psychology

Senior Seminar: Topical Issues

##### **TECHNICAL EDUCATION**

Culinary Arts 1

Medical Technologies 1

### **GRADE 12**

#### **RELATED ELECTIVES**

##### **WORLD LANGUAGE**

French 1, 2, 3, 4, 5

Spanish 1, 2, 3, 4, 5

Chinese 1, 2, 3, 4

##### **LANGUAGE ARTS**

Beginning Speech

##### **PHYSICAL EDUCATION**

Weight Training I & II

Women's Health

Competitive PE

##### **SCIENCE**

Science Studies

Environmental Science

Forensic Science 1, 2

##### **SOCIAL STUDIES**

Human Relations

Psychology

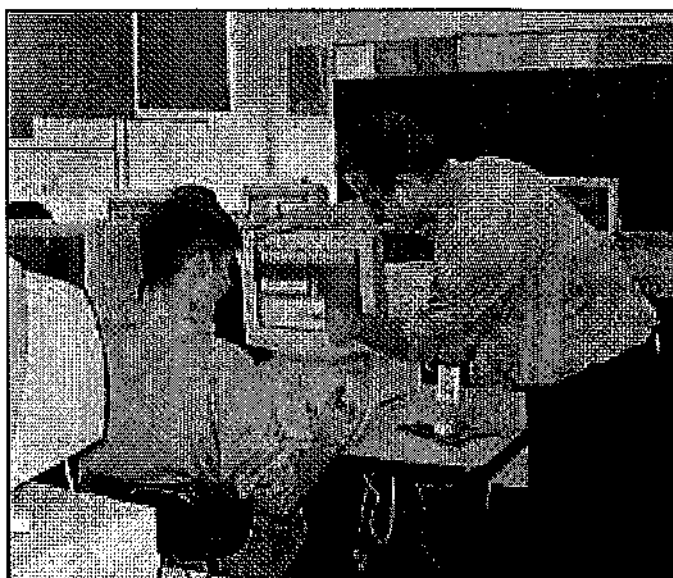
Senior Seminar: Topical Issues

##### **TECHNICAL EDUCATION**

Culinary Arts 2

Medical Technologies 2

Medical Career Technology



# HUMAN RESOURCES

## CAREER CLUSTER

### ***Is This You?***

Do you want to work for the benefit of helping others? Can you work accurately with detailed information? Can you work independently? Are you compassionate? Can others count on you? Do you have excellent physical condition and stamina? Do you have knowledge of basic math and biology? Do you have clear verbal skills? Are you interested in how the government, social, and legal systems work? Can you use judgment and reasoning to cope with emergencies such as illnesses, accidents, or interrupted service? Can you direct, manage, or supervise the activities of others?

If you answer yes to most of these questions, the Human Resources Career Cluster may be for you.



### **Career Cluster Summary**

Human resource careers include a variety of jobs in law and legal services, community support areas such as fire and city services, education, and personal services such as cosmetology and home health aides.

Workers in this group may teach children, teens, or adults, save persons experiencing an emergency, work with expectant mothers or welfare recipients, represent clients in a court of law, work within the government system as a public official, take care of ill people in their homes, and provide personal services such as child care, food service, recreation, and counseling. Knowledge in psychology, biology, and government, and strong communication skills and empathy are foundations that will lead to occupational success in this cluster area.

### **Sample Career Opportunities by Education Level**

<b><i>HIGH SCHOOL</i></b>	<b><i>TECHNICAL TRAINING OR</i></b>	<b><i>4-YEAR COLLEGE</i></b>
<b><u>GRADUATE</u></b>	<b><u>2-YEAR COLLEGE</u></b>	<b><u>AND BEYOND</u></b>
Bus Driver Certified Nurse Aide Custodian Drapery Installer Educational Support Personnel Exercise Instructor Fire Inspector Geriatric Aide Home Health Aide Interpreter Paper Hanger Pet Controllers Playground Supervisor Security Guard Teacher Aide Waiter/Waitress Waste Management Technician Weight Reduction Specialist	Addiction Counselor Agricultural Specialist/County Extension Agent Barber Correction Officer Cosmetologist Day Care Operator Dental Assistant Exercise Trainer Firefighter Flight Attendant Funeral Director Intake Counselor Interpreter for the Deaf Manicurist Paralegal Assistant Paralegal Parent/Student Advocate Personal Physical Trainer Police Officer Private Investigator Preschool/Nursery Teacher Probations Officer Recreation Worker Sheriff's Deputy Social Service Technician Youth Director	Athletic Coach/Trainer Audiologist Child Psychologist Corporate Trainer Counselor (Mental Health/ School) Economist Federal Bureau of Investigation (FBI) Agent/Officer Gerontologist Government Official Judge Lawyer Librarian Lobbyist Minister/Priest/Rabbi Psychologist Parole Officer Parks and Recreation Guide Probation Officer School Administrator School Psychologist Social Worker Teacher

## **HUMAN RESOURCES CAREER CLUSTER AREA**

Programs of study related to economic, political, and social systems.

*In addition to enrolling in the required courses for graduation, students may select from the following electives to support interest in the career cluster of Human Resources.*

### **GRADE 9**

#### **RELATED ELECTIVES**

##### **WORLD LANGUAGE**

French 1, 2

Spanish 1, 2

Chinese 1, 2

##### **LANGUAGE ARTS**

Journalism

### **GRADE 10**

#### **RELATED ELECTIVES**

##### **WORLD LANGUAGE**

French 1, 2, 3

Spanish 1, 2, 3

Chinese 1, 2

##### **LANGUAGE ARTS**

Beginning Speech

### **GRADE 11**

#### **RELATED ELECTIVES**

##### **WORLD LANGUAGE**

French 1, 2, 3, 4

Spanish 1, 2, 3, 4

Chinese 1, 2, 3, 4

##### **LANGUAGE ARTS**

Beginning Speech

Journalism

##### **SOCIAL STUDIES**

Global Impact

African American History I/II

Human Relations

Psychology

##### **TECHNICAL EDUCATION**

Early Education 1

### **GRADE 12**

#### **RELATED ELECTIVES**

##### **WORLD LANGUAGE**

French 1, 2, 3, 4, 5

Spanish 1, 2, 3, 4, 5

Chinese 1, 2, 3, 4

##### **LANGUAGE ARTS**

Beginning Speech

Journalism

##### **PHYSICAL EDUCATION**

Current Health Issues

##### **SCIENCE**

Science Studies

##### **SOCIAL STUDIES**

Human Relations

Psychology

Senior Seminar: Topical Issues

##### **TECHNICAL EDUCATION**

Early Childhood Education 2

Criminal Justice 2

Family & Consumer Science

Family Relations

Parenting

Life Planning

Living on your Own



# INDUSTRIAL AND ENGINEERING SYSTEMS

## CAREER CLUSTER

### ***Is This You?***

Do you like to know how things work? Can you dissect smaller pieces from the big picture? Do you like to design new objects or machines? Can you work with details? Do you like to create ways a machine could improve its function? Can you use math and physics concepts to solve problems? Do you enjoy problem solving and creative thinking? Do you like to work with your hands? Do you like to use technology to create programs, solve problems, design objects or structures?

If you answer yes to most of these questions then you may be interested in the Industrial and Engineering Systems Career Cluster.

### **Career Cluster Summary**

Industrial and Engineering Systems involves programs of study related to the technologies necessary to design, develop, install, or maintain physical systems. Careers include those in engineering and related technologies, mechanics and repair, transportation, manufacturing technology, precision production, and construction. Workers within this career area design new or improve existing products or systems, create new models of automobiles and other forms of transportation, build and repair computers, write software programs, precision weld, construct buildings, homes and transit systems, use a computer to simulate and test how a machine, structure or system operates, read and conform to design standards, and create solutions to functional, structural, mechanical, or technological problems. Those who work in this career area use many skills in math, physical science, problem solving, logic, and communication.

### **Sample Career Opportunities by Education Level**

<b>HIGH SCHOOL</b>	<b>TECHNICAL TRAINING OR</b>	<b>4-YEAR COLLEGE</b>
<b>GRADUATE</b>	<b>2-YEAR COLLEGE</b>	<b>AND BEYOND</b>
Assistant Drafter Automotive Mechanic/ Technician Carpenter Concrete Masons Construction Worker Crane Operator Die Designer Apprentice Electrician(Apprentice) Glazier Ironworker Lather Precision Welder Roofer Tool and Die Maker Truck Driver	Airplane Mechanic Calibration and Instrumentation Technician Computer Repair Technician Electronic Equipment RepairerElectronics Engineering TechnicianExperimental Welder Fire-Protection Engineering Technician Heating, Air Conditioning, and Refrigeration Technician Help Desk Specialist Hydraulic Repairer Laser Technician Machinist Millwright Research Electrician Small Engine Mechanic Surveyor Technical Illustrator Tool Programmer	Aerospace Engineer Airport Engineer Architect Chemical Engineer Civil Engineer Computer Engineer Computer Programmer/ Software Developer Construction Site Supervisor Electrical EngineerEnergy Systems DesignerIndustrial EngineerMapping Scientist Mechanical Engineer Metallurgist Network Analyst/ Administrator Nuclear Engineer Petroleum Engineer Photogrammetric Engineer Polymers Engineer Quality Control Manager Stress Analyst Structural Engineer Surveyor Supervisor Systems Analyst Systems Engineer Welding Engineer

# **INDUSTRIAL & ENGINEERING SYSTEMS CAREER CLUSTER AREA**

Programs of study related to the technologies necessary to design, develop, install or maintain physical systems.

*In addition to enrolling in the required courses for graduation, students may select from the following electives to support interest in the career cluster of Industrial & Engineering Systems.*

## **GRADE 9**

### **RELATED ELECTIVES**

#### **WORLD LANGUAGE**

French 1, 2

Spanish 1, 2

Chinese 1, 2

#### **MATHEMATICS**

Computer Science

#### **ART**

Wood Technology

Construction & Maintenance

Intro to Engineering & Design

## **GRADE 10**

### **RELATED ELECTIVES**

#### **WORLD LANGUAGE**

French 1, 2, 3

Spanish 1, 2, 3

Chinese 1, 2, 3

#### **LANGUAGE ARTS**

Beginning Speech

#### **MATHEMATICS**

Computer Science

AP Statistics

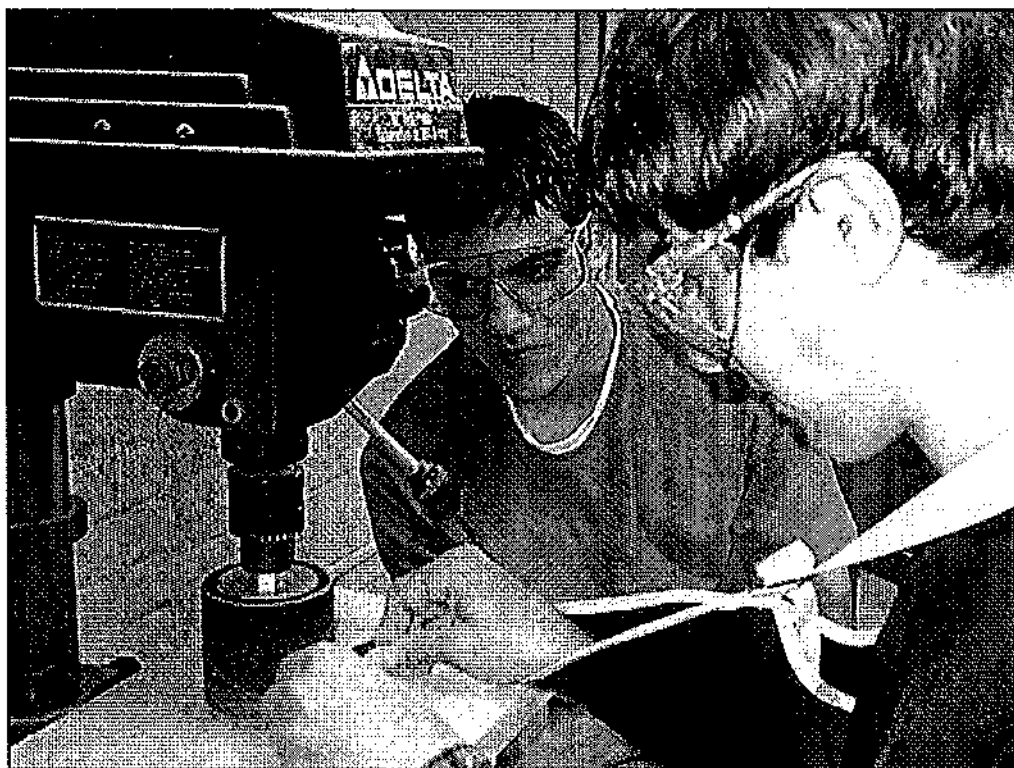
#### **ART**

Wood Technology

Construction & Maintenance

Furniture Construction

Intro to Engineering & Design



## **INDUSTRIAL & ENGINEERING SYSTEMS CAREER CLUSTER AREA**

Programs of study related to the technologies necessary to design, develop, install or maintain physical systems.

*In addition to enrolling in the required courses for graduation, students may select from the following electives to support interest in the career cluster of Industrial & Engineering Systems.*

### **GRADE 11**

#### **RELATED ELECTIVES**

##### **WORLD LANGUAGE**

French 1, 2, 3, 4

Spanish 1, 2, 3, 4

Chinese 1, 2, 3, 4

##### **LANGUAGE ARTS**

Beginning Speech

##### **MATHEMATICS**

Computer Science

Honors Computer Science

AP Statistics

##### **ART**

Metals Fabrication

Wood Technology

Construction & Maintenance

Furniture Construction

Intro to Engineering & Design

##### **SCIENCE**

Earth & Space Sciences

Environmental Science

##### **TECHNICAL EDUCATION**

Auto Mechanics 1

Construction Trades 1

Computer Technology 1

Computer Aided Design/Drafting 1

Computer Information Systems 1

### **GRADE 12**

#### **RELATED ELECTIVES**

##### **WORLD LANGUAGE**

French 1, 2, 3, 4, 5

Spanish 1, 2, 3, 4, 5

Chinese 1, 2, 3, 4

##### **LANGUAGE ARTS**

Beginning Speech

##### **MATHEMATICS**

Computer Science

Honors Computer Science

Statistics

AP Statistics

##### **ART**

Metals Fabrication Wood

Technology Construction &

Maintenance

Furniture Construction

Intro to Engineering & Design

##### **SCIENCE**

Earth & Space Sciences

Environmental Science

##### **SOCIAL STUDIES**

Senior Seminar: Topical Issues

##### **TECHNICAL EDUCATION**

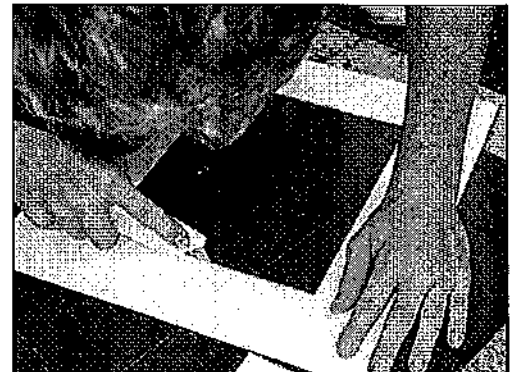
Auto Mechanics 2

Construction Trades 2

Computer Technology 2

Computer Aided Design/Drafting 2

Computer Information Systems 2



CHECK ONE: \_\_\_\_\_ HONORS ENGLISH I (GRADE 10) \_\_\_\_\_ HONORS ENGLISH II (GRADE 11)

NAME \_\_\_\_\_  
(LAST) (FIRST) (MIDDLE)

HOMEROOM TEACHER: \_\_\_\_\_

9th GRADE LANGUAGE ARTS TEACHER \_\_\_\_\_

10th GRADE LANGUAGE ARTS TEACHER: \_\_\_\_\_

COUNSELOR: \_\_\_\_\_

☐ **I meet** the requirement of a 3.5 average in my 9th/10th grade college prep Language Arts Course.

☐ **I meet** the requirement of a 3.0 average in my 9th grade Honors English Prep.

☐ **I do not meet** the prerequisite criteria, but believe I should be enrolled for the following reasons:

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85

**APPENDIX B**  
**Charles F. Brush High School**  
**APPLICATION FOR CONSIDERATION**  
**HONORS/AP SOCIAL STUDIES PROGRAM**

NAME (LAST) \_\_\_\_\_ (FIRST) \_\_\_\_\_ (MIDDLE) \_\_\_\_\_

**Criteria for entry into Honors World History (Grade 9) Program:**

1. 3.5 or better average in 7th/8th grade Social Studies
2. 3.0 or better average in 7th/8th grade Language Arts
3. Recommendation of 8th grade Social Studies teacher  
*This recommendation should be based on demonstrated achievement, possession of appropriate skills, and enthusiasm for the material.*
4. Parental and student signature indicating an understanding of the additional work required.

\_\_\_\_\_  
TEACHER SIGNATURE

**Criteria for entry into AP US (grade 10), AP European (grade 11), or AP Government (grade 12):**

1. 3.5 or better average in previous Social Studies course work.
2. Recommendation of previous year social studies teacher.
3. Parental and student signatures indicating an understanding of the additional work required.

\_\_\_\_\_  
TEACHER SIGNATURE

**Criteria for entry into AP Psychology (grade 12):**

1. 3.0 or better average in Psychology course.
2. Recommendation of Psychology teacher.
3. Parental and student signatures indicating an understanding of the additional work required

\_\_\_\_\_  
TEACHER SIGNATURE

*\*\*Students not meeting the above criteria are still welcome to apply and will be considered on a case-by-case basis for admittance to the program.*

I would like to be considered for the following Honors/AP social studies course:

☐ Honors World History

☐ AP Modern European History

☐ AP Psychology

☐ AP US History

☐ AP Government and Politics

**I meet** and understand the criteria listed above: ☐

\_\_\_\_\_  
STUDENT SIGNATURE

\_\_\_\_\_  
PARENT SIGNATURE

**I do not meet** the stated criteria but wish to be considered (Student/parent **must** list reasons/explanation on reverse) and understand the criteria listed above:

\_\_\_\_\_  
STUDENT SIGNATURE

\_\_\_\_\_  
PARENT SIGNATURE

**RETURN THIS APPLICATION TO YOUR COUNSELOR ATTACHED TO YOUR FORECASTING INFORMATION**

**APPENDIX C**  
**Charles F. Brush High School**

**POST-SECONDARY ENROLLMENT OPTIONS**

***"intent to participate" Form***

**PLEASE PRINT**

I, \_\_\_\_\_, parent/guardian  
of \_\_\_\_\_, am interested in  
the Post-Secondary Enrollment Options as they have been outlined. My son/daughter would like to  
be considered after participation in this program during the 2013/2014 academic year.

\_\_\_\_\_  
*Parent/Guardian Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Counselor Signature*

\_\_\_\_\_  
*Date*

***Please return this form to the Guidance office prior to March 22, 2013.***

**2012-2013 Guidance Counselors**

Mrs. Holly Kaprosy, Gr. 9 (216) 691-2072

Mr. Jessie Blasier, Gr. 10 (216) 691-2081

Mr. David Rash, Gr. 11 (216) 691-2073

**Guidance Coordinator**

Mrs. Christy Pestello, Gr. 12 (216) 691-2139

**ArcTech Academy**

Mr. Matt Rutkowski (216) 691-2041

I am interested in attending:

\_\_\_\_\_ Notre Dame College

\_\_\_\_\_ Cuyahoga County College

**APPENDIX D**  
**Charles F. Brush High School**

I, \_\_\_\_\_,  
am a student-athlete and plan to participate in the following sports during the  
2013-14 academic school year. I have reviewed the eligible core courses for  
college athletic eligibility and have forecasted for such courses.

**PLEASE CIRCLE ALL THAT APPLY**

**FALL**

Women's Cross Country  
Women's Golf  
Women's Soccer  
Women's Tennis  
Volleyball  
Men's Cross Country  
Men's Golf  
Men's Soccer  
Football

**WINTER**

Women's Basketball  
Women's Swimming  
Women's Gymnastics  
Men's Basketball  
Men's Swimming  
Hockey  
Wrestling

**SPRING**

Women's Track and Field  
Softball  
Men's Tennis  
Men's Track and Field  
Baseball

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**Student Signature**

**Date**

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**Parent Signature**

**Date**

**Please return this form to the Guidance Office, along with your forecasting sheet.**

# APPENDIX E

## NCAA ELIGIBILITY CENTER WORKSHEET CHARLES F. BRUSH HIGH SCHOOL

NAME \_\_\_\_\_

DATE \_\_\_\_\_

A=4points B=3 points C=2 points D=1 point

<u>SUBJECT</u>	<u>COURSE</u>	<u>CREDIT</u> x <u>GRADE</u>	=	<u>QUALITY POINTS</u>
<b>ENGLISH</b> (8 Semesters)	_____	_____	X	_____
	_____	_____	X	_____
	_____	_____	X	_____
	_____	_____	X	_____
	_____	_____	X	_____
	_____	_____	X	_____
	_____	_____	X	_____
	_____	_____	X	_____
<b>Total English Units</b>		<b>8</b>		<b>Total Quality Points</b> _____
<b>MATH</b> (6 Semesters)	_____	_____	X	_____
	_____	_____	X	_____
	_____	_____	X	_____
	_____	_____	X	_____
	_____	_____	X	_____
	_____	_____	X	_____
	_____	_____	X	_____
<b>Total Math Units</b>		<b>6</b>		<b>Total Quality Points</b> _____
<b>SCIENCE</b> (4 Semesters)	_____	_____	X	_____
	_____	_____	X	_____
	_____	_____	X	_____
	_____	_____	X	_____
<b>Total Natural/ Physical Science Units</b>		<b>4</b>		<b>Total Quality Points</b> _____
<b>ADDITIONAL MATH/ENGLISH/ SCIENCE (2 Semesters)</b>	_____	_____	X	_____
	_____	_____	X	_____
<b>Total Additional Units</b>		<b>2</b>		<b>Total Quality Points</b> _____
<b>SOCIAL SCIENCE</b> (4 Semesters)	_____	_____	X	_____
	_____	_____	X	_____
	_____	_____	X	_____
	_____	_____	X	_____
<b>Total Social Science Units</b>		<b>4</b>		<b>Total Quality Points</b> _____
<b>ADDITIONAL ACADEMIC ELECTIVES</b> (8 Semesters)	_____	_____	X	_____
	_____	_____	X	_____
	_____	_____	X	_____
	_____	_____	X	_____
	_____	_____	X	_____
	_____	_____	X	_____
	_____	_____	X	_____
	_____	_____	X	_____
<b>Total Additional Academic Electives</b>		<b>8</b>		<b>Total Quality Points</b> _____
<b>Total Quality Points</b> _____	<b>Total Number of Credits</b> <b>16</b>	<b>(TQP/Tot.Credits) = Core GPA</b>		



## APPENDIX F

### Charles F. Brush High School

### APPLICATION FOR CONSIDERATION

## AP STUDIO ART

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Name	(Last)	(First)	(Middle)
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#### Criteria for entry into **AP Studio Art: Drawing**:

1. 3.0 or better grade in Painting
2. 3.0 or better grade in Drawing
3. Submission of a portfolio of 2D work
4. Recommendation of Painting and Drawing teachers

*This recommendation should be based on demonstrated achievement, possession of appropriate skills, and enthusiasm for the material*

5. Parental and student signature indicating an understanding of the demanding nature of the class and the additional work required.

Teacher Signature \_\_\_\_\_

#### Criteria for entry in to **AP Studio Art: 2-D Design/Photography**:

1. 3.0 or better grade in Photography 1
2. Submission of a 2D portfolio emphasizing photography
3. Recommendation of Photography teacher

*This recommendation should be based on demonstrated achievement, possession of appropriate skills, and enthusiasm for the material*

4. Parental and student signature indicating an understanding of the demanding nature of the class and the additional work required.

Teacher Signature \_\_\_\_\_

*\*\*Students not meeting the above criteria are still welcome to apply and will be considered on a case-by-case basis for admittance to the program*

I would like to be considered for:

AP Studio Art: Drawing

AP Studio Art: 2-D Design/Photography

***I meet*** and understand the criteria listed above:

Student signature \_\_\_\_\_ Parent Signature \_\_\_\_\_

***I do not meet*** the stated criteria but wish to be considered (Student/parent ***must*** list reasons/explanation on reverse) and understand the criteria listed above:

Student signature \_\_\_\_\_ Parent signature \_\_\_\_\_

**RETURN THIS APPLICATION TO YOUR COUNSELOR ATTACHED TO YOUR FORECASTING INFORMATION**



## Appendix G

*Charles F. Brush High School*

### **COMMUNITY SERVICE VERIFICATION FORM**

(Brush High School has the right to verify all information submitted.)

#### **GUIDELINES FOR COMMUNITY SERVICE CREDIT:**

- Per South Euclid-Lyndhurst School District's policy, students must complete a minimum of ten (10) community service hours for each year enrolled at Brush High School in order to fulfill graduation requirements. Students should submit at least the minimum number of hours at the end of each year. It is recommended that senior students have their total amount of required community service hours for graduation submitted at the end of Semester 1 of their senior year. **Students not fulfilling this requirement will not receive a diploma.**
- Community service work shall be voluntary with no payment rendered for service and must be completed outside of normal school hours. Service credit will only be accepted from non-profit organizations and/or for elderly or disabled individuals that are not capable of performing the work themselves. No service credit will be granted for work completed for students' immediate family (parents, siblings, aunts/uncles, grandparents, cousins, etc.)
- Community Service Verification Forms should be completely filled out and signed by the individual or non-profit organization, making sure to include a contact phone number for verification purposes. Students are urged to turn in completed forms into the Guidance Office upon the conclusion of each service activity. Students are encouraged to maintain a copy of this form for their records.

Student's Name: \_\_\_\_\_ Graduation Year: \_\_\_\_\_

Non-Profit Organization Name: \_\_\_\_\_

Elderly/Disabled Individual's Name: \_\_\_\_\_

Address of Organization/Individual: \_\_\_\_\_

Phone No. of Organization/Individual: (\_\_\_\_\_) \_\_\_\_\_

Date/Year Started: \_\_\_\_\_ Date/Year Completed: \_\_\_\_\_

Total Hours: \_\_\_\_\_

Brief Description of Activity/Service \_\_\_\_\_

By signing below you hereby verify that the above information is true and accurate, and that no payment was rendered for the community service project herein described.

Student's Signature: \_\_\_\_\_

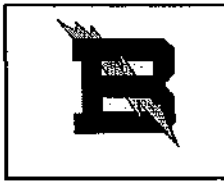
Supervisor's Signature: \_\_\_\_\_

Revised 1/13/2011

Date

Signed: \_\_\_\_\_

## APPENDIX H



Charles F. Brush High School

# **AVID Program**

*(Advancement Via Individual Determination)*

### **Intent to Apply**

Student Name \_\_\_\_\_ Telephone Number \_\_\_\_\_

Grade Level for Next Fall \_\_\_\_\_ Address \_\_\_\_\_

### **Program Description:**

AVID is a program which prepares students for four-year college eligibility.

### **Student Goals:**

1. Prepare for academic success in high school college preparatory courses.
2. Prepare for successful completion of college eligibility requirements.
3. Prepare for enrollment in four-year college/university after high school graduation.

### **Student Responsibilities:**

1. Maintain enrollment in rigorous academic classes.
2. Maintain satisfactory citizenship and attendance in all classes.
3. Maintain the AVID binder with assignment/grade record sheets and daily notes from all classes.
4. Complete all homework assignments and commit to at least two hours of homework each night.

### **Commitment:**

\_\_\_\_\_ I understand my responsibilities and would like to be considered for acceptance into the AVID program.

\_\_\_\_\_  
*Student Signature*

\_\_\_\_\_  
*Parent/Guardian Signature*

\_\_\_\_\_  
Parent/Guardian initials only indicate a review of this form and is not automatic enrollment of son/daughter into the AVID program.

***PLEASE RETURN COMPLETED FORM TO THE GUIDANCE OFFICE***