



# 2020-2021 COURSE GUIDE

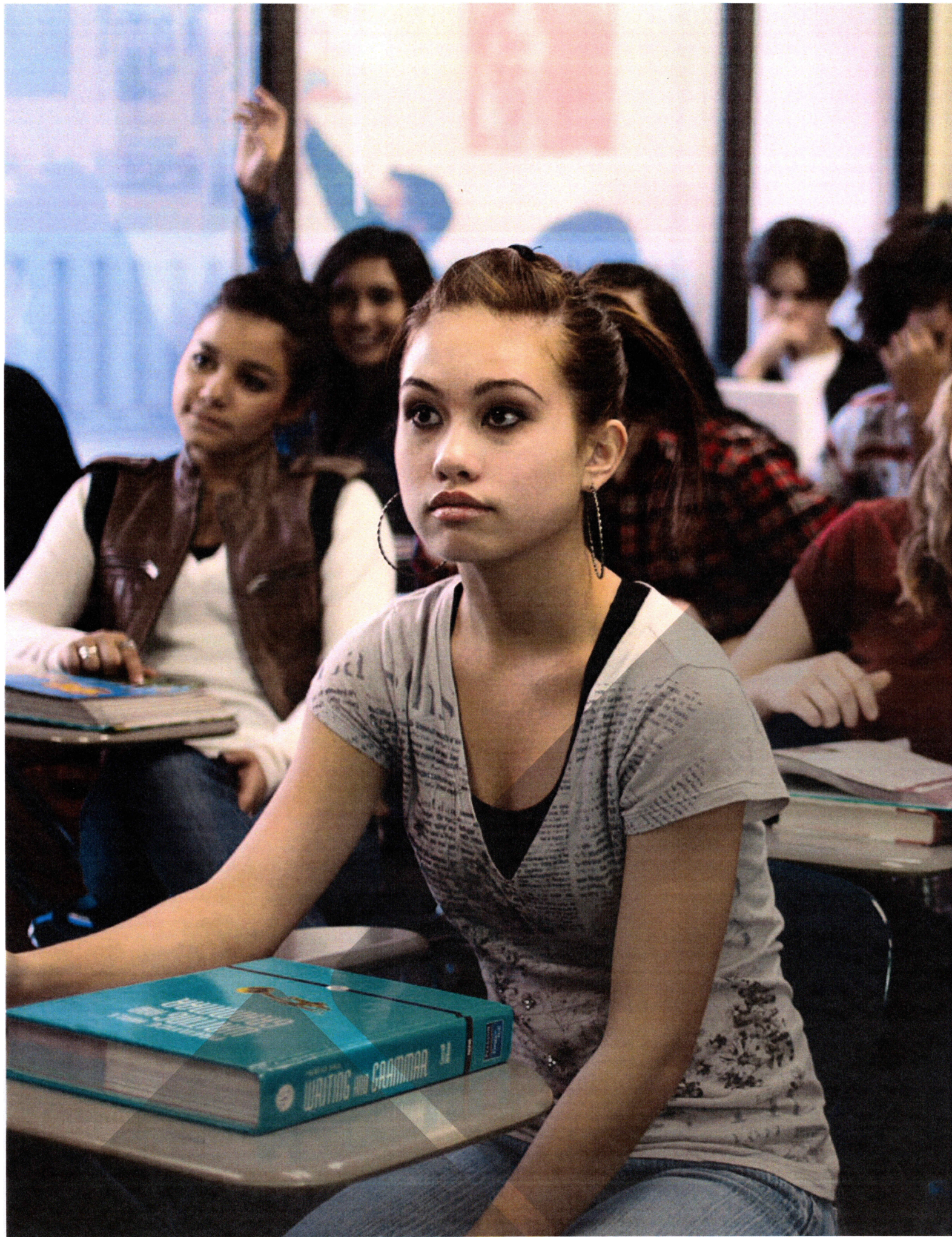


RICHMOND HEIGHTS  
HIGH SCHOOL



<b>Current Graduation Requirements</b>			<b>Recommended Credits</b>	
<b>Subject</b>	<b>Credits</b>	<b>Additional Stipulations &amp; Explanations</b>	<b>Ohio state universities</b>	<b>More selective</b>
English	4	Must include 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , and 12 <sup>th</sup> grade English.	4	4
Mathematics*	4	Mathematics units must include 1 unit of Algebra II or the equivalent of Algebra II.	4	4
Science	3	1 credit in a Physical Science. 1 credit in Biology. 1 Advanced Science.	3	4
Social Studies	3	1 credit in Global Studies. 1 credit in US History. 1/2 credit in American Government. 1/2 credit in a Senior Social Studies course.	3	4
Physical Education	1/2	9 <sup>th</sup> graders take two .25 credit semesters. After passage students are no longer required to take in preceding grades. P.E. medical excuses do not reduce total credits for graduation.		
Health	1/2	Ohio requirement usually taken in 10 <sup>th</sup> grade.		
Fine Arts	1	Most colleges require one credit in Fine Arts. (Fine Arts = Music, Theatre, Art, and Photography)	1	1
World Language*	0	Most colleges require at least two years of one language. Honors Diplomas require 2 years each of two different languages or 3 years of one language taken during high school. Highly selective colleges prefer four years of one language.	2-3 preferred	4
Elective	4	From any of the subject areas above, except Physical Education.		
<b>TOTAL</b>	<b>20</b>	<b>Additional Diploma Requirement:</b> Class of 2018 and beyond: Minimum of 18 graduation points from end-of-course assessments, or remediation-free score on a national college admissions test. College admissions test will be administered for free in fall of junior year. <b>Community Service:</b> Service hours are not required, but it is encouraged and acknowledged.		
		<i>*Algebra and World Language credits earned at the Middle School count toward graduation. They are not included in GPA.</i>		







## **Ohio High School Graduation Requirements**

### **1. All students take end-of-course exams in:**

- Algebra I and geometry or integrated math I and II
- Physical science
- American history and American government
- English I and English II

### **2. All students must also meet one of the following three conditions:**

- Earn a cumulative passing score on seven end-of-course exams. The scores will be set by the State Board of Education.
- Earn a “remediation-free” score on a nationally recognized college admission exam such as ACT or SAT. The state of Ohio will pay for all 11th-grade students in the Class of 2018 and beyond to take the exam free of charge.
- Earn a State Board of Education-approved, industry-recognized credential or a state-issued license for practice in a career and achieve a score that demonstrates workforce readiness and employability on a job skills assessment.



<b>Comparison of Diplomas with Honors Criteria</b>		
<b>Subject</b>	<b>Academic Diploma with Honors for Classes 2011 and Beyond</b>	<b>Career-Technical Diploma with Honors for Classes 2012 and Beyond</b>
English	4 units	4 units
Mathematics	4 units, including Algebra I, Geometry, Algebra II or the 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 the 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 two units of advanced science****
Social Studies	4 units	4 units
World Language	3 units (must include no less than 2 units for which credit is sought), i.e. 3 units of one language or 2 units each of two languages	N/A
Fine Arts	1 unit	N/A
Electives	N/A	4 units of Career-Technical minimum. Program must lead to an industry recognized credential, apprenticeship, or be part of an articulated career pathway that 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	N/A	Achieve proficiency benchmark established for appropriate Ohio Career-Technical Competency Assessment or equivalent

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

½ unit Physical Education\*\*  
 ½ unit Health

½ unit in American History  
 ½ unit in Government

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

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

\*\*\*\* Advanced science refers to courses in the Ohio Core that are inquiry based with laboratory experiences and align with the 11<sup>th</sup>/12<sup>th</sup> grade standards (or above) or with an AP science course, or with the new high school syllabi, or with an entry-level college course (clearly preparing students for a college freshman-level science class, such as anatomy, botany, or astronomy).



## **GRADE PLACEMENT**

ASSIGNED GRADE	REQUIREMENTS
9 <sup>th</sup>	(Promoted from 8 <sup>th</sup> grade)
10 <sup>th</sup>	5 Credits
11 <sup>th</sup>	10 Credits
12 <sup>th</sup>	15 Credits

*Algebra and World Language credits earned at the Middle School count toward graduation. They are not included in GPA.*

## **HIGH SCHOOL CORE CURRICULUM**

The Advisory Commission on Articulation between Secondary Schools and Ohio Colleges appointed by the Ohio Board of Regents and the State Board of Education has recommended the following:

1. The Core curriculum should include:

4 units of English	4 units of Mathematics
3 units of Social Studies	3 units of Science (4 preferred)
3 units of World Language	1 unit of Fine Arts

2. Private and state-assisted four year colleges and universities generally require that students who wish to be admitted on an **unconditional** basis successfully complete the requirements listed above.

## **SUBJECT LOAD AND STANDARDS FOR DEFINING THE SCHOOL DAY**

The State of Ohio Department of Education prescribes the minimum official day and minimum subject load for students. The Minimum Standards for Ohio Schools outline that:

1. A full-time student needs to be scheduled for at least **5.5 hours of classes** or other guided learning experience including but not limited to virtual learning or College Credit Plus.
2. Other guided learning experiences or flexible credit need to be educational, planned by the student, parent, and certified school personnel and approved by the principal.
3. Lunch time is exclusive of the minimum time required.



## **ACCELERATED GRADUATION**

The Board of Education acknowledges that some students are pursuing educational goals which include graduation from high school at an earlier date than their designated class.

Application for early graduation will be submitted to the high school principal in accordance with school regulations which includes a minimum of a 20 on the ACT. The principal may honor this request if all conditions for graduations are met and the student fulfills the graduation requirements.

The student may participate in the graduation ceremonies with his/her designated class.

## **COMMUNITY SERVICE**

An important component of a complete education is developing the awareness, initiative, and skill to give to others and to contribute to the benefit of one's community. Therefore, while not required for a Richmond Heights High School diploma, Richmond Heights High School is committed to providing and supporting a variety of service education programs and to recognizing the volunteer efforts of Richmond students.

Many clubs are service oriented. Students are encouraged to make community service a part of the yearly experience through these clubs, class projects, or personal initiative.

## **GRADE POINT AVERAGE**

1. A student's GPA starts with grades earned in the 9<sup>th</sup> grade and includes all subsequent work taken in high school. Grades earned in the Middle School are not counted in the GPA. **Only semester grades are used in the calculation of grade point averages.**
2. If a student fails a course and later passes the same course, both marks will be used in computing the GPA. Only the passing grade will show on the transcript unless the subject is failed in the 12<sup>th</sup> grade.
3. Similarly, both marks will be used in computing grade point average of any student re-taking a course for grade improvement. Double credit is not given when a course is re-taken for grade improvement, and the higher grade appears on the transcript.
4. GPA is printed on a student's transcript.



## **THE MARKING SYSTEM**

1. There are four 9-week marking periods.
2. Grades are recorded at the end of each marking period.
3. Interim Progress Reports are sent at the midpoint of each marking period.
4. Marks represent a teacher's professional judgment of a student's scholastic achievement.
5. Marks are based on cumulative achievement throughout a semester.
6. Units of credit are awarded upon successful completion of each semester.
7. A student may need to successfully complete first semester before going on to second semester.
8. The marking system is as follows:

### **GRADES**

- A - Superior
- B - Above Average
- C - Average
- D - Below Average
- F - Failure

## **LEVELS OF INSTRUCTION**

All course descriptions include a designated level of instruction.

1. For some courses, students can and may change from one to another level of instruction during the school year, but this is not encouraged.
2. Beyond the core academic coursework, there are three additional levels of instruction:

<b>Advanced</b>	<b>AP</b>
<b>Honors</b>	<b>H</b>
<b>College Credit Plan</b>	<b>CAP</b>

## **WEIGHTING OF MARKS**

Each student is evaluated in terms of achievement at the level of instruction designated for or elected within each course according to the following formula:

### **GPA QUALITY POINTS**

<b>LETTER MARK</b>	<b>Regular</b>	<b>Honors</b>	<b>AP</b>
A+	4.3	4.8	5.3
A	4.0	4.5	5
A-	3.6	4.1	4.6
B+	3.3	3.8	4.3
B	3.0	3.5	4.0
B-	2.6	3.1	3.6
C+	2.3	2.8	3.3
C	2.0	2.5	3.0
C-	1.6	2.1	2.6
D+	1.3	1.8	2.3
D	1.0	1.5	2.0
D-	0.6	1.1	5

**F** All marks of "F" carry a point value of zero

## **HONOR/MERIT ROLL CRITERIA**

1. Scholarship rolls are calculated on current grades each quarter and semester.
2. Students receiving any D's, F's, or I's are disqualified.
3. 1/2 unit credit classes are figured into the tabulation.
4. Honor/Merit Rolls are posted at the end of each 9 weeks:

**HONOR ROLL**

**3.5 - 5.0 GPA**

**MERIT ROLL**

**3.0 - 3.49 GPA**



## **DROPPING COURSES**

A student may drop a course no later than one week after the first report card in a semester and only with a parent or guardian's written approval. However, each student must maintain a minimum course load earning 2 1/2 credits per semester.

## **INTER-SCHOLASTIC ELIGIBILITY REQUIREMENTS**

For eligibility for inter-scholastic activities, students must meet two standards. One is established by the Ohio High School Athletic Association (OHSAA) and the other is set by the Richmond Heights Local Board of Education.

OHSAA Standard: Students must earn 2.5 credits of passing grades each nine week grading period to be eligible during the next nine week grading period.

Students not meeting OHSAA eligibility requirements during the fourth quarter of any school year will be ineligible for the entire first quarter the following fall. Summer school work cannot be used to reestablish eligibility lost as a result of fourth quarter achievement.

## **COLLEGE ATHLETIC ELIGIBILITY**

NCAA rules stipulate that only Core, Honors, and Advanced/Advanced Placement courses will count toward initial eligibility for college athletes. Not all Richmond Heights High School courses are approved for NCAA eligibility.

- A minimum core course GPA of 2.30 for scholarship and full participation.
- 10 of the 16 core course requirements must be satisfied prior to the start of the senior year.
- 7 of those 10 core courses must be from the English, Math, and Science subsections.
- Grades earned in the 10 core courses are "locked in" for the purpose of calculating the final core course GPA.
- Any retakes of the first 10 core courses must be completed prior to senior year.

The new sliding SAT/ACT scale results in significant changes in minimum test score requirements. The minimum SAT score required for athletic competition as a college freshman increased by 180 points while the minimum ACT score increased by an average of 14 points (sum score).

## **SPECIAL EDUCATION**

Richmond's special education program serves students with disabilities through a comprehensive testing program and consultation with special education staff, in accordance with guidelines set forth by the Ohio Department of Education.

If a student qualifies for special education services, the services will be reviewed with the student and the parent by the team of professionals (school psychologist, special education teacher, regular education teacher, administrator, and counselor) through the Evaluation Team process. After this consultation, an Individualized Education Plan (IEP) is developed and shared with the student and parent, who must sign this plan prior to the student receiving special education services. The Ohio State Department of Education recognizes the following disabilities through the child find process: Autism, Cognitive Disability (mental retardation), Deaf-Blindness, Deafness, Emotional Disturbance, Hearing Impairment, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, and Visual Impairment.

There are three types of special education assistance available within Richmond Heights Secondary School:

**INCLUSION:** An inclusion model is available in English, math, science, and social studies. An Intervention Specialist works in conjunction with the regular education teacher to provide modifications as specified in the student's IEP.

**INDIVIDUALIZED RESOURCE ROOM CLASSES:** Resource Room classes modify the curriculum to meet students' needs. Classes are taught to special education students by a special education teacher.

**DIRECTED STUDIES:** This service is intended to remediate deficits and to enhance performance in the regular classroom. This small group instruction period not only focuses on completing homework, but rather work to address skills deficits identified in the student's IEP.

Students identified as needing a Life Skill or Function Curriculum are provided an integrated study of core subjects, mainstreaming experiences when appropriate, prevocational training, and progressive preparation for independent living. Each student's program is developed and monitored by special education teachers and staff, as well as the IEP team.

For more information, please contact the Special Education Department located at the board office.



## **IRREGULARLY EARNED CREDIT/INDEPENDENT STUDY**

The following are guidelines for irregularly earned credit: *Independent Study, Online Courses, and Summer School*.

**Upon approval, students may be granted flexible credit earning options (independent study, summer school, online courses) to satisfy the state's minimum graduation requirements. All of the above methods of earning credit must meet the approval of the principal or their designee and state requirements. Credit will be reported on student transcripts in the same way and at the time the credit is received.**

### **INDEPENDENT STUDY**

Independent Study (IS) is a way to study a specific subject and receive a grade.

Independent Study can be counted as part of a student's school day or be taken in addition to the regular school schedule.

Students interested in pursuing their idea for an Independent Study course must:

- Discuss their Independent Study idea with, and receive approval from, the participating staff member.
- Complete an Independent Study contract.
- Turn in the completed form, with the appropriate signature, to the Guidance Counselor by appropriate deadline.

#### **Independent Study:**

**IS projects for summer and/or semester I** must be filed with the Guidance Counselor by May 1, and fully completed by January 15. Credit recovery planning should be completed as soon as the student becomes aware of the need.

**IS projects for semester II** must be filed with the Guidance Counselor by December 1, and fully completed by May 30.

**Summer IS projects** must be filed with the Guidance Counselor by May 1, and fully completed by September 15.

### **ONLINE COURSES**

The District offers APEX Online courses and Richmond 2.0 (Lincoln Learning) through a partnership with the Educational Service Center of Cuyahoga County. These courses are open only to students in the Richmond Heights City Schools. The available courses include, but are not limited to, World Languages, Advanced Placement, higher level Math and Science, and Electives. Interested students must meet with their guidance counselors to discuss online course options.

**Please note:** NCAA will not accept many online courses. It is essential to check with the counselor before enrolling.

## **COLLEGE ENTRANCE TESTS**

Students need to consult with their counselor each year during their program planning about college entrance tests they should be taking during the next school year. Please note that:

1. Test dates are posted in the Guidance Office and Guidance Bulletin Board. They are also found at *www.collegeboard.org* and *www.ACT.org*.
2. For fee waivers, please check with the guidance counselor.
3. All tests may be repeated, but when one sends SAT Reasoning scores to colleges all scores are reported, including SAT Subject scores unless choosing *score choice*. Some schools encourage students to report all scores (*super scoring*) and only consider the last scores. ACT will send the scores from a specified test date.
4. Students must be aware of the test requirements for individual colleges and testing dates. If there are any questions, contact your counselor.
5. Test information:
  - **PSAT** – All 10<sup>th</sup> graders are encouraged to take the PSAT in October. Besides being a good practice session for the SAT, the results may qualify a student for **National Merit, National Achievement, and/or National Hispanic Scholar Award Program** recognition. Students may register with the guidance counselor.
  - **SAT Reasoning Test** – Most colleges will require either the **SAT Reasoning Test** or **ACT with Writing**. We encourage 11<sup>th</sup> graders to take the SAT Reasoning Test in the spring and, if necessary, repeat it in the fall of the 12<sup>th</sup> grade.
  - **ACT** – The ACT is required for students interested in the **Ohio Merit Scholarship Program**. To be eligible for this scholarship program, the test must be taken in October or December of the 12<sup>th</sup> grade. This test will be administered to all 11<sup>th</sup> graders in the spring.
  - **SAT Subject Tests** – Many highly selective schools require two or three SAT Subject Tests for selection criteria and/or academic placement. It is advisable to take SAT Subject Tests for subjects that have just been completed. For example, 10<sup>th</sup> graders completing Honors or AP Biology should consider taking the Biology SAT Subject Test in June of their 10<sup>th</sup> grade year. Engineering schools may require chemistry and math tests.
  - **ADVANCED PLACEMENT EXAMS** – These examinations are taken each May by students taking AP classes. All students in AP



classes are required to take the AP exam. Students register for the AP exams in March with the guidance counselor. Teachers will give students the form.

- **ASVAB** – All students interested in entering the military and wanting to take the ASVAB should register with guidance counselor. The test will be administered at the Secondary School in November.





**Art****Philosophy**

*The philosophy of art education is that all individuals, regardless of background and abilities, are entitled to develop their artistic potential to the fullest extent of their capacity. A developing concern for the quality of life makes it imperative that students become globally aware, culturally nurtured, and self-reflective in the visual arts. Art education affirms the general premise of education, which is based on each student becoming an active, compassionate, and lifelong learner who is all-embracing and internationally aware in order to create a more peaceful planet. Students who learn to think through art will internalize their experiences and be able to begin to make decisions: to distinguish, to reflect, to devise, and to understand "why".*

**AR091A/B****Art 1**

Term:	Year
Credit:	1.00
Grades:	9-12
Prerequisite:	None

Art I is an introductory course for the beginning art student. The elements and principles of design are emphasized. The students are introduced to a variety of art materials and basic drawing techniques (pencil/line, charcoal value, ink/line and value, perspective and life drawing). The *Art and Man Scholastic Magazine* are incorporated in the program to increase art appreciation and art history understanding. Special projects/requirements include: semester exams covering terms and techniques and student participation in critiques. Students are responsible for proper usage and care of materials. Students also participate in the preparation for art shows. Art history, aesthetics, and studio art and criticism are integral parts of the class.

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**AR101 A/B****Art 2**

Term:	Year
Credit:	1.00
Grades:	10-12
Prerequisite:	Art 1

Art II is a follow-up course to Art I which is designed to develop the students' skills in many different media. It is a course for the art major as well as for the student who wishes to further develop some artistic talent. The basics learned in Art I are applied to more advanced projects. Students are expected to complete homework in their sketchbooks. Students prepare their own artwork with matting for the final presentation. Students participate in critiques and prepare work for shows. They will also attend required art field trips.

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**AR111 A/B****Advanced Art**

Term:	Year
Credit:	1.00
Grades:	11-12
Prerequisites :	Art 2 or teacher recommendation

This is a program of advanced art instruction for the serious art student. Students continue to work in a variety of basic media, which are expanded upon with a greater emphasis on creativity. Students are required to keep a sketchbook for homework assignments. Junior and senior year students work on the development of a comprehensive portfolio to prepare for admission to colleges, art schools, the Scholastic Art Show and the Governor's Show. Students make their own art work and take slides of their work. The students participate in project critiques and art field trips.

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**ART23 A/B****Independent Projects in Art**

Term:	Year
Credit:	1.00
Grades:	12
Prerequisite:	Advanced Art or teacher recommendation.

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**Content determined by the cooperating teacher.**

**ART124****Media Matters****Term:****Semester****Credit:****.50****Grades:****11 and 12****Prerequisite:****None**

Explore how the world of media works! Today we are attached to our phones and digital devices 24/7. Students will learn how to “read” and unpack media that rely heavily on images. Many people are very skilled at using media and technology, but have very little skill making sense of the messages that bombard us 24/7. Through screenings, interactive exercises, readings and response writings, learn and apply the key media literacy questions and principles. The course will use a variety of media forms—advertising, TV, film, the internet, and more. Documentary and youth-produced media will be an important focus for this course.

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**ART094/ART093****Drawing/Painting****Term:****Semester****Credit:****.50/.50****Grades:****9-12****Prerequisite:****None**

Students will explore a wide range of painting and drawing techniques, materials, styles and subject matter. Starting with fundamental skills and concepts, students will develop confidence with a range of tools and approaches. Maintaining a sketchbook with a range of exercises and doing projects that extend over time will be important aspects of the course. While focusing on painting and/or drawing, they will also integrate the design elements and principles to create well-crafted works of art.

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## ***Career and Technical***

### **Philosophy**

Richmond Heights Secondary School has an agreement with Mayfield Excel Technical Education Career Consortium permitting Richmond Heights High students to enroll in Career/Tech Prep courses. Typically, Richmond Heights High School students spend part of their day at Richmond in core education and part of their day in Mayfield in career education. The Richmond Heights Local School District pays all tuition costs for students in these programs. Counselors have detailed information about enrollment procedures. Listed below are current programs.

<b>Areas of Study</b>	<b>Location</b>
<b>Arts &amp; Communication</b>	Early Childhood Education
Digital Arts & Technology	<b>Engineering/Transportation</b>
Performing Arts Academy	Auto Mechanics
Studio Arts & Design	CADD Engineering Technology
<b>Business &amp; Administration</b>	<b>Environmental &amp; Agricultural</b>
Business Academy	Environmental Education
Culinary Arts	<b>Human Services/Public Safety</b>
Marketing	Cosmetology
<b>Construction Technologies</b>	Fire/EMS Training Academy
Construction Trades	<b>Information Technology</b>
<b>Health Sciences</b>	Interactive Media
Medical Technologies	ITP- Information Tech. & Program
<b>Education &amp; Training</b>	

All Career and Technical Education Programs are Tech Prep. Please refer to the Tech Prep website [www.techprep4u.com](http://www.techprep4u.com) for accurate articulation information. Conditions are subject to change as a result of funding or legislative changes. Career Technical-Credit Transfer (CT2) provides statewide articulated college credit for approved programs.

*Qualified students who complete a two-year program and the academic requirements will receive Tech Prep college credit. Please see individual descriptions for potential college credits for a specific course.*

### **Course Selection**

The Richmond Heights Local School Board of Education has demonstrated a sincere effort to support students who seriously desire to master particular career skills not offered at Richmond Heights Secondary School. Consult your guidance counselor as soon as possible if you have such special career goals.



## ***Social Studies***

### **Philosophy**

*The study of Social issues is the search for patterns that reflect human experience. Laws, languages, institutions, arts, industries, political experiments, economic theories, religious values, military ambitions—all of these and more project the image of that experience. Our Social Studies courses provide a glimpse of what has been, what is, and what might be, and they develop in students a curiosity about and sensitivity to the environment in which we live. All social studies courses have been developed to raise questions. They challenge students to assess and interpret, and they provide a framework for recognizing and accepting personal and citizenship responsibility.*

This encourages students to acquire:

- the ability to grasp a question, to gather and analyze data, to marshal pertinent arguments, and to reach sound conclusions;
- the ability to communicate, both in oral and written expression, with clarity and conviction;
- a quality of open-mindedness that is reflected in respect for another point of view, tolerance for ambiguity, passion for truth, and respect for facts;
- the ability to be sensitive to religious, racial, ethical, and ethnic differences; and
- the ability to make personal choices characterized by courage, dedication, and moral decisiveness.

### **Course Selection**

Three Social Studies credits are required for graduation from Richmond Heights Secondary School. Students are also required to take American Government as 12<sup>th</sup> graders.

The Social Studies Department offers a multitude of elective courses designed to challenge and expand the horizons of all. In addition to fulfilling basic graduation requirements, students should consider complementing their studies with electives, especially during 11<sup>th</sup> and 12<sup>th</sup> grade.

**Economics and Financial Literacy requirement: students arriving in their junior year must take Financial Literacy.**

**SOC133****Employability Skills/Career Exploration**

Term:	Semester
Credit	0.50
Grades:	10-12

**Course Description:** Students will gain a basic understanding of the current job market, resume writing, interviewing and job search skills. Students will also be introduced to budgeting, time management, career exploration, taxes, and responsible use of credit. We will also take an in depth look at entrepreneurship, and students will have the opportunity to develop their own business and business plan.

***Note: The current workplace requires a much greater emphasis on a solid basic education. The worker of today also must rely on effective interpersonal skills in dealing with co-workers. These requirements will continue and most likely escalate into the future.***

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**SS101 A/B****World History**

Term:	Year
Credit	1.00
Grades:	9

**World History** is a required freshman course. The emphasis of the course is on the development of Western civilization and its cultural, political, and social contributions to modern times. However, an in-depth analysis of Asian and Indian cultures will also be a focus. During the late second semester, a survey of Russian history through the USSR is presented. The overriding aim on the course is to help students develop a global perspective concerning such things as our nation's position in relation to the rest of the world, facing problems of hunger, population control, pollution, etc. Another aim of the course is to increase toleration toward peoples of varied cultures and races through the appreciation of their contribution to human civilization.

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**SS111 A/B****American History**

Term:	Year
Credit	1.00
Grades:	10

American History is a survey of significant events and developments in American History from reconstruction to the present. Major topics included are the Industrial Revolution in American, imperialism, protest and reform, isolationism, prosperity and depression, the wars of the late 19<sup>th</sup> and the 20<sup>th</sup> century, the Cold War and the Nuclear Age, Watergate, and specific foreign and domestic issues during the 1960's, 1980's and 1990's. Emphasis throughout the course is on the evolution of ideals, traditions, and institutions which have been part of our nation's history. A major aim of the course is to lend perspective to the student in dealing with issues and problems facing our nation at home and abroad.

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**SOC 121****American Government**

Term:	Semester
Credit:	0.50
Grades:	11-12

The American Government course concentrates on the examination of our national, state, and local governments. Emphasis is placed on the comparison and contrast between how these governments were intended to operation and how they presently function. The course covers topics such as the Constitution, the relationship between the three branches of government, the conduct of foreign affairs, and our system of justice. We examine the role of government in our economy as well as an in-depth look at our Bill of Rights. Time permitting, students will attend a meeting of City Council and take a field trip to the Justice Center.

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**SOC 122****Economics**

Term:	Semester
Credit:	0.50
Grades	11-12

The Economics Course is a study of basic economic theories and practice. Among these are the goals of our economics system, the operation of a market economy, competition, and an emphasis on consumerism. Students will be working with Junior Achievement. A computer literacy/application unit or computer assisted instruction is a part of this course which will also include a Financial Literacy component.

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**SOC 123****Modern World Issues**

Term:	Semester
Credit:	0.50
Grades	10-12

This course is designed to cover a wide variety of current world issues including economic, environmental, political, social and religious topics. In the wake of "9/11", we begin with an in-depth survey of the conflicts in the Middle East including the Arab-Israeli Dispute, oil production, Islamic Fundamentalism, and the spread of Terrorism. The course then shifts gears and surveys religious and ethnic conflicts around the world, both past and present. We examine the conflict between the Irish Catholics and Protestants in Northern Ireland as well as the on-going war between the Hindus and Muslims in India. From there, we look closely at U.S./Chinese relations (how it has evolved over the last half-century, and what might lie in store in the next decade). The course concludes with a look at Global-Economic Interdependence and the consequences it will bear on a nation's economic and environmental policies. Topics covered here include: the emergence of the EC (European Community), the World Bank and International Monetary Fund, Asian Expansion, the Environmental Protection Agency, and the depletion of the Ozone Layer and our world's rainforests.

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**SOC 128****Psychology**

<b>Term:</b>	<b>Semester</b>
<b>Credit:</b>	<b>0.50</b>
<b>Grades</b>	<b>10-12</b>

**Psychology is the study of human behavior. In this course students examine the concepts of human emotion, motivation, personality, and behavior. The class operates as a survey of psychology and briefly touches on a variety of areas in the field of human psychology, including the theories of Pavlov, Erikson and Maslow. Students are responsible for textbook reading assignments and outside readings. Due to the nature and pace of this class, only students with above average reading ability and good abstract reasoning ability should consider enrolling.**

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**SOC 129****Sociology**

<b>Term:</b>	<b>Semester</b>
<b>Credit:</b>	<b>0.50</b>
<b>Grades</b>	<b>10-12</b>

**Sociology is the study of human interaction within the boundaries of society. Students examine the beginning of human society and view current society in light of sociological theory. As such, it studies interaction within and between groups of people. These groups maybe as small as the people walking on the street corner or as large as the people of a nation. This course focuses on general sociological theory. The class operates as a survey course and briefly touches on several areas of sociology.**

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**SOC132****Child Growth and Development**

<b>Term:</b>	<b>Semester</b>
<b>Credit:</b>	<b>.50</b>
<b>Grades</b>	<b>10-12</b>
<b>Prerequisite:</b>	<b>Psychology</b>

**Child Development is a good class for anyone interested in being a teacher, day care provider, nurse, social worker, doctor or parent. It is a great foundation for students interested in the studies of psychology, sociology and human development.**

**This course is a systematic study of child growth and development from conception through early adolescence. Emphasis is on principles underlying physical, mental, emotional and social development, and methods of child study and practical implications. Upon completion, students will be able to use knowledge of how young children differ in development and approaches to learning to provide opportunities that support physical, social, emotional, language, cognitive, and aesthetic development.**

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**SOC 130****Early African-American History**

<b>Term:</b>	<b>Semester</b>
<b>Credit:</b>	<b>0.50</b>
<b>Grades</b>	<b>9-12</b>

**This course is designed for students to experience American history from the African American perspective beginning with the ancient African societies and ending in the post-Civil War Reconstruction Era. Using primary sources students will examine the causes and effects of slavery on both the development of America as well as the African American identity in an ever changing country. We will also further analyze the contributions and diffusion of African culture into America. The course concludes with a study of political and social conditions of the late 1800s will lead to an ongoing struggle for equality for African Americans as they delve into the twentieth century.**

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**SOC 131****Modern African-American History**

<b>Term:</b>	<b>Semester</b>
<b>Credit:</b>	<b>0.50</b>
<b>Grades</b>	<b>9-12</b>

**This course is designed for students to experience American history from the African American perspective beginning at the turn of the twentieth century and ending in present day. Students will start this course by designing and producing an African American history assembly for the entire school in which they will be required to research and demonstrate an understanding of both past and future content material. Using primary sources, films, interactive projects and performances, students will continue to analyze the developing African American identity as exhibited in academic, political and artistic arenas throughout the 1900s. In addition students will further examine the Civil Rights Movement and its lasting effects on the modern psyche of America. The course concludes with an exploration of cultural movements, current events and ongoing issues of the past 3 decades and what the future will bring for African Americans.**

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## ***World Languages***

### **Philosophy**

The goal of World Languages is to prepare students to communicate in and understand languages other than English, using both the spoken and the written word. Through the study of world languages, students will understand the importance and meaning of culture. Language acquisition learning will enhance students' knowledge of English, and reinforce and further their knowledge in other disciplines. The study of world languages will prepare students to understand and appreciate diversity in language and culture, both locally and globally, and lead them to become responsible world citizens.

### **Program Planning Policy**

Language acquisition courses are sequential and must be taken in the proper order. World Language course are offered through our digital, online curriculum with APEX Learning. There is a World Language classroom facilitator here on site to assist students with navigating the online nuances of this course. The classroom facilitator is a credentialed teacher.

### ***Course Selection***

1. First-year courses are available to students at every grade level.
2. A student must complete Semester I and Semester II to earn one unit of credit in any world language class.
3. Students should recognize that there is often a challenging period of adjustment when they change from one level of instruction to another. There is a distinct difference in materials and in course levels.
4. Increasingly, institutions of higher education are making world languages a part of entrance and/or graduation requirements. It is encouraged that students complete as long a sequence as possible in any one world language course.

### **WORLD LANGUAGE COURSE OPTIONS**

<b>French</b>	<b>Spanish</b>	<b>Chinese</b>	<b>Latin</b>	<b>German</b>
French I	Spanish I	Mandarin Chinese I	Latin I	German I
French II	Spanish II	Mandarin Chinese II	Latin II	German II
	Spanish III			
	Spanish Language			

*\*Depending on course taken*

## **World Languages**

Term:	Semester
Credit:	0.50
Grades	9-12

The increasing interdependence of nations and the rich cultural and linguistic diversity of society make it imperative that students develop communication skills in a second language. The Richmond Local Schools is providing students with the opportunity to garner the skills needed to cooperate and compete economically and politically in our multi-cultural society. World language courses are offered on line through APEX virtual curriculum with a teacher/facilitator on hand. Students have the option to select a language of study based on interest and aptitude.

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## ***English***

### **Philosophy**

All students are expected to become competent readers, writers, speakers, and listeners in every area of the curriculum. Growth in literacy is necessary so students can enrich their own lives and function in a changing world. An essential goal of education in Language and Literature is to develop the art and convey the joy of reading, writing, speaking, and listening.

The student is the center of the learning process. Students, parents, and teachers are responsible for recognizing individual needs and building on strengths in a developmentally appropriate manner. They work collaboratively to set goals, develop instruction, and assess progress. Students are encouraged to become reflective self-evaluators who move beyond basic literacy to critical and creative thinking.

All educators are teachers of language and are responsible for modeling and nurturing the process of language development. Strategies for learning and applying the conventions of language will be taught within the context of the curriculum and life experience. Language proficient students are more likely to become independent, life-long learners.

The English Language Arts curriculum at Richmond Heights High School is based on the common core state standards and is delivered consistently with the textbooks and resources from Pearson Publishing. It is supplemented with various novels and other supports.

As an AVID School, Writing and Reading are two of the cornerstones of the WICOR framework. In the high school AVID posits that students should be writing and reading to learn, rather than learning to write and read. This paradigm promotes deep thinking and learning which is enhanced by rigorous lessons.

### **Course Selection**

To graduate from Richmond Heights High School, each student must earn 4 units of Language and Literature credit. Of these, 3 units must be earned by successfully completing 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade year-long courses (both semesters of which must be taken for either to count toward fulfillment of the Language and Literature graduation requirement). The Language and Literature Department also offers some enrichment courses, which do not help satisfy the English graduation requirements.

**EN091A/B****English 9**

Term:	Year
Credit:	1.00
Grade:	9

The English 9 curriculum offers students a variety of literary motifs such as multiculturalism, tolerance, relationships, obstacles, and turning points. This course explores a wide range of writing forms that include, but are not limited to, short stories, novels, poetry, letters, articles, and speeches. Students focus on enhancing their knowledge of new vocabulary and note-taking with daily word activities and study skills lessons. They are routinely assigned book projects which also can include sustained silent reading each week. Finally, analytically reading and critical thinking skills are stressed throughout the course.

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**EN092A/B****English 9 Honors**

Term:	Year
Credit:	1.00
Grade:	9

In English 9 Honors students are expected to read and analyze a variety of literary genres such as short stories, novels, poetry, letters, nonfiction articles, biographies, and speeches to develop an appreciation of themes related to multiculturalism, tolerance, relationships, and tragedy. Students are often assigned book projects which can include sustained silent reading each week and possible research. Students must demonstrate proficiency with grammar skills, research techniques, and oral communication. Finally, analytical reading and critical thinking skills, especially related to classic literature, are stressed throughout the course.

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**EN101A/B****English 10**

Term:	Year
Credit:	1.00
Grade:	10

English 10 concentrates on promoting general proficiency in reading, usage, grammar, and writing. In this course, students explore various literary genres which include short fiction, novels, drama, poetry, nonfiction essays, and biographies in order to widen their understanding of selected literary terms and universal themes. Students are expected to

demonstrate researching skills that include taking notes from both print and electronic (Internet) sources and editing a rough draft. The study of literature and language are often combined in this course to develop the students' competencies in the writing of narratives, expositions, and persuasive essays.

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**EN102A/B**

**English 10 Honors**

<b>Term:</b>	<b>Year</b>
<b>Credit:</b>	<b>1.00</b>
<b>Grade:</b>	<b>10</b>

English 10 Honors demands students take an in-depth approach to reading classic and popular literature and writing expositions, narratives, letters, poems, and essays that are thorough, coherent, and complete that adhere to a set rubric. Students explore and analyze various literary genres which include short fiction, novels, drama, poetry, nonfiction essays, and biographies in order to widen their understanding of literary terms and authorial purpose. Work is also done at an accelerated level to improve students' comprehension and use of new vocabulary and writing styles. Students are routinely expected to demonstrate researching skills that include taking notes from a variety of print and electronic (Internet) sources and composing a polished copy. The study of literature and language are often combined to expand students' competency with word choice and sentence patterns in both their verbal and written expression.

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**EN111A/B****English 11**

<b>Term:</b>	<b>Year</b>
<b>Credit:</b>	<b>1.00</b>
<b>Grade:</b>	<b>11</b>

English 11 involves a survey of the important literature in the American experience from the 17<sup>th</sup> to 21<sup>st</sup> century. Here, students take an in-depth approach to reading as they explore various literary periods and genres which include short fiction, novels, drama, poetry, nonfiction essays, and biographies in order to improve their ability to respond to literature analytically and reflectively, especially regarding an author's use of allegory, parody, and irony. Work is also done to improve students' comprehension of new vocabulary, the writing process, and research skills that are centered on a theme related to current issues in American culture. Because this is an accelerated English course, the study of literature and language are often combined, and students could be regularly expected to compose research-oriented reports, make oral presentations, or discuss abstract concepts.

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**EN112A/B****English 11 Honors**

<b>Term:</b>	<b>Year</b>
<b>Credit:</b>	<b>1.00</b>
<b>Grade:</b>	<b>11</b>

English 11 Honors demand students show advanced skills in the areas of reading, writing, and speaking. This course is dedicated to the important American literature, both classic and popular, from the 17<sup>th</sup> to the 21<sup>st</sup> century. Here, students take an in-depth approach to reading as they explore various literary periods and genres which include short fiction, novels, drama, poetry, nonfiction essays, and biographies in order to improve their ability to respond to literature analytically and reflectively, especially regarding an authors' use of allegory, parody, and irony. Work is also done to improve students' comprehension of new vocabulary, the writing process, and research skills that are centered on a theme related to current issues in American culture. Because this is an accelerated English course, the study of literature and language are often combined, and students could be regularly expected to compose research-oriented reports, make oral presentations, or discuss abstract concepts.

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**EN121A/B****English 12**

Term:	Year
Credit:	1.00
Grade:	12

English 12 concentrates on a comprehensive overview of British literature from "Beowulf" to the present time. Students are introduced to the major British authors and the historical context of their works as they explore the genres of short fiction, novels, drama, poetry, and nonfiction essays through the course literature text and supplemental reading materials. Additionally, students are expected to use language to respond to this literature in ways that are interpretative, analytical, and/or reflective, especially on a theme related to a prominent societal issue. Work is also done to improve students' comprehension of new vocabulary and the writing process. The study of literature and language are often combined to improve students' aesthetic appreciation of new literary styles and understanding of some universal themes.

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**ENG125****Theatre**

Term:	Year
Credit:	.50
Grade:	10-12
Prerequisite:	Minimum C average in English classes

This course is designed to meet the needs of students who are interested in discovering the world of theatre. Students will explore several aspects of performance art such as: acting, costume design, set design, make-up artistry, props, lighting arrangement, and the history of theatre. Students will have individual and group assignments including the creation of a one act play. They are also expected to engage in out-of-class performance activities.

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**EN123A/B****AP English 12**

Term: Year  
Credit: 1.00  
Grade: 12

English 12 AP is a college preparatory course designed to improve communication skills (reading, writing and speaking). Reading will cover the canon of world literature, but will focus mainly on British literature. The major objectives of this course are to refine the academic skills that students already possess and to prepare them for the AP English Exam in May. Critical thinking skills will be applied to close reading of poetry, prose and nonfiction. The course requires a large amount of outside reading and is recommended for any twelfth grader wishing to explore literature in a rigorous manner. Summer reading mandatory for this course and will include four works.

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**ENG800****African American Women's Literature**

Term: Semester  
Credit: .50  
Grade: 10-12

This course is designed to follow the writings of several African American female authors throughout America's history. The course begins with the author Phillis Wheatley, the first published African American writer, and continues through our history with narratives, poems, short stories, memoirs, novels, etc. from various authors. This course focuses heavily on written literary analysis for assessment. Students enrolled in this course should have an inherent desire to read extensive pieces of literature.

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**ENG119****Teaching Tolerance Through Literature**

Term: Semester  
Credit: .50  
Grade: 10-12

This course will examine a variety of fiction and non-fiction works that center on the issues of intolerance and how to overcome social, political, and cultural oppression. The literature selected will vary by semester and will be as inclusive as possible.

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**ENG093****Creative Writing**

**Term:** Semester  
**Credit:** .50  
**Grade:** 10-12

**This course is for students who wish to explore the creative process and to develop their creative writing abilities. Students will be given the opportunity to write short stories, scripts, poetry, and speeches. Students may be required to present their speeches during class.**

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**ENG090****English Language Arts Foundations**

**Term:** Year  
**Credit:** 1.00  
**Grades:** 9-12  
**Prerequisites:** None

**Students will build and reinforce foundational reading and writing skills needed for success in high school. Through carefully paced guided instruction, students will further develop reading comprehension strategies focusing on literacy development. Emphasis will be placed on applying analytical and critical reading skills to a variety of texts as well as mastering the writing process. Upon completion, students should be able to comprehend more complex text organization and compose effective writing.**

## **Math**

### **Philosophy**

*The mathematics program should ensure that all students have an opportunity to become mathematically literate, are capable of extending their learning, have an equal opportunity to learn, and become informed citizens capable of understanding issues in a technological society. Knowledge of mathematics is an essential element in the development of the whole person.*

*All students should be provided access to the full range of mathematical topics. Knowledge of patterns, relations, and functions; of geometry and measurement; of probability and statistics; and of increasingly important topics in discrete mathematics is a necessary foundation for all students. Because students' interests, goals, and achievements change as they mature and advance through high school, the mathematics program should be designed to keep options open. While recognizing that individuals have different career objectives, and may well pursue careers as yet undefined, we further recognize that all students have the right to learn significant mathematics and to develop power over mathematical ideas.*

**The goals of the mathematics program are that all students:**

- **learn to value mathematics;**
- **become confident in their ability to do mathematics;**
- **become mathematical problem-solvers;**
- **learn to communicate mathematically;**
- **learn to reason mathematically; and**
- **learn to use technology as a tool to solve problem**



## **PROGRAM PLANNING POLICY**

Mathematics courses are sequential and must be taken in the proper order. All of the four-year programs listed are in the proper order.

## **SUGGESTIONS FOR STUDENTS PLANNING TO ATTEND COLLEGE**

Students planning to attend college for a liberal arts education (English, History, Music, Art, etc.) should complete four years of mathematics in high school including at least ALGEBRA I, GEOMETRY, and ALGEBRA II.

### **MA092A/B**

### **FUNDAMENTALS OF ALGEBRA**

Term:	Year
Credit:	1.00
Grades:	9-10

This course reviews basic mathematical skills involving fractions, decimals, percents and integers. These skills are related to equations, formulas, solving word problems and polynomials. The students will continue to review basic skills as they master algebra concepts, which they will need for geometry and science courses. Additional topics will include factoring, rational numbers, inequalities and graphing. The course will move at a slower pace than Algebra 1. Scientific Calculators are required.

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### **MA094A/B**

### **ALGEBRA 1**

Term:	Year
Credit:	1.00
Grades:	9-10

Algebra I reviews basic mathematical skills. These skills are then utilized to solve and work with equations, inequalities, formulas, word problems, polynomials, factoring, rational and irrational numbers, and graphing lines. Geometry and statistics are integrated throughout the course. Scientific Calculators are required.

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**MA097A/B****Fundamentals of Geometry**

Term:	Year
Credit:	1.00
Grades:	10-12
Prerequisite:	Algebra I or Fundamentals of Algebra

Fundamentals of Geometry build a mathematical system, which starts with the basics of points, lines and planes, and builds upon postulates and theorems. Using deductive and inductive reasoning, relationships such as perpendicularity, parallelism, congruence of triangles and similarity are studied. These relationships are used to discuss properties of quadrilaterals and circles. Other areas, which are pursued, include coordinate geometry, transformations, area, and volume.

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**MA095A/B****Plane Geometry**

Term:	Year
Credit:	1.00
Grades:	10-12
Prerequisite:	Algebra I or Fundamentals of Algebra (with instructor's permission)

Plane Geometry builds a mathematical system, which starts with the basis of points, lines and planes and builds upon postulates and theorems. Using deductive and inductive reasoning, relationships such as perpendicularity, parallelism, congruence of triangles and similarity are studied. These relationships are used to discuss properties of quadrilaterals and circles. Other areas, which are pursued, include coordinate geometry, transformations, area, and volume.

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**MA096A/B****Honors Plane Geometry**

<b>Term:</b>	<b>Year</b>
<b>Credit:</b>	<b>1.00</b>
<b>Grades:</b>	<b>9-10</b>
<b>Prerequisite:</b>	<b>A "B" average in Algebra I and teacher recommendation.</b>

This course is designed for students desiring a mathematical challenge. The difficulty level of problems will be greater than in the Plane Geometry class, and student's advance through the material at a faster pace with greater emphasis on proofs. Also, more complex algebraic solutions to geometry problems are necessary. Students may enroll in this course only if they have maintained at least a "B" average in Algebra, with the recommendation of their Algebra I teacher.

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**MA101A/B****Algebra 2**

<b>Term:</b>	<b>Year</b>
<b>Credit:</b>	<b>1.00</b>
<b>Grades:</b>	<b>10-12</b>
<b>Prerequisite:</b>	<b>Maintain at least a C- average in Algebra I or Geometry</b>

Algebra II extends and refines mathematical procedures learned in Algebra I and Plane Geometry. The majority of the course is problem solving in nature, emphasizing linear equations, quadratic equations, and related word problems. Daily classroom work is necessary to master the basic concepts of Algebra 2. Factoring, graphing, and logarithms are all thoroughly covered, with concentration on all modern algebraic vocabulary. Graphing calculators will be used.

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**MA102A/B****Honors Algebra 2**

<b>Term:</b>	<b>Year</b>
<b>Credit:</b>	<b>1.00</b>
<b>Grades:</b>	<b>10-11</b>
<b>Prerequisite:</b>	<b>Maintain at least a B- average in Algebra 1 and Geometry and the permission of the instructor. Students will be required to purchase a Graphing calculator.</b>

**This course is designed to prepare students for the rigorous study of Honors Mathematics at the advanced level. The course covers more extensive material than Algebra 2. Students will also be required to use a graphing calculator.**

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**MA098A/B****Applied Mathematics**

<b>Term:</b>	<b>Year</b>
<b>Credit:</b>	<b>1.00</b>
<b>Grades:</b>	<b>11-12</b>
<b>Prerequisite:</b>	<b>Algebra II or teacher recommendation.</b>

**This course focuses on skills that students will need to manage their personal finances and excel at their first jobs and in everyday life. This course is a three part program that takes students from basic math concepts to sophisticated financial strategies. Basic Math Skills reviews the fundamental math operations, Personal Finance teaches money management skills, and Business Math provides a thorough primer on launching and running a business.**

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**MA122A/B****Calculus AB**

<b>Term:</b>	<b>Year</b>
<b>Credit:</b>	<b>1.00</b>
<b>Grades:</b>	<b>12</b>
<b>Prerequisite:</b>	<b>Maintain a B- average in Honors Pre-Calculus and obtain teacher permission.</b>

In the study of calculus the two areas of differentiation and integration are studied. In order to discuss differentiation limits are defined and analytically developed, the process of differentiation for polynomials is derived and then applied to practical problems. The inverse operation of integration is developed. Other areas of differentiation and integration, which are studied, include trigonometric functions, natural logarithms, and exponential functions. Various methods of integrations are also discussed. Students will be required to use a graphing calculator.

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**MA298A/B****Advanced Quantitative Reasoning**

<b>Term:</b>	<b>Semester</b>
<b>Credit:</b>	<b>.50</b>
<b>Grades:</b>	<b>11-12</b>
<b>Prerequisites:</b>	<b>Algebra II</b>

In Advanced Quantitative Reasoning, students will develop and apply skills necessary for college, careers, and life. This course consists primarily of applications of high school mathematical concepts. It will prepare students to become well-educated and highly informed 21st century citizens. Students will develop and apply reasoning, planning, and communication to make decisions and solve problems in applied situations involving numerical reasoning, probability, statistical analysis, finance, mathematical selection, and modeling with algebra, geometry, trigonometry, and discrete mathematics.

**MA198A/B****Quantitative Reasoning**

<b>Term:</b>	<b>Semester</b>
<b>Credit:</b>	<b>.50</b>
<b>Grades:</b>	<b>10-12</b>
<b>Prerequisites:</b>	<b>Algebra I and Geometry (Passing grades not required)</b>

Students will develop and apply reasoning, planning, and communication to make decisions and solve problems in applied situations. It will use a modeling and problem-based learning approach to solve real-world, authentic problems. In addition, this course will provide a solid educational foundation for students who want to successfully complete college programs in various disciplines.

## ***Music***

### **Philosophy**

*Through music and the arts, people explore the emotional nature of human life. By learning to perceive music with more sophistication, people respond more deeply to the human emotion that gives life meaning.*

*In performing ensembles, students create high quality performances of music in many styles. As they become discriminating performers and listeners, the students respond to music's expressive power.*

### **MU091 A/B**

### **Choir**

<b>Term:</b>	<b>Year</b>
<b>Credit:</b>	<b>1.00</b>
<b>Grades:</b>	<b>9-12</b>

The choir sings music in a variety of traditional and popular styles. The work in choir includes learning proper vocal technique, sight-singing, and carrying one part within three-part and four-part harmonies. There are three major performances during the school year, as well as several other occasional added performances. All students are required to perform whenever there is a concert. Concerts are considered major exams and all performances are graded. This course is recommended for students who are committed and love to sing and perform. Choir I emphasizes proper vocal techniques and exposes the student to a variety of vocal literature encompassing the "basic" mechanics of the voice. The ability to maintain one voice part in a 3-4 vocal texture will be developed.

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### **MU321 A/B**

### **Show Choir**

<b>Term:</b>	<b>Year</b>
<b>Credit:</b>	<b>1.00</b>
<b>Grades:</b>	<b>9-12</b>
<b>Prerequisite:</b>	<b>Teacher recommendation (audition)</b>

This group is developed through auditions. The Show Choir/Chorale is made up of all women. Students must be able to perform all kinds of choral genre. Students must be able to sing any voice part. Students must have knowledge of reading music and being able to sight-read. The show choir performs all styles and genres of music along with being able to do choreography. Students must be able to carry 3-4 part harmonies independently. There are many major concerts and performances during the school year. **ALL STUDENTS ARE REQUIRED TO PERFORM WHENEVER THERE IS A CONCERT.** Concerts are considered

major exams and test grades. All performances are graded. This course is highly recommended for young women who really love to sing and dance. All students are required to participate in competitions whenever the opportunity presents itself. Students gain skills in mastering the voice to perform a variety of vocal literature that will combine technical knowledge with the aesthetic value of music. Students are required to learn all music taught in choir A, B, and to support those classes.

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**MU1331 A/B**

**Percussion**

<b>Term:</b>	<b>Year</b>
<b>Credit:</b>	<b>1.00</b>
<b>Grades:</b>	<b>9-12</b>
<b>Prerequisite:</b>	<b>None</b>

This course is designed to teach and enhance the student's ability to read music and perform on percussion instruments. Instruments include snare drum, bass drum, tenor drum, cymbals, drum set, and keyboards. Each week, the students will learn a new concept. These concepts reflect many of the Ohio music standards for grades 9 through 12:

- Respond appropriately to the cues of a conductor or section leader.
  - Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) while performing as part of a group.
  - Improvise over given chord progressions and symbols.
  - Read and perform music with dotted eighth and sixteenth notes and syncopation in duple, triple and compound meters.
  - Define vocabulary in all rehearsed and performed music.
  - Sing or play music compositions incorporating elements of music and demonstrating an understanding of music style and form.
  - Read and perform music literature in a wide variety of major and minor keys.
  - Identify homophonic and polyphonic texture.
  - Sight-read major, minor and chromatic melodies.
  - Identify and/or notate concert pitch major scales and selected minor forms (i.e., Band: D,G,C,F,Bb,Eb,Ab, Db,Gb)
  - Interpret music symbols and terms expressively when performing a varied repertoire of music.
-

**MU322 A/B****Men's Ensemble/Chorale**

Term:	Year
Credit:	1.00
Grades:	9-12
Prerequisite:	Approval of Instructor

This group is developed through auditions. The Men's Ensemble is made up of all young men. Students must be able to perform all kinds of choral genre. Students must be able to sing any voice part. Students must have knowledge of reading music and being able to sight-read. The Men's Ensemble performs all styles and genres of music along with being able to do choreography. Students must be able to carry 3-4 during the school year. **ALL STUDENTS ARE REQUIRED TO PERFORM WHENEVER THERE IS A CONCERT.** Concerts are considered major exams and test grades. All performances are graded. This course is highly recommended for young men who really love to sing and dance. All students are required to participate in competitions whenever the opportunity presents itself. Students gain skills in mastering the voice to perform a variety of vocal literature that will combine technical knowledge with the aesthetic value of music. Students are required to learn all music taught in choir A, B, and to support those classes.

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**MU333****Instrumental Music**

Term:	Year
Credit:	1.00
Grades:	9 - 12
Prerequisite:	None

The High School Instrumental Music is a planned sequence of study, rehearsal, and performance of instrumental music. Students have the opportunity to experience and create music. From many different historical periods and of representative composers. Musical study is done individually as well as in the large group setting. The continued development of proper instrumental technique, tone, and overall musicianship are expected. The band performs concerts throughout the year. During football season and for parades the high school band functions as a marching band. Other instrumental groups are also organized to perform for the different activities which are approved by the director and the administration.

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**MU400A/B****Music Appreciation**

Term:	Year
Credit:	1.00
Grades:	9 - 12
Prerequisite:	None

This course gives a broad picture of music literature through the study of the elements of music and its history and development. Through the use of recording, students gain an understanding of various style periods in Western music, including contemporary music, and of how music relates to making and the world. Open to all students regardless of experience or background in music.

***Physical Education*****Philosophy**

*The philosophy of the Physical Education Department at Richmond Heights Secondary School is to place an emphasis on the physical, emotional, and social development of the student. Physical activity is the vehicle that will be used to create an atmosphere for fun, skill development, and fitness. There are two major emphases for the high school program. The first emphasis is for students to become proficient in one or more activities that lead to achieving lifetime leisure activity participation. The second emphasis is for students to become proficient in and to participate in daily physical fitness exercises that lead to healthy exercise participation throughout their lives.*

**Course Selection**

The Richmond Heights Secondary School Physical Education program is composed of a co-educational curriculum offering courses in individual activities, team activities, and physical fitness development. Consistent with the School District's higher expectations, one credit (4 semesters) of physical education and one half credit (1 semester) of health education are required for graduation.

**HPE100****P.E. (Sem. 1)****HPE200****P.E. (Sem. 2)**

Term:	Semester
Credit:	0.25
Grades:	9-12

Physical Education is a required course for student's grades 9-11. Physical Education activities will include co-educational activities and contests to improve the student's total fitness. The students will be trained in the skills necessary to play those games. It is recommended that students provide a lock for their gym lockers and have other required supplies such as a change of clothes for class and appropriate shoes.

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**HPE102****Weight Training**

Term: Semester  
Credit: 0.25  
Grades: 9-12  
Prerequisite: Must have taken Physical Education

This course is offered for students who are interested in building strength, speed, quickness, agility, and power. Students must take Physical Education prior to taking this course.

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**HPE 104****Weight Training**

Term: Semester  
Credit: .50  
Grades: 9-12  
Prerequisites: None

An introductory course designed to help each student: improve muscular strength; gain knowledge and understanding of weight training theory and practice; develop a personalized weight training program. Students will understand basic anatomy and application of exercise physiology, gain fundamental knowledge of physiological principles: strength training benefits, strength training effects, strength training principles and to develop an individualized program based upon students goals: Emphasizing either muscle strength, muscle endurance, muscle size, muscle flexibility or a combination of any.

**HPE 105****Team Sports**

Term: Semester  
Credit: .50  
Grades: 9-12  
Prerequisites: None

This course is designed for students interested in learning skills and strategies of team sports. This course will include daily skill instruction and implementation of those skills into a competitive game setting. Sports may include, but are not limited to: basketball, flag football, soccer, ultimate frisbee, pickleball, badminton, and volleyball. This course will also include daily cardiovascular fitness.

**HPE 103****Sports Psychology**

Term: Semester  
Credit: .50  
Grades: 9-12  
Prerequisites: None

This course will provide students with knowledge about psychological factors that affect performance in sports such as motivation, concentration, focus, confidence, anxiety, and relaxation. Students will also be introduced to mental skills that will enhance performance, make athletic participation more enjoyable, and learn skills that can be transferred to other aspects of their lives. Specific skills to be covered in this class will include: how to set measurable goals and strategies to achieve them, visualization and imagery techniques, leadership, team-building, and how to best cope and recover from injuries.

## **Science**

### **Philosophy**

*Recent studies have emphasized the need for all high school graduates to be scientifically literate. Our rapidly expanding scientific and technological base presents both solutions and problems for our present and future society. Therefore, all students are encouraged to enroll in a continuous sequence of science so they can function as responsible and knowledgeable citizens. Selections from all the scientific disciplines should be made.*

*The laboratory is an integral part of all science instruction, serving as a place to practice the experimental method of science and obtain hands-on experience. Societal and technical issues are infused into each course through a wide variety of methods.*

*Scientific literacy is an admirable goal for the student who is planning a high school education. Understanding the many scientific principles and ideas and applying them to real situations in our world is a useful practice for both the future scientist as well as those who seek careers outside the field of science.*

### **Course Selection**

Science uses mathematics as a tool to describe, explain, and predict various principles. Science course selections should be compatible with mathematical skills.

Students are required to earn three units of science for graduation and to include at least one unit of biological sciences and one unit of physical sciences. Graduating classes of 2014 and beyond must have three (3) units of lab science.

If a student wishes to use science as one of the criteria for a Diploma with Honors, he/she must take four units of science.

### **SC091 A/B**

### **Physical Science**

Term:	Year
Credit:	1.00
Grades	9-12

This is a required course for 9<sup>th</sup> graders. It is based on the national and Ohio state academic standards, and prepares students for the Ohio Graduation Test (OGT) in science. The course promotes understanding of the material rather than memorizing. It covers fundamentals of chemistry, physics, Earth and space sciences, as well as, addressing issues that pertain to everyday life. Students will learn to use the scientific method to explore and investigate the world around us.

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**SC101 A/B****Biology 1**

Term:	Year
Credit:	1.00
Grades	10

Biology is a project-based learning course concentrating on the study of life. Topics include the structure and function of the cell, basic genetics, and an in-depth look at each of the 5 Kingdoms (monera, protista, fungi, plant, and animal). Lab work is centered around these topics with emphasis on the scientific method, microscope use, and dissection.

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**SC095A/B****Forensic Science**

Term:	Year
Credit:	1.00
Grades	11-12

Forensic Science is a Junior/Senior level science elective. It is designed to introduce the student to the world of forensic science. The course is designed to be hands on class where students will perform activities that will interest and excite them. Topics that will be covered include: the history of forensic science, fingerprints, forensic DNA analysis, courtroom testimony, and hairs and fibers.

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**SC111A/B****Chemistry I**

<b>Term:</b>	<b>Year</b>
<b>Credit:</b>	<b>1.00</b>
<b>Grades</b>	<b>11</b>
<b>Prerequisite:</b>	<b>Biology and Algebra I (Grade of C or better in each subject.</b>

Chemistry is the study of the composition and behavior of matter in chemical changes. This lab-oriented course provides student experiences in scientific inquiry and connections to the outside world. Chemical principles studied in this course include states of matter, types of matter, energy, atomic structure, periodicity, moles, bonding, simple organic compounds, chemical formulas and equations, chemical reactions, qualitative analysis, solutions, consumer chemistry, acids, bases, salts, and nuclear chemistry.

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**SC103A/B****Honors Biology**

<b>Term:</b>	<b>Year</b>
<b>Credit:</b>	<b>1.00</b>
<b>Grades</b>	<b>9-12</b>

Honors biology is intended for tenth graders as an alternative to general biology. The course used the same textbook and covers many of the same topics as general biology but in far greater detail. It also differs from general biology in the amount of additional time and effort students are expected to commit to reading and studying outside of the classroom. Throughout the course of the year students research and discuss controversial scientific issues in society, carry out experiments, participate in lectures and work in small groups to prepare presentations. Each unit concludes with a different project which serves to summarize the major concepts and themes of the unit. The project requirements vary widely and require students to utilize a variety of skills and approaches to express mastery and understanding of the content. The major topics covered in the class include ecology, cellular biology, genetics and evolution.

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**SC500 A/B****AP Biology**

<b>Term:</b>	<b>Year</b>
<b>Credit:</b>	<b>1.00</b>
<b>Grades</b>	<b>9-12</b>
<b>Prerequisite:</b>	<b>General Biology</b>

AP biology is designed to be the equivalent of a two-semester college introductory biology course. It differs significantly from general biology with respect to the kind of textbook used, the range and depth of topics covered, the type of laboratory work done and the time and effort required of students. The class is mainly lecture based and the majority of each student's grade is earned through performance on tests and quizzes. The lab component forces students to utilize a deep understanding of the lecture concepts in order to complete a series of inquiry based tasks. All of the topics in the course are built around the following themes; science as a process, evolution, energy transfer, continuity and change, relationship of structure to functions, regulations, interdependence in nature and science technology and society. The course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

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**SC090****Honors Physical Science**

<b>Term:</b>	<b>Year</b>
<b>Credit:</b>	<b>1.00</b>
<b>Grades</b>	<b>9 - 12</b>

Honors physical science is intended for students as an alternative to general physical science. The course uses the same textbook and covers many of the same topics as general physical science but in far greater detail. It also differs in the amount of additional time and effort students are expected to commit to reading and studying outside of the classroom. The course promotes the understanding of the material rather than memorizing. It covers fundamentals of chemistry, physics, Earth and space sciences, as well as, addressing issues that pertain to everyday life. Students will learn to use the scientific method to explore and investigate the world around us.

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## *Alternative Options*

### Philosophy

Richmond Heights Secondary School offers a blended learning model for educating the 21<sup>st</sup> Century Learner. This is where a student learns at least in part through delivery of content and instruction via digital and online media with some element of student control as well as having the daily interactions of their peers and access to student assistance from the current teaching staff. See your guidance counselor for more information.



**Mission:** Prepare individual learners to navigate an evolving global community using 21<sup>st</sup> Century Skills.

**Vision:** Richmond Heights is a first choice school district providing an equitable educational environment that promotes safe, respectful, responsible relationships where pride in self, school and community flourishes

**Core Beliefs:**

- Diversity is our strength.
- An intentional, positive school culture yields strong school pride.
- Each member of our Richmond Heights community must be appreciated and valued.
- Accountability is essential.
- Prudent fiscal responsibility is imperative
- Our students must succeed academically, relationally, civically, and globally.
- That the involvement of parents and community partners is vital to achieving educational outcomes.
- That continuous improvement at all levels is essential to our high performance and legacy.



**Richmond Heights Secondary School**

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# *Notes*

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**[www.richmondheightsschools.org](http://www.richmondheightsschools.org)**