



**SOUTH
EUCLID-LYNDHURST
SCHOOLS**

Academic Options

Charles F. Brush High School

4875 Glenlyn Road

Lyndhurst, Ohio 44124-2399

Telephone: 216-691-2065

Fax: 216-691-2122

www.selschools.org

SOUTH EUCLID-LYNDHURST CITY SCHOOLS

216-691-2000

Dr. Dominick A. Kaple – Superintendent

Ms. Melissa Thompson – Assistant Superintendent

SOUTH EUCLID-LYNDHURST BOARD OF EDUCATION

MISSION STATEMENT

We educate, inspire, and empower students to be high achieving contributing members of a global society.

CORE BELIEFS

We Believe...

- High expectations lead to high achievement
- Education must focus on academic, social, emotional, and physical needs of students
- Diversity strengthens and enriches our communities
- Students must take ownership of their education
- Education is the responsibility of the entire community
- Open and honest communication is critical to effective relationships
- The best education is achieved in a safe and stimulating environment
- The demands of the future and the lessons of the past shape our educational practices

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 Assistant Superintendent at 216-691-2020.

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.

Faculty and Staff

Principal:

Mrs. Marinise Harris	216-691-2068	harrism@selschools.org
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Assistant Principals:

Mr. LeMon Bradford	216-691-2642	bradfordl@selschools.org
Mr. Dylan David	216-691-2123	davidd@selschools.org
Mr. Jamison Days	216-691-2124	daysj@selschools.org
Mrs. Maureen Scully-Gruber	216-691-2127	scullygruber@selschools.org

Associate Principal:

Mr. Edmund Hall	216-691-2069	halled@selschools.org
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School Counselors:

Mrs. Bridgette Johnson	216-691-2072	johnsonb@selschools.org
Mr. Jesse Blasier	216-691-2073	blasier@selschools.org
Ms. Sarah Ball (Department Coordinator)	216-691-2081	ballsar@selschools.org
Ms. LaTonia Angel	216-691-2139	angell@selschools.org

Social Workers:

Mrs. Shannon Carlson	216-691-2183	carlson@selschools.org
Mrs. Rachel Duber	216-691-2074	duber@selschools.org
Mrs. Toya Owens-Hodge	216-691-2020	owenshodge@selschools.org

Youth Development Specialists:

Mr. Chet Mason	216-691-2253	mason@selschools.org
Mr. Ricky Powers	216-691-6101	powersr@selschools.org
Mrs. Meia Christian	216-691-6101	christianm@selschools.org

Athletic Directors:

Mr. Jamar Ross	216-691-2121	rossj@selschools.org
Mr. Jerome Jackson, Asst. Athletic Director	216-691-2645	jacksonj@selschools.org

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DEPARTMENTAL DIRECTORY

Our Department Coordinators are available to address any questions or concerns that may arise during course selection. Please feel free to make contact by phone or email:

Fine Arts:

Mrs. April Lewis	216-691-2089	lewis@selschools.org
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Guidance:

Ms. Sarah Ball	216-691-2139	ballsar@selschools.org
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Language Arts:

Ms. Sallie Fine	216-691-2117	fine@selschools.org
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Mathematics:

Mrs. Jennifer Tatman	216-691-2130	tatman@selschools.org
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Music:

Mr. John Shamp	216-691-2087	shamp@selschools.org
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Science:

Mr. Robert James	216-691-2110	james@selschools.org
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Social Studies:

Mrs. Joanna Lewis	216-691-2118	lewisj@selschools.org
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Special Education:

Mr. Jeff Berenson	216-691-2090	berenson@selschools.org
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Ohio Department of Education Graduation Requirements

- It is the student's responsibility, along with their parent and/or guardian to see that requirements for graduation are met. Please refer to the Ohio Department of Education link below.
- The high school will make every effort to keep up-to-date records and to keep students and parents informed regarding the status of progress toward compiling the necessary coursework to meet the graduation requirements. **However, it is the student's responsibility to be acquainted with and to earn the necessary requirements to meet this goal.**
- [Ohio's High School Graduation Requirements](#)
- [Graduation Seals](#)
- Community Service - All students graduating from Charles F. Brush High School are required to complete 40 hours of [community service](#) or 10 hours for each year of attendance.
- [The Learning Express 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, College Board and Khan Academy free of charge. Home access requires a username and password available from the school library.

***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**. Brush High School does not provide bus transportation for students. Once a student has been successfully 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. It is recommended that a parent/guardian 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 School 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. [More information about registration can be found by clicking here.](#)



OHIO'S GRADUATION REQUIREMENTS

CLASS OF 2023 AND BEYOND

Ohio's long-term graduation requirements take effect for the class of 2023. For students entering ninth grade on or after **July 1, 2019**, Ohio's new high school graduation requirements provide more flexibility to choose a graduation pathway that builds on a student's strengths and passions – one that ensures students are ready for their next steps after high school. Students in the classes of 2018 through 2022 may also use these requirements as a pathway to graduation.

As a part of this pathway to graduation, students must show that they have completed all three parts of these requirements.

1. Credit Requirements:

Students must earn a **minimum total of 20 credits** in specified subjects and take your required tests. Schools can locally require more than 20 credits. Schools are still required to administer all the high school end-of-course assessments. These are: English Language Arts II, Algebra I (or Integrated Math I), Geometry (or Integrated Math II), Biology, American History, and American Government.

2. Competency:

Students can demonstrate competency by earning a passing score on Ohio's high school Algebra I (or Integrated Math I) and English language arts II tests. Students who do not pass the test will be offered additional support and must retake the test at least once. If students have not met the competency score on these tests, there are four additional ways to show competency.

Option 1	Option 2	Option 3	Option 4	Option 5
Algebra I and ELA II	Career Readiness	College Credit Plus	Military Enlistment	ACT or SAT

Option 1. To demonstrate competency using Ohio's state tests, students must earn a score of 684 or above on both the Algebra I (or Integrated Math I) and English language arts II end-of-course exams.

Option 2. To demonstrate competency by Career Readiness, students must demonstrate two career-focused activities, at least one must be a foundational option.

- Foundational options: 1. Cumulative score of proficient on 3 or more WebXams. 2. Earn 12-points of industry credential. 3. Complete a registered pre-apprenticeship, an apprenticeship, or show evidence of acceptance into an approved apprenticeship. 4. State-issued license for a practice in a vocation.
- Supporting options: 1. Work-Based Learning. 2. Earn the workforce readiness score on the Workkeys. 3. Earn the OhioMeansJobs Readiness Seal

Option 3. To demonstrate competency through the College Credit Plus Program, students must earn credit in a non-remedial math or English course for the subject area not passed.

Option 4. To demonstrate competency through Military Enlistment, students must provide evidence of enlistment in a branch of the armed forces to demonstrate competency.

Option 5. To demonstrate competency using the ACT or SAT, students must obtain a remediation-free score in the math and/or English subject area on the ACT or SAT. To demonstrate competency in English, a student must be remediation-free in the subjects of English and reading on the ACT or SAT.

3. Readiness:

Students can meet the readiness requirement by earning two diploma seals. In alignment with their graduation plan, students should be choosing seals that align with their goals and interests. These seals give students the chance to demonstrate academic, technical and professional skills and knowledge that align to their passions, interests and their post-high school pathway.

Of the two seals students are required to earn, at least one of the two must be State-Defined. Ohio's 12 diploma seals are:

- OhioMeansJobs Readiness Seal (State-Defined)
- Industry-Recognized Credential Seal (State-Defined)
- College-Ready Seal (State-Defined)
- Military Seal (State-Defined)
- Citizenship Seal (State-Defined)
- Science Seal (State-Defined)
- Honors Diploma Seal (State-Defined)
- Seal of Biliteracy (State-Defined)
- Technology Seal (State-Defined)
- Community Service Seal (Locally-Defined)
- Fine and Performing Arts Seal (Locally-Defined)
- Student Engagement Seal (Locally-Defined)



Want to learn more?

Contact your school counselor or
visit education.ohio.gov/graduation

Graduation Pathway

First Earn 20.0 Credits	Second Show Competency	Third Show Readiness
 4 Credits English  4 credits Math  3 Credits Social Studies  3 Credits Science  .5 Credits Physical Education  .5 Credit Health  5 Credits Additional Electives (Which includes 1 Fine Arts)  40 Hours Community Service-10 Hours per year	 Earn a competency score of 684 or better on the Algebra 1 and ELA II End-of-Course Exams or  Two Career-Based Learning Activities or  College Credit Plus or  Military Enlistment or  ACT or SAT Remediation Free Score	Earn 2 Graduation Seals <u>State Defined</u>          <u>Locally Defined Seals</u>    Students must have a minimum of 1 State Seal

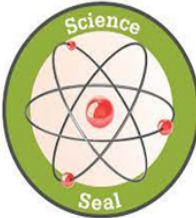
GRADUATION SEALS

The state of Ohio has created 12 diploma seals for students to demonstrate academic and technical skills for college, careers, or the military. Students will be required to earn at least two seals, one of which must be state defined, in order to earn a diploma. Ohio Revised Code sections 3313.618 and 3313.6114.

State-Defined Graduation Seals (Must earn at least one)

Seal	Requirements	Approved Courses and Programs
Military Enlistment Seal 	Provide evidence that a student has enlisted in a branch of the U.S. Armed Forces or participated in an approved JROTC program, appointed into a United States military service academy, or received scholarship into the ROTC.	
Technology Seal 	A student can: 1. Earn a score that is at least equivalent to proficient on an appropriate Advanced Placement exam; 2. Earn a final course grade that is equivalent to a "B" or higher in an appropriate class taken through the College Credit Plus program; or 3. Complete and pass a courstate offered through the district or school that meets guidelines developed by the Department. Students must complete a portfolio and a culminating project.	* Computer Science Principles * IT-1090 Computer Applications * Principles of Engineering
Citizenship Seal 	A student can: 1. Earn a score of proficient or higher on both the American history and American government end-of-course exams; 2. Earn a final course grade equivalent to a "B" or higher in American history and American government*** 3. Earn a score that is at least equivalent to proficient on appropriate Advanced Placement exam; or 4. Earn a final course grade that is equivalent to a "B" or higher in appropriate classes taken through the College Credit Plus program.	• U.S. History • AP U.S. History • U.S. Government • AP U.S. Government ***Final course grade is defined as an average of semester grades (semester 1 and semester 2).

Industry Recognized Credential Seal 	A student can: 1. Earn a 12-point approved industry recognized credential or group of credentials totaling 12 points in a single career field. 2. Obtaining a state-issued license for a practice in a vocation that requires an examination in one.	<i>(Available through some Excel TECC programs - Allied Health, Construction Trades, Culinary Arts, ESSR, Interactive Media, LPN, Welding, and TEACH)</i>
OhioMeansJobs- Readiness Seal 	Meet the requirements and criteria established for the readiness seal, including demonstration of work-readiness and professional competencies: drug free, reliability, work ethic, punctuality, discipline, teamwork, professionalism, learning agility, critical thinking, leadership, creativity, communication, digital technology, global fluency, career management. Students must work with at least three experienced and trusted mentors who validate the demonstration of these skills in school, work, or the community. Seal verification form (Completed by student and mentors)	
State Seal of Biliteracy 	Meet the requirements and criteria, including: • Demonstrate eligibility for a high school diploma; • Demonstrate English language arts proficiency; and • Demonstrate world language proficiency Proficiency is determined by scores on Ohio's required state tests for English language arts, on the English and reading sections or the ACT or SAT, and/or on <u>Advanced Placement tests for world language.</u>	

College-Ready Seal 	Earn remediation-free scores on the ACT or SAT. • ACT English - 18 or higher • Reading - 22 or higher • Mathematics - 22 or higher • SAT Evidence-Based Reading and Writing score - 480 or higher • Mathematics - 530 or higher	Students are provided with one free administration of the ACT during their junior year. The student must be considered a junior by credit.
Science Seal 	A student can: 1. Earn a score of proficient or higher (3 or higher) on the Biology end-of-course exam; 2. Earn a score that is at least equivalent to proficient on appropriate Advanced Placement exam; or 3. Earn a final course grade that is equivalent to a "B" or higher in an appropriate class taken through the College Credit Plus program; 4. Earn a final course grade that is equivalent to a "B" or higher in an advanced science course. Advanced science courses contain rigorous content appropriate for grades 11 and 12. Advanced science courses include Chemistry, physics, or other physical sciences; Advanced Biology or other life sciences; Astronomy, Physical geology or other earth and space science and AP Earth, life or Physical sciences courses***	• Biology • Honors Biology • CCP Biology • AP Biology • Environmental Science • Chemistry • Honors Chemistry • AP Chemistry • Physics • Honors Physics • AP Physics I • AP Physics II *** Final course grade is defined as an average of semester grades (semester 1 and semester 2).
Honors Diploma Seal 	Earn one of five Honors Diplomas outlined below: 1. Academic Honors Diploma; 2. Career-Tech Honors Diploma; 3. STEM Honors Diploma; 4. Arts Honors Diploma; 5. Social Science and Civic Engagement Honors Diploma	Specific course requirements for each honors diploma are outlined here. Most require a field experience and comprehensive portfolio of the work based on the field experience.

Local Defined Graduation Seals

Seals	Requirements
Community Service Seal 	Students must exceed the standard minimum requirement. Students must complete a minimum of 15 community service hours for each year enrolled at Brush High School.
Student Engagement Seal 	• Musical/Play Participation - successful participation, determined by the production director, in 2 school produced musicals OR successful participation, determined by the production director, in 2 school produced plays, OR successful participation, determined by the production director, in 1 school produced musical AND 1 school produced play. • Athletics Participation, including Marching Band, and/or Cheerleading - earn a Varsity Letter OR complete two seasons of athletics, including Marching Band and/or Cheerleading. Must be confirmed by the Head Coach and the Athletic Director/Marching Band Director. • Extracurricular Activities - participate in four clubs, confirmed by the club advisor OR participate in four years in the same club, confirmed by the club advisor.
Fine and Performing Arts Seal 	Music - successful completion of 3 yearlong performing ensembles. A performing ensemble is defined as any graded musical ensemble which performs in concerts throughout the school year. Visual Art - successful completion of 3 yearlong courses OR successful completion of 6 semester length courses OR successful completion of 4 semester length courses provided at least two of those courses is a secondary level course. Combination - students must earn 3 full credits through a combination of any of the above courses/ensembles

Latin Honor Cum Laude System

We use the Latin Honor Cum Laude System: Summa Cum Laude, "With Highest Praise," 4.0 GPA and above; Magna Cum Laude, "With Great Praise," 3.75 -3.99 GPA; Cum Laude, "With Praise," 3.50-3.74 GPA

Grade point values for all Honors classes are weighted as follows:

A=4.5, A-=4.125, B+=3.75, B=3.375, B-=3.0, C+=2.625, C=2.25, C-=1.875, D+=1.3, D=1.0, D-=0.7, F=0.0

Grade point values for all Advanced Placement and CCP classes are weighted as follows:

A=5.0, A-=4.59, B+=4.17, B=3.75, B-=3.34, C+=2.92, C=2.5, C-=2.08, D+=1.3, D=1.0, D-=0.7, F=0.0

GRADE POINT AVERAGE

The Grade Point Average is calculated from a combination of year-long and semester grades of all courses except those which are Pass/Fail Courses, i.e., Study Skills. In calculating the GPA, 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

Grading is calculated using a 20%, 20%, 10%, 20%, 20%, 10% formula for year-long classes and 40%, 40%, 20% for semester classes.

Year-long example: Q1 - 71%, Q2 - 88%, Midterm exam - 82%. Q3 - 80%, Q4 - 91%, Final exam - 72% = 81.4 for the final course grade.

Semester example: Q1 - 84%, Q2 - 91%, Final exam - 86% = 87.2 final course grade.

GRADING SCALE				GRADE
				POINTS
A	93	To	100	4.00
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

GRADE POINT AVERAGE SCALE

	Standard	Honors	AP/CCP
A	4.0	4.5	5.0
A-	3.67	4.17	4.67
B+	3.33	3.83	4.33
B	3.0	3.5	4.0
B-	2.67	3.17	3.67
C+	2.33	2.83	3.33
C	2.0	2.5	3.0
C-	1.67	2.17	2.67
D+	1.33	1.84	2.33
D	1.0	1.5	2.0

EDUCATIONAL OPTIONS

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.

- **AP/Honors Courses** - Students enrolling in Honors and/or AP classes should meet certain criteria. Be sure to note each department's requirements and prerequisites for entrance as stated in each department's section of this Course Description Book. Please note, students enrolled in an AP course must take the AP exam associated with the course. More information below.
- **College Credit Plus (CCP)** - CCP requires that the student must be enrolled in both college and high school, AND the student will earn college and high school credit upon completion of the courses. The credits will be reflected on their final high school transcript. If interested in applying for CCP, please see the Guidance Office to obtain an intent to participate form. More information below.
- **Mayfield Excel TECC** - Students apply to a technical program through Mayfield Excel Technical Education Career Consortium in December of their sophomore year. **Information regarding Mayfield Excel TECC can be found by accessing [the Excel TECC website](#).** More information below.
- **English Language Learners (ELL)** - The English Language Learners Program is designed to meet the needs of students who are non-native speakers of English. All potential ELL 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 ELL teacher, the Guidance Department, and parents/guardians.
- **International Student Exchange Program** - Families interested in hosting a foreign exchange student or having your student participate in a study abroad program, please see the Guidance Office for more information.
- **Gifted Education** - Students may qualify for Gifted Services in specific academic areas such as Reading/Writing or Math. Students who qualify for this program may be enrolled in honors and/or AP classes in grades 9-12. Students who are enrolled in Accelerated Courses and have been identified as Gifted in that content area will receive a Written Education Plan (WEP). The WEP serves as State level documentation that services are being provided via Accelerated Courses offered at Brush High School. Students may also qualify for a WAP (Written Acceleration Plan).
- **Special Education** - Brush High School is in compliance with federal and state laws which govern special education. The South Euclid-Lyndhurst City Schools offer 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. 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. Please note, upon transfer to Brush High School, we need documentation from the previous school district that the student is on an IEP (including the IEP, ETR, transcripts, reports, etc).

EDUCATIONAL OPTIONS SUMMARY

ADVANCED PLACEMENT PROGRAM and EXAMINATIONS

Advanced Placement courses may be offered in various areas. 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. 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 enrolled in Advanced Placement course(s) are REQUIRED to take Advanced Placement Exam(s). South Euclid-Lyndhurst Schools provides a **"buy one get one"** policy for students taking AP exams for students enrolled in multiple AP courses. This means that for every AP exam purchased by a student, they receive one exam at no cost. (Note: fee waivers/reductions are available for students who meet College Board and Federal criteria).

See the following chart:

One (1)Advanced Placement Course	Required to take ONE 1 Advanced Placement Exam: Student Pay for 1 Exam
Two (2)Advanced Placement Courses	Required to take TWO 2 Advanced Placement Exams: Student Pay for 1 Exam/BHS 1 Exam free
Three (3)Advanced Placement Courses	Required to take THREE 3 Advanced Placement Exams: Student Pay for 2 Exams/BHS 1 Exam free
Four (4) Advanced Placement Courses	Required to take FOUR 4 Advanced Placement Exams: Student Pay for 2 Exams/BHS 2 Exams free

COLLEGE CREDIT PLUS

Courses aligned with CCP must:

- Be the same as those offered on the College Campus
- Be nonsectarian and non-remedial
- Apply toward a degree or professional certificate
- Student must provide own transportation
- All courses added or dropped by the CCP student MUST have approval by the School Counselor

Any CCP Student who fails a course or drops after the designated deadline will be financially responsible for the course. For information on College Credit Plus click [For more information on College Credit Plus click here.](#)

- You may be able to take some College Credit Plus courses at your high school. You may also travel to the college where you have been admitted or enroll in one or more online courses offered by that college. Currently, only Ohio colleges are eligible to offer College Credit Plus courses.

- **Graduation** - Senior students who are enrolled at a college where the academic term ends after 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 - For those students electing the College Credit Plus Program, their academic/athletic eligibility will continue to be based upon the grading period used by the high school.

The principal (or designee) of those electing the College Credit Plus Program shall contact participating College Credit Plus 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).

MAYFIELD EXCEL TECC

The Excel Technical Education Career Consortium programs are designed to provide expanded and additional educational options for all students. Excel TECC students represent a new wave of career technical education where schools are sending their best and brightest students to Excel TECC’s various programs. There are 24 unique career technical programs spread over numerous career pathways and the results speak for themselves. Excel TECC has been recognized as the premier career technical education compact in the state of Ohio by Achieve. Over the past five years, students who have graduated from Excel TECC programs have earned over 50 million dollars in scholarship monies to colleges and universities. In fact, Excel TECC programs have over 900 college credits available to them through tech prep agreements and career technical credit transfer. Through their memberships in state Career Technical Student Organizations, Excel TECC students competed and won state championships and qualified for national competitions. Finally, over 95% of Excel TECC graduates go on to college, are immediately employed or enter the military. Please refer to the [website](#) to find out which is the best designed program for your ultimate success beyond high school.

The South Euclid-Lyndhurst School District belongs to a ten-district consortium known as Excel TECC (Technical Education Career Consortium). Excel TECC 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:

For detailed descriptions of the programs below, [click here for the Excel TECC High School Catalog](#)

Allied Health	Auto Collision	Automotive Technology
Business Academy	CADD Engineering Technology	Construction Trades
Cosmetology	Culinary Arts	Digital Arts & Technology
Environmental Education	Exercise Science & Sports Rehabilitation	Fire/EMS Training Academy
Interactive Media	Intervention Programs	ITP - Information Technology & Programming
Licensed Practical Nursing	Marketing (Seniors ONLY)	Medical Assisting
Medical Technologies	Performing Arts Academy	Studio Art & Design
TEACH-Teacher Education And Children's Health	Welding Technologies	

AWARDS

Comparison of Diplomas with Honors Criteria

Students need to fulfill all but one criterion for any of the following Diplomas with Honors.

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

Please refer to the Ohio Department of Education Grid that can be found on the [ODE Website](#)

Writing sections of either standardized test (ACT/SAT) should not be included in the calculation of this score for the Honors Diploma. Diploma with Honors requirements pre-suppose completion of all high school diploma requirements in Ohio Revised Code including:

1/2 unit in Physical Education**	1/2 unit in American History
1/2 unit in Health	1/2 unit in Government

BRUSH HIGH SCHOOL ESTABLISHED THE FOLLOWING GUIDELINES:

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

NATIONAL HONOR SOCIETY

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. requirements 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.

NHS guidelines state that membership is a privilege and 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. *For the membership process, please see the current NHS Advisors.*

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.

PRESIDENTS' EDUCATIONAL AWARD FOR EXCELLENCE

This award was established to recognize and reward students for achieving educational excellence by the President of the United States of America. This award is received at the end of each school year using the following criteria below:

- **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**

Students must 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).

ACADEMIC ELIGIBILITY

(Extra-Curricular Activity/Interscholastic-Athletic Eligibility Policy)

In the South Euclid-Lyndhurst Schools, students are encouraged to participate in extracurricular activities and sports. 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 remain an active participant in athletic activities, he/she must maintain a certain level of academic achievement.

The South Euclid-Lyndhurst Board of Education shall determine the academic standards of eligibility to be met by all students participating in the extracurricular 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:

During the preceding grading period, the student must have received passing grades in a minimum of five one-credit courses or the equivalent (excluding $\frac{1}{4}$ credit PE and similar classes), which count toward graduation or promotion to the next grade level. Students are only eligible 4 years from the date they enter high school.

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

1. Must maintain at least a 1.75 grade point average for the grading period preceding the grading period in which she/he wishes to participate. An exception may be made by the Principal if the

student has been participating in an intervention program and has shown satisfactory progress toward achieving the minimum grade-point average.

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 extracurricular activities/interscholastic athletics.

INTERSCHOLASTIC SPORTS OFFERED AND AFFECTED BY THIS POLICY ARE LISTED BELOW:

FALL	WINTER	SPRING
Boys 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	Bowling	
Girls Tennis		
Volleyball		

EXTRA CURRICULAR CLUBS AND ACTIVITIES OFFERED

Academic Decathlon	Freshman Class Officers	Girls Who Code
Academic Team	Sophomore Class Officers	Key Club
Arcettes	Junior Class Officers	Level Up
AVTV Club	Senior Class Officers	Makerspace
Book Club	Debate Team	MAC 2.0
C.A.R.E	Drama Club	Peer Tutors
Cheerleading	Dungeons and Dragons	Robotics Club
Chess Club	Environmental Club	Science Olympiad
Christian Fellowship Club	Fall Play	Spring Musical
Creative Writing	French Club	Student Congress
Yearbook Club	Gay/Straight Alliance	Jewish Club
ASL Club		

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 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. 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 the requirements for NAIA eligibility is separate from the 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 \$100. Registration for international students is \$160. This is a one-time, non-refundable registration fee, and all the services of the NAIA Eligibility Center are included.

NCAA ELIGIBILITY INFORMATION

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 athletic 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. 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 amateur participation, to determine the student's eligibility. Please refer to the above website for the [NCAA Eligibility Center Worksheet](#) to compute core GPA.

NCAA Division I College-Bound Student-Athletes – Eligibility Standards

The initial-eligibility standards for NCAA Division I college-bound student-athletes are changing. College-bound student-athletes first entering a Division I college or university need to meet academic rules in order to receive athletics aid (scholarship), practice or compete during their first year.

First, here are the terms you need to know:

Full Qualifier: A college-bound student-athlete may receive athletics aid (scholarship), and may practice and compete in the first year of enrollment at the Division I college or university.

Academic Redshirt: A college-bound student-athlete may receive athletics aid (scholarship) in the first year of enrollment and may practice in the first regular academic team (semester or quarter) but may NOT compete in the first year of enrollment. After the first term is complete, the college-bound student-athlete must be academically successful at his/her college or university to continue to practice for the rest of the year.

Nonqualifier: A college-bound student-athlete cannot receive athletics aid (scholarship), cannot practice and cannot compete in the first year of enrollment.

Here are the requirements:

Full Qualifier must:

1. Complete **16 core courses** (same distribution as in the past)
 - a. Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
 - i. Seven of the 10 core courses must be English, math or science.
2. Have a minimum core-course GPA of 2.30;
 - a. Grades earned in the 10 required courses required before the senior year are “locked in” for purposes of GPA calculation.
 - i. A repeat of one of the “locked in” courses will not be used to improve the GPA if taken after the seventh semester begins.
3. Meet the competition sliding scale requirements of GPA and ACT/SAT score (this is a new scale with increased GPA/test score requirements); and
4. I Graduated from High school.

Academic Redshirt must:

1. Complete 16 core courses (same distribution as in the past)
2. Have a minimum core-course GPA of 2.000;
3. Meet the academic redshirt sliding scale requirements of GPA and ACT/SAT score;
4. I Graduated from High school.

Nonqualifier is a college-bound student-athlete who fails to meet the standards for a qualifier or for an academic red-shirt. Please go to www.ncaa.org for new rules and sliding scale.

BRUSH HIGH SCHOOL SCHEDULE CHANGE POLICY

The Course Description book is the student's guide for making their high school course selections. During the time between scheduling and the end of the fourth grading period, students can request changes in their courses. **NO CHANGES WILL BE MADE AFTER THE LAST DAY OF SCHOOL.**

The following may be exceptions at Brush High School

- Mechanical error changes.
- Changes necessitated by failures.
- Class balancing (guidance and administrative).
- Subject-level changes (teacher recommendation).
- Addition of a class in lieu of class needed in the same period.
- Administrative (teacher/guidance) recommendation.

Drop Policy for all courses

For classes scheduled for the full year, students will be allowed to drop a class at the interim of the first quarter without any penalty.

Adding Classes

The need to add a class may arise when changes to a schedule are made or a student makes a decision about future goals that would require a schedule change (e.g., interested in attending another school program or postsecondary interest, so he/she/they change electives).

Incompletes

Incompletes are issued only in extenuating circumstances determined by Administration. The teacher will issue a grade for the work completed; it is the responsibility of the teacher to inform administration that a grade change is required.

SEL Credit Flexibility For Students In Grades 8 -12

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. Schools 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 the same way as traditional credits earned via seat time. Please see our SEL website for more information.

Pass/Fail Option

If a course is taken pass/fail, the course is not figured into the student's grade point average.

It is at the SEL Administrator's discretionary decision to determine or exercise this option.

Charles F. Brush High School

Course of Studies

INTRODUCTION

The following is a complete list of the Charles F. Brush High School Courses by department. The course of studies is included to assist students and parents in planning course selections, for the entire four (4) years, in the proper sequence. 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 careful consultation with the Guidance Department. 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.

If you have any questions or concerns regarding the course selection for your student, please do not hesitate to contact the school counselor for your student's grade level.

COLLEGE, CAREER AND TECHNICAL EDUCATION

ACT PREP: 10th, 11th, 12th grade

Course Number: 7147

Semester Long Course .50 credit

The ACT Prep Course has a very simple objective: prepare students for the ACT Test. The ACT Test is used by colleges and universities as an important component of their entry requirements; consequently, it is in the best interest of all college-bound students to do as well as possible on the ACT Test. Students who do not meet a college's minimum standard in each of the areas tested on the ACT will be required to take remedial courses for which they will get no college credit but will have to pay for. In addition, many scholarships use the ACT Test score as criteria for awards. So, there is the added economic incentive to do as well as possible on the ACT. The test consists of four sections: Math, English, Reading, and Science Reasoning.

Arc Connections and Social Emotional Learning (SEL) I: 9th, 10th grade

Course Number: 7144

Semester Long Course .50 credit

This course introduces students to essential skills that support success in school, at work, and in everyday life. Through hands-on activities, real-world examples, and practical projects, students will build confidence in making responsible decisions and preparing for their future.

Quarter 1 focus: Personal Growth & Career Foundations – Time Management ; The Power of Choices; Goal Setting ; Career Exploration - skills and abilities (what employers look for), workplace personalities, career clusters, job search, and the interview process, e.g. questions, dress, mock interviews, future career projects. **Quarter 2 focus: Financial Literacy & Real-World Money Skills** – Financial Literacy - debit vs. credit, positive and negative credit card and debit card behaviors, analyzing a credit card statement, credit scores, making a budget, reading a paycheck, buying a house, buying a car, insurance.

Arc Connections and Social Emotional Learning (SEL) II: 11th, 12th grade

Course Number: 7145

Semester Long Course .50 credit

This semester-long class will allow students to earn the 12 points of Industry Credentials towards graduation using the NRF RiseUp Exam. This exam focuses on Retail Industry Fundamentals (6 points) as well as Customer Service & Sales (6 points). Students will also have the opportunity to earn their Ohio Means Jobs Readiness Seal through the Values In Actions Program. This program helps to build communities of kindness, caring and respect through programs that teach, promote, and provide skills and tools to enable individuals to make positive, values-based decisions every day.

NRF Rise Up Program: RISE Up is the NRF Foundation training and credentialing program that provides foundational employability skills to help people land jobs and get promoted in retail and beyond. Two Unit Exams: Retail Industry Fundamentals – Key Vocabulary (extra credit); Study Guide; Weekly Knowledge Checks; (assigned Monday-due Friday); Untimed 50 multiple choice question exam.

Customer Service & Sales – Key Vocabulary (extra credit); Study Guide; Weekly Knowledge Checks (assigned Monday-due Friday); Timed 90 minute 75 multiple choice questions. **Values In Action Program:** This program helps to build communities of kindness, caring and respect through programs that teach, promote, and provide skills and tools to enable individuals to make positive, values-based decisions every day.

Pathway: Exercise Science & Sports Rehabilitation (ESSR)

The Exercise Science & Sports Rehabilitation (ESSR) Program is designed for College Tech Prep and career technical education students in Grades 11-12. The technical focus of the program is on functional anatomy and exercise science; health appraisal and fitness testing; exercise programming; nutrition and weight management; injury recognition and prevention; rehabilitation and treatment; and education and counseling. In addition, a core body of knowledge (e.g., communication, legal and ethical, health and safety) is provided to prepare students for future employment/education. Students transitioning to postsecondary education will receive reinforcement and additional training in these areas. The curriculum is driven by industry standards which prepare individuals for a variety of certifications/licenses including AMCA Physical Therapy Aide, ACSM Certified Professional Trainer, and CPR/First Aid.

Health Science & Technology: 11th grade

Course Number: 9701

Semester Long Course .75 credits

This first course in the career field provides students an overview of the opportunities available in the healthcare industry. Students will learn fundamental skills in effective and safe patient care that can be applied across a person's lifespan. They will also be introduced to exercise science and sports medicine, the field of biomedical research and the importance of managing health information.

Exercise & Athletic Training: 11th grade

Course Number: 9702

Semester Long Course .75 credits

In this course, students will apply procedures and techniques used in athletic training, and in the care and rehabilitation of athletic injuries and therapeutic exercise. Topics include injury prevention, conditioning, and wound care techniques of the musculoskeletal system. Students will learn techniques in the analysis of mechanical factors related to human movement. In addition, current trends, technology, legal considerations, and the role of exercise science in relationship to other health fields will be emphasized.

Medical Terminology: 12th grade

Course Number: 9703

Semester Long Course .75 credits

This course focuses on the applications of the rules for constructing and defining medical terms with an emphasis on building a working medical vocabulary. Topics include using the appropriate abbreviations

and symbols for anatomical, physiological, and pathological classifications and the associated medical specialties and procedures. Students will decipher medical terms by identifying and using word elements with an emphasis on derivation, meaning, and pronunciation. Further, students will interpret and translate medical records and documents.

Fitness Evaluation & Assessment: 12th grade

Course Number: 9704

Semester Long Course .75 credits

Students will complete comprehensive fitness evaluations and develop individualized training programs. Students will administer lab and field tests of cardiovascular endurance, body composition, joint flexibility and muscular strength, power, and endurance. Emphasis is placed on assessing body composition, neuromuscular flexibility, agility, balance, coordination, and proprioception. Additionally, students will identify components of physical fitness and communicate how physical activity impacts health and wellness.

Pathway: Junior Reserve Officers' Training Corps (JROTC)

LET 1 A: 9th, 10th, 11th, 12th grade

Course Number: 8510

Semester Long Course .50 credits

This course introduces first-year cadets to the foundations of leadership, citizenship, and the JROTC program. Students explore JROTC traditions, organizational structure, customs, and courtesies while beginning their leadership development journey. The curriculum focuses on three core areas: JROTC Foundations, Personal Growth and Behaviors, and Team Building. Cadets learn goal-setting strategies, develop self-awareness through behavioral assessments, and build essential communication skills. Students work collaboratively to understand team dynamics and their role within a group structure. Physical fitness is introduced through the Cadet Challenge program, establishing healthy habits and baseline fitness levels.

LET 1 B: 9th, 10th, 11th, 12th grade

Course Number: 8511

Semester Long Course .50 credits

This course builds on foundational leadership concepts by applying skills to real-world situations and community engagement. Students advance their development through three core areas: Decision Making, Health and Fitness, and Service Learning. Cadets develop ethical decision-making abilities and conflict resolution techniques while continuing to build study skills and personal discipline. Physical fitness training progresses through the Cadet Challenge program with increased performance expectations. Students apply their leadership skills through service learning projects, demonstrating how to contribute positively to their school and community. The course emphasizes practical application of citizenship values and responsible leadership in action.

JROTC Marksmanship: 9th, 10th, 11th, 12th grade

Course Number: 8512

Semester Long Course .50 credits

This course introduces cadets to the fundamentals of precision target shooting using air rifles in a controlled, supervised environment. Instruction emphasizes firearm safety, proper handling techniques, range procedures, and core marksmanship principles, including sight alignment, breath control, body positioning, and mental focus. Cadets develop discipline, concentration, and personal responsibility while learning to follow strict safety protocols. All training adheres to U.S. Army JROTC safety standards and uses air rifles only—no live ammunition is involved. Students are expected to demonstrate maturity, accountability, and consistent adherence to all safety guidelines throughout the course.

Pathway: Pre-Nursing

The Pre-Nursing program is a double-certification program designed to provide clinical education and experience in the healthcare field. Students will gain knowledge and experience in areas of direct patient care, medication pass, patient assessments, vital signs, nutrition, anatomy and physiology, medical terminology, and disease progression. Students will demonstrate the use and function of medical equipment and clinical procedures through hands-on training and clinical experience. Junior year of the program, students will be licensed as a Certified Nursing Assistant and can begin employment as a CNA. Senior year of the program, students will undergo training to become a Certified Medication Aide and, upon completion and exam, can begin immediate employment. Program content includes medical law and ethics, data collection, anatomy and physiology, Certified Nursing Assistant, patient education, CPR/First Aid, administering medication (MA-C), sterile environments, and career assistance. Certifications available: Certified Medication Aide (MA-C), Certified Nursing Assistant (CNA), CPR/First Aid, and OSHA (10 hr.) Healthcare Certification. (To be eligible to be credentialed as a Medication Aid, students MUST be 18-years-old prior to the last day of class during their senior year. This is per Ohio Revised Code Rule-4723-27-04.)

Principles of Allied Health

Course Number: 9756

Semester Long Course .75 credits

In this first course, students will apply knowledge and clinical skills necessary to assess, plan, provide, and evaluate care to patients in varied healthcare settings. Students will apply first aid principles and techniques needed for response to choking, cardiopulmonary resuscitation, and other life-threatening emergencies. Emphasis will be placed on regulatory compliance, patient safety, pathophysiology, and medical interventions. Additionally, this course introduces psychomotor skills needed to assist individuals in meeting basic human needs.

Patient-Centered Care & Diagnostics

Course Number: 9757

Semester Long Course .75 credits

In this course, students establish and implement treatment plans while providing primary nursing care. Topics include pharmacology, phlebotomy, mental health nursing, and acute care nursing. Students use diagnostic techniques to develop patient health assessments. Emphasis is placed on the synthesis of information gathered through health history, observation, and the detection of deviations and variations from normal physical characteristics. In addition, students learn the legal and ethical principles needed to function within the scope of practice.

Lifespan Development & Medical Intervention

Course Number:

Semester Long Course .75 credits

This course explores how humans grow and develop from infancy through late adulthood, with a focus on the physical, cognitive, and social-emotional changes that occur across the lifespan. Students will examine major developmental theories and apply them to real-world healthcare and medical scenarios. In addition, the course introduces common medical interventions used to support individuals at different life stages. Topics may include disease prevention, treatment options, rehabilitation, and the role of healthcare professionals in improving quality of life. Students will also learn how factors such as genetics, environment, lifestyle choices, and access to care influence health outcomes. Through case studies, hands-on activities, and career exploration, students will develop critical thinking and problem-solving skills relevant to the healthcare field. This course is ideal for students interested in pursuing careers in nursing, medicine, therapy, or other health-related professions.

Medical Terminology

Course Number: 9755

Semester Long Course .75 credits

This course focuses on the applications of the rules for constructing and defining medical terms with an emphasis on building a working medical vocabulary. Topics include using the appropriate abbreviations and symbols for anatomical, physiological, and pathological classifications and the associated medical specialties and procedures. Students will decipher medical terms by identifying and using word elements with an emphasis on derivation, meaning, and pronunciation. Further, students will interpret and translate medical records and documents.

COMPUTER TECHNICAL EDUCATION/BUSINESS

Introduction to Business: 9th, 10th, 11th, 12th grade

Course Number: 7100

Semester Long Course .50 credit

The Intro to Business Course provides students with some background prior to the study of more advanced courses in the business world. It has value for students in presenting career opportunities in various types of business occupations that are learned through computer-based assignments.

IT-1090: Computer Applications: 9th, 10th grade

Course Number: 1090

Semester Long Course 3 college credits and 1 high school elective credit

Computer Applications is offered as a one semester dual-credit course in partnership with Cuyahoga Community College for students who have applied to and been accepted by Tri-C. The course provides an overview of computer techniques and skills used in a professional environment including file management, word processing, spreadsheet applications, presentation software, electronic collaboration, and professional Internet usage. Students gain experience researching, creating, editing, saving, and presenting computer-generated materials for both academic and professional contexts.

GEN 1022: Strategies for Success: 9th, 10th grade

Course Number: EDAE 103

Semester Long Course 3 college credits and 1 high school elective credit

Strategies for Success is offered as a one semester dual credit course in partnership with Cuyahoga Community College for students who have applied to and been accepted by Tri-C. This course provides information and methods to promote student success. The course helps students develop skills necessary for efficient time management, effective communication, positive relationships, enhanced memory, college reading comprehension and retention, note taking, and test taking. Stress management and techniques for overcoming test anxiety will be practiced. Diversity, college resources, and learning differences will also be explored.

Computer Science: GAME:IT: 11th, 12th grade

Course Number: 7123

Year Long Course 1 credit

This course introduces students to the fundamentals of computer programming, game design, and development. Students build foundational knowledge in computer science principles, programming logic, physics concepts, and graphic design while planning and creating their own original games. Through project-based learning, students apply the engineering design cycle to take game concepts from initial idea through final production. Coursework integrates problem-solving, computational thinking, and creative design as students learn to code game mechanics, design interactive experiences, and troubleshoot technical challenges. Students develop both technical programming skills and

creative design abilities while exploring career opportunities in the game development industry. No prior programming experience required.

Introduction to Esports: 9th, 10th, 11th, 12th grade

Course Number: 7122

Semester Long Course .50 credit (Independent Study)

This course introduces students to the esports industry and its diverse career opportunities. Through independent, self-paced learning, students explore the fundamentals of competitive gaming, event production, and digital media creation. Coursework includes producing digital artifacts, understanding esports culture and community, and learning the basics of tournament organization and event management. Students gain exposure to the multimedia, technology, and business aspects of the esports ecosystem while developing skills in digital communication and content creation. This independent study course allows students to work at their own pace while building foundational knowledge of one of the fastest-growing industries in entertainment and technology. No prior gaming experience required.

Introduction to Broadcasting: 9th, 10th, 11th, 12th grade

Course Number: 8110

Semester Long Course .50 credit – up to 1 credit (Independent Credit)

Introduction to Broadcasting acquaints students with the creative and technical aspects of studio broadcast production. Through a hands-on, project-based curriculum, students will develop a detailed understanding of the full production cycle — from pre-production planning through final post-production delivery. Topics of study include directing, studio mechanics, scripting, camera operation, video editing, graphics enhancement, audio production, and lighting design. Students will apply these skills in real broadcast settings, producing cable access programs and providing live coverage of athletic events. This course offers students the opportunity to build a professional portfolio of broadcast work while developing the technical proficiency and creative judgment that media and communications careers demand. Students may earn compensation for their participation by attending and recording sporting events, board meetings, concerts, and more — providing early, paid professional experience in a working production environment. Students who demonstrate advanced skill and commitment may earn up to 1 independent credit through continued broadcast production work beyond the initial semester.

FINE ARTS

Art Foundations: 9th, 10th, 11th, 12th grade

Course Number: 6000

Semester Long Course .50 credit

This course will teach students to express themselves through the graphic arts. Students will explore the Elements and Principles of Art, measurement, color theory, and art history as they create their own

original works through Drawing, Painting and Printmaking using a variety of media. This course should be considered the first step before taking other Art electives and **should not be taken simultaneously or after Drawing or Painting.**

Drawing: 9th, 10th, 11th, 12th grade

Course Number: 8118

Semester Long Course .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 grade

Course Number: 8114

Semester Long Course .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 that students complete **Art Foundations or Drawing** prior to this class.

3D Modeling: 10th, 11th, 12th grade

Course Number: 7136

Semester Long Course .50 credit

Students in this course will explore the world of 3D art making as they learn to use SketchUp, a 3D modeling program that is a natural follow-up to the TinkerCad being taught at Memorial and Greenview. Course material will not only cover the use of the program, but also involve discussions of design considerations unique to additive manufacturing/prototyping (3D printing). Projects will be created in SketchUp Pro before being run through slicer software to prepare the models for printing.

Graphic Design: 9th, 10th, 11th, 12th grade

Course Number: 8121

Year Long Course 1 credit

This course is an introduction to the field of graphic design and computer layout. Students will generate and refine ideas on paper before creating finished products using the computer. Graphics programs will be used to create vector artwork, edit bitmap images, and create layouts. Course units may involve developing ad campaigns, composing magazine layouts, and designing company logos through the use of the Elements and Principles of Design.

Ceramics I: 9th, 10th, 11th, 12th grade

Course Number: 8123

Semester Long Course: .50 credit

Ceramics gives students 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. Finished ceramic pieces may include pinch pots, coil pots, subtractive tiles, and the slab method. Students will engage in experiences that encompass art history, art appreciation, art criticism and production.

Ceramics II: 10th, 11th, 12th grade

Course Number: 8125

Semester Long Course .50 credit

Prerequisite: Open to sophomores, juniors and seniors who have taken Ceramics and passed with a C+ average.

This course is designed for students who have successfully completed Ceramics. It will give interested students the opportunity to use their prior knowledge and experience for a deeper and broader understanding of clay. Students will be encouraged to develop their own personal style and continue to develop technical skills while being challenged as artists creatively. Students will continue to develop techniques in slab, coil, pinch, subtractive sculpture, as well as throwing on the pottery wheel. Students will engage in experiences that encompass art history, art appreciation, art criticism, aesthetics, and production.

ART HONORS/ADVANCED PLACEMENT PROGRAM

AP Studio Art: 12th grade and/or Honors Studio Art: 11th grade

Course Number: 8133/8130

Year Long Courses 1 credit each

Prerequisite: Open to juniors and seniors who have taken Drawing or Painting and passed with a B average, and teacher recommendation based on portfolio review

AP Studio Art is the final course in the fine arts 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 Portfolio in accordance with the College Board Advanced Placement Program (Subject Code #029100). Juniors enrolled in this course will receive credit for "Honors Studio Art." Senior students enrolled in this course will take the AP exam, for which the College Board charges a fee. Students enrolled in Advanced Placement course(s) are REQUIRED to take the Advanced Placement Exam.

Advanced Ceramics: 11th, 12th grade

Course Number: 8124

Year Long Course 1 credit

Prerequisite: Open to juniors and seniors who have taken Ceramics & Ceramics II and passed with a B- average.

This course is designed to build on the foundation of ceramic techniques and styles expanding each student's 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.

Advanced Drawing & Painting: 10th, 11th, 12th grade

Course Number: 8119

Year Long Course 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.

HEALTH AND PHYSICAL EDUCATION

Sports Leadership: 9th, 10th, 11th, 12th grade

Course Number: 7285

Semester Long Course .50 PE credit

Students will gain a knowledgeable background and experience in prevention, immediate treatment and rehabilitation of injuries commonly sustained by participants in athletics. Students will learn about different areas and professions involving sports medicine. This course is designed for students with a desire to serve in a leadership role and explore topics such as: coaching and personal trainer.

PE: 9th, 10th, 11th, 12th grade

Course Number: 7151

Semester Long Course .50 credit

Effort and participation in both team and individual activities are required to maximize physical and social benefits for each student.

Health Education: 9th, 10th, 11th, 12th grade

Course Number: 7250

Semester Long Course .50 credit

This 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, and sexually transmitted disease (STD). Students have the ability to become CPR certified through The American Red Cross. This course is required for graduation.

Weight Training and Fitness: 9th, 10th, 11th, 12th grade

Course Number: 7157

Semester Long Course .50 credit

(This course is for out of season athletes and other interested students)

This class provides the student with the opportunity to spend a full semester concentrating on increasing strength, speed, and quickness. Students will be able to exhibit knowledge and the understanding of the interaction of physiological and biomechanical factors that affect human performance. By using current research and hands-on experience to guide their learning, students will be able to develop a rationale for exercise training based on an individual's goals. The class will use both free weights and machines while emphasizing upper and lower body lifting. Flexibility instruction will also be included as well as speed conditioning. Students will be required to dress appropriately every day and to keep personal records of their progress. Also please note that in-season athletes will be required to follow the lifting and conditioning parts of the class on game days. Enrollment is limited with students being admitted on seniority basis. The course will be taught in the classroom and Arcfit, both indoors and outdoors.

Arc Built: 9th, 10th, 11th, 12th grade

Course Number: 7159

Semester Long Course .50 credit

Prerequisite: Member of a BHS athletic team (This course is for in season athletes)

This Brush High School Athletic Weights course is an advanced wellness course designed for students participating in competitive sports and activities. It features instruction on the techniques of weight training and conditioning as they pertain to athletic competition. This course involves a physically demanding program of weight training and fitness activities designed to enhance speed, agility, mobility, explosiveness, and coordination. In addition, the implementation of the Functional Movement Screen, education on substance abuse, sports nutrition, and fitness principles are applied. Arcs Built will continue to include mindset coaching and leadership development components tapping into our athletes' inner strengths to ensure we are confident in the most demanding situations throughout sport and life. Students undergo periodic strength and fitness assessments, and develop/revisit performance goals every 9 weeks.

Personal Wellness: 9th, 10th, 11th, 12th grade

Course Number: 7275

Semester Long Course .50 credit

Prerequisite: .50 PE credit

This course may be used to meet the Health Education requirement. This elective class will require the completion of workouts with classroom material covering all the fundamentals of weight training with safety procedures stressed. MyPlate will be introduced so students can calculate calorie counting and maintain proper nutrition. The functions of various muscle groups will be reinforced and students will be introduced to plyometric, speed ladders, core training and proper stretching techniques. Project: Students will complete Nutrition Journals based on Breakfast and Lunch served at Brush High School and Fitness Journals. This course is designed for the non-athlete to instill the importance of lifelong wellness habits and explore such topics as healthy habits, leisure activities, dieting etc. The course will be taught in the classroom and Arcfit, both indoors and outdoors.

Zumba Hip Hop Dance: 9th, 10th, 11th, 12th

Course Number: 7290

Semester Long Course .50 credit

Prerequisite: .50 PE credit

This class is an introduction to dance and cardio in the fitness world. Students will have the opportunity to learn different forms of dance as exercise while incorporating other aerobic and anaerobic exercises for an overall movement experience. Students will be expected to participate in both the dance exercises as well as accompanying exercises like yoga, weight training, cardio, and more. Students will obtain an understanding of the benefits of dance and the accompanying exercises for overall health.

Competitive PE: 9th, 10th, 11th, 12th grade

Course Number: 7291

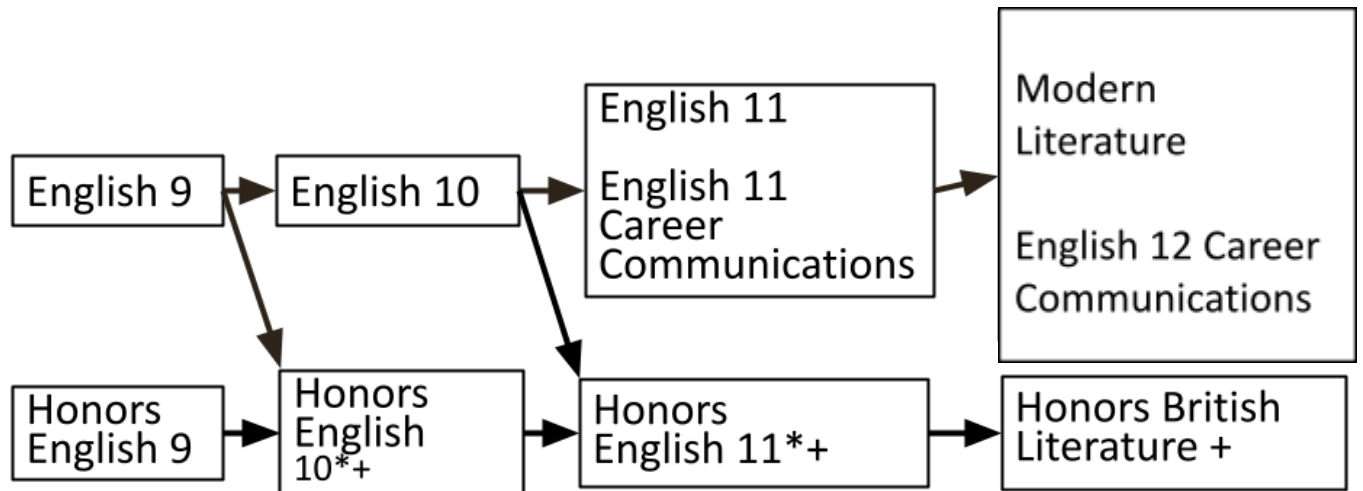
Semester Long Credit .50 credit

Prerequisite: .50 PE credit

This class is designed for the student who desires to take physical education to the next level. Students are expected to participate in a high level of competition in a variety of sports and games each day. Students will need to dress accordingly including and not limited to tennis shoes, bring a container for water, and a mindset ready to have fun. This course is physically demanding and teaches students game play and advanced game strategies through a wide variety of sports and activities.

LANGUAGE ARTS

ELA Recommended Sequence



*Teacher recommendation required

+Student must meet grade requirement in previous year's Honors course

English 9

Course Number: 1110

Year Long Course 1 credit

Literature activities introduce the students 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 learn the elements of writing a multi-paragraph essay. 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. Summer Reading is required as is reading homework during the school year.

English 10**Course Number: 1205****Year Long Course 1 credit****Prerequisite: English 9**

Reading and literature activities focus on world literature 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, argument, writing, and includes a research paper on a global issue. 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. Summer Reading is required as is reading homework during the school year. A standardized End-of-Course (EOC) exam, mandated by the State of Ohio is a required part of this course. Students must earn a score of 684 or better on the End-of-Course (EOC) Exam.

English 11: American Literature and Research**Course Number: 1305****Year Long Course 1 credit****Prerequisite: English 10**

This course is for students who want to continue their education in college. Composition activities are designed to refine expression in descriptive, expository, argumentative, and persuasive essays. A unit on media literacy emphasizes critical reading and thinking skills and teaches students to evaluate sources claims. 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 includes choice as well as whole class novels and plays. Summer Reading is required as is reading homework during the school year.

English 11: Career Communications**Course Number: 1310****Year Long Course 1 credit****Prerequisite: English 10**

This course is specifically for students who want a career in the trades, students in Excel Tecc programs requiring technical writing and reading skills, and/or students planning on entering the workforce or military directly after high school graduation. Students will read works of non-fiction, write short papers, and hone their oral communication skills through presentations and mock interviews. Summer Reading is required as is reading homework during the school year.

English 12: Modern Literature and Composition

Course Number: 1410

Year Long Course 1 credit

Prerequisite: C in English 11 American Literature and Research or recommendation of a junior year English teacher

Modern Literature and Composition is a college preparatory course which presents a thematic view of 20th and 21st 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, and intellectual freedom. Current events, ethical issues, and social concerns are explored through the literature, which includes full-length fiction, nonfiction, 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 work in writing, projects, and performances. Summer Reading is required as is reading homework during the school year.

English 12: Career Communications

Course Number: 1415

Year Long Course 1 credit

Prerequisite: English 11

This course is specifically for students who want a career in the trades, students in Excel Tecc programs requiring technical writing and reading skills, and/or students planning on entering the workforce or military directly after high school graduation. Students will read works of fiction, non-fiction, write short papers, complete projects, and hone their oral communication skills through presentations and mock interviews. Students will work on resume writing/updating, learning to write an effective cover letter, and developing appropriate interpersonal skills. Summer reading is required as is reading homework during the school year.

English 12: British Literature and Composition (Online/Independent Study Only)

Course Number: 1405

Year Long Course 1 credit

Prerequisite: C+ in English 11 or recommendation of junior year English teacher

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 the Anglo-Saxon through the medieval period. During the second semester, students read and analyze drama, prose, and poetry through the Romantics 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 reactions and analysis, and the primary source paper. Students will select, read independently, and produce a literary critique and a research paper of a British novel. Students can expect to display their knowledge and appreciation of their work in writings, projects, and performances. Summer Reading is required.

LANGUAGE ARTS HONORS/ADVANCED PLACEMENT PROGRAM

Honors English 9

Course Number: 1100

Year Long Course 1 credit

Prerequisite: Criteria Met on Honors Rubric

The course 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. Students read short stories, novels, poetry, mythology, and drama. Because of the intensive, in-depth reading and writing demands of this course, letter grades are weighted. Students entering this class must be highly motivated, exhibit an enthusiasm for extensive and varied reading analysis, and an interest in exchanging ideas and challenging assumptions appearing in literature. Summer reading and a writing assignment are required.

Honors English 10

Course Number: 1200

Year Long Course 1 credit

Prerequisite: C+ or better in Honors English 9 or criteria met on honors rubric

The course includes a study of novels from the nineteenth and twentieth centuries, Greek drama, and Shakespearean drama. Supplementary reading focuses on poetry, biography, and literary criticism. Composition assignments, both in and out of class, include the analytical essay and literary critique. Emphasis will be given to development of skills in diction and sentence structure to achieve a mature writing style. Extensive vocabulary study helps sharpen writing skills. Because of the intensive, in-depth reading and writing demands of this course, letter grades are weighted. Summer reading and a writing assignment are required to be completed prior to, and due on the first day of school.

Honors English 11

Course Number: 1300

Year Long Course 1 credit

Prerequisite: Successful completion of Honors English 9 or Honors English 10 or criteria met on honors rubric

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. Because of the intensive, in-depth reading and writing demands of this course, letter grades are weighted. Summer reading and a writing assignment are required to be completed prior to, and due on, the first day of school.

Honors British Literature and Composition: 12th Grade

Course Number: 1401

Year Long Course 1 Credit

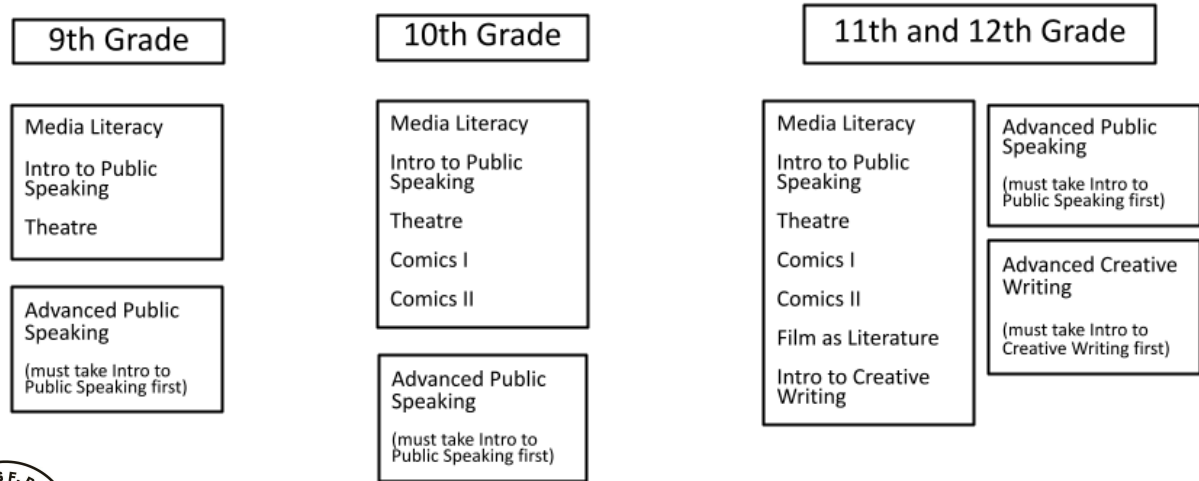
Prerequisite: Completion of Honors English 11 with a C+ or higher or criteria met on Honors rubric and American Lit teacher recommendation.

Required Summer Reading- Choose two (2) from this list of titles: *Gammer Gurton's Needle*, *Much Ado About Nothing*, *She Stoops to Conquer*, *The Importance of Being Earnest*, or *Blithe Spirit*

The course is a 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. Special emphasis will be placed on both critical and contextual vocabulary building. Students will also utilize college-level texts to provide historical and political context and analysis of authors and literary movements. Because of the intensive, in-depth reading and writing demands of this course, letter grades are weighted. Summer reading and a writing assignment must be completed prior to the start of school and are due on the first day. Students taking this course may opt to take the College Board AP Exam in the spring of their senior year.

LANGUAGE ARTS ELECTIVES

ELA Electives by year



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 takes Public Speaking and Communication as part of their elective program at Brush.

Introduction to Creative Writing: 11th, 12th grade

Course Number: 1915

Semester Long Course .50 Credit

This course provides an outlet for students who wish to explore the imaginative expression of ideas. Students will gain an appreciation for the creative process by examining literary models and producing a variety of short literary works, including character and story sketches, poems, and other commercial creative projects as time allows. Students will be expected to keep a writer's journal, write and revise daily, and conduct a peer review. Students' work will be evaluated through a portfolio/collection of works.

Advanced Creative Writing: 11th, 12th grade

Course Number: 1918

Semester Long Course .50 Credit

Prerequisite: Introduction to Creative Writing

This semester course will be workshop-based with weekly requirements of sharing current works in the style of poetry, nonfiction, or short stories. Students will give and receive feedback in a round table editing session before applying the edits to their final piece. To encourage their long-term interest in the Creative Writing field, students will hear from professionals and hobbyists, and create query letters and drafts for mock publishers. The course will culminate in a digital writing portfolio that will be published for the class.

Public Speaking and Communication: 9th, 10th, 11th, 12th grade

Course Number: 1250

Semester Long Course .50 credit

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 Public Speaking and Communication: 9th, 10th, 11th, 12th grade

Course Number: 1251

Semester Long Course .50 credit

Prerequisite: Public Speaking and Communication or permission from instructor

This course includes a study of communication skills needed for effective group discussion, advanced principles of argumentation, and theories and concepts of persuasive communication. Students will write and practice speeches for local competitions. 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 communicate effectively in a variety of venues.

Media Literacy: 9th, 10th, 11th, 12th grade

Course Number: 1926

Semester Long Course .50 credit

Students will examine how society consumes media and how to do so responsibly. The course will focus on evaluating media, especially online content, including news stories, social media posts, and images. How to spot "fake news," the role of satire, and the ethics of image manipulation are examples of topics addressed. Students should expect to read extensively about current events and respond to reading through class discussion and writing.

Theater & Improv: 9th, 10th, 11th, 12th grade

Course Number: 1260

Semester Long Course .50 credit

This semester 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, a duet and small group scenes and one-act plays.

Film as Literature: 11th, 12th grade

Course Number: 1925

Semester Long Course .50 credit

This semester-long class introduces students to film history, character development, plot development, and the technical elements of scene production. The curriculum will include the study of various genres including classic films and directors as well as modern film development. Students should expect to respond to films and content through class discussions, projects, and writing assignments. Regular attendance is critical to succeeding in this course.

Music as Literature: 9th, 10th, 11th, 12th grade

Course Number: 8178

Semester Long Course .50 credit

The Music as Literature course introduces lines/bars, verses, songs, albums, and genres as vehicles for examining literature and developing ELA skills. Unknowingly, students take in pages and pages of literature on a routine basis when they listen to music. Explicit and implicit meanings are made as texts are comprehended, literary devices are encountered, themes and big picture ideas are emphasized, and connections are made to relevant aspects of life when music functions as literature. This class will allow music lovers, literature lovers, and creative minds to expand their command of the English language by exploring music as a form of literature that will engage students in ways that books and articles simply can't.

Introduction to Women's Literature: 11th, 12th grade (Online/Independent Study Only)

Course Number: 1922

Semester Long Course .50 credit

Prerequisite: C+ in ELA 10 or ELA 11

This course will introduce students in grades 11th and 12th to a variety of literature by and about women. Students will closely and critically read fiction, poetry, drama, and non-fiction from different periods of history and compare the different perspectives of women in place and time. Students should be prepared to read, write, and discuss the selections and reflect on the contribution of women

both nationally and globally. Students enrolled in this course should enjoy reading and discussing literature.

Science Fiction and Fantasy Literature: 11th, 12th grade (Online/Independent Study Only)

Course Number: 1921

Semester Long Course .50 credit

Prerequisite: C+ in English 10 or English 11

Almost half of the top money making movies of all time are science fiction or fantasy films. This course will trace the roots of science fiction and fantasy literature. It will also examine some of the major writers and major themes using a collection of novels and short stories, as well as some videos. More often than you realize, the advancements of science fiction have become science fact!

Comics and Graphic Novels as Literature I: 9th, 10th, 11th, 12th grade

Course Number: 1923

Semester Long Course .50 credit

This course will explore the comic genre of literature as a method of storytelling combining the ideas of traditional literary study with a visual arts component. The students will investigate and analyze popular culture representations of life experiences, historical events, and ethnic and cultural groups. Comics allow authors to literally “put a human face” on any given subject allowing readers to experience literature in a multi-sensory approach. Concepts such as gender, race, political movements, social justice, intolerance, survival, exceptionalities, and heroism will be focused upon as well as the structure and form of the ever important genre being used to convey these themes. Comic and graphic storytelling embody and demonstrate the potential to surprise us while pausing to consider people, culture, conflict, ideas, dreams, and tragedies that we have not encountered the same way before. This form of literary presentation allows readers to discover facets of their own lives while gaining insight into the world and issues around them.

Comics and Graphic Novels as Literature II: 9th, 10th, 11th, 12th grade

Course Number: 1924

Semester Long Course .50 credit

Prerequisite: Comics and Graphic Novels as Literature is preferred, but not required

This course will be an extension of the ideas utilized in Comics and Graphic Novels as Literature I. In addition to covering the themes expressed in the first course, this class will further focus on literary merit and the question of the artistic value of storytelling through sequential art. This course will pose the questions “What is considered literature?” “What is not?” and allow students to engage in the discovery of the visual literary art form while examining the dangers of literary presumption. This course will evaluate forms of literature and history with their artistic retellings allowing readers to fully immerse themselves into the methods of modern storytelling. Key literary ideas such as the author's purpose, voice, tone, and perspective will be a focus. In addition, the ideas of the history and perception of the graphic format as it relates to censorship or marginalization will be examined.

Yearbook Production: 9th, 10th, 11th, 12th grade

Course Number: 1805

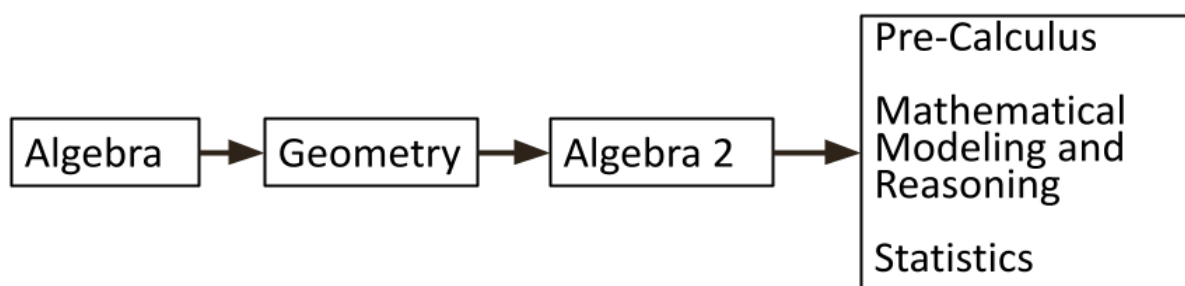
Year Long Course 1 credit

Prerequisite: Interview with advisors. *Only 9th graders who were active participants in the Memorial Yearbook Club will be considered.

This class produces the school yearbook. Focus is placed on journalistic writing, editing, photography and page design. Students will also gain experience with yearbook software. Some work after school may be required. Students will go through an application process to be accepted into the course.

MATHEMATICS

Math Recommended Sequence



(Choose 1)



Algebra 1: 9th grade

Course Number: 3120

Year Long Course 1 credit

This college preparatory course will focus on the Mathematics Standards. The topics will include linear, exponential and quadratic function, and the mathematical modeling of data for all said functions. Students will understand and classify numeral patterns as arithmetic and geometric sequences, graphing, and solving systems of linear equations and inequalities. Topics in number theory will include the properties of real and imaginary number values. Students will obtain a strong understanding of polynomial operations including factoring quadratics. (TI-30 scientific calculator is recommended for this course.) A standardized End-of-Course (EOC) exam, mandated by the State of Ohio is required for this course and a score of 684 or better on the End-of-Course (EOC) exam is required.

Applied Algebra: 9th grade

Course Number: 3122

Year Long Course 1 credit

This course represents one step in the high school mathematics sequence. Students are enrolled in this course through teacher recommendation. Topics align with the Algebra I curriculum, with an emphasis on real-world applications. Students develop algebraic and geometric concepts through hands-on application problems, working both independently and collaboratively in groups. Instruction includes building proficiency in mathematical communication and vocabulary to support problem-solving success.

Geometry: 10th grade

Course Number: 3125

Year Long Course 1 credit

Prerequisite: Algebra 1

This college preparatory course will focus on Mathematical Standards. The topics will cover a wide range of geometrical foundations such as constructions, theorems, postulates, properties and proofs. The initial content will revolve around points, lines, planes and transformations in the coordinate plane. This content will build towards application problems of two-dimensional and three-dimensional shapes in the real world. The next main content will take an in-depth look at triangles such as properties of congruence and similarity within the coordinate plane, and trigonometry application problems. From there, the course studies quadrilaterals by categorizing them and analyzing their unique properties. The last geometric figure that will be studied is circles. This topic will look at properties of circles, along with deriving equations of, and applying arc length and area of a sector to real world applications. The course will conclude with data analysis using compound probabilities, permutations and combinations. Technology support will take the form of Savvas Realize. (TI-30 scientific calculator recommended for this course). A standardized End-of-Course exam, mandated by the State of Ohio is required for this course.

Algebra 2: 11th grade

Course Number: 3205

Year Long Course 1 credit

Prerequisite: Geometry

The following topics will be covered: equations & inequalities, systems, quadratic functions, real & complex numbers, polynomial functions, rational and radical functions, exponential and logarithmic functions, trigonometric functions, and matrices. In the classroom, the student will learn to use multiple representations to analyze questions and evaluate answers through real world models. (TI-84 Plus graphing calculator is recommended for this course).

Algebra Concepts: 9th, 10th, 11th grade **Elective Course

Course Number: 3121

Semester Long Course .50 credit

Prerequisite: Algebra

Algebra Concepts is a support course for students who have struggled in previous math classes and need additional help to succeed in Algebra I. Taken alongside the Algebra I course, it provides targeted instruction to strengthen foundational skills and deepen understanding of algebraic concepts. The course offers guided practice and intervention strategies to help students master key topics and prepare for the Algebra I End of Course (EOC) exam.

MATH OPTIONS FOR JUNIOR AND SENIOR YEAR

Statistics: 11th, 12th grade

Course Number: 3320

Year Long Course 1 credit

Prerequisite: Algebra 2

This course is ideal for absolute beginners who want to acquire a basic knowledge of statistics. Students will be introduced to the concepts and tools required for collecting, organizing, analyzing and drawing conclusions from data. It is designed to be a hands-on course that promotes reasoning and the standards for mathematical practice.

Pre-Calculus: 11th, 12th grade

Course Number: 3310

Year Long Course 1 credit

Prerequisite: B- or better in Algebra 2, 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; solutions of right triangles; solutions of oblique triangles; functions of two angles; complex numbers. This course will also cover the five basic plane curves-straight lines, 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. (TI- 84 plus graphing calculator is required for this course).

Mathematical Modeling and Reasoning: 12th grade

Course Number: 3535

Year Long Course 1 credit

Prerequisite: Algebra 2 and Geometry

The Mathematical Modeling and Reasoning course is an advanced quantitative reasoning course. Quantitative Reasoning is the application of basic mathematics skills, such as algebra, to the analysis and interpretation of quantitative information (numbers and units) in real-world contexts to make

decisions relevant to daily life. Critical thinking is its primary objective and outcome. It emphasizes interpretation, representation, calculation, analysis/synthesis, assumptions, and communication.

Calculus: 12th grade

Course Number: 3313

Year Long Course 1 credit

Prerequisite: Pre-Calculus

This calculus class is designed to give students an overview of Calculus topics such as limits and continuity, derivatives, anti-derivatives, integrals and differential equations. While this course covers many of the same concepts found in Advanced Placement Calculus, it is not bound by the pace and rigor necessary for success on the AP Calculus exam. Therefore, this course best suits the student who is mathematically ready to learn the concepts of an entry level calculus class but will not be taking the AP exam. (TI—84 plus calculator is required for this course).

Mathematics of Sports Analytics & Leadership: 11th, 12th grade **Elective Course

Course Number: 3127

Year Long Course 1 credit (fulfills 3rd or 4th year mathematics graduation requirement)

Prerequisite: Algebra 1 (Geometry recommended)

This mathematics course develops quantitative reasoning, statistical analysis, and data science skills through the study of sports performance and analytics. Students apply geometric concepts, statistical methods, probability theory, and mathematical modeling to analyze real-world data and solve complex problems. Students engage in authentic data analysis by examining professional sports performance metrics, conducting statistical research, creating data visualizations, and building predictive models. Through project-based learning, students collect data, analyze patterns, interpret results, and communicate mathematical findings—developing skills essential for careers in data science, analytics, business, research, and healthcare.

Core Mathematical Content:

Statistics & Probability: Descriptive statistics, distributions, correlation and regression analysis, probability models, hypothesis testing, and data interpretation

Geometry & Measurement: Coordinate systems, spatial analysis, angles, distance calculations, area and optimization problems

Functions & Modeling: Linear and exponential functions, mathematical modeling, predictive analytics, and interpreting mathematical relationships

Applied Mathematics: Rate calculations, unit conversions, biomechanical equations, and quantitative decision-making

Career & Professional Development:

Students have the opportunity to earn nationally recognized industry certifications including US Soccer Grassroots Coaching License, USSF Referee Certification, and Basic Life Support (BLS) credentials. These certifications provide immediate employment opportunities and strengthen college applications while complementing the mathematical curriculum.

College Preparation:

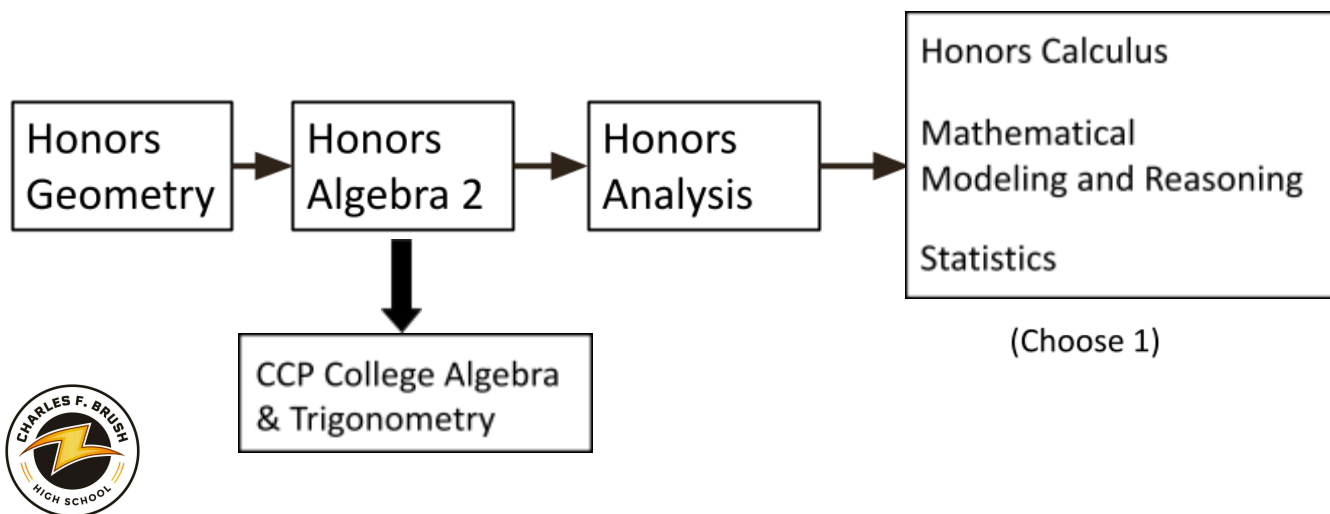
This course prepares students for college-level statistics and develops data literacy skills applicable across all disciplines. The mathematical content aligns with Ohio Learning Standards and provides rigorous preparation for students pursuing any field requiring quantitative reasoning and analytical thinking.

Who Should Enroll:

Students interested in sports management, coaching, data science, kinesiology, business analytics, sports medicine, or any career requiring statistical analysis and evidence-based decision-making. Prior sports experience is not required—mathematics is the focus, sports provide the context.

MATH HONORS/ADVANCED PLACEMENT PROGRAM

Math Honors Recommended Sequence

**Honors Algebra 1: 9th grade**

Course Number: 3135

Year Long Course 1 credit

Prerequisite: Teacher Recommendation/IOWA Scores

This is an accelerated Algebra I course designed for highly motivated ninth graders with a strong ability level in mathematics. Students will demonstrate high levels of performance with linear, quadratic and exponential functions. There will be solving of multi-operational equations, inequalities and systems of linear equations. Student reasoning will lead to the writing of viable arguments and application to real-world application. Students taking this course are required to have a TI-30 scientific calculator. A

standardized End-of-Course (EOC) exam, mandated by the State of Ohio is required for this course and a score of 684 or better on the End-of-Course (EOC) exam is required.

Honors Geometry: 9th, 10th grade

Course Number: 3130

Year Long Course 1 credit

Prerequisite: Algebra 1 in 8th grade or teacher recommendation, Algebra I 9th grade

The honors level class is designed for freshmen and sophomores that have demonstrated well-developed mathematical skills in honors Algebra. The material is presented in a more rigorous manner using more challenging exercises and complex proofs. The content standards will be covered more in depth and with a greater level of abstraction. The content standards include constructions and proofs, right triangles and trigonometry, transformations, probability, planar, and solid Euclidean geometry. The Mathematical Practice Standards apply throughout this course and, together with the content standards, prescribe that students experience mathematics as a coherent, rigorous, and logical subject that makes use of their ability to make sense of problem situations. (TI-30 scientific calculator recommended for this course). A standardized End-of-Course exam, mandated by the State of Ohio is required for this course.

Honors Algebra 2 with Trigonometry: 10th, 11th grade

Course Number: 3105

Year Long Course 1 credit

Prerequisite: Honors Geometry, C or higher and teacher recommendation

This is an accelerated Algebra 2 course with an integrated emphasis in trigonometry. This course is for students who will be taking an Advanced Placement math course in their senior year. The course emphasizes facility with algebraic expressions and forms, especially quadratic forms, powers and roots. Students will study logarithmic, trigonometric, polynomial, and other special functions. Additional topics will include polynomial identities to complex numbers, fundamental Theorem of Algebra, Binomial Theorem and operations of rational expressions. Students taking this course are required to have a TI-84 calculator.

Honors Analysis: 11th, 12th grade

Course Number: 3300

Year Long Course 1 credit

Prerequisite: C+ or better in Honors Algebra 2 with 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: 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 84 plus graphing calculator is required for this course).

AP Statistics: 11th, 12th grade

Course Number: 3525

Year Long Course 1 credit

Prerequisite: A or B in either Pre-Calculus or Honors Analysis

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- 84 plus graphing calculator is required for this course). Students enrolled in Advanced Placement course(s) are required to take the Advanced Placement Exam.

Honors Calculus: 12th grade

Course Number: 3400

Year Long Course 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 or Honors Analysis 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 graphical, numerical, algebraic, and verbal approaches. Course content parallels the topics identified by the College Board as tested on the 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 have the option to take the Advanced Placement AB exam. (TI- 83 plus calculator is required for this course).

CCP College Algebra: 11th, 12th grade

Course Number: MATH1530

Fall Semester 4 college credits and 1 high school credit

Prerequisite: Algebra 2 or Honors Algebra 2 – C+ or higher and teacher recommendation

College Algebra is a one semester dual-credit course in partnership with Cuyahoga Community College for students who have applied to and have been accepted by Tri-C. Topics include extensive function (linear, quadratic, polynomial, radical, roots, power, piece-wise, exponential, logarithmic) representations including verbal, numeric, graphic, and algebraic, identifying properties of the different function types, transformation of functions, solve linear, polynomial, rational, absolute value, exponential and logarithmic equations. Solve quadratic, polynomial and rational inequalities in one variable. Determine and graph conic sections, solve non-linear systems of equations and inequalities and solve systems of equations using matrices. Includes applications and activities to develop skills in problem solving.

CCP Trigonometry: 11th, 12th grade

Course Number: MATH1540

Spring Semester 3 college credits and 1 high school credit

Prerequisite: College Algebra - C or higher & teacher recommendation

Trigonometry is a one semester dual-credit course in partnership with Cuyahoga Community College for students who have applied to and been accepted by Tri-C. This course is the second of a two-semester sequence. Topics include trigonometric functions and their values for all angles, vectors and oblique triangles, graphs of trigonometric functions, trigonometric identities and equations. Includes applications and activities to extend skills in problem solving.

CCP Calculus I & II: 11th, 12th grade

Course Number MATH1610 / MATH1620

Semester Long Course 5 credits each

Prerequisite: MATH1540 Trigonometry or MATH154H Honors Trigonometry, or MATH1580

Precalculus, or qualified Math placement, or departmental approval: equivalent coursework.

CCP Calculus I: First of a three-semester sequence designed for math, science, economics, and engineering majors. Includes an in-depth study and the articulation of the behavior of functions and their associated graphs. This study includes but is not limited to finite and infinite limits, continuity, differentiation and antidifferentiation of algebraic, trigonometric, logarithmic, exponential, and inverse trigonometric functions. Students will apply these concepts toward situational goals.

CCP Calculus II: Second of three-semester sequence. Includes the study of applications of the definite integral, techniques of integration, indeterminate forms, improper integrals, sequences, series, conic sections, parametric equations and polar coordinates.

***Third semester course taken at Tri-C.**

MUSIC

Band: 9th, 10th, 11th, 12th grade

Course Number: 8175

Year Long Course 1 credit

Prerequisite: Performance skill and completion of Brush Band Training Program. Students 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 class 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 class. Fees for band camp, uniform cleaning, shoes, and other accessories are paid directly to the SEL 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: 8155

Year Long Course 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. 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 orchestra. All members are strongly encouraged to participate in private lessons.

Jazz Ensemble: 9th, 10th, 11th, 12th grade

Course Number: 8182

Year Long Course 1 credit

Prerequisite: Audition

Jazz Ensemble (Brush Jazz Effect) is a year-long course for students who can already play an instrument and are interested in the study and performance of jazz and jazz-related music. Special skills such as jazz rhythms, jazz harmonies and special articulations are covered, with an emphasis on application for performance and soloing. Participation in this ensemble includes additional mandatory performances throughout the community and surrounding area. Admittance is by audition only.

Concert Choir: 9th, 10th, 11th, 12th grade

Course Number: 8165

YearLong Course 1 credit

Concert Choir is a non-auditioned vocal ensemble designed to introduce singers to choral ensembles at the high school level. Various vocal techniques will be presented and utilized to teach students to read music and perform a wide variety of musical genres including foreign language. This group is composed of all high school grade levels. All students of any musical level are welcome to explore vocal music in this class and it is a prerequisite to audition for Chorale or Honors Chorus (extracurricular activity). Culminating performances are meaningful and a mandatory component of this class; therefore, performers must be present for all rehearsals and performances, (which are graded.) Some rehearsals outside of the school day may be required for various choral events throughout the year.

Chorale: 10th, 11th, 12th grade *(9th grade by invitation only)

Course Number: 8270

Year Long Course 1 credit

Prerequisite: Audition prior to beginning of the 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 auditioned upper-level choir composed of musically advanced sophomores, juniors, and seniors. Advanced incoming freshmen can audition with the recommendation/ suggestion of the director. Chorale focus turns more towards vocal independence in four-part singing with an emphasis on technique, listening, and sight-reading skills that will act as a base for more complex vocal works in the future. This ensemble is designed to refine choral singing ability, sight-reading skill, a Capella singing, and music theory knowledge. In order to participate in this group, the student must have previous choir experience (i.e. at least one year in Concert Choir unless advanced musical skill is shown) and be able to sight-read music, understand musical notation, and have good skill and understanding of proper rehearsal and concert etiquette. The Chorale performs in all school choral and some community events throughout the year.

Music Technology I: 9th, 10th, 11th, 12th grade

Course Number: 8173

Semester Long Course .50 credit

This semester course is open to all students who would like to create their own electronic music or learn about music production. The course covers the background of the music industry, electronics in music, and techniques of music creation using various computer software. Much emphasis is placed on the creative process and allowing all students, even those without musical background, to create their own music. Students in this class make their own songs and sounds with sequencers, drum machines, sound sampling, MIDI keyboard controllers and more.

Music Technology II: 9th, 10th, 11th, 12th grade

Course Number: 8174

Semester Long Course .50 credit

Prerequisite: Music Technology I

Music Tech II is a semester course for students who have completed Music Tech I. Students will delve deeper into music production using synthesizers, advanced sampling, advanced MIDI writing, music theory, drum machines, and more musical techniques. Students will study production, engineering, music business, and the behind-the-scenes process of creating and recording digital music.

Music Theory I: 9th, 10th, 11th, 12th grade

Course Number: 8171

Semester Long Course .50 credit

Prerequisite: The ability to read musical notation (in at least one clef) at the high school level

Music Theory is a semester course dedicated to exploring core components of music. Students will read and write musical notation, analyze musical pieces and performances, and compose music using skills

they learn. This class will involve some singing, piano playing, and music software, but it does not require prior skills in any of those areas.

Music Theory II: 9th, 10th, 11th, 12th grade

Course Number: 8172

Semester Long Course .50 credit

Prerequisite: Music Theory I or Instructor approval

Music Theory II is a semester course dedicated to exploring more advanced core components of music. Students will continue to read and write musical notation, analyze musical pieces and performances, and compose music using skills they learn further building on the concepts and material from Music Theory I. This class will involve some singing, piano playing, and music software, but it does not require prior skills in any of those areas.

Musical Theater: 9th, 10th, 11th grade

Course Number: 8180

Semester Long Course .50 credit

Musical Theater is a class where students explore America's Music Theater history and performance. Students will study various works of prominent actors/singers/dancers from the past and present and use their gained knowledge to develop as performers by learning singing, acting, and dance basic techniques. With this, students will prepare and present as soloists and as members of small and larger ensembles for class presentation and critique. Students will also learn basic light, set, and costume design. There will also be a focus on the audition process as well as musical theater history and repertoire. Finally, the class will participate in a culminating showcase performance at the end of the year. **Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Chamber Orchestra: 9th, 10th, 11th, 12th grade

Course Number: 8156

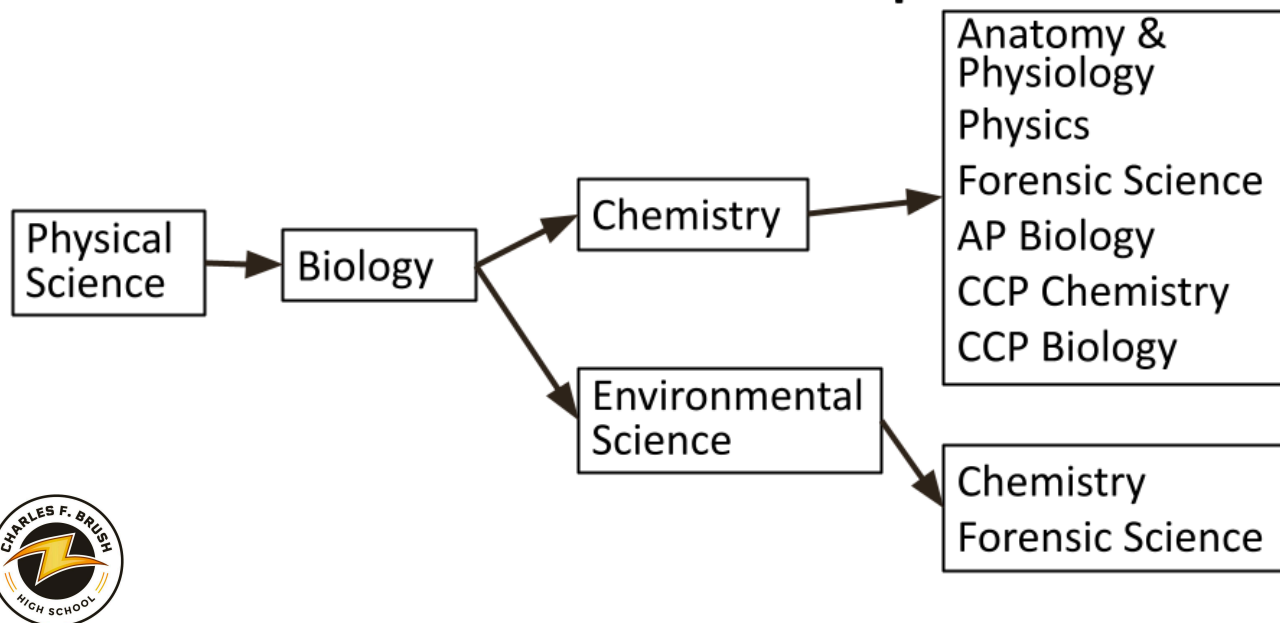
Year Long Course 1 credit

Prerequisite: Performance skill and audition

Chamber Orchestra is a year-long course for high school students that have experience playing violin, viola, cello, or bass and who want to develop advanced string performance skills including solo playing, orchestral performance, and small ensemble. Participation in this ensemble includes additional mandatory performances throughout the community and surrounding area. Admittance is by audition only.

SCIENCE

Science Recommended Sequence



Physical Science: 9th grade

Course Number: 4100

Year Long Course 1 credit

This course surveys the physical sciences: Chemistry, Physics, and Earth/Space 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. 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 grade

Course Number: 4105

Year Long Course 1 credit

Prerequisite: One full credit of Physical Science and Algebra 1

Biology is a detailed study of the life sciences. This course is a college preparatory course. Students will explore the major themes of biology including cellular biology, the molecular basis of heredity, evolution, and the diversity of life. There is also an emphasis on scientific procedures and lab techniques. A standardized End-of-Course (EOC) exam, mandated by the State of Ohio is required for this course. Students must earn a 3 or higher for the Science Seal.

Chemistry: 10th, 11th, 12th grade

Course Number: 4205

Year Long Course 1 credit

Prerequisite: Algebra 2 is a prerequisite but can 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. Students who earn a final grade of a B or higher will earn the Science Seal.

Physics: 10th, 11th, 12th grade

Course Number: 4315

Year Long Course 1 credit

Prerequisite: Geometry and Algebra 2 (Algebra 2 can be concurrent)

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 (Kinematics, Newton's Laws, rotational motion, momentum, and energy), waves, and electricity. Laboratory experiments, special projects, and topical readings are an integral part of this course. A scientific calculator is a necessity. Students who earn a final grade of a B or higher will earn the Science Seal.

Environmental Science: 11th, 12th grade

Course Number: 4328

Year Long Course 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, geologic processes, resource use, and global environmental issues and impacts. Students who earn a final grade of a B or higher will earn the Science Seal.

Forensic Science: 11th, 12th grade

Course Number: 4330

Year Long Course 1 credit

Prerequisite: Environmental Science or Chemistry

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 class revolves around hands-on activities dealing with the many branches of science and relating them to the law.

Anatomy & Physiology: 11th, 12th grade

Course Number: 4305

Year Long Course 1 Credit

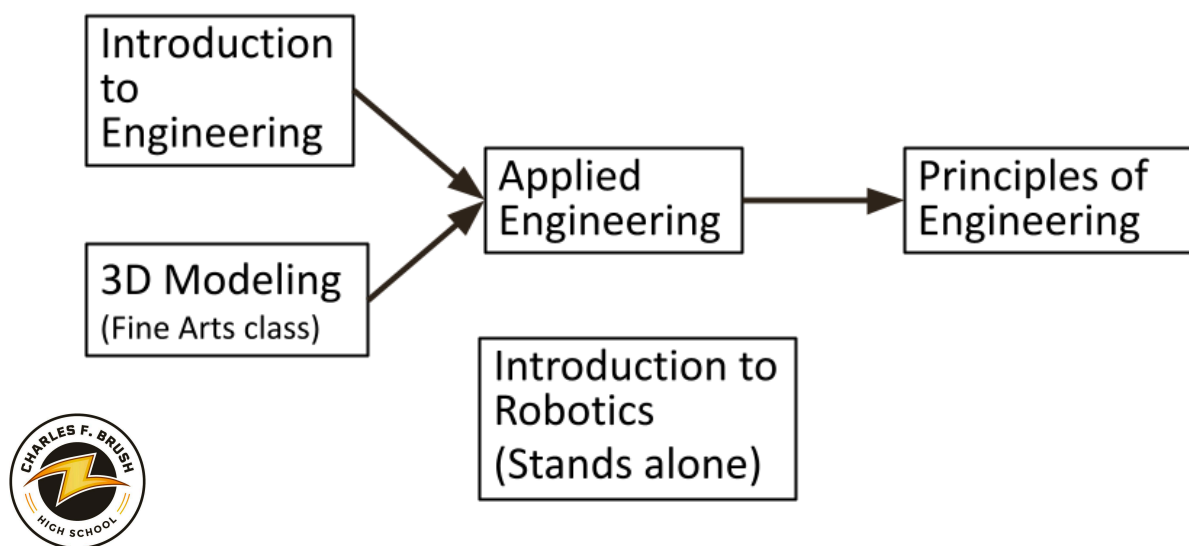
Prerequisite: Biology or Honors Biology and Chemistry or Honors Chemistry

Summer reading, writing and/or other work: Students will be notified

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. 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. Students who earn a final grade of a B or higher and will earn the Science Seal.

STEM ELECTIVES

STEM Elective Sequence



STEM: Introduction to Engineering: 9th, 10th, 11th, 12th grade

Course Number: 4335

Semester Long Course .50 credit

The focus of this course is the engineering design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students will use 3D modeling software to help them design solutions to solve problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community. Students will work on projects and solve problems dealing with topics such as: positive messaging, truss structures, architecture, programming, computer-aided design and manufacturing, biospherics, and more. Students choosing this course should have a strong interest in science and mathematics.

STEM: Applied Engineering: 10th, 11th, 12th grade

Course Number: 4336

Semester Long Course .50 credit

Prerequisite: STEM: Introduction to Engineering or 3D modeling

The focus of this course is to further explore the engineering design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students will use 3D modeling software to help them design solutions to solve problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community. Students will work on projects and solve problems dealing with topics such as: architecture, programming, robotics, computer aided design and manufacturing, biospherics, and more. Students choosing this course should have a strong interest in science and mathematics.

STEM: Principles of Engineering: 10th, 11th, 12th grade

Course Number: 4337

Year Long Course 1 credit

Prerequisite: STEM: Applied Engineering

This project-based course uses the engineering design process to find solutions to problems. Students create innovative prototypes using 3D Printing, CAD, LASER cutters and more. Students will document their work using an engineers notebook, and communicate solutions to peers and members of the professional community. Topics include: architecture, programming, flight, robotics, computer aided design and manufacturing, biospherics, and more. Students choosing this course should have a strong interest in science and mathematics. Students must earn a B or higher for the Science Seal.

STEM: Robotics I: 9th, 10th, 11th, 12th grade

Course number: 4210

Semester Long Course .50 credit

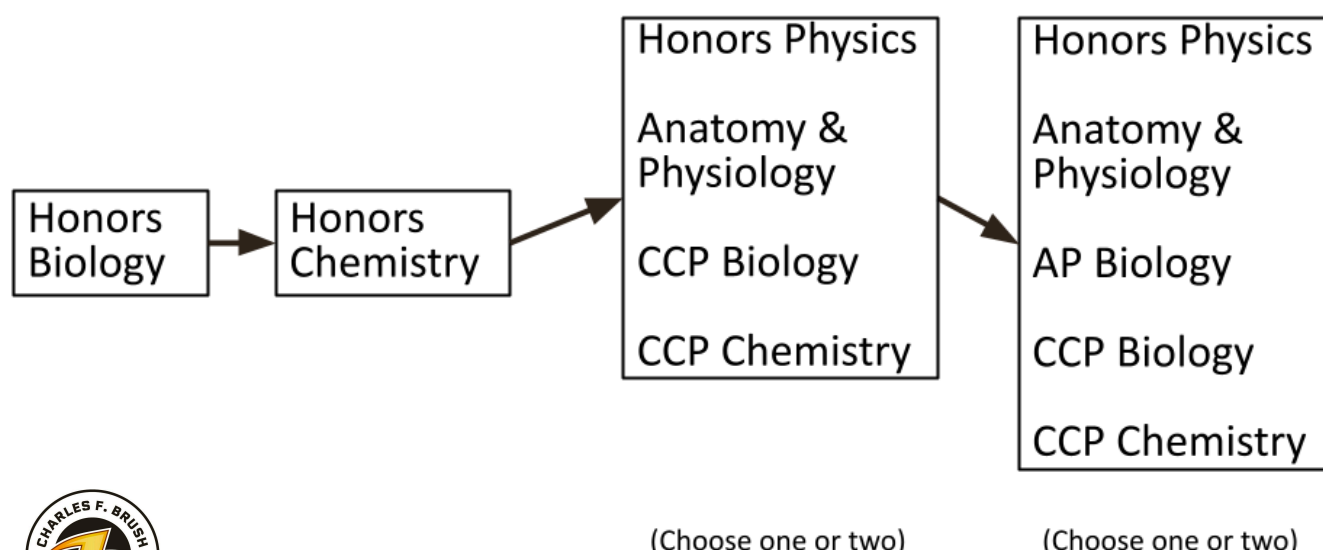
Prerequisite: Successful completion of Algebra 1 (cannot do concurrently)

Throughout this semester-long course, students will create a robot and utilize tools for self-growth in technical skill development and engineering design thinking. The semester culminates in an event

where students present what they've learned and use their robot to compete in a class mini-game aligned with the FIRST® Tech Challenge. Students will learn about project management, safety, block coding, and the engineering design process. Students will also learn about robot systems (chassis, electrical, and manipulator design) and computational thinking (decomposition, data types, and algorithms). Students should have a strong interest in science and mathematics.

SCIENCE HONORS/ADVANCED PLACEMENT PROGRAM

Science Honors Recommended Sequence



Honors Biology: 9th, 10th, 11th, 12th grade

Course Number: 4515

Year Long Course 1 credit

Prerequisite: One full credit of Physical Science and Algebra 1, or recommendation of science department coordinator

Summer reading, writing, and/or other work: Students will be notified

Honors Biology is a rigorous course that follows the topics of Biology but with a fast pace and greater depth. Topics include evolutionary biology, diversity and interdependence of living things, cellular biology, and the molecular basis of heredity. 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 advanced science classes in later years. A Scientific Calculator is a necessity. A standardized End-of-Course (EOC) exam, mandated by the State of Ohio is required for this course. Students must earn a 3 or higher for the Science Seal.

Honors Chemistry: 10th, 11th, 12th grade

Course Number: 4518

Year Long Course 1 credit

Prerequisite: Advanced Algebra 2 or Honors Algebra 2 with Trig (can be concurrent)

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. Students who earn a final grade of a B or higher will earn the Science Seal.

Honors Physics: 10th, 11th, 12th grade

Course Number: 4520

Year Long Course 1 credit

Prerequisite: Advanced Algebra 2 or Honors Algebra 2 with Trig (can be concurrent)

Summer reading, writing and/or other work: Students will be notified

Honors Physics is a rigorous course that follows the topics of Physics but with a faster pace and greater depth. The student should have an excellent working knowledge of Algebra. Topics include: classical mechanics (Kinematics, Newton's Laws, rotational motion, momentum, and energy), waves, and electricity. This course is designed to prepare the student for further work in science, engineering, or health sciences. This course will prepare students for the AP Physics 1 course. In physics there is a great deal of emphasis on analytical problem solving. A scientific calculator is a necessity. Students who earn a final grade of a B or higher will earn the Science Seal.

Advanced Placement Physics I: 10th, 11th, 12th grade

Course Number: 4520

Year Long Course 1 credit

Prerequisite: Completed Algebra 2 and Biology or Honors Biology

Summer reading, writing and/or other work: Students will be notified.

AP Physics 1 is a rigorous course that follows the College Board AP Physics 1 curriculum. The student should have an excellent working knowledge of Algebra. Topics covered will include dynamics, statics, rotational dynamics, projectile motion, torque, momentum, electricity, sound, and energy. This course is designed to prepare the student for further work in science, engineering, or health sciences. This course will prepare students for the AP Physics 1 test. In physics there is a great deal of emphasis on analytical problem solving. A scientific calculator is a necessity. Students enrolled in Advanced Placement course(s) are required to take the Advanced Placement Exam.

CCP BIO1060 Lecture and Lab: Environment, Ecology, and Evolution: 11th, 12th grade

Course Number: BIO 1060/L

Semester Long Course **4 college credits and 1.33 high school credit**

Prerequisite: Biology or Honors Biology, and Chemistry or Honors Chemistry

This is a high school/college credit course that meets at Brush High School in cooperation with Cuyahoga Community College. Students will earn 4 semester hours of college credit for successful completion of the course. Designed for non-science majors. Questions about the natural world are explored through an introduction to the principles of evolution and ecology, including how populations change over time and how organisms interact with each other and the environment. Topics include scientific inquiry; nature of science; evolutionary processes; diversity of life; population, community, and ecosystem ecology; human impacts on the environment; environmental stewardship; and regional environmental concerns. Students must adhere to the College Credit Plus policies and timelines in order to enroll for the coming academic year. Students who earn a final semester grade of a B or higher will earn the Science Seal.

CCP BIO1040/L Lecture and Lab: The Cell and DNA: 11th, 12th grade

Course Number: BIO 1040/L

Semester Long Course **4 college credits and 1.33 high school credits**

Prerequisite: Biology or Honors Biology, and Chemistry or Honors Chemistry

This is a high school/college credit course that meets at Brush High School in cooperation with Cuyahoga Community College. Students will earn 4 semester hours of college credit for successful completion of the course. Designed for non-science majors. The course considers cell structure, function, and metabolism, cell division, DNA structure and function, and Mendelian and molecular genetics. Scientific method and reasoning are emphasized. To fulfill laboratory science requirements, students should enroll in the related laboratory course. Students must adhere to the College Credit Plus policies and timelines in order to enroll for the coming academic year. Students who earn a final grade of a B or higher will earn the Science Seal.

CCP CHEM1010/L Introduction to Inorganic Chemistry: 11th, 12th grade

Course Number: CHEM1010/L

Semester Long Course **4 college credits and 1.33 high school credits**

Prerequisite: Eligibility for College-level math, Biology or Honors Biology, and Chemistry or Honors Chemistry

This is a high school/college credit course that meets at Brush High School in cooperation with Cuyahoga Community College. Students will earn 4 semester hours of college credit for successful completion of the course. Intended for science majors. Introduction to atomic structure and bonding as basis for understanding valence, formulas, compounds and chemical reactions. Measurement, stoichiometry, states of matter, solutions, ionization, equilibria, acids, bases and pH, and health careers, scientific studies, and applications in daily life. Students must adhere to the College Credit Plus policies and timelines in order to enroll for the coming academic year. Students who earn a final grade of a B or higher will earn the Science Seal.

CCP CHEM1300/L General Chemistry I: 11th, 12th grade

Course Number: CHEM1300/L

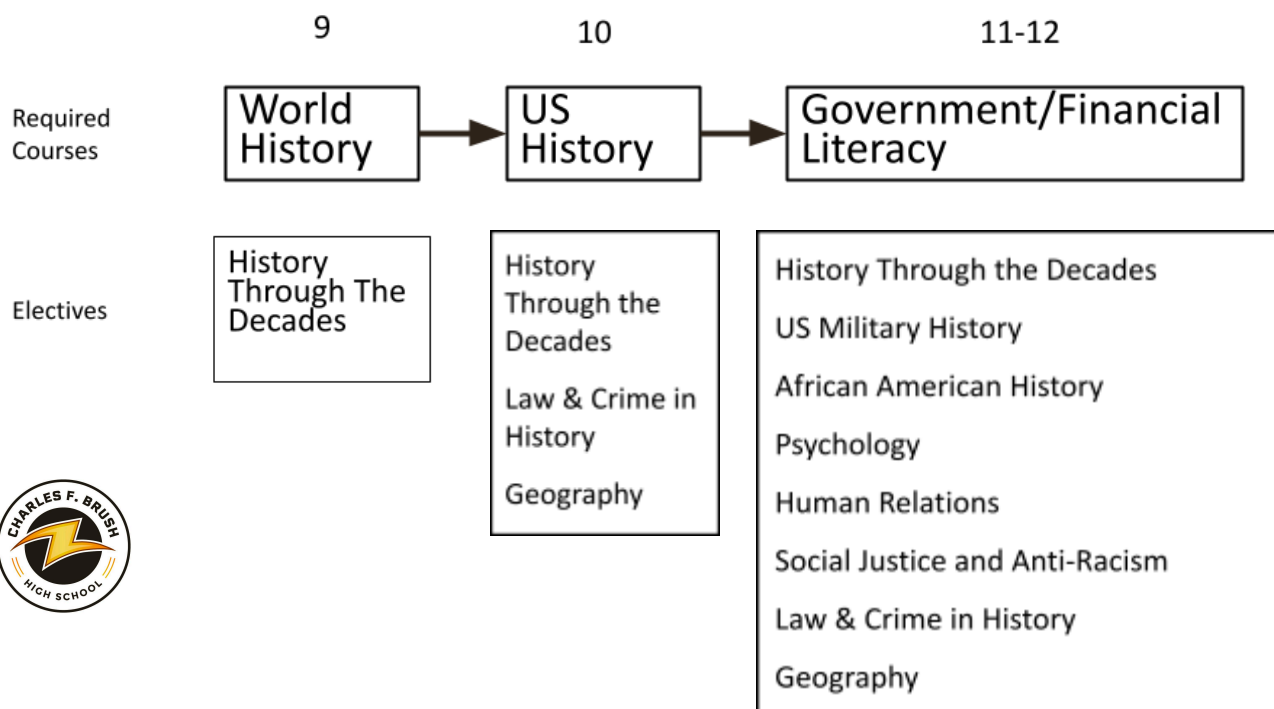
Semester Long Course **4 college credits and 1.33 high school credit**

Prerequisite: CHEM 1010, qualified math placement, Biology or Honors Biology, and Chemistry or Honors Chemistry

This is a high school/college credit course that meets at Brush High School in cooperation with Cuyahoga Community College. Students will earn 5 semester hours of college credit for successful completion of the course. Intended for science majors. Study of fundamental principles of chemistry emphasizing atomic theory and structure, chemical bonding, periodic trends, thermochemistry, nuclear chemistry, aqueous solutions, stoichiometry, and the gaseous state of matter. To fulfill the laboratory science requirement, students should enroll in the related laboratory course. Students must adhere to the College Credit Plus policies and timelines in order to enroll for the coming academic year. Students who earn a final grade of a B or higher will earn the Science Seal.

SOCIAL STUDIES

History Recommended Sequence



World History 9th grade

Course Number: 2105:

Year Long Course **1 credit**

World Influences on the West 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 from the Scientific Revolution/Enlightenment period forward to the modern world. The course will address topics in the fields of history, geography, economics, and political science, as well as focus on developing strong non-fiction reading and writing skills.

United States History: 10th grade

Course Number: 2260

Year Long Course 1 credit

United States History is a survey of political, economic, social and cultural developments in the United States. Emphasis will be on the newly aligned content standards for the Progressive Era forward to modern applications of US policy. The course will address topics in the fields of history, geography, economics, and political science, as well as focus on developing strong non-fiction reading and writing skills. A standardized End-of-Course exam, mandated by the State of Ohio is required for this course. Students must earn a 3 or higher on both the US History and the Government EOC for the Citizenship Seal. Students can also earn a final semester grade of B or higher in both United States History and Government to earn the Citizenship Seal.

Government and Society: 11th, 12th grade

Course Number: 2405

Semester Long Course .50 credit

Government and Society is a survey course integrating the study of political science, sociology and economics (with an emphasis on financial literacy). Areas of study include the Constitution (US and Ohio), branches of government, federalism, the political process, civil rights and civil liberties, state and local government actions, role of the media, sociology, economics and financial literacy. The course will focus on developing strong non-fiction reading and writing skills. A standardized End-of-Course exam, mandated by the State of Ohio is required for this course. Students must earn a 3 or higher on both the US History and the Government EOC for the Citizenship Seal. Students can also earn a final semester grade of B or higher in both United States History and Government to earn the Citizenship Seal.

Financial Literacy: 11th, 12th grade

Course Number: 2406

Semester Long Course .50 credit

This course will inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets using checking and saving accounts, and will gain knowledge in finance, debt and credit management, and will evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions leading to financial independence.

SOCIAL STUDIES ELECTIVE COURSES

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.

History Through The Decades: 9th, 10th, 11th, 12th grade

Course Number: 2431

Semester Long Course .50 credit

This course will take a detailed look at each decade from the 1950's-2010's. For each decade we would look at entertainment, economic, political, social events. This would aid students' understanding of the timeline of history in America. Most of the time students struggle to place big events in history on a timeline. This course would help students have a deeper understanding of history and events more than what we teach in a standard history class. For example in the 1990's a few events to touch on would be President Clinton's impeachment, Columbine Massacre, Tupac's murder, development of PlayStation and Nintendo, fashion trends, and productions of F.R.I.E.N.D.S. and the Fresh Prince of Bel-Air. They would be able to make connections across the curriculum based on each event.

U.S. Military History I and II: 11th, 12th grade

Course Number: 2261, 2262

Semester Long Courses .50 credit each

Prerequisite: U.S. History and World History (C+ average)

The United States military has a rich history in our culture and climate as a country. From the days before the American Revolution, to our country's early struggles and conflicts our military has shaped our country's morals and values. US Military History I and II is for those students that are interested in how our military has helped shape our country as well as those interested in what life is like for our soldiers, sailors, airmen, and Marines. Each semester course will explore the various roles the United States Military has culturally taken in the past and its actions in the past as defenders of our society. Students will discover the Military's role today, explore what are the possible future roles it may take, and analyze the short and long term impacts on life enlistment into Military Service.

African American History I and II: 11th, 12th grade

Course Numbers: 2520/2521

Semester Long Courses .50 credit each

Prerequisite: World and U.S. History (C+ average)

African American History I and II are two courses covering the history of African Americans. African American History I covers the period of Slavery to 1900 the Civil Rights Movement (1865-1950) while African American History II covers the period from 1900 to present day. The Civil Rights Movement to the present day (1950-current). 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 require the reading of a number of primary and secondary sources, some as lengthy as a novel. These sources were authored by leading African Americans in the 19th and 20th century. A research paper is also a major portion of the grade for each of these courses.

Psychology: 11th, 12th grade

Course Number: 2350

Semester Long Course .50 credit

Prerequisite: World and US History (C+ average)

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 will better understand the complex factors that help make people who they are.

Human Relations: 11th, 12th grade

Course Number: 2250

Semester Long Course .50 credit

Human Relations provides an atmosphere conducive to the exploration of personal values, attitudes and behaviors, 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 groups, a completely inductive approach to learning, and the open exchange of views, attitudes and opinions.

Law & Crime in History: 10th, 11th, 12th grade

Course Number: 2440

Semester Long Course .50 credit

This course examines how law and crime have developed throughout history and how societies have defined — and responded to — criminal behavior. Students will explore landmark trials, the evolution of criminal justice systems, the role of law in shaping civilization, and the tension between justice, morality, and power. From ancient codes of law to modern courtroom dramas, students will analyze how culture, class, and politics influence crime and punishment.

Geography: 9th, 10th, 11th, 12th grade

Course Number: 2170

Semester Long Course .50 credit

This course explores the dynamic relationship between Earth's physical environment and human societies. Students examine how the planet's landforms, climate patterns, natural resources, and geographic features influence human settlement, cultural development, and economic activity.

Through the study of diverse nations, regions, and cultures across the world's continents, students analyze how people adapt to and shape their environments. Coursework investigates the active processes of Earth, including weather systems, geological formations, and natural phenomena, while examining their impact on population distribution, cultural practices, and regional economies. Students develop spatial thinking skills and global awareness as they discover the interconnections between physical geography and human civilization.

Civic Responsibility: 11th, 12th grade

Course Number: 2410

Year Long Course 1 credit

Prerequisite: World History/US History

Civic Responsibility is an alternative to the traditional government requirement for graduation, designed for students who benefit from a differentiated approach to the study of government and society. A variety of instructional techniques and strategies are employed to make the content accessible and meaningful. Areas of study include the Constitution, branches of government, the political process, civil rights, state and local government, comparative government, sociology as a social science, the development and nature of culture, class structure, social institutions, current social concerns, and practical economics. Students are selected for this course based on academic need.

SOCIAL STUDIES HONORS/ADVANCED PLACEMENT PROGRAM

History Honors Recommended Sequence



Honors World History: 9th grade

Course Number: 2100

Year Long Course 1 credit

Prerequisite: Application Process

Honors World History is designed for 9th 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.

Advanced Placement United States History (APUSH): 10th grade

Course Number: 2200

Year Long Course 1 credit

Prerequisite: Honors World History

APUSH is college-level in nature, scope and intensity of instruction and textual materials, and is intended for students desiring a greater intellectual challenge in the study of US History. The course is designed to prepare the student for the College Board examination (the instrument most colleges utilize in determining and recognizing a student's success for purposes of advanced credit) which the student is required to take in May of the school year. Areas of study include the survey of US history from its colonial beginnings to the current period with emphasis on important periods of development and the examination of various prominent themes. Because of the intensive, in-depth reading and writing demands of this course, letter grades are weighted. Students entering this class must be highly motivated, exhibit an enthusiasm for extensive and varied study of American history, and possess an interest in exchanging ideas and challenging assumptions that appear in primary and secondary sources. (Summer work is required for this course: the assignment will be given prior to the end of the school year and collected on the first day of class.) Students enrolled in Advanced Placement course(s) are REQUIRED to take the Advanced Placement Exam. Students can also earn a final semester grade of B or higher in both United States History and Government to earn the Citizenship Seal.

Honors European History: 11th, 12th grade

Course Number: 2300

Year Long Course 1 credit

Prerequisite: World History/US History (B Average)

Honors European History is for advanced students who wish for an intellectual challenge in the study of European History. Due to the nature and intensity of the instruction and textual materials, letter grades are weighted. The course is a survey of European History from 1400-2021. Areas of study in the 1st Semester include the Middle Ages, Renaissance, Reformation, Religious Wars and the ascendancy of the European monarchy. Second semester will focus on nationalistic movements of the 19th century, world wars and end with the impact of the European Union on the 21st Century. This class will employ similar strategies to an AP European course but will approach the curriculum from an Honors scope and expectation. Students entering this class should possess a maturity that would enable them to discuss and analyze intellectual, religious and artistic movements not encountered in previous classes. An analysis of paintings, sculpture and primary sources will enable the student to draw connections from the past to the modern day. Students enrolled in Honors European History are NOT REQUIRED to take the AP European History exam.

Advanced Placement Government and Politics: 12th grade

Course Number: 2400

Year Long Course 1 credit

Prerequisite: World and US History (B average)

AP Government and Politics is college-level in nature, scope and intensity of instruction and textual materials, and is intended for students desiring a greater intellectual challenge in the study of American government and politics. The course is designed to prepare 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) which the student is required to take in May of the school year. Areas of study include American constitutional foundations, political philosophy, federalism, civil rights and civil liberties, branches of government, and the policy making process with emphasis on important periods of development and the examination of various prominent themes. Because of the intensive, in-depth reading and writing demands of this course, letter grades are weighted. Students entering this class must be highly motivated, exhibit an enthusiasm for extensive and varied study of the political process, and possess an interest in exchanging ideas and challenging assumptions that appear in primary and secondary sources. Students enrolled in Advanced Placement course(s) are REQUIRED to take the Advanced Placement Exams. Students can also earn a final semester grade of B or higher in both United States History and Government to earn the Citizenship Seal.

Honors Psychology: 12th grade

Course Number: 2355

Year Long Course 1 credit

Prerequisite: Psychology

Honors Psychology is a college-level course that 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, and 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. Because of the intensive, in-depth reading and writing demands of this course, letter grades are weighted. Students entering this class must be highly motivated, exhibit an enthusiasm for extensive and varied study of history, and possess an interest in exchanging ideas and challenging assumptions that appear in primary and secondary sources. Summer work is required for this course: the assignment will be given prior to the end of the school year and collected on the first day of class.

WORLD LANGUAGES

American Sign Language (ASL I): 9th, 10th, 11th, 12th grade

Course Number 5140

Year Long Course 1 credit

During this beginning course, students will learn first year skills for communicating with sign language (letters, colors, numbers, basic communication sentences), and will gain a knowledge of common language skills to communicate with the deaf community. This course is designed to be delivered over video conferencing and is supplemented by daily taped recordings of each class period which archives the instructional process. Additional online components will be associated with this course each week. The instructor will require students to complete and post assignments via the internet. Workbook fee TBD.

American Sign Language (ASL II): 9th, 10th, 11th, 12th grade

Course Number 5240

Year Long Course 1 credit

Prerequisite: ASL I

Continuation of ASL I, this is a further study and application of sign language. This course develops a deeper knowledge of ASL grammar and the Deaf culture. Students will demonstrate an understanding of their own cultures as compared to that studied and recognize distinctive viewpoints from both cultures. Students will provide cultural instruction and/or entertainment within and outside of the school district. NOTE: Students will be expected to attend at least one approved scheduled event for observation of sign language in use outside of school hours and report back to the class in both written and signed formats. Daily live instruction via video conferencing will be supplemented by daily taped recordings of each class period which archive the instructional process. Workbook/textbook fee TBD.

Spanish I: 9th, 10th, 11th, 12th grade

Course Number: 5120

Year Long Course 1 credit

This course is an introduction to the basic structures of Spanish. Lessons are designed to enable the student to learn the language while also learning about the cultures of those who are from Spanish-speaking countries. An on-going study of Spanish pronunciation is apparent throughout the course as the student learns vocabulary focused on practical, thematic content. The present tense in regular, irregular, and command forms is taught and will serve as a foundation for the learning of more verb tenses in higher-level courses. An introduction to the Preterit tense occurs in the second semester. Many students find that the subject matter here helps them to understand the mechanics of their own language.

Spanish II: 9th, 10th, 11th, 12th grade

Course Number: 5125

Year Long Course 1 credit

Prerequisite: Spanish I

Spanish II emphasizes an improved competence in the four language skills; listening, speaking, reading, and writing. Likewise, an appreciation for culture and influence is cultivated through the study of the Spanish-speaking countries of the world while developing communicative skills. Pronunciation, reading, and vocabulary expansion are stressed at this level, and the student is encouraged to make connections between his or her own personal experiences and the content of this course.

Spanish III: 10th, 11th, 12th grade

Course Number: 5210

Year Long Course 1 credit

Prerequisite: Spanish II

This course is designed to review the basic Spanish grammar elements, to improve the student's skill in using the grammar, and develop conversational and reading abilities in Spanish. There is a culmination of grammatical rules that are applied in all command forms. Students continue to study culture and civilization with special emphasis on making connections between the similarities and differences of the Spanish-speaking world and our local and national identities. Reading comprehension, self-expression, and cultural appreciation are reinforced through references to contemporary works of art and literature as well as journalism.

Spanish IV: 11th, 12th grade

Course Number: 5310

Year Long Course 1 credit

Prerequisite: Spanish III

In the fourth year, the student works 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. The

students listen to music, watch films, write reviews, and discuss current events and topics that are the result of historical events in Spain and Latin America.

Spanish V (Honors): 12th grade

Course Number: 5410

Year Long Course 1 credit

Prerequisite: Spanish IV **Pending Enrollment**

Honors Spanish V provides intensive practice of all the skills needed to understand authentic written, audio and video sources in order to deepen the student's understanding of other peoples and cultures. In addition to grammatical and literary studies, there is also an emphasis on the historical, political, and social movements of the contemporary Hispanic world. A high degree of oral fluency and composition ability is desired so that the student can communicate on the level of educated Spanish speakers and be understood by a heritage speaker of Spanish.

ADVANCED PLACEMENT

*Students enrolled in Advanced Placement course(s) are **REQUIRED** to take Advanced Placement Exam(s). Students who fail to take the exam(s) will lose the weighted credit associated with the course in which they did not test. South Euclid-Lyndhurst Schools provides a "buy one get one" policy for students taking AP exams for students enrolled in multiple AP courses. This means that for every AP exam purchased by a student, they receive one exam at no cost. (Note: fee waivers/reductions are available for students who meet College Board and Federal criteria).

***AP classes may be substituted with College Career Plus**



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 completion of EACH service activity. Students are expected to maintain a copy of this form for their records.

Student's Name: _____ Graduation Year: _____

Organization/Individual Name: _____

Address of Organization/Individual: _____

City: _____ Telephone Number: _____

Date Started: _____ Date Completed: _____ Total Hours Completed: _____

Brief Description of Activity/Service: _____

Signature: Non-Profit Organization or Elderly/Disabled Individual

Date

Signature: Student – By signing, you hereby verify that the above information is true and accurate, and that no payment was rendered for the community service project herein described.



Charles F. Brush High School Student Engagement Graduation Seal (Local) Verification Form
(Brush High School has the right to verify all information submitted)

_____ **Musical/Play Participation**

{Completion of ONE (1) will satisfy the requirements of the Student Engagement Graduation Seal}

- Successful participation (as determined by the production director*) in 2 school produced musicals; or
- Successful participation (as determined by the production director*) in 2 school produced plays; or
- Successful participation (as determined by the production director*) in 1 school produced musical and 1 school produced play.

**criteria established by production director and administration*

OR

_____ **Athletics Participation, including Marching Band and or Cheerleading**

{Completion of ONE (1) will satisfy the requirements of the Student Engagement Graduation Seal}

- Earn a Varsity Letter; or
- Complete 2 seasons of athletics, including marching band and or cheerleading (confirmed by the Head Coach and the Athletic Director/Marching Band Director)

OR

_____ **Extracurricular Activities**

{Completion of ONE (1) will satisfy the requirements of the Student Engagement Graduation Seal}

- Participate in four clubs (confirmed by the club advisor**); or
- Participate four years in the same club (confirmed by the club advisor**)

***criteria established by club advisor and administration*

Verification Forms must be filled out completely and signed by the club advisor, music or production director or athletic coach and the principal, supervisor, or organization designee. Students are encouraged to submit completed forms to the Guidance Office upon completion of production or activity participation. Students are expected to maintain a copy of this form for their records.

Student's Name: _____ Graduation Year: _____

Advisor/Director/Coach Name: _____

Advisor/Director/Coach Address: _____

Advisor/Director/Coach Email: _____ Number: _____

Date Started: _____ Date Completed: _____ Total Hours Completed: _____

Description of Production or Activity: _____

Signature of Advisor/Director/Coach

Date

Signature of Principal/Supervisor/Organizational Designee

Date