

Fairfield Union Program of Studies



2020-2021

Table of Contents

Graduation

- 1 [Graduation Requirements](#)
- 1 [Graduation Testing Requirements-End of Course and Testing Retakes](#)
- 2 [Conversion Points Charts for AP Courses and College Courses](#)
- 4 [Alternative Pathways for Graduation](#)
- 5 [Honors Diplomas and Local Diplomas](#)
- 6 [STEM, ARTS, and Social Science and Civic Engagement Honors Diploma](#)

Registration

- 8 [Scheduling Procedures and Schedule Changes](#)
- 8 [Minimum Number of Courses](#)
- 8 [Grade Progression](#)

Policies

- 9 [Early Graduation](#)
- 9 [Pass/Fail](#)
- 9 [Career Advising Policy](#)
- 9 [Student Success Plans](#)
- 10 [Senior Late Arrival/Early Dismissal](#)

Preparing for College and Career

- 10 [Career/College Resources and Scholarships](#)
- 11 [NCAA and NAIA Information](#)
- 13 [College Admission Testing-PSAT, SAT, and ACT](#)
- 14 [Four-Year Plans \(Sample Four-Year Plans for High School Students\)](#)
- 15 [College Planning Guide for Students and Parents](#)

Educational Options

- 17 [Credit Recovery](#)
- 17 [Independent Study Courses](#)
- 17 [Eastland and Fairfield Career Centers](#)
- 19 [AP courses and College Credit Plus](#)
- 21 [Transferring CCP Credits to College](#)
- 24 [CCP Eligibility Chart](#)
- 25 [CCP Impact on Student's Grades](#)
- 26 [CCP Probation and Dismissal Guidelines](#)
- 30 [College Pathways for Ohio University-Lancaster, Ohio State, and Hocking College](#)
- 34 [Flex Credits](#)

Course Offerings

- 38 [Language Arts](#)
- 41 [Mathematics](#)
- 43 [Science](#)
- 45 [Social Studies](#)
- 47 [Physical Education/Health including PE Waiver Requirements](#)
- 48 [Visual Art](#)
- 49 [Music Department](#)
- 50 [Business and Technology](#)
- 55 [Agricultural Sciences](#)
- 60 [Family and Consumer Sciences](#)
- 61 [World Languages](#)
- 55 [Eastland and Fairfield Career Center Program](#)

School Counselor Services:

School Counselors are available for every student in the school. These services include assistance with educational planning, interpretation of test scores, and/or social concerns, or any question the student may feel he/she would want to discuss with the counselor. Students desiring to see the counselor may request a pass from a counselor or teacher during study hall, lunch or advisory. Students should avoid missing any class time unless it is absolutely necessary.

Requirements for Graduation: 23 Credits

English	Math	Science	Social Studies	PE/Health	Fine Art	Business/Tech.	Electives
4 Units	4 Units	3 Units	3 Units	.5 PE or .25 PE course and the PE Waiver. All students need .5 Health.	1 Unit	1 Unit	Minimum of 6 credits
	Must include: Algebra II or its equivalent	One Physical, one Biological, and one advanced study	.5 credit must be American History, .5 must be American Government. Students also must have instruction in economics and financial literacy. Class of 2021 must also have .5 of World Civilizations.	Students may waive one .25 PE course with two completed seasons of high school athletics or two years of Marching Band.	Waived for students who attend the Career Center	Any course in the Business/Tech will count as well as Ag. Business Management.	

Students must also complete one of the three following options:

1. **Ohio's State Tests** - Earn 18 out of 35 points on seven end-of-course state tests. You can earn up to five points on each test. You need a minimum of four points in math, four points in English language arts and six points across science and social studies.
2. **Industry-recognized credential and score on workforce readiness test** - Earn an industry-recognized credential or a group of credentials totaling 12 points and earn the required score on the Work Keys test. Ohio pays for you to take the test one time. Some districts offer the Senior Only Program through which you can earn credentials in one school year.
3. **College and career readiness tests** - Earn remediation-free scores* in math and English language arts on the ACT or SAT. Your district chooses either the ACT or SAT. You will take a one-time statewide spring test in grade 11 for free. *Ohio's university presidents set these scores, which are subject to change.

If you do not meet any of the above three pathways, Ohio law provides you the following alternative pathway for the **Classes of 2020 and 2021**:

You can meet **new requirements** by demonstrating competency and readiness for a job, college, military or a self-sustaining profession.

Show competency

Earn a passing score on Ohio's high school Algebra I and English II tests. Students who do not pass the test will be offered additional support and must retake the test at least once.

Is testing not your strength? After you have taken your tests, there are three additional options to show competency!

Option 1.

Demonstrate Two Career-Focused Activities*:

Foundational

Proficient scores on WebXams
A 12-point industry credential
A pre-apprenticeship or acceptance into an approved apprenticeship program

Supporting

Work-based learning
Earn the required score on WorkKeys
Earn the OhioMeansJobs Readiness Seal

Option 2.

Enlist in the Military

Show evidence that you have signed a contract to enter a branch of the U.S. armed services upon graduation.

Option 3.

Complete College Coursework

Earn credit for one college-level math and/or college-level English course through Ohio's free College Credit Plus program.

*At least one of the two must be a Foundational skill

AND

Show readiness

Earn two of the following diploma seals, choosing those that line up with your goals and interests. These seals give you the chance to demonstrate academic, technical and professional skills and knowledge that align to your passions, interests and planned next steps after high school.

At least one of the two must be Ohio-designed:

- | | |
|---|--|
| <input type="checkbox"/> OhioMeansJobs Readiness Seal (Ohio) | <input type="checkbox"/> Honors Diploma Seal (Ohio) |
| <input type="checkbox"/> Industry-Recognized Credential Seal (Ohio) | <input type="checkbox"/> Seal of Biliteracy (Ohio) |
| <input type="checkbox"/> College-Ready Seal (Ohio) | <input type="checkbox"/> Technology Seal (Ohio) |
| <input type="checkbox"/> Military Enlistment Seal (Ohio) | <input type="checkbox"/> Community Service Seal (Local) |
| <input type="checkbox"/> Citizenship Seal (Ohio) | <input type="checkbox"/> Fine and Performing Arts Seal (Local) |
| <input type="checkbox"/> Science Seal (Ohio) | <input type="checkbox"/> Student Engagement Seal (Local) |

Testing Graduation Requirements for the Class of 2023 and Beyond:

Option 1.
Demonstrate Two Career-Focused Activities*:
Foundational
Proficient scores on WebXams
A 12-point industry credential
A pre-apprenticeship or acceptance into an approved apprenticeship program
Supporting
Work-based learning
Earn the required score on WorkKeys Earn the OhioMeansJobs Readiness Seal

Option 2.
Enlist in the Military
Show evidence that you have signed a contract to enter a branch of the U.S. armed services upon graduation.

Option 3.
Complete College Coursework
Earn credit for one college-level math and/or college-level English course through Ohio's free College Credit Plus program.

*At least one of the two must be a Foundational skill

Earn two of the following diploma seals, choosing those that line up with your goals and interests. These seals give you the chance to demonstrate academic, technical and professional skills and knowledge that align to your passions, interests and planned next steps after high school.

At least one of the two must be Ohio-designed:

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

More information regarding alternative pathways for the Class of 2023 and Beyond will be updated when more information is provided by the Ohio Department of Education.

Learn more about Ohio's State Testing Requirements: <http://education.ohio.gov/>

Ohio High School Honors Diplomas

Criterion	Ohio Diploma	Academic Honors Diploma	International Baccalaureate Honors Diploma	Career Tech Honors Diploma
Math	4 units, must include one unit of algebra II or equivalent	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content
Science	3 units	4 units, including two units of advanced science ²	4 units, biology, chemistry, and at least one additional advance science ²	4 units, including two units of advanced science ²
Social Studies	3 units	4 units	4 units	4 units
World Languages	N/A	3 units of one world language, or no less than 2 units of each of two world languages studied	4 units minimum, with at least 2 units in each language studied	2 units of one world language studied
Fine Arts	2 Semesters	1 unit	1 unit	N/A
Electives	5 units	N/A	N/A	4 units of Career-Technical minimum ³
GPA	N/A	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on 4.0 scale
ACT/SAT/WorkKeys¹	N/A	27 ACT/1280 SAT ⁴	27 ACT/1280 SAT ⁴	27 ACT/1280 SAT ⁴ /WorkKeys (6 Reading for Information & 6 Applied Mathematics) ⁷
Field Experience	N/A	N/A	Complete a field experience and document the experience in a portfolio specific to the student's area of focus ⁵	Complete a field experience and document the experience in a portfolio specific to the student's area of focus ⁵
Portfolio	N/A	N/A	Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's area of focus that is reviewed and validated by external experts ⁶	Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's area of focus that is reviewed and validated by external experts ⁶
Additional Assessments	N/A	N/A	N/A	Earn an industry-recognized credential or achieve proficiency benchmark for appropriate Ohio Career-Technical Competency Assessment or equivalent

Local Diplomas: Diploma with Distinction in a certain Department (local award)-may be earned by maintaining a 3.3 cumulative GPA in which a 3.5 is maintained in the specific department courses. There must be a minimum of four years of study in that specific department.

Ohio High School Honors Diplomas

STEM Honors Diploma	Arts Honors Diploma (Includes dance, drama/theatre, music, and visual art)	Social Science & Civic Engagement Honors Diploma
5 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content ⁴	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content
5 units, including two units of advanced science ²	3 units, including one unit of advanced science ²	3 units, including one unit of advanced science ²
3 units	3 units	5 units
3 units of one world language, or no less than 2 units of each of two world languages studied	3 units of one world language, or no less than 2 units of each of two world languages studied	3 units of one world language, or no less than 2 units of each of two world languages studied
1 unit	4 units	1 unit
2 units with a focus in STEM courses	2 units with a focus in fine arts course work	3 units with a focus in social sciences and/or civics
3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale
27 ACT/1280 SAT ⁸	27 ACT/1280 SAT ⁸	27 ACT/1280 SAT ⁸
Complete a field experience and document the experience in a portfolio specific to the student's area of focus ⁵	Complete a field experience and document the experience in a portfolio specific to the student's area of focus ⁵	Complete a field experience and document the experience in a portfolio specific to the student's area of focus ⁵
Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus that is reviewed and validated by external experts ⁵	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus that is reviewed and validated by external experts ⁵	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus that is reviewed and validated by external experts ⁵
N/A	N/A	N/A

Learn more about Ohio's Honors Diplomas

Honors Diplomas

What are Honors Diplomas?

Honors Diploma Notes:

For the Academic, International Baccalaureate, and Career Tech Honors Diplomas, students who entered the ninth grade between July 1, 2013 and June 30, 2017 may choose to pursue the diploma by meeting the requirements of these criteria or the previous criteria. Students entering the ninth grade on or after July 1, 2017 must meet these criteria.

Completion of any advanced standing program, which includes Advanced Placement, International Baccalaureate, College Credit Plus, and may include Credit Flexibility, can be counted toward the unit requirements of an Honors Diploma.

Students must meet all but one of the criteria to qualify for an Honors Diploma, and any one of the criteria may be the one that is not met.

Diploma with Honors requirements pre-suppose the completion of all high school diploma requirements in the Ohio Revised Code including: ½ unit physical education (unless exempted), ½ unit health, ½ unit in American history, ½ unit in government, and 4 units in English. The class of 2021 and beyond will need to have ½ unit in world history and civilizations as well

1 Writing sections of either standardized test should not be included in the calculation of this score. The Locating Information test is not included in the calculation of the WorkKeys score.

2 Advanced science refers to courses that are inquiry-based with laboratory experiences and align with the 11/12th grade standards (or above) or with an AP science course, or with an entry-level college course (clearly preparing students for a college freshman-level science class, such as anatomy, botany, or astronomy).

3 Program must lead to an industry recognized credential, apprenticeship, or be part of an articulated career pathway which can lead to post-secondary credit.

4 The fifth mathematics and science credit for the STEM honors diploma may be fulfilled with a single course.

5 Field Experience refers to experiential learning in either an internship or apprenticeship. Students will document their experiences by describing their understanding in a portfolio.

6 The student portfolio is a collection of experiential learning and competencies based on the student's field experiences. Students will engage with professionals or scholars in the field while developing their own portfolio or ePortfolio of original work that documents their technical, critical and creative skills representative of their honors focus; students' work must be reviewed and evaluated by scholars or professionals within the field/area of study in which the students' work is focused, and the scholars or professionals must be external to the district staff; students will give a presentation to showcase the work and provide an analysis of it to the school and local community. If the student does not complete a field experience, the portfolio can be based on a collection of work related to the student's honors diploma area of focus.

7 Students must score a minimum of a 6 on the Applied Mathematics WorkKeys Assessment and a minimum of 6 on the Reading for Information WorkKeys Assessment in order to meet the WorkKeys score requirement. The WorkKeys option applies only to the Career Tech Honors Diploma.

8 These scores are based on the 2016 ACT and SAT assessments. Concordance tables outlining equivalent scores for past and future tests that differ from the 2016 versions will be published on the ODE website. Tables to concord SAT assessments taken prior to March 2016 can be found here. Further information on test concordance can be found here.

Course Registration Guidelines

The master schedule of course offerings (teaching assignments) is arranged each year to accommodate the student requests made during the spring registration of the previous school year. The Fairfield Union Local School District considers a full schedule to consist of **seven (7)** classes per semester which must also equal a **minimum of five (5) full credits each semester**. Since the master schedule is designed based on student interests, changes after its creation **will be limited**.

Students are expected to make all schedule choices during the registration process. Student/parent initiated schedule changes made after school begins may be made with parent permission and only during the first **ten (10)** school days. When a course is dropped within this timeframe, the course will be deleted from the student's transcript. Courses will be dropped and/or added, within this timeframe, if space is available, with teacher, counselor and/or administrator approval, for the following reasons:

1. To balance classes between semesters;
2. To accommodate a student who may need to make a change to meet graduation requirements;
3. To adjust for courses completed, with a passing grade, in summer school or online credit recovery.
4. To accommodate an original request that was not honored due to a scheduling conflict;
5. To adjust for special/alternative programming
6. To change an inappropriate course level

Level changes are the exception to this rule. A level change means moving within the same subject area to a more or less challenging level such as from Language Arts 9 to Honors Language Arts 9 or vice versa. Once a student, parent and/or teacher recognize that the level of difficulty is such that the student is not successful, a level change should occur immediately. The cumulative grade earned will transfer with the student to the next level.

7. Schedule changes made after the first ten days of school, must be approved by the parent, teacher, counselor and/or administrator. Dropping a course after the **10 day** grace period may result in a W (Withdrawal) that will remain on the student's transcript and will not penalize the student's GPA or a W/F (Withdrawal/Failure) which will penalize the student's GPA.

Minimum Number of Courses Required

All incoming students must schedule **seven (7)** periods of class which **also must equal a minimum of five credits per semester**. In order to maintain **athletic eligibility**, a student must be passing **five** credits worth of classes per semester, **excluding physical education**. It is recommended that all student-athletes schedule **six to seven** periods of classes and count to make sure he or she is enrolled in a minimum of **five credits**. Students will not be permitted to have more than one study hall unless students are enrolled in at least two or more Honors or AP Courses.

Student Grade Progression

Progression to the next grade level is attained by earning credits for successful completion of courses. In order for a student to stay on track for graduation, it is recommended that the student earns the following minimum credits per academic year. **Five** credits are recommended to be in grade 10. **Ten** credits are recommended to be in grade 11. **Sixteen** credits are recommended to be in grade 12. **Twenty-three** credits are required for graduation.

Pass/Fail

Students may choose to receive a Pass/Fail grade rather than a letter grade in certain circumstances. The following are guidelines for choosing Pass/Fail:

1. Only elective courses or Educational Options can be considered.
2. The request for Pass/Fail must be made within the first 20 days of class for a year-long course, and within the first 10 days of class for a semester course.
3. A maximum of 1 credit may be taken Pass/Fail (1 year-long course or 2 semester courses) during a student's high school career.
4. The student must fulfill all course requirements.
5. A grade of D- or better must be earned in order to receive a Pass.
6. A Pass **will not** be counted when determining grade point average. A Fail **will** be calculated into a student's grade point average.
7. A consent form must be signed by the student, parent/guardian, teacher of record, and appropriate counselor prior to the deadline to opt-in.
8. The Pass/Fail determination is not placed on transcripts until the end of the academic year and students will receive a letter grade for the course through the end of the academic year except for first semester average.

Early Graduation:

The Board acknowledges that most students derive the maximum scholastic and social benefits from a four-year high school program. However, students who accelerate through the District's academic program and complete the requirements of the Ohio Department of Education are permitted to graduate early. Early graduation is available to high school students, provided they follow all of the requirements established for this purpose. Students interested in early graduation must complete an application found in the Guidance Office. The application is due **no later than June 15 prior to the student's intended year of graduation**. Approval or Denial will be decided by the Senior Class Counselor and the High School Principal. Once approval for early graduation is established, the student becomes a member of the class in the school year in which his/her graduation requirements are completed. The diploma may be given at the completion of all requirements or at the next graduation ceremony. While this option is available to students who qualify, students, parents/guardians, counselors, and the school administration should consider heavily whether it is an appropriate option for each individual child. Many advantages can be found through early graduation, but there can be negative effects as well. All factors must be considered in making an informed decision about early graduation.

Career Advising and Student Success Plans:

Fairfield Union has a policy for Career Advising for students in grade 6-12. The policy can be found on the district website. Part of the policy designates those who are at-risk for dropping out to be placed on a Student Success Plan. Students who are credit deficient will be placed on a Success Plan. The requirements are: Student success plans (SSP) are developed for students identified as at-risk of dropping out of school. A SSP identifies the student's chosen academic pathway to graduation and the role of career-technical and competency based education and experiential learning, as appropriate in that chosen pathway. The student's parents, guardians or custodians are invited to assist in the development of the SSP. A copy of the SSP, a statement regarding the importance of a high school diploma and the academic pathways available to the student for successful graduation is provided to parents, guardians or custodians who do not participate in development of the student's SSP. Following SSP development, the District provides career advising aligned with the student's individual plan and the District's plan for career advising. Fairfield Union students who have a Student Success Plan will utilize Career Resources with the assistance of career resources we have at FUHS. If parents cannot meet with the counselor, the student's SSP will be mailed home by the end of June each school year the student is on the plan.

GUIDELINES FOR LATE ARRIVAL FOR SENIORS

1. Only seniors, by credit standing (minimum 16 credits at the end of junior year), will be considered for Late Arrival.
2. A student must carry and be passing a minimum of five (5) full credits during the semester requesting Late Arrival. Only one period a day will be permitted for Late Arrival (1st).
3. A student must be on schedule for graduation; all required State tests must be completed with passing scores, required courses must be complete or scheduled, and accumulated and scheduled credits must be sufficient.
4. Students must also have a 3.0 Cumulative GPA.
5. A student must maintain acceptable attendance. After five (5) unexcused absences, Late Arrival may be revoked.
6. A student must maintain an acceptable behavior record. The Principal may revoke Late Arrival at any time for any infraction of the Serious Misconduct Code or repeated violations of the Minor Misconduct Code.
7. A student authorized for Late Arrival may not be on school grounds during those release times unless participating in an extra-curricular activity or with prior approval of the Principal.
8. A student authorized for Late Arrival must sign in at the Main Office when he or she arrives to school. A student on Late Arrival who is going to be absent, must have a parent call the attendance prior to the scheduled arrival time.
9. A student authorized for Late Arrival bears the responsibility for attending scheduled classes as scheduled, including on days with adjusted bell schedules. School takes priority over work schedules.
10. In order to request Late Arrival a student must complete their scheduling form indicating they would like to participate if the schedule allows. The school master schedule ultimately dictates when classes are scheduled and a student must take required courses when they are available. The master schedule has priority over Late Arrival. The Principal must approve every request for Late Arrival or Early Dismissal. The Athletic Director must also approve any request made by a Student Athlete.
11. If a student is removed from Late Arrival, if space permits and at the Principal's discretion, a class will be scheduled (not a study hall).
12. If we have a two-hour delay for any reason, including weather, late arrival students will be required to report at the same time as all students.

College/Career Resources and Scholarships

Students now have access to **Xello**. Parents and students may utilize this academic and career resource to help students plan for the future. Students will be working with School Counselors and teachers to utilize this resource. Career Cruising is available via the Fairfield Union Guidance Webpage. Included in Career Cruising: Career Searches, Career Interest Inventory, Learning Style Inventory, College Searches, Job Searches, Financial Aid information, Scholarship Search, and ACT/SAT Test Prep.

Students and families may also use the ohiomeansjobs.com resource. Click on the red bird with the graduation cap to utilize student resources. Included in Ohio Means Jobs: Career Interest Inventory, Careers that are in-demand, scholarship searches, and test prep.

Scholarships for college are available through parents' workplaces, the Fairfield County Foundation, individual colleges, and internet sources. Students and parents should regularly check the Guidance and Counseling page on the Fairfield Union website at: www.fairfield-union.k12.oh.us or check in the Counselor's Office.

The Counselor's Office also has information regarding college majors, careers, financial aid, university and technical programs, as well as, information regarding military options and programs. Students may come in during study halls to look over available information.

The Fairfield County Foundation web site is: www.fairfieldcountyfoundation.org.

The FAFSA (Free Application for Federal Student Aid) web site is: www.fafsa.ed.gov.

Another excellent internet source for financial aid and Scholarship Information: www.fastweb.com

NCAA Approved Courses for Fairfield Union High School

English	Math	Science	Social Studies	World Languages
Language Arts 9	Algebra I	Physical Science	Modern World History	French I
Honors Language Arts 9	Honors Geometry	Honors Physical Science	American History	French II
Language Arts 10	Geometry	Biology	AP US History	French III
Honors Language Arts 10	Honors Algebra II	Honors Biology	American Government and Economics	French IV
Language Arts 11	Algebra II	Environmental Science	AP Government and Politics	Spanish I
Honors Language Arts 11	Pre-Calculus	Chemistry	Intro to Psychology	Spanish II
Language Arts 12	Transition to College Math	Biology II	Intro to Sociology	Spanish III
AP Language and Composition	Calculus	Physics	Global Issues	Spanish IV
AP Literature	AP Calculus	Chemistry	AP Psychology	Spanish V
	AP Statistics	Honors Chemistry	AP Macro Economics	
			AP Micro Economics	

NCAA Standards for Student-Athletes

Students intending to participate in Division I or II athletics as a college freshman must register and be certified by the NCAA Initial-Eligibility Clearinghouse. Under the NCAA standards, students will not be eligible for collegiate athletics unless they have met GPA, standardized test score (ACT/SAT), and core course requirements. NCAA must receive ACT/SAT scores directly from the testing company. Therefore, it is important to use the code **9999** in the section of the registration form that asks where you would like your ACT/SAT scores sent. Students can begin registering with the NCAA Clearinghouse toward the end of their sophomore year. There is a registration fee. For further information regarding these rules and/or to register, please check the NCAA Clearinghouse’s web page at www.NCAAClearinghouse.net and contact your School Counselor.

1. You must begin to prepare for your potential college academic career during your **freshman year** of high school. The core courses required by NCAA are college preparatory. Carefully plan your course selections with your school counselor to ensure you meet NCAA Eligibility Center requirements.
2. Check out all of the information at the NCAA website: www.Eligibilitycenter.org. Starting with the Class of 2016, there are changes going into effect. These changes involve requiring a higher GPA and taking more college-prep classes prior to senior year.
3. The core courses required by NCAA must be college-preparatory. Please see below for the list of FUHS NCAA- Approved core courses. Also, please read and understand the non-traditional courses requirements for NCAA. If your student requires credit recovery, NCAA has strict rules regarding the types of courses that are approved.
4. If you register with NCAA, there is a registration fee. Check the website for the amount. Your student should register at the end of the sophomore year, and complete the transcript release form for FUHS to upload the transcript at the end of the junior and senior year. FUHS code: 362877.
5. The NCAA will not accept your ACT or SAT Scores from your transcript. Scores must be sent directly to the NCAA. The eligibility center code: **9999**



Students may also be able to pursue college athletics in the National Association of Intercollegiate Athletics (NAIA). ACT/SAT code for NAIA: 9876. For more information on NAIA Schools and their requirements, go to:



Academic Testing

With potential changes taking place in testing, The Fairfield Union High School Guidance Office advises all families to check the testing websites for the most updated information. Types of tests and the fees may change based on the changes in the test and state regulations.

Fairfield Union CEEB Code: 362-877

THE PRELIMINARY SCHOLASTIC APTITUDE TEST NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST (PSAT/NMSQT)

The PSAT/NMSQT is administered in October. Taking the test is the first step necessary to enter the scholarship programs administered by the National Merit Scholarship Corporation (NMSC).

Sophomores and juniors are urged to take this test, for it attempts to measure the academic skills necessary for success in Advanced Placement courses and in college. The test consists of verbal and mathematics sections.

African-American students who wish to participate in the National Achievement Scholarship Program for outstanding African-American students must take this test.

The PSAT/NMSQT is conducted for the College Board and the National Merit Scholarship Corporation by the Education Test Service (ETS). This test is given at the high school in October, and a nominal fee is charged to cover the cost of the test.

THE SCHOLASTIC APTITUDE TESTING PROGRAM (SAT): collegeboard.org

The SAT® is a fair and straightforward test.

It looks a lot like what you're learning in class and focuses on what you'll actually use in college.

Here's what you can expect on the SAT:



No Guessing Penalty

Straightforward scoring — on the SAT you just get points on the questions you answer correctly.



Optional Essay

Check the admission policies at universities and decide whether to take the optional SAT Essay.



Everyday Words

The vocabulary is closer to what you'll come across often in college classes.



Essential Math

The SAT tests the math you'll need no matter what major or career you choose.

Show what you know. sat.org/register

THE AMERICAN COLLEGE TESTING PROGRAM (ACT): actstudent.org

The ACT Test Overview

The ACT® contains multiple-choice tests in four areas: English, mathematics, reading and science. ACT's writing test is optional and will not affect your composite score.

Section	Minutes	Questions	Measures
English Practice Test Questions	45	75	Your understanding of English, production of writing and knowledge of language skills.
Math Practice Test Questions	60	60	The mathematical skills you have typically acquired in courses up to the beginning of grade 12.
Reading Practice Test Questions	35	40	Reading comprehension commonly encountered in first-year college curricula.
Science Practice Test Questions	35	40	The interpretation, analysis, evaluation, reasoning and problem-solving skills required in biology, chemistry, Earth/space sciences and physics.
Writing Practice Test Questions	40	1 Prompt	The optional writing section measures writing skills taught in high school English classes and in entry-level college composition courses.

For those seeking to attend an elite university or military academy should take the most rigorous courses available. Students seeking to attend an elite university/military academy should choose an AP course whenever available over an Honors course. College Credit Plus is an option if the rigor is at the same level of the AP course in which the student would take. For example: CCP Calculus at the university would be considered a possible equivalent to AP Calculus. However, families should note that not all universities will accept CCP Credits.

SAMPLE FOUR-YEAR PLANS

HIGH SCHOOL GRADUATION/CAREER AND TECHNICAL

Freshman	Sophomore	Junior/Career Center	Senior/Career Center
Language Arts 9	Language Arts 10	Language Arts 11	Language Arts 12
Algebra I	Geometry	Algebra II	Transition to College Math
Physical Science	Biology	Environ. Science	Fine Art/Elective
Modern World History	American History	Government and Econ.	PE/Health/Elective
Business & Tech/PE/Health	PE/Health/Elective	Fine Art/Elective	Business & Tech/Elective
Study Hall/Elective	Business & Tech/Elective	Fine Art/Elective	Ag Work Program/Elective
Fine Art/Elective	Fine Art/Elective	CCP/Elective	Elective

HIGH SCHOOL GRADUATION/TWO-YEAR COLLEGE/OPEN SELECTION COLLEGE/UNIVERSITY

Freshman	Sophomore	Junior	Senior
Honors/Language Arts 9	Honors/Language Arts 10	Honors/Language Arts 11	Honors/Language Arts 12
Algebra	Honors/Geometry	Honors/Algebra II	Transition to College Math/Pre-Calculus
Honors/Physical Science	Honors/Biology	Environmental/Chemistry	Chemistry/Physics/Bio II
Modern World History	AP American/Amer. History	AP Government and Econ/Amer. Gov/Econ	PE/Health/Bus.&Tech/Fine Art
P.E./Health/Bus.& Tech/Fine Art	World Languages/Elective	World Language/Elective	CCP/Elective
World Languages/Elective	PE/Health/Bus.&Tech/Fine Art	PE/Health/Bus.&Tech/Fine Art	Work Program/Elective
Study hall/Elective/CCP	Study Hall/Elective/CCP	Elective/Study Hall/CCP	Elective/Study Hall

HIGHLY SELECTIVE UNIVERSIT/ COLLEGE PLAN

Freshman	Sophomore	Junior	Senior
Honors Language Arts 9	Honors Language Arts 10	AP Language Arts/Dual Enrollment Honors Language Arts 11/Honors LA 11	AP Language Arts/Dual Enrollment Hon. LA 12/Honors LA 12
Algebra I/Honors Geometry	Honors Geometry/Honors Algebra II	Honors Algebra II/Pre-Calculus	Calculus/AP Calculus/Pre-Calculus
Honors Physical Science	Honors Biology	Honors Chemistry/Chemistry/Bio II	Physics or Bio II
Modern World History	AP Amer. History/American History	AP Government/Amer. Gov/Econ.	4 th Social Studies (Hon. Diploma)
P.E./Health/Bus.&Tech/Fine Art	PE/Health/Bus.& Tech/Fine Art	PE/Health/Bus& Tech/Fine Art/Elective	PE/Health/Bus& Tech/Fine Art/Elective
World Languages	World Languages	World Languages (Hon. Diploma)/Elective	World Languages/Elective
CCP/Elective	CCP/Elective	CCP/Elective	CCP/Elective

Planning Guide by Grade-Level for Students and Parents

Grade 9:

- ❖ Students and parents should become aware of what courses are required by colleges for admission. Check graduation requirements and testing requirements for graduation.
- ❖ Enroll in the most challenging courses the student can handle successfully.
- ❖ Develop tentative career goals and discuss likes and dislikes, not just in academics but all areas.
- ❖ Discuss career options with your school counselor, teachers, recent college graduates, community members, and others.
- ❖ Actively take part in a sport, club, music or drama group, or volunteer in your community.
- ❖ If the student plans to participate in NCAA athletics, research the National College Athletic Association eligibility requirements. The NCAA requires certain courses, minimum GPA requirements, and testing requirements. Find the specifics at: www.ncaaclearinghouse.net.
- ❖ Start planning on how to pay for college. The FAFSA4CASTER allows families of underclassmen check to see what financial aid may be available to them.
- ❖ Learn about AP courses and College Credit Plus for your student.
- ❖ Obtain a Social Security number for a student if he or she does not have one.
- ❖ Students should begin a list of awards, leadership, community service, and activities. It's difficult the senior year to remember everything a student accomplished in past years.

Grade 10

- ❖ If the student is interested in attending a U.S. Military Academy, he/she should request a pre-candidate questionnaire.
- ❖ Ensure that your student is taking the most challenging course to prepare for college.
- ❖ Attend college and career fairs.
- ❖ Continue participating in school activities and community service. Also, look for leadership opportunities.
- ❖ Attend the Career Center visitations and learn about the college credit and career credentialing opportunities.
- ❖ Begin preparing for college-entrance exams such as the ACT.
- ❖ Look into potential AP courses and College Credit Plus courses.
- ❖ Update list of awards, leadership, service, and activities.

Grade 11

Fall

- ❖ Make a list of your abilities, preferences, and personal qualities that will help you determine the college and major that best fits you.
- ❖ Research different schools online-make a comparison chart to help narrow the search.
- ❖ Take the PSAT in October.
- ❖ If appropriate, gather material for a portfolio.
- ❖ Begin searching for potential scholarships.
- ❖ Attend college campuses and tech schools.
- ❖ See the college reps that visit the building and attend the college fair.

Winter

- ❖ If enrolled in AP, begin preparing for spring exams
- ❖ Register to take the ACT. Juniors test in March, but students typically take the ACT 2-3 times total.
- ❖ See if the colleges you like require the ACT writing.
- ❖ Look into College Credit Plus requirements and AP courses.

Spring

- ❖ Visit college campuses. Visit at least one large school and one smaller school to compare.
- ❖ Develop a list of potential colleges. You can track applications in Career Cruising.
- ❖ If you are considering the military academies or ROTC scholarships, contact your school counselor prior to leaving for the summer.
- ❖ Update list of awards, leadership, community service, and activities

Summer

- ❖ For athletes, make sure you have registered with the NCAA clearinghouse. Also check the NAIA site for other college athletic opportunities.
- ❖ Visit colleges
- ❖ Create a resume
- ❖ Download applications for college, begin the Common Application, and start a file for scholarships.

Grade 12

August/September

- ❖ Register for the ACT/SAT.
- ❖ Narrow list to 5 schools of interest. Plan visits for those you have not visited. Make sure you are visiting the areas of the college that pertain to your potential major.
- ❖ Talk to your counselor about fee waivers for ACT/SAT if you are eligible. Also, colleges and universities may offer waivers for those who have financial hardship.
- ❖ Begin the Common App.
- ❖ Give a list of your activities, leadership, awards, and community service as well as future plans to those you want to write a letter of recommendation. Remember letters must be written by someone who knows you in professional capacity. Give the recommender plenty of time to complete the letter. Ask for a copy to keep in case you need it later

October

- ❖ Finalize college choices.
- ❖ Check the scholarship list weekly.
- ❖ Begin completing the FAFSA (FUHS offers free FAFSA help and a financial aid night to seniors!)
- ❖ Plan early action/decision applications and complete by Nov. 1 or Dec. 1 depending on the school.
- ❖ Complete Transcript request form and give to the counselor's office.
- ❖ Visit with college reps that come to the building.

November

- ❖ Most applications should be finished by the end of November.
- ❖ Check scholarship deadline dates for specific colleges.
- ❖ Check the scholarship list weekly.
- ❖ Check Career Cruising, Fastweb, and Cappex for more scholarships.
- ❖ Attend college application day at FUHS.

December

- ❖ Check scholarships weekly in the counselor's office or online.
- ❖ Request transcripts for semester grades to be sent to colleges if they require it.
- ❖ Begin essays and applications for scholarships.
- ❖ Make sure you are checking the specific college you want to attend for scholarship opportunities.

January

- ❖ Many colleges have scholarship deadlines in January. Check your specific school for final deadline dates.
- ❖ Fairfield County Foundation Scholarships open in January. Check their website or the counselor's office for more information.

Feb-March

- ❖ Scholarships! Make sure you are completing applications for scholarships you are eligible to complete.
- ❖ Ohio Means Jobs is another place to find scholarships.

April

- ❖ With changes in the college process timeline, you may have already started to receive acceptance letters and financial Aid packages. Now is the time to compare the cost and opportunities for the schools and make decisions as a family.
- ❖ If you need to make any final visits to make final decisions, now is the time. Also, pay close attention to dorms and living options.
- ❖ Once you make a final decision, let your school counselor know your decision!
- ❖ Use the Net Price Calculator: <http://nces.ed.gov/collegenavigator/>

May

- ❖ Most colleges require notification and housing deposits by May 1! Send your deposit to the one college you plan to attend.
- ❖ Wear your college t-shirt/sweatshirt on college decision day!
- ❖ Complete the final transcript form and give to the counselor's office. Make sure all final obligations are met at your high school including fees, library books, grades, etc.

Educational Options:

Credit Recovery

Students who need to retake failed courses for credit recovery have several options:

Apex: an online option taken during the school day and/or at home. Students will be assigned a location during the school day to complete the online course unless given permission to work solely at home by the principal.

Summer School: Students should see their school counselor for information regarding summer options for credit recovery.

Independent Study: Students must arrange Independent Study courses with a teacher and that course will be scheduled in the Counselor's Office. Students must be able to schedule time in the day in order to meet with the teacher and complete the independent study requirements.

Study Skills: Instruction in strategies to improve learning and develop study skills. Students will learn test-taking skills and study skills with limited coverage of new content area or the academic content standards for a single or multiple content areas. This course is a semester course for .50 credit (Elective)

Math Lab: Course designed specifically as intervention for students who have taken and not yet reached the proficient standard on the Ohio Tests for Graduation for Mathematics. Prepares students to retake the test, includes little or no new significant content, and is remedial in nature. This course is a semester course for .50 credit (Elective).

Eastland and Fairfield Career Center

Students planning to attend Career/Technical School as juniors and seniors should complete the following courses by the end of the tenth grade. A total of at least 11 credits should be earned during the first two years of high school.

English 2.0 credits
Mathematics 2.0 credits
Physical Education .50
Social Studies 2.0 credits
Health .50
Science 2.0 credits
Business/Technology 1.0 credit

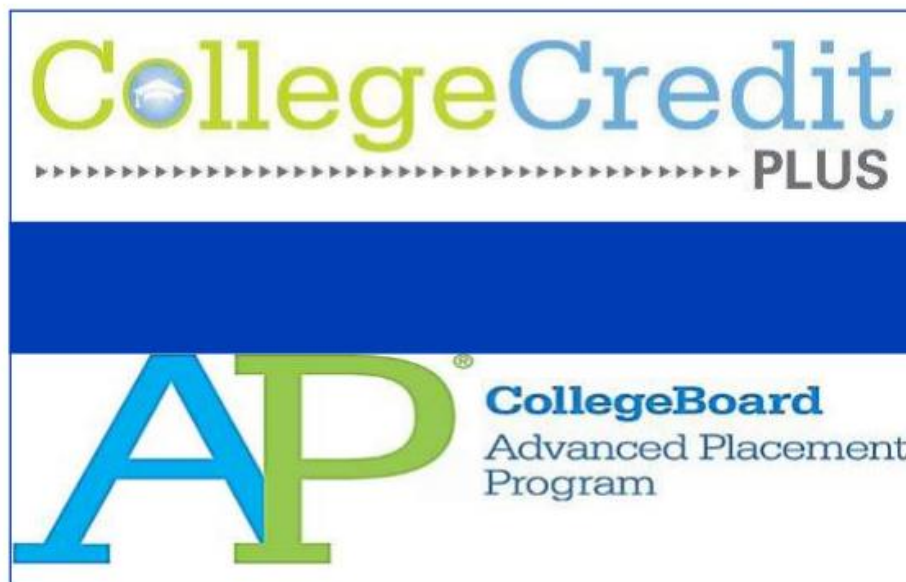
Eastland and Fairfield Career Center

Transportation for all students is supplied by the Fairfield Union Local School District. Eastland-Fairfield Career/Technical Schools are for students who have the interest and the ability to profit from courses in career education. There is no tuition charge for career center students other than fees similar to those normally found in the high school. The primary purpose of the Career Centers is to prepare students for employment as skilled workers. However, graduates may enter post high school training in technical schools or colleges.

Eastland and Fairfield's school day consists of four periods in the lab or shop course selected, two periods in theory related to the program and two periods in meeting academic requirements for graduation from the participating school. Upon completion of a program, every effort is made to aid the student in job placement, apprenticeship training, military service, college entrance or other appropriate selection.

The Career/Technical Schools are an educational extension of Fairfield Union Local Schools. Our students who elect to attend the Career/Technical Schools remain enrolled in and graduate from Fairfield Union High School. If all requirements are met, the student receives the Fairfield Union diploma as well as a vocational certificate. Fairfield Union eleventh and twelfth grade students who demonstrate the ability and interest may apply to attend. To enter a program, application is made during the sophomore year. The school counselor has the necessary application forms. Interested Fairfield Union students should indicate their interest to the school counselor early in their high school career. Program literature is available in the Counselor's Office.

Advanced Standing Programs (CCP and AP)



Rules for Advanced Standing:

Ohio law requires all state public high schools provide students with “Advanced Standing” programs. These are designed to present students with the opportunity to earn college credit toward a degree or career certification during their high school years. The Fairfield Union Local School District offers two separate forms of Advanced Standing programs: Advanced Placement and College Credit Plus. Both programs offer students that intend to pursue a college education in any form or location skills and knowledge that will be of benefit. The district offers these options to advocate for individual student choice and flexibility, rather than to advocate for one program over another. Advanced Standing: Context By far, the most asked question is this: “Which one is better – AP or CCP?” This question ignores a simple fact: students are all different. Whether it’s the student’s goals, interests, passions, or abilities that make up the differences, there can never be a single “right” approach to a student’s individual growth and development. If there was, that would be the only option for our students. Please take the time to review and consider the obstacles and opportunities of each program in each content area. Mixing the formats may be a better choice than all of one or another. Whatever your choices may be, please avoid a simple “cookie-cutter” approach to education. Choose a path that is as unique as you!

Intent and Purpose of AP and CCP Courses

Advanced Placement (AP)

Advanced Placement courses are taught by teachers using a curriculum approved by the College Board. Successful completion of coursework in the AP program allows students the opportunity to take an exam in May. Students who earn a passing score on the AP exam receive credit that is accepted by all of Ohio public colleges. The number of credits and how they apply towards a degree vary depending on the test and the college. Students can only receive such credit if they take the AP test. Private colleges and universities outside of Ohio have specific policies in place that may vary from Ohio's public institutions.

- AP courses are more rigorous than traditional high school courses and are designed to develop the skills needed for future success in college. Students must be prepared to take on the additional responsibility.
- The AP curriculum prepares students for the AP exam at the end of the year-long course. The AP exam gives students the chance to demonstrate competency and potentially qualify for college credit based on exam performance. The AP exam is used in lieu of end-of-course AIR exams in some cases as well.
- Students must participate in the AP Exam in order to be eligible for college credit. ***All AP students at Fairfield Union High School who enroll in an AP course will be required to take the exam (the exam fee will be paid by the district).***

Learn more about AP

Using AP Credits in College: A resource to check on how AP exam credits transfer in Ohio’s public colleges is available online through the Ohio Department of Higher Education. Click the ODHE logo for more information:



For an overview of Ohio’s colleges and universities, including an estimated net cost of education at each, please click on the logo below:



College Credit Plus (CCP)

College Credit Plus courses are taught by teachers who hold credentials as adjunct instructors at an Ohio college or work directly with college faculty members. CCP is funded by the State of Ohio. Successful completion of coursework in the CCP program allows students to earn college credit that is accepted by all of Ohio’s universities and colleges and many out-of-state and private institutions. Location, manner of delivery, and scheduling of courses may vary. These are not high school courses – these are college courses offered for concurrent high school credit. Parents and students should expect differences in the learning process and plan accordingly.

- Students must meet qualifying grade averages and ACT (or equivalent) scores to take CCP courses. As these are college courses, qualifications are set by the university or college awarding credit and vary between courses and programs.
- Courses follow the same schedule as their college counterparts and are a semester long, and more material is learned independently by the student using course texts. Lectures give context, not information
- Students taking CCP classes do not take a national exam for college credit at the end of the course.
- By state law, students are not charged for courses in the program, unless courses are failed or students withdraw after two weeks.

[**Learn more about CCP**](#)

Using CCP Credits in College

To learn more about how College Credit Plus credits transfer to Ohio's public colleges and universities, students and parents are encouraged to register with Transferology – available free online at:

<http://www.transferology.com/>

Another resource to check on how CCP credits transfer in Ohio's public colleges is available online through the Ohio Department of Higher Education. Click the ODHE logo for more information:



Definitions:

An **underperforming student** is defined as a student who meets at least one of these conditions:

- 1) Has a cumulative GPA of lower than a 2.0 in the college courses taken through the CCP program.
- 2) Withdraws from, or receives no credit for, two or more courses in the same term. (Withdrawing from a course occurs when the student dis-enrolls from a course after the census date and the secondary school is financially responsible for the tuition associated with the course.)

An **ineligible student** is defined as a student who meets the definition of an underperforming student for two consecutive terms of enrollment.

CCP Probation:

- A secondary school must place an underperforming student on CCP Probation. The school must promptly notify the student, the student's parent, and each college in which the student is enrolled. The school must advise the student and the student's parent on requirements for continuing in the program.
- A student on CCP Probation may enroll in no more than one college course and the student may not enroll in a college course in the same subject in which the student earned a grade of D or F or for which the student received no credit.
- If the student had already registered for more than one course prior to being placed on CCP Probation, the student must request each college or university to dis-enroll the student from courses as necessary. The student, as noted above, may continue to be enrolled in one course. The student must notify that college of which course the student would like to remain enrolled.
- The college will confirm the course enrollment and all course dis-enrollments in the Pre-Term Notice of Admission (14 days prior to the semester start).
- If the student fails to dis-enroll, the secondary school will promptly notify the student and the student's parent that the student will be responsible for paying all tuition, fees, and textbooks costs. That student is also then considered an ineligible student and is dismissed from the CCP program in the next term.
- If the student on CCP Probation takes one course and the grade raises the student's cumulative GPA to a 2.0 or higher, the student is removed from CCP Probation and may participate in the program without restrictions.
- If the grade does not raise the cumulative GPA to a 2.0 or higher, the secondary school is responsible for dismissing the student from the program.

CCP Dismissal:

- A secondary school is responsible for dismissing an ineligible student from the CCP program. The school must promptly notify the student, the student's parent, and each college or university in which the student is enrolled.
- Any student on CCP Dismissal may not take any college courses through the program.
- If the student had already registered for college courses prior to being dismissed, the student will request each college to dis-enroll the student from the courses.
- The college will confirm all course dis-enrollments in the Pre-Term Notice of Admission (14 days prior to the semester start).
- If the student fails to dis-enroll, the secondary school will promptly notify the student and the student's parent that the student will be responsible for paying all tuition, fees, and textbooks costs. The student will continue to be on CCP Dismissal for an additional term.

Student and Parent Information

College Credit Plus

CCP Probation and CCP Dismissal

Student's Name: _____

Parent's (or Parents') Name(s): _____

Notification Meeting Date: _____

Name of Secondary School Representative: _____

Instructions: Choose either the CCP Probation or CCP Dismissal section for this student.

CCP Probation (check if this status applies to this student):

- Students in the College Credit Plus program who are deemed "underperforming" and are placed on CCP Probation are due to the following conditions (check one or both, as applicable):
 - Has a cumulative GPA of lower than a 2.0 in the college courses taken through the CCP program.
 - Withdraws from, or receives no credit for, two or more courses in the same term. (Withdrawing from a course occurs when the student dis-enrolls from a course after the census date and the secondary school is financially responsible for the tuition associated with the course.)

Action:

- A student on CCP Probation may enroll in no more than one college course and the student will not enroll in a college course in the same subject in which the student earned a grade of D or F or for which the student received no credit.
- If the student had already registered for more than one course prior to being placed on CCP Probation, the **student must request each college or university to dis-enroll the student from courses as necessary.**
- The student, as noted above, may continue to be enrolled in one course. **The student must notify that college in which course the student would like to remain enrolled.**
- If the student fails to dis-enroll, the secondary school will promptly notify the student and the student's parent that the student will be responsible for paying all tuition, fees, and textbooks costs. That student is also then considered an ineligible student and is dismissed from the CCP program in the next term.
- If the student on CCP Probation takes one course and the grade raises the student's cumulative GPA to a 2.0 or higher, the student is removed from CCP Probation and may participate in the program without restrictions.
- If the grade does not raise the cumulative GPA to a 2.0 or higher, the secondary school is responsible for dismissing the student from the program.

CCP Dismissal (check if this status applies to this student):

- Students in the College Credit Plus program who are deemed "ineligible" and are placed on CCP Dismissal when the student meets the definition of an underperforming student for two consecutive terms of enrollment.

Action:

- Any student on CCP Dismissal may not take any college courses through the program.
- If the student had already registered for college courses prior to being dismissed, **the student will request each college to dis-enroll the student from the courses.**
- If the student fails to dis-enroll, the secondary school will promptly notify the student and the student's parent that the student will be responsible for paying all tuition, fees, and textbooks costs. The student will continue to be on CCP Dismissal for an additional term.

Instructions: Review the Appeals Process and School Policy with the Student/Parent:

Appeals Process

- A student may appeal to the district superintendent or school governing entity the CCP Dismissal or prohibition from taking a course in the same subject in which the student earned a grade of "D" or "F" or for which the student received not credit.

The governing entity or superintendent will consider any extenuating circumstances separate from academic performance that may have affected the student's CCP status and may do any of the following:

- Allow the student to participate in the program without restrictions.
- Allow the student to take a course in the same subject in which the student earned a grade of "D" or "F" or for which the student received no credit.
- Allow the student to participate in the program on CCP Probation.
- Maintain the student's status on CCP Dismissal from the program.

The secondary school's policy (developed prior to the start of summer term 2018) must be attached to this document.

- The student must request an appeal within five business days after being notified of the CCP Dismissal or the CCP Probation that prohibits the student from taking a course in the same subject.
- The secondary school will promptly notify any college or university in which the student is enrolled that the student has requested an appeal.
- The district superintendent or school governing entity will issue a decision on the student's appeal within ten business days after the date the appeal is made.

Complete these dates to inform the student of dates that must be met if an appeal is requested:

- Notification Meeting Date (same as date on page 1): _____
- Student Request for Appeal by this date (five business days after the notification date): _____
- Secondary School Decision by this date (ten business days after the student requests the appeal): _____

- The decision of the superintendent or governing entity is final.
- The secondary school will promptly notify any college or university in which the student is enrolled of the decision.
 - If the decision is to continue the CCP Dismissal, the college or university will permit the student to withdraw from all courses without penalty and the secondary school will not be required to pay for those courses.
 - If the superintendent or governing entity fails to issue a decision within ten business days, the college or university will permit the student to withdraw from all courses for which the student is not eligible without penalty. If the decision on the appeal is made after the college/university's no-fault withdrawal date, the secondary school will pay for those courses.

Signatures of the student and parent acknowledge receipt and explanation of the CCP Probation or CCP Dismissal status:

Student Signature: _____

Parent Signature: _____

School Representative Signature: _____

[Rule 3333-1-65.12](#) went into effect starting summer term of the 2018-19 academic year, providing a framework for the types of courses that are eligible for funding under College Credit Plus. Please review the rule language for complete details.

1

Level I Courses – “First 15”

For students new to College Credit Plus, they must start with Level I courses for their First 15 credits, which include:

- Transferable courses (Approved CTAG, OTM, TAG, or equivalent at private college or university)
- Courses in computer science, information technology, anatomy, physiology, or foreign language, including American Sign Language
- Course in a designated technical certificate program
- 15-credit hour or 30-credit hour model pathway courses
- Study skills, academic or career success skills courses
- Internship courses

EXCEPTIONS TO THE FIRST 15

Exceptions may be made for students to continue with courses in the same subject or for students that test directly into a Level II course.

Students who have attained the required scores on AP or IB course examinations may count those course hours toward the First 15.

2

Level II Courses

Once students have completed the First 15, they can move on to Level II.

- Level II courses are any other college courses for which students meet the prerequisites.
- Students are encouraged to continue working toward the certificate or degree pathways started in Level I.

Non-Allowable Courses

These courses are not permitted under College Credit Plus:

- Applied courses with one-on-one private instruction
- Courses with high fees (\$750 or more, starting spring 2019)
- Study abroad courses
- Physical education courses
- P/F or S/U graded courses (unless the course is an internship or is a transferable course with the same grading scale for all students enrolled)
- Remedial courses
- Sectarian religion courses

[College Credit Plus: Pathways for College Credits](#)

Suggested High School Pathway for CCP at Ohio University-Lancaster

STEM Track

15 Hour:

ENG 1510 Writing and Rhetoric I
BIOS 1700 Biological Sciences I: Molecules and Cells
BIOS 1705 Biological Sciences I Lab
CHEM 1510 Fundamentals of Chemistry I
MATH 1200 College Algebra

30 Hour:

ASTR 1000 Survey of Astronomy
BIOS 1710 Biological Sciences II
BIOS 1715 Biological Science II Lab
CHEM 1520 Fundamentals of Chemistry II
MATH 1300 Pre-Calculus

Business Track

15 Hour:

ACCT 1010 Foundations of Accounting
ENG 1510 Writing and Rhetoric I
MATH 1200 College Algebra
COMS 1030 Fundamentals of Public Speaking
PHIL 1300 Intro to Ethics

30 Hour:

ACCT 1020 Decision Making w/ Accounting
POLS 1500 Themes in Global Politics
MATH 1350 Survey of Calculus
ECON 1030 Principles of Microeconomics
COMS 1100 Comm. Among Cultures

Healthcare Track

15 Hour:

BIOS 1300 Princ. Of Human Anatomy and Phys. I
CHEM 1210 Principles of Chemistry I
MATH 1200 College Algebra
ENG 1510 Writing and Rhetoric I

30 Hour:

BIOS 1310 Princ. Of Human Anatomy &Phys. II
CHEM 1220 Principles of Chemistry II
BIOS 2210 Microbes and Humans
BIOS 2215 Microbes and Humans Lab
NUTR 1000 Intro to Nutrition

Social Science Track

15 Hour:

ENG 1510 Writing and Rhetoric I
HIST 2000 Survey of U.S. History 1600-1877
POLS 1010 Politics in the United States
PSY 1010 General Psychology
MATH 1200 College Algebra

30 Hour:

SOC 1000 Intro to Sociology
HIST 2010 Survey of US History; 1865-pres.
POLS 1500 Themes in Global Politics
PSY 2410 Child and Adolescent Psychology
ECON 1000 Survey of Economics



Taking college courses in high school? Here's how to make your choices have the most impact.

Are you considering earning college credit before you graduate from high school? If so, you may be able to choose from a variety of programs.

- * take AP courses at your high school,
- * participate in an International Baccalaureate program, or
- * enroll in College Credit Plus (CCP) courses on a local college campus, online, or in your school.

Earning college credit before graduating from high school can be a great way to challenge yourself with advanced course work, try out college courses, and shorten the time (and cost) to a bachelor's degree. As you and your family make choices about early college experiences, consider the following guidelines.

General education courses

All Ohio public colleges and universities require students to take certain "general education" courses regardless of major. Because these courses are required of all students and because they transfer among all public colleges, general education courses are good choices for early college work. To see what courses fulfill general education requirements, visit the Ohio Board of Regents' website at transfercredit.ohio.gov/ap/1.

Other courses may offer you exciting and challenging learning experiences, but if they do not fulfill a requirement at your chosen college or university, you will not shorten your time to earn a degree.

Choosing the "right" courses

Colleges and universities like Ohio State offer variations of some general education courses. For instance, Chemistry 1110, 1210, and 1610 all can fulfill a general education requirement at Ohio State. Which version you should take depends on your major. If you expect to major in a STEM field, you generally should choose higher numbered courses (1210 or 1610 rather than 1110).

Go to transferology.com to help you choose courses. At this site, you can enter courses you are considering taking and perform a degree audit to see if they are the most appropriate courses for you. You may also look at program descriptions for your intended major at majors.osu.edu.

Grades count

Trying out a college course can be a great experience, but earning a low grade can affect later applications to competitive programs within the college or university you attend. Often colleges and universities have policies that allow students to re-take a course to earn a stronger grade, but that will mean you will take additional time once you enter college.

Highly sequential majors

Graduating with a degree is more than completing a set number of credit hours. Some majors (such as engineering, sciences, and healthcare fields such as nursing) require students to take courses in a very strict order. Because those courses are offered at certain times of the year, early college course work may not help you to graduate in fewer than four years.

Asking for help

Remember that even smart students need to seek academic support at times, particularly when they are trying something new. Don't hesitate to use university tutoring and advising resources. All CCP programs

are required to offer students the same kinds of academic supports they offer to traditional college students. It is better to get help early in a course than to try to undo damage to your GPA.

Satisfactory Academic Progress and financial aid

According to federal policies, college students must meet Satisfactory Academic Progress (SAP) in order to remain eligible for financial aid. SAP is reviewed using the following three factors:

- *Grade point average. At Ohio State, students must maintain 2.0.
- *Course completion rate. At Ohio State, students must complete a minimum of 67% of all the courses they attempt.
- *Overall time to complete a degree. The number of credit hours necessary to graduate can vary with each program. At Ohio State, students can exceed the number of credit hours by no more than 150%, which includes any credits earned through an early college program.

College credit you earn before graduation from high school is factored into your SAP. So keep in mind that if you "try out" a number of college courses in high school but do not successfully complete them, your GPA and/or your completion rate can be negatively affected, making you ineligible for financial aid. If you take a number of college courses before graduating from high school without a clear vision of how they will count toward college requirements (general education or major), your maximum time to degree can be negatively affected, making you ineligible for financial aid at later stages of your college career.

Your transition to college

CCP offer you the opportunity to learn the content of college-level courses. But there are additional factors that are part of most students' successful transitions to traditional college. You will experience some of the transition to college in your CCP program, but you will still need to adapt to other factors when you attend college full time.

Pace: Traditional college courses move at a faster pace than many high school courses. In Ohio public colleges, one course is taught over a 14-week semester rather than an entire academic year.

Rigor: Traditional college courses have higher expectations for successful work than high school courses. Taking CCP courses alongside traditional college students may help you adjust to that rigor.

Course format: Traditional college courses may be taught in a variety of formats: large lecture courses matched with smaller discussion sections, online lectures, etc. These courses meet two or three times per week, rather than every day.

Navigating college campuses and offices: When you attend college, you will need to work with a variety of people, offices, and support services across campus to become a successful college student. You'll meet with advisors to schedule courses, pay fees through the Student Service Center, take advantage of academic support programs such as the Writing Center or the Mathematics and Statistics Learning Center, and more.

Critical thinking and independent problem solving: Successful college students take responsibility for their own learning by solving problems and asking for support. They manage their time effectively to accomplish college assignments that may require multiple stages for completion.

More information

Go to <http://undergrad.osu.edu/academy> to learn about CCP at The Ohio State University or contact your guidance counselor to find out about other CCP opportunities offered at your high school.

The Ohio State Academy is College Credit Plus at Ohio State: Pathways

The following pathways show just some of the options for students and are not limits to what students can take. For example, a student wishing to enroll in a social science course may choose from approximately 100 courses that meet the general education requirements.

15-Credit Pathway (Non-STEM Students)

Autumn semester		Spring semester	
COURSE NAME	HOURS	COURSE NAME	HOURS
English 1110 – First-Year English Composition	3	History 1151 – American Civilization to 1877	3
Psychology 1100 – Introduction to Psychology	3	Sociology 1101 – Introductory Sociology	3
Statistics 1350 – Elementary Statistics	3		

15-Credit Pathway (STEM-Focused Students)

Autumn semester		Spring semester	
COURSE NAME	HOURS	COURSE NAME	HOURS
English 1110 – First Year English Composition	3	Chemistry 1210 – General Chemistry I	5
Math 1151 – Calculus I	5	Sociology 1101 – Introductory Sociology	3

30-Credit Pathway (Non-STEM Students)

Autumn semester		Spring semester	
COURSE NAME	HOURS	COURSE NAME	HOURS
English 1110 – First Year English Composition	3	History 1151 – American Civilization to 1877	3

Psychology 1100 – Introduction to Psychology	3	Sociology 1101 – Introductory Sociology	3
Statistics 1350 – Elementary Statistics	3	English 2201 – Selected Works of British Literature – Medieval through 1800	3
Art 2100 – Visual Studies: Beginning Drawing	3	Philosophy 1101 – Introduction to Philosophy	3
Spanish 1103 – Spanish III	4	Biology 1101 – Introductory Biology	4

30-Credit Pathway (STEM-Focused Students)

Autumn semester		Spring semester	
COURSE NAME	HOURS	COURSE NAME	HOURS
English 1110 – First Year English Composition	3	Chemistry 1210 – General Chemistry I	5
Math 1151 – Calculus I	5	Sociology 1101 – Introductory Sociology	3
Anthropology 2201 – Introduction to Archaeology	3	English 2201 – Selected Works of British Literature – Medieval through 1800	3
Spanish 1103 – Spanish III	4	Math 1152 – Calculus II	5

Learn more about Ohio State University’s College Credit Plus Options by clicking the link below:



Hocking College

Fairfield Union has a partnership with Hocking College which allows for the opportunity to receive CCP credits through Dual Enrollment via our Honors Language Arts 11 and Honors Language Arts 12 courses in our building. Students must request a transcript from Hocking College in order to transfer the credits earned to another college or university.

15 Hour Pathway:

Course Number	Course Name	Credit Hours
ENGL 1122	English Composition I	3
MATH 1113	College Algebra	4
GOVT 1142	Government	3
PSYC 1101	General Psychology	3
COMM 1130	Speech	3

30 Hour Pathway:

Course Number	Course Name	Credit Hours
ENGL 1122	English Composition I	3
ENGL 2123	English Composition II	3
ENGL 1152	Research Skills	1
PHYS 12001	Physics-Motion	4
MATH 1115	Trigonometry	4
SOCI 1101	Intro to Sociology	3
BIOS 1112	Human Organism	4
BIOS 1121	Biology I	4
BIOS 1122	Biology II	4

These are sample courses that have been taken by College Credit Plus (CCP) students in the past.

Introduction & Overview for Credit Flexibility

Fairfield Union Local Schools recognizes that an effective educational program is one that provides opportunities for students to have some ability to structure their own learning. The intent of Educational Options is to allow educators, students, parents and others to work together to provide opportunities for students to learn in non-traditional settings and to study or intern with recognized experts in specific fields. Independent study, distance learning, tutoring, educational travel, mentoring, and study abroad are examples of experiences that the Board may view as credit flexibility options provided for within this policy. Costs that may be associated with a student's Educational Option Plan are assumed by the student and his/her parent/guardian. If approval of an Educational Option Plan is denied, the student may appeal the decision to the Superintendent in writing within 5 days of the denial.

While the overall purpose and reasoning to apply for the educational Options program may vary from student to student, listed below are some of the general benefits a student may see as a result of pursuing High School credit through non-traditional opportunities:

To provide additional flexibility in his/her schedule for additional academic courses to enhance any and all opportunities for post-secondary education

To gain worthwhile experiences while engaged in a curriculum that is not offered through the Fairfield Union High School Program of Studies. As a means of pursuing credit recovery for course work that is a requirement for graduation in accordance with Fairfield Union Local Schools Board of Education policy.

Credit can be earned through Educational Options/Credit Flexibility in all content areas.

- Credit can be granted for a specific course or a department in general, depending upon the scope of the project and student proposal.
- Students who elect to earn credit through Educational Options/Credit Flexibility policies must complete and submit the attached application and proposal form.
- An Educational Options program is graded on a Pass/Fail basis and will be included on student's grade card and transcript.
- Once the plan is approved an Incomplete (I) is entered as the grade until the student completes the program, or provides regular and appropriate evidence of his/her progress.
- Students wishing to earn credit through the Educational Options/Credit Flexibility policy must develop a formal proposal and submit it to the High School Principal/School Counselor. The proposal will then be evaluated by the High School Instructional Leadership Team and with their advice and consent the High School Principal will make the final determination of acceptance or denial of the plan.
- Credit will not be issued for any projects retroactively.

Student proposals and evaluation materials must demonstrate that the activities provide the student with adequate mastery of the curriculum standards and the High School Instructional Leadership Team will determine whether or not credit is issued to the student.

Credit Flexibility Demonstrated Proficiency is a specific type of Educational Option. Demonstrated Proficiency allows for a student with specialized life and educational experiences to demonstrate their proficiency in specific course work. A student must still submit an application and proposal for this Educational Option. Credit for Demonstrated Proficiency will be awarded on a Pass/Fail basis and proficiency will be demonstrate through completion of a course inclusive exam/performance assessment created and assessed by the particular academic department concerned. Proficiency of 85% must be demonstrated to be awarded course credit.

Athletic Eligibility Considerations for Credit Flexibility

It remains the student's responsibility to provide evidence of adequate progress to the end of any marking period during he/she is working on an Educational Options Plan. Failure to do so may impact the student's eligibility for athletic and/or extracurricular participation.

Credit earned through Demonstrated Proficiency can impact a student's athletic eligibility. During the nine-week grading period preceding athletic participation, students are required to be passing 5 equivalencies (courses) as defined by the Ohio High School athletic Association (OHSAA) to remain eligible to participate. *For OHSAA equivalency calculations and other information regarding athletic eligibility visit the OHSAA website:www.ohsaa.org or you can contact the NCAA directly <http://www.eligibilitycenter.org> in regards to specific circumstances related to your individual situation. Additional Information on Credit Flexibility For additional information regarding The State of Ohio Credit Flexibility plan, please visit: <http://education.ohio.gov/Topics/School-Choice/Credit-Flexibility-Plan>

Language Arts Department

Graduation Requirement: Four credits

Course No.	Course Name	Availability	Credit	Semester or Year	Fee
100	Language Arts 9	9-12	1.00	Y	
101	Honors Language Arts 9	9-12	1.00	Y	
103	Lang. Arts 10	10-12	1.00	Y	
104	Honors Lang. Arts 10	10-12	1.00	Y	
106	Lang. Arts 11	11-12	1.00	Y	
107	Honors Lang. Arts 11		1.00	Y	
108	HC American Literature	11	1.00	Y	
109	Lang. Arts 12	12	1.00	Y	
110	Honors Lang. Arts 12	12	1.00	Y	
118	HC English Comp I	12	1.00	Y	
111	AP Language	11-12	1.00 (weighted)	Y	
117	AP Literature	11-12	1.00 (weighted)	Y	
113	ENG 1500 Writing & Rhetoric: OU-L	9-12	1.00 (weighted)	S	
OU2100	ENG 2100 Critical Approaches to Popular Literature: OU-L	9-12	1.00 (weighted)	S	
OU2900	ENG 2900 Special Topics in Literature: OU-L	9-12	1.00 (weighted)	S	
OU2800	ENG 2800 Expository Writing & Research	9-12	1.00 (weighted)	S	
	English Electives				
115	Media Production	10-12	1.00	Y	

Fees may not reflect supplies needed for the course.

Language Arts 9

Full year - 1 credit/unit – Required – Student may need supplemental supplies

This course will incorporate major works from a variety of genres and styles. Students will read both literature and informational texts to develop critical thinking skills such as analysis, inference, and synthesis. They will learn basic research skills such as using search strategies, evaluating sources for credibility and reliability, and citing sources properly. Students will use purposeful language to organize, focus, and develop their oral and written expression. Throughout the year, students will use their own writing for revision and reflection. Students will also learn core reading strategies to help them comprehend more deeply, critically, and analytically. Reading strategies include activating prior knowledge, questioning, visualizing, and predicting, inferring, monitoring meaning, determining author's purpose, and synthesizing information. Evidence-based fluency strategies also will be taught.

Honors Language Arts 9

Full year - 1 credit/unit – Required – Upon recommendation-Student may need supplemental supplies

This course provides an overview of World literature and language. Throughout the year, students will be expected to demonstrate mastery of all skills within the 9-10 grade bands of Ohio's Learning Standards in English Language Arts, which requires students to demonstrate command of the conventions of Standard English grammar, usage, and mechanics when writing or speaking. Students must apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Students will accomplish these goals by studying examples of World literature in selections that represent cultural diversity that will include poetry, drama, fiction, literary nonfiction, novels, and informational texts and utilizing the writing process and conventions as well as using effective communication techniques for different types of writing and audiences. The pacing and rigor of the course is to prepare students for college-level classes.

Language Arts 10

Full year - 1 credit/unit – Required- student may need supplemental supplies

This course will incorporate major works from a variety of genres and styles. Students will read both literature and informational texts from a wide variety of world-wide authors to develop critical thinking skills such as analysis, inference, and synthesis. They will learn basic research skills such as using search strategies, evaluating sources for credibility and reliability, and citing sources properly. Students will use purposeful language to organize, focus, and develop their oral and written expression. Throughout the year, students will use their own writing for revision and reflection. Students will also learn core reading strategies to help them comprehend more deeply, critically, and analytically. Reading strategies include activating prior knowledge, questioning, visualizing, and predicting, inferring, monitoring meaning, determining author's purpose, and synthesizing information. Evidence-based fluency strategies also will be taught.

Honors Language Arts 10

Full year-1 credit/unit – Required – Upon recommendation– Student may need supplemental supplies

This course provides an overview of World literature and language. Throughout the year, students will be expected to demonstrate mastery of all skills within the 9-10 grade bands of Ohio's Learning Standards in English Language Arts, which requires students to demonstrate command of the conventions of Standard English grammar, usage, and mechanics when writing or speaking. Students must apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Students will accomplish these goals by studying examples of World literature in selections that represent cultural diversity that will include poetry, drama, fiction, literary nonfiction, novels, and informational texts and utilizing the writing process and conventions as well as using effective communication techniques for different types of writing and audiences. The pacing and rigor of the course is to prepare students for college-level classes.

Language Arts 11

Full Year-1 credit/unit –Required-Student may need supplemental supplies

This course provides an overview of American literature and language. Throughout the year, students will be expected to demonstrate mastery of all skills within the 11-12 grade bands of Ohio's Learning Standards, which requires students to demonstrate command of the conventions of Standard English grammar, usage, and mechanics when writing or speaking. Students must apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Students will accomplish these goals by studying examples of American literature in chronological order from Native American literature to modern selections that represent America's cultural diversity that will include American poetry, drama, fiction, literary nonfiction, novels, and informational texts and utilizing the writing process and conventions as well as using effective communication techniques for different types of writing and audiences.

Honors Language Arts 11

Full year-1 credit/unit -Required-Upon recommendation-student may need supplemental supplies. This course may be a CCP/Dual Enrollment course via Hocking College. Students must meet all application requirements through Hocking College. This course provides an overview of American literature and language. Throughout the year, students will be expected to demonstrate mastery of all skills within the 11-12 grade bands of Ohio's Learning Standards in English Language Arts, which requires students to demonstrate command of the conventions of Standard English grammar, usage, and mechanics when writing or speaking. Students must apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Students will accomplish these goals by studying examples of American literature in mostly chronological order from Native American literature to modern selections that represent America's cultural diversity that will include American poetry, drama, fiction, literary nonfiction, novels, and informational texts and utilizing the writing process and conventions as well as using effective communication techniques for different types of writing and audiences. The pacing and rigor of the course is to prepare students for college-level classes along with doing early college-level work for the dual-enrollment credit.

Language Arts 12

Full year-1 credit/unit -Required- student may need supplemental materials

This course provides an overview of British literature and language. Throughout the year, students will be expected to demonstrate mastery of all skills within the 11-12 grade bands of the Ohio Learning Standards, which requires students to demonstrate command of the conventions of Standard English grammar, usage, and mechanics when writing or speaking. Students must apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Students will accomplish these goals by studying examples of British literature in chronological order from Anglo-Saxon literature to modern selections that will include poetry, drama, fiction, literary nonfiction, novels, and informational texts and utilizing the writing process and conventions as well as using effective communication techniques for different types of writing and audience.

Honors Language Arts 12

Full year-1 credit/unit -Required if not in LA 12 -Upon recommendation-student may need supplemental materials For CCP via Hocking College, student must meet application requirements from Hocking College.

This course provides an overview of British literature and college-level language practices. Throughout the year, students will be expected to demonstrate mastery of all skills within the 11-12 grade bands of Ohio's Learning Standards in English Language Arts, which requires students to demonstrate command of the conventions of Standard English grammar, usage, and mechanics when writing or speaking. Students must apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Students will accomplish these goals by studying examples of British literature in mostly chronological order from Anglo Saxon literature to modern selections that represent the evolution of the English language that will include British and European poetry, drama, fiction, literary nonfiction, novels, and informational texts and utilizing the writing process and conventions as well as using effective communication techniques for different types of writing and audiences. **Students may take this as a Dual Enrollment course/CCP course through Hocking College.**

AP English Language and Composition

Full year-1 credit (weighted)-Required if not taking LA 11/12-Upon Recommendation

This course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts, and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. The course cultivates the rhetorical understanding and use of written language by directing students' attention to writer/reader interactions in their reading and writing of various formal and informal genres (e.g., memos, letters, advertisements, political satires, personal narratives, scientific arguments, cultural critiques, research reports). Reading and writing activities in the course also deepen students' knowledge and control of formal conventions of written language (e.g., vocabulary, diction, syntax, spelling, punctuation, paragraphing, and genre). The course helps students understand that formal conventions of the English language in its many written and spoken dialects are historically, culturally, and socially produced; that the use of these conventions may intentionally or unintentionally contribute to the effectiveness or ineffectiveness of a piece of writing in a particular rhetorical context; and that a particular set of language conventions defines Standard Written English, the preferred dialect for academic discourse.

AP Literature and Composition

Full Year-1.00 credit/unit (weighted)-recommended for grades 11-12-students may need supplemental materials

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

The course is designed to help students become skilled readers and writers through engagement with the following course requirements:

1. Reading complex imaginative literature (fiction, drama, and poetry) appropriate for college-level study
2. Writing an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's structure, style, and themes; the social and historical values it reflects and embodies; and such elements as the use of figurative language, imagery, symbolism, and tone
3. Composing in several forms (e.g., narrative, expository, analytical, and argumentative essays) based on students' analyses of literary texts
4. Writing that proceeds through several stages or drafts, with revision aided by teacher and peers
5. Writing informally (e.g., response journals, textual annotations, collaborative writing), which helps students better understand the texts they are reading
6. Revising their work to develop
 - a. A wide-ranging vocabulary used appropriately and effectively;
 - b. A variety of sentence structures, including appropriate use of subordination and coordination;
 - c. Logical organization, enhanced by techniques such as repetition, transitions, and emphasis;
 - d. A balance of generalization and specific, illustrative detail; and
 - e. An effective use of rhetoric, including tone, voice, diction, and sentence structure.

CCP English 1510 Writing and Rhetoric-Ohio University Dual-Enrollment

Semester-3 hours 1.0 credit/unit-Requirement: Must apply and be accepted by Ohio University-Lancaster

This course is Ohio University's first-year composition course and is required for every student pursuing any major or program at the university. Being able to write effectively to communicate clearly is essential to any major. This course will give practice in composing and revising essays that are well organized, logically coherent, and effective for their purpose and audience. This class will have both informal and formal writing along with topics from personal experience, nonfiction reading, and research material.

CCP English 2100 Critical Approaches to Popular Literature-Ohio University Dual Enrollment

Semester-3 hours 1.0 credit/unit-Requirement Must apply and be accepted by Ohio University-Lancaster

Introduction to genres of popular literature such as romance, science fiction, detective novel, etc. as well as to relation between film and popular literature. Students will have an acquaintance with critical literature to popular literature as well as have an introduction to film analysis. Students will be able to understand the similarities and differences between the medium of film and literature. Students must have successfully completed ENG 1510 or 1610.

CCP English 2900 Special Topics in English-Ohio University Dual Enrollment

Semester-3 hours 1.0 credit/unit-Requirement: Must apply and be accepted by Ohio University-Lancaster

CCP English 2800 Expository Writing and Research- Ohio University Dual Enrollment

Semester-3 hours 1.0 credit/unit-Requirement: Must apply and be accepted by Ohio University-Lancaster.

Any student interested in taking Eng 2800 must have successfully completed Eng 1510.

Practice library research, techniques of documentation, and writing research papers. Compose original arguments, control writing style and grammar, develop written documents for specific rhetorical situations (formal, informal, academic, and workplace), document sources correctly and understand plagiarism, learn to search databases for appropriate sources and to evaluate the quality of those sources, summarize, analyze, and critique multiple sources, synthesize sources to produce coherent, thoughtful writing.

Media Production

Full year- Elective- Prerequisite: B or higher in English and requires teacher approval

This is an elective course, which provides motivated students with a hands-on experience with camera operation, script writing, lighting, audio production, video editing, and the effects of television on viewers. Students will learn the skills necessary to produce a recorded and/or live daily news program, special video features, public service announcements, and other school-related interviews. The ability to communicate coherently and effectively is crucial for the success of this class. **This course does not count toward Language Arts requirements for graduation.**

Mathematics Department

Four years of Math required for graduation (must include Algebra II)

Course No.	Course Name	Availability	Credit	Calculator	Length	Fee
500	Algebra I	9, 10,11,12	1.00	TI-84 Plus C	Year	
501	Honors Algebra I	9,10, 11, 12	1.00	TI-84 Plus C	Year	
506	Geometry	9,10,11,12	1.00	TI-84 Plus C	Year	
507	Honors Geometry	9,10,11,12	1.00	TI-84 Plus C	Year	
502	Algebra II	10,11,12	1.00	TI-84 Plus C	Year	
503	Hon. Algebra II	10,11,12	1.00	TI-84 Plus C	Year	
504	Trans. To College Math	11, 12	1.00	TI-84 Plus C	Year	
508	Pre-Calculus	11, 12	1.00	TI-84 Plus C	Year	
509	Calculus	12	1.00	TI-84 Plus C	Year	
510	AP Calculus AB	12	1.00 (weighted)	TI-84 Plus C	Year	
512	AP Statistics *online only	12	1.00 weighted	TI-84 Plus	Year	

Algebra I

Full Year- 1 credit/unit-Required - Must have instructor approval

Concept Topics are: Numbers and Sets, Variables and Mathematical Expressions, Operations with real numbers, Solving Equations and Problems, Polynomials, Operations with factors, relations-graphing, Rational and Irrational Numbers, Quadratic equations and Inequalities, and Function

Honors Algebra I

Full Year-1 credit/unit-Required-Must have instructor approval.

This course is for students who want to go on to college. Honors Algebra I is an accelerated course designed to give the student better understanding of mathematics through solving, graphing, using tables, and analyzing functions. This course is structured to follow Ohio's Mathematics Standards in Algebra. The topics to be covered are: simplifying and evaluating algebraic expressions, solving and graphing linear equations and functions, writing linear equations, solving and graphing linear inequalities and systems of equations and inequalities, exponents and exponential functions, solving and graphing quadratic equations and functions using different methods, polynomials and factoring, rational equations and functions, and radical equations and functions. Graphing calculators will be introduced to prepare for college.

Geometry

Full Year – 1 credit/unit – Required – Must have instructor approval - Prerequisite: Algebra I

Concept topics are: angles, perpendicular lines, parallel lines, and planes, congruent triangles, areas and volumes of two (2) and three (3) dimensional figures, circles, similar polygons, right triangles, Pythagorean Theorem, and coordinate geometry.

Honors Geometry

Full Year – 1 credit/unit – Required – Instructor Approval– Prerequisite: Algebra I

This course is for students who want to go on to college. Honors Geometry is an accelerated course designed to give the student a better understanding of mathematics through the use of lines, angles and geometric figures. Proficiency in developing formal proofs is stressed throughout the course. The topics to be covered are: angles, perpendicular lines, parallel lines, and planes, congruent triangles, similar polygons, right triangles, circles, areas and volumes, construction and loci, coordinate geometry, transformations, and geometric probability. This course encourages critical thinking and communicating mathematically in a higher level study of mathematics. Students are expected to read mathematical problems actively and critically, write effective solutions to problems, employ multiple critical and creative thinking strategies in reasoning and problem solving, use logical thinking to prove statements related to mathematical theorems, and demonstrate a knowledge and appreciation of how mathematics can be used outside the mathematics classroom. This course is structured to follow Ohio's New Mathematics Standards in Geometry

Algebra II

Full Year – 1 credit/unit – Required – Prerequisite: Geometry - Must have instructor approval

Concepts are equations and inequalities, linear equations and functions, linear systems and matrices, quadratic functions and factoring, polynomials and polynomial functions, rational exponents and radical functions and exponential, trigonometry, probability and statistics, and matrices.

Honors Algebra II

Full Year – 1 credit/unit – Required – Must have instructor approval– Prerequisite: Geometry-Required Calculator-TI-84 Plus C

Honors Algebra II is an accelerated course that focuses on an in depth understanding of algebra. This course requires a greater degree of independence and competence in critical thinking and communicating mathematically and sets the stage for a higher level study of mathematics. Honors Algebra II is an in depth study of functions and their graphs, which is extended to quadratics, inequalities, absolute value, exponential and logarithmic, inverse, advanced polynomial, rational, conic sections and trigonometric functions. Topics include algebraic vocabulary, transformations, domain and range, variations and graphs, radical and complex numbers, sequences and series, probability and trigonometric functions, graphs, identities, equations and applications. Students are expected to read mathematical problems actively and critically, write effective solutions to problems and projects, use a variety of appropriate resources including the Internet and graphing calculator to solve mathematical problems, employ multiple critical and creative thinking strategies in reasoning and problem solving, and demonstrate a knowledge and appreciation of how mathematics can be used outside the mathematics classroom. This course is structured to follow Ohio's New Mathematical Standards in Algebra II.

Transition to College Math

Full Year-1 credit/unit-Required-Must have instructor approval-Prerequisite: Algebra II, Honors Algebra II, and Pre-Calculus.

This is a course designed for seniors whose intention is to improve their math skills and their understanding of concepts in order to place into credited college math courses. The primary emphasis of the course is to strengthen and extend algebraic, geometric, and probability topics. This course will also include the study of trigonometric concepts and their applications (right triangle trigonometry, equations, graphs, etc.). Many of the concepts taught will be bridged with real world applications. It is mandatory that all students have a scientific calculator.

Pre-Calculus

Full Year – 1 credit/unit – Required – Must have instructor approval – Prerequisite – Honors Algebra II- Required Calculator-TI-84 Plus C

Advanced Math is an elective course designed to give the student a comprehensive view of the broad field of applied mathematics, the following will be covered: amplitudes, rational, irrational and absolute numbers, linear functions, higher degree equations, trigonometry applications, inequalities, descriptive statistics, and analytic proofs.

Calculus

Full Year – 1 credit/unit – Required – Must have instructor approval -Calculator Required: TI-84 Plus CE

Calculus is an elective designed to give the student a broader base to enter the freshman math course at the college level. The following areas will be covered: Real Number Line; Limits and Continuity; the Derivative; Uses of the Derivative; Exponentials and Logarithms; Integration.

AP Calculus AB

Full Year-1 Credit/Unit (Weighted)-Must have instructor approval Prerequisites- Advanced Math (Pre-Calculus)- Calculator Required: TI-84 Plus CE

This calculus course is an advanced placed program that enables willing and academically prepared students to pursue college-level studies-with the opportunity to earn college credit, advanced placement, or both. Students have the opportunity to take the AP Calculus AB exam in May. With a qualifying score, students may receive college credit and/or advanced placement in college. Topics included in this course: Functions, Graphs, and Limits-analysis of graphs, limits of functions (including one-sided limits), asymptotic and unbounded behavior, continuity as a property of functions; Derivatives-concept of derivative, derivative at a point, derivative as a function, second derivatives, applications of derivatives, computation of derivatives; Integrals-interpretations and properties of definite integrals, applications of integrals, fundamental theorem of calculus, techniques of anti-differentiation, applications of anti-differentiation, numerical approximations to definite integrals

AP Statistics

Full year-1 credit/unit (Weighted)-Must have instructor approval-Prerequisites-Pre-Calculus-TI-84 Plus (or better) calculator is required.

This course is offered Online only and is independent study. AP Statistics gives students hands-on experience collecting, analyzing, graphing, and interpreting real-world data. They will learn to effectively design and analyze research studies by reviewing and evaluating real research examples taken from daily life. The next time they hear the results of a poll or study, they will know whether the results are valid. As the art of drawing conclusions from imperfect data and the science of real-world uncertainties, statistics plays an important role in many fields. The equivalent of an introductory college-level course, AP Statistics prepares students for the AP exam and for further study in science, sociology, medicine, engineering, political science, geography, and business.

Science Department

Graduation Requirements: 3 credits/units: 1 Physical, 1 Life Science, and 1 Advanced Study

Course No.	Course Name	Availability	Credit	Length	Fee
600	Physical Science	9,10,11,12	1.0	Y	\$10
601	Honors Physical Science	9,10,11,12	1.0	Y	\$10
602	Biology	10,11,12	1.0	Y	\$10
603	Honors Biology	10,11,12	1.0	Y	\$10
611	Environmental Science	11,12	1.0	Y	\$10
604	Biology II	11, 12	1.0	Y	\$10
606	Chemistry	11,12	1.0	Y	\$10
607	Honors Chemistry	11,12	1.0	Y	\$10
610	Chemistry II	11, 12	1.0	Y	\$10
608	Physics	12	1.0	Y	\$10

Physical Science

Full Year – 1 credit/unit - Required

The purpose of Physical Science to familiarize students with a wide range of topics within science. Topics covered will be measurement, science skills, the nature of science, physical and chemical changes in matter, interactions between matter and energy, including velocity, acceleration, force, work, and power. These topics may be related to earth science topics and environmental science issues. Relationships between science, technology and society will be examined and discussed.

Honors Physical Science

Full Year – 1 credit/unit – Required – Upon recommendation/selection-Instructor Approval

Honors Physical Science is a rigorous introductory-level science course. This course broaches general chemistry, general physics and a small amount of earth science topics and examines each topic more thoroughly than in general Physical Science. The Honors Physical Science class will move more quickly through foundations of chemistry and physics to allow more time for advanced topics and labs. Due to this course's heavy math component, students are expected to excel in algebra and mathematic problem solving. Topics to be covered will include; one dimensional vectors, displacement, velocity, field forces, force diagrams, acceleration, kinetic energy, potential energy, work and energy transformations, reflection, refraction, diffraction, superposition, radiant energy, electromagnetic spectrum, Doppler shift, thermal energy, electric current, mixtures, chemical and physical properties, effects of thermal energy on states of matter, atoms, ions, isotopes, the periodic table, ionic and covalent bonds, chemical names and formulas, chemical reactions, nuclear reactions and the history of the universe. The emphasis of this course is on understanding physical and chemistry concepts—NOT just memorizing and repeating material. Students should focus their studies on grasping the big picture rather than on small details. The core of this course is a college

preparatory course and its rigors will reflect a movement towards college level work and preparation for upper level science course, Honors Biology, Biology II, Chemistry, Advanced Placement (AP) Chemistry and Physics. The honors augmentation activities should be similarly advanced in concept, level of thinking, and demonstrated effort. At the end of the year, students will leave with a foundation in physical and chemical principles and concepts and be better equipped for their future high school science courses.

Biology

Full Year – 1 credit/unit – Required-Workbook required-fee to be determined

Biology is designed to enhance the science background of students interested in careers in health, the outdoors, agriculture, or in further science studies. Students will consider cell structure and function, reproduction of all life forms, genetics, evolution, classification of microbes, plants and animals and comparative anatomy. Relationships between science, technology, and society will be examined and discussed.

Honors Biology

Full Year – 1 credit/unit – Required – Upon recommendation/selection-Instructor Approval

Biology is designed to enhance the science background of students interested in careers in health, the outdoors, agriculture, or in further science studies. This course is for a motivated, college bound sophomores. Students will consider cell structure and function, reproduction of all life forms, genetics, evolution, classification of microbes, plants and animals and comparative anatomy. Relationships between science, technology, and society will be examined and discussed.

Environmental Science

Full Year – 1 credit/unit – Required if not taking Chemistry/Biology II – Prerequisite: Physical Science and Biology

The course introduces students to the major topics of environmental science. Environmental science examines components of ecosystems, including energy flow and the structure and dynamics of populations and communities. Students review the processes that affect natural environments, examine the impact of human activities on ecosystems, and discuss current environmental issues. This course further emphasizes concepts and principles such as chemistry gas laws, cell biology, geology and astronomy.

Biology II

Full Year – 1 credit/unit – Required if not taking Environmental Science/Chemistry– Prerequisite: Physical Science and Biology – Must have instructor approval

This course is designed to aid students interested in further education in the sciences, medicine, physical education, farming, forestry, recreation, and environmental technology. It is a help to those students who plan on a college education but also considers those who enjoy life science. The curriculum consists of tissue study, anatomy and physiology of the human body, developmental biology, and biotic interaction. Topics are covered in classroom lecture, laboratory and field experiences.

Chemistry

Full Year – 1 credit/unit – Required if not taking Environmental Science/Biology II – Prerequisite: Physical Science and Biology – Must have instructor approval

Chemistry is a one year course offered to those interested in pursuing a career in science. Some mathematics is a necessary part of the chemistry program and algebra is required. Chemistry introduces the student to the following concepts: matter, atomic structure; the Periodic Law; chemical bonding, chemical equations, the gas laws; molecular composition; ionization, acids, bases, salts, and suspension; organic compounds and their structure; oxidation-reduction; metals and non-metals, the family of elements.

Honors Chemistry

Full Year-1 credit/unit –Elective–Prerequisite – Algebra II and Honors Biology-Instructor Approval

Honors Chemistry is a rigorous introductory-level science course. This course broaches general chemistry topics then examines each topic more thoroughly than in general chemistry. The Honors Chemistry class will move more quickly through foundations of chemistry to allow more time for advanced topics and labs. Due to this course's heavy math component, students are expected to excel in algebra and mathematic problem solving. Topics include symbols and metric system, make up of matter, formulas, chemical equations, atomic structure, periodic trends and properties, stoichiometry, thermochemistry, nuclear chemistry, gasses, solutions, chemical bonding, acid-base theory, oxidation-reduction, pH, equilibrium, and organic chemistry. The experiments in the laboratory exercises will incorporate the following tasks in problem solving: planning and designing, performance, analysis, and application. The emphasis of this course is on understanding chemistry concepts—NOT just memorizing and repeating material. Students should focus their studies on grasping the big picture rather than on small details. The core of this course is a college preparatory course and its rigors will reflect a movement towards college level work and preparation for Advanced Placement (AP) Chemistry. At the end of the year, students will leave with a foundation in chemical

principles and concepts and be better equipped for AP Chemistry, if they choose to take it. This course is structured to follow Ohio's New Science Standards in Chemistry.

Chemistry II

Full Year-1.0 credit/unit-Elective-Prerequisite-Chemistry I and Algebra II

Chemistry II is a year-long course that fulfills an advanced science credit. This course is a brief recap of the basic laws of chemistry, as well as other concepts not covered in chemistry such stoichiometry, acid and base chemistry, titrations, reaction kinetics and some organic chemistry principles. This course design is intended to help students prepare for the rigors of lab-science courses that may be encountered in college. Students should expect a demanding daily workload that will include worksheets, reviews, and laboratory write-ups as well as quizzes, and tests to assess understanding and retention of information.

Physics

Full Year – 1 credit/unit – Elective – Prerequisite: Chemistry – Must have Math and Science instructor approval

Physics is a mathematics/laboratory oriented study; the course covers concepts of motion, forces, nuclear particles, work and power, technologies of daily life. A strong mathematics background is a definite need for physics. It is recommended that students take Algebra, Advanced Math and Calculus. The topics specifically covered are: matter and energy, velocity, acceleration, force, momentum, power, thermal effects, heat energy, wave transfer of energy, sound physical optics, electricity, particle physics. (Students may take Chemistry concurrent with Physics with permission of the instructor).

Social Studies Department

Graduation Requirements: 3 Credits starting (Class of 2021 and beyond must include World History, American History and American Government)

Course No.	Course Name	Availability	Credit	Length	Fee
702	World History	9,10,11,12	1.0	Y	
703	American History	10,11,12	1.0	Y	
708	AP US History	10,11,12	1.0 (weighted)	Y	Possible fee for textbook
704	American Government and Economics	11,12	1.0	Y	
707	AP Government and Politics	11,12	1.0 (weighted)	Y	Possible fee for textbook
710	Intro to Sociology	11,12	0.50	S	
711	Intro to Psychology	11, 12	0.50	S	
714	History of War through Media	11,12	0.50	S	
715	Global Issues	11,12	0.50	S	\$10.00
705	AP Psychology *online only	11,12	1.00	Y	
711	AP Macroeconomics *online only	11,12	1.00	Y	
712	AP Microeconomics *online only	11,12	1.00	Y	

Fees amounts may not include workbook or other needed supplies

Modern World History

Full Year- 1 Credit/Unit-Required

This course is a required course for all freshmen students. The course focuses on modern world history, starting with the Age of Enlightenment (1700's), moving through the world wars, the Cold War, and into issues of today's modern world. In order to understand our own place in the world and in history, the class will study various cultures from Europe, North and South America, Africa, and Asia. The class will also study regional development, world geography, and current events. A portion of this class is devoted to standardized test preparation in relation to our CIP goals.

American History

Full Year- 1 credit/unit-Required

This course is a required course for all sophomore students. The course centers on American History from Post-Reconstruction America to the present. Highlighting the course will be a study of Westward Expansion, the impact of immigration, urbanization and industrialization around the turn of the century, the U.S.'s involvement in the World Wars and the Cold War era. Emphasis will be placed on various social movements as well as the effect of government policies on the American people. A portion of this class is devoted to standardized test preparation in relation to our CIP goals.

AP U.S. History

Full Year –1 credit (weighted) –Elective –Recommended for grades 10, 11 or 12-Student Limit: 25;

The AP U.S. History course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. In line with college and university U.S. history survey courses' increased focus on early and recent American history and decreased emphasis on other areas, the AP U.S. History course expands on the history of the Americas from 1491 to 1607 and from 1980 to the present. It also allows teachers flexibility across nine different periods of U.S. history to teach topics of their choice in depth.

American Government and Economics

Full Year- 1 credit/unit- Required

To prepare students for the responsibilities of citizenship, this year-long course will provide a detailed overview of the history, structure, and workings of the U.S. government. Students will gain insight into the foundations of our democracy, interpret the Constitution, identify the powers of government, evaluate federalism, and understand the importance of separation of powers and checks and balances. Students will also consider the roles played by various political actors (i.e., the president, Congress, the courts, interest groups, mass media, and social movements) in shaping the public agenda, evaluate the wisdom or fairness of various government policies, and make reasoned decisions about current and future political issues. Students will learn together, evaluate U.S. governmental processes, work on communication skills, and apply that learning to real-world situations. This course will also include a study of micro- and macroeconomics with a focus on supply and demand, differing economic systems, GDP as an economic predictor, government influence on the economy, and personal finance.

AP U.S. Government and Politics

Full Year – 1 Credit (weighted) – Elective – Recommended for grade 11 or 12-Student Limit: 25

AP United States Government and Politics gives students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Significant topics to be covered in this AP course include Constitutional underpinnings of the U.S. government, political beliefs and behaviors, political parties, interest groups and mass media, institutions of national government, public policy and civil rights and civil liberties. The aim of this AP course is to provide students with a learning experience equivalent to that obtained in most college introductory U.S. government and politics course.

Introduction to Sociology

Semester – ½ credit/unit – Elective – Recommended for Grade 11 or 12

Introduction to Sociology is a course designed to introduce students to the study of society including the examination of how individuals, groups, and institutions interact to make up societies. Students will learn about sociological perspectives, culture, social structures, and social inequality as well as study people and the roles they play in society, both as individuals and groups. Major themes in this course include the interaction between the individual and society, how society is both stable and changing, the causes and consequences of social inequality, and the social construction of human life. Understanding sociology helps discover and explain social patterns and see how such patterns change over time and in different settings. By uncovering the social basis of everyday life, sociology also develops critical thinking by revealing the social structures and processes that shape diverse forms of human life.

Introduction to Psychology

Semester – ½ credit/unit – Elective – Recommended for Grade 11 or 12

Introduction to Psychology is a semester course that focuses on the history of psychology, biological bases of behavior, sensation and perception, states of consciousness, personality, learning, cognition, testing and individual differences, development, psychological disorders, motivation and emotion, and social psychology. The course introduces students to the methods of inquiry and evaluation used by psychologists and provides students with information about issues that all individuals encounter not only concerning themselves but in their relationships with friends, family, and acquaintances. Studying psychology should lead students to an appreciation of and tolerance for individual differences. Students should acquire insight into the complex determinants underlying individual and group behavior.

History of War through Media

Semester-.5 credit/unit-Elective-Recommended for grade 11-12

This course will use film to approach significant problems in history. Students will be asked to rethink the relationships between “reality” and “representation” and to re-conceptualize the boundaries between history and film. The course will be arranged around several themes: war (WWI, WWII, Cold War), and the political violence that accompanied. Each week students will view a film and read corresponding texts. Because of the nature of the course and the amount of time that must be dedicated to screening the films, this class will be very different than a traditional lecture-based course. It requires students to be self-motivated learners and emphasizes individual close readings of the assigned texts, thoughtful individual critiques of the films and readings, and weekly discussions. Students who feel more comfortable in lecture or “fact-oriented” classes should be advised that this class might not be well suited to their needs.

Global Issues

Semester-.5 credit/unit-Elective-Recommended for grade 11-12

This course will allow you to view and inquire about global issues and how they affect the United States. We will examine topics in a cause and effect manor that pertain to American foreign policy decisions and other political/global issues. We will closely examine foreign policy issues and how these events have shaped the American decisions and viewpoints of other countries from various perspectives. This course will cover topics from treaties, economic issues, human rights and present day issues.

AP Psychology

Full Year 1.00 credit/unit (weighted)-Elective-recommended for grades 11-12

This course is offered online only and is an independent study. AP Psychology provides an overview of current psychological research methods and theories. Students will explore the therapies used by professional counselors and clinical psychologists and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. They will study core psychological concepts, such as the brain and sense functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Along the way, students will also investigate relevant concepts like study skills and information retention. The equivalent of an introductory college-level survey course, AP Psychology prepares students for the AP exam and for further studies in psychology or life sciences. This course has been authorized by the College Board® to use the AP designation.

AP Macroeconomics

Full Year 1.00 credit/unit (weighted)-Elective-recommended for grades 11-12

This course is offered online only and is independent study. AP Macroeconomics students learn why and how the world economy can change from month to month, how to identify trends in our economy, and how to use those trends to develop performance measures and predictors of economic growth or decline. They'll also examine how individuals, institutions, and influences affect people, and how those factors can impact everyone's life through employment rates, government spending, inflation, taxes, and production. The equivalent of a 100-level college-level class, this course prepares students for the AP exam and for further study in business, political science and history. This course has been authorized by the College Board® to use the AP designation.

AP Microeconomics

Full Year 1.00 credit/unit (weighted)-Elective-recommended for grades 11-12

This course is offered online only and is independent study. AP Microeconomics studies the behavior of individuals and businesses as they exchange goods and services in the marketplace. Students will learn why the same product costs different amounts at different stores, in different cities, at different times. They'll also learn to spot patterns in economic behavior and how to use those patterns to explain buyer and seller behavior under various conditions. Microeconomics studies the economic way of thinking, understanding the nature and function of markets, the role of scarcity and competition, the influence of factors such as interest rates on business decisions, and the role of government in promoting a healthy economy. The equivalent of a 100-level college course, AP Microeconomics prepares students for the AP exam and for further study in business, history, and political science.

Physical Education and Health

Graduation Requirement: .50 of Health and .50 of PE

Course No.	Course Name	Availability	Credit	Length	Fee
310	Health	9,10,11,12	.50	S	
311	Physical Ed	9, 10,11,12	.25	S	
313	PE: Weight Training	9, 10,11,12	.25	S	

Physical Education Waiver

A student who, **during high school (9-12)**, has participated in interscholastic athletics, marching band, or cheerleading for two full seasons is not required to complete a second physical education class as a condition to graduate. Eighth grade physical education will continue to count as one of the high school physical education requirements. Students who elect the physical education waiver will not receive the 0.25 credits toward graduation. Please indicate on your scheduling form that you are choosing to waive your second PE course. Please see your counselor and/or the Ohio Department of Education for more details.

Health

Semester- ½ credit/unit – Required – Highly recommended grades 9 or 10 for Career Center

The purpose of the health class is to introduce as many health topics to the students as possible. The Health Education Program studies all three aspects of health--physical, mental and social. The affective domain (dealing with attitudes, values, and feelings), as well as the cognitive domain (dealing with knowledge, learning, and understanding) are emphasized. All of the topics include background material, discussion, and the necessary information needed to understand each topic. A lot of the course work is completed in the classroom so that the students engage in social interaction, discussing their opinions and values with their classmates.

Physical Education

Semester - .25 credit/unit – Required – Highly recommended grades 9 or 10 for Career Center

The Physical Education Program strives to seek improvement in the areas of physical education development (muscular and bone strength, physical skills, and endurance), social development (working well with others in group situations) as well as emotional and intellectual development (self-esteem and knowledge of the activities). The student will gain experience and knowledge in a variety of activities based around team, individual, recreational, leisure-time sports and lifetime activities. Activities throughout the course may include softball, basketball, speedball, volleyball, ultimate Frisbee, floor hockey, flag football, circuit training, lacrosse, and recreational games: table tennis, badminton, shuffle board, putt-putt golf, pickle ball and bowling. Each unit teaches the rules and skills of the game and offers playing experience for the student.

Physical Education: Weight Training

Semester-.25 credit/unit-Required if not taking another Physical Education-Highly recommended in grades 9-10

This is a physical education course designed to increase muscular strength through weight training exercises. Students will design and implement a weight training routine based on their needs. Students will monitor and maintain records on a daily basis.

Visual Art Department

Fine Art Graduation Requirement: 1 year or unit

Course No.	Course Name	Availability	Credit	Length	Fee
301	Intro to Art	9,10,11,12	1.0	Y	20.00
302	Art II	10,11,12	.50	Sem.	20.00
305	Digital Imaging	10,11,12	.50	Sem.	20.00
303	Art III	10,11,12	1.0	Y	20.00
114	Yearbook	10,11,12	1.0	Y	

Introduction to Art

Full year – 1 credit/unit – Required if not taking a course in the Music Department

This is an introductory course designed to build beginning skills with art techniques and practices. Students may expect to work with digital and traditional materials and tools. These materials may include; painting, drawing, ceramics, sculpture, and other materials. Students will be required to purchase a sketchbook for this course.

Art II

Semester–½ credit/unit–Elective–Prerequisite: Intro to Art –Must have instructor approval

This course will expand student knowledge and ability beyond the introductory level. Students will learn advanced skills and techniques in visual art. Student may expect to work with; drawing, painting, ceramics, sculpture, graphic design, art history, and mixed-media. Students will be required to purchase a sketchbook for this course.

Digital Imaging

Semester-.50 credit/unit-Elective-Prerequisite-Intro to Art-Must have instructor approval

This course is intended to teach students the digital photographic process and digital imaging techniques. Students will learn skills in composition, camera operation, digital editing, lighting, and graphic design. Students are required to have a digital camera for this class. Some cellular phones and personal electronic devices might not be acceptable for use in this course. Students may need to purchase additional materials for this class

Art III

Full Year-1.0 credit/unit–Elective–Prerequisite: Intro to Art and Art II and/or Digital Imaging–Must have instructor approval

This course is for the serious art student interested in acquiring advanced skills in art, or intending to pursue visual art after graduation. Students in this course should expect to work with a variety of media. This course may also focus on art criticism, portfolio development, and art history. Students will be required to purchase a sketchbook for this course.

Yearbook

Full Year-1 credit-Elective-Instructor Approval-Application Required- Elective: Not a Fine Art

This course is designed to develop photographic and journalistic abilities. The areas covered include: news reporting, interviewing, yearbook production, graphic design, lay-out and headlines, financial management, acquiring sponsors, and online software usage. This course requires a commitment to cover events during and after school. Also students will be required to work during the summer to finish the yearbook. This course is for students who can work independently, are detail-oriented, and can make deadlines. Students must be able to work independently and as a group.

Music Department

Fine Art Graduation Requirement: 1 credit

Course No.	Course Name	Availability	Credit	Length	Fee
320	Instrumental Music	9,10,11,12	1.0	Y	10.00
321	Symphonic Choir	9,10,11,12	1.0	Y	10.00
322	Assembly Singers	9,10,11,12	1.0	Y	10.00
324	Concert Choir	9,10,11,12	1.0	Y	10.00
330	Fundamentals of Music	9,10,11,12	1.0	Y	
326	Music Theory	9,10,11,12	1.0	Y	

Instrumental Music

Full year – 1 credit/unit – Elective – May count towards Fine Arts requirement for: Graduation

The Instrumental program is open to any student with instrumental training, or interest in learning a musical instrument, who can fulfill performance and attendance requirements. The students spend the first 10-12 weeks of school in marching band activities, performing for athletic and community events; this is preceded by a one week band camp held at the high school. Attendance at all marching band performances, and band camp is required. Following marching band, students audition for placement in Symphonic Band, where the remainder of the year is spent rehearsing and performing music of various periods of styles for both individual improvement and to prepare programs appropriate to the season. During this period, individual attention is given to such elements of instrumental performance as tone production, scales, technical exercises, intonation and musical expression. Attendance at all band functions is required.

Placement in either Concert Choir, Symphonic Choir, or Assembly Singers will be based on results of a placement audition with the instructors which rates voice quality, range, tonal accuracy, general attitude and interest.

Symphonic Choir

Full year – 1 credit/unit – Elective – May count towards Fine Arts requirement for: Graduation, Honors Diploma, and/or College Prep Curriculum-Prerequisite: Audition

This course is designed to address the intermediate level of vocal technique and musicianship skills. Coursework and repertoire is designed to improve the individual's vocal technique and build upon an intermediate to advanced musicianship level through quality choral literature of varying styles. Students will be exposed to elements of music theory, sight singing, and vocal pedagogy. Additionally, there may be emphasis placed on preparation for Solo and Ensemble as well as District Large Group Contest in the spring. Students will be graded on vocal and written tests as well as performance participation. Attendance at ALL performances as well as uniform compliance is expected and included as part of a student's grade.

Assembly Singers

Full year – 1 credit/unit – Elective – Prerequisite: Audition/Superior Musical Ability

Assembly singers are selected from students already selected for chorus. The student spends all four quarters rehearsing and performing music of various styles and periods, but of a more advanced nature than chorus participants. A balanced group, designed to produce the highest musical quality performance for school and community, the Singers perform frequently throughout the year, including performances for radio and television, and national and international tours. Attendance at all Assembly Singer performances is required; open to student demonstrating superior vocal musical ability; audition required.

Concert Choir

Full Year-1 credit/unit-Elective-Prerequisite-Audition

This course is designed to address the beginning levels of vocal technique and musicianship. Emphasis will be placed on development of the vocal mechanism as it pertains to the adolescent voice. Students will be exposed to introductory elements of music theory, sight singing, and vocal pedagogy. Appropriate vocal literature will be studied and performed. Students will be graded on vocal and written tests as well as performance participation. Attendance at ALL performances as well as uniform compliance is expected and included as part of a student's grade.

Fundamentals of Music

Full Year – 1 credit/unit – Elective – Elective – May count towards Fine Arts requirement for graduation

An introductory course that examines musicianship, theory, musical materials, and procedures. Students will integrate aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition and, to some extent, history and style.

Music Theory

Full Year-1 credit/unit-Teacher Recommendation-may fulfill Fine Arts graduation requirement

Students will explore the basic components of Western music (pitch, duration, harmony, rhythm, and form). Students will gain a working knowledge of how music is written by using the basic components of music and analyzing them through pre-written examples as well as in-class performance. This course is for the student that already has a working musical background and/or be actively involved in a musical activities.

Business and Technology Department

Graduation Requirement: 1 credit

Course No.	Course Name	Availability	Credit	Length	Fee
802	Personal Finance	9,10,11,12	.50	S	
	Business Pathway Courses:				
810	Business Foundations	9,10,11,12	.50	S	
811	Marketing Principles	9,10,11,12	.50	S	
807	Digital Marketing & Management	10,11,12	1.0	Y	
812	Strategic Entrepreneurship	11,12	1.0	Y	
801	Business and Administrative Capstone	11,12	1.0	Y	
	ONLINE Technology Courses: For those interested in technology courses or other courses being piloted, including a pathway to study for CCNA, Internet of Things, and Cybersecurity: Please see Mrs. Swick or Mr. Doss.	9,10,11,12			
	IT Courses through Cisco's Network Academy	9,10,11,12	.5/1.0	S/Y	\$0
	IT Internship	9,10,11,12	1.0	Y	\$0

**** NEW for the 2020- 2021 academic year:**

DECA prepares “emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high schools and colleges around the globe.” The DECA experience is about exploring your options, discovering new paths, and experiencing opportunities you didn't know existed. With DECA, the possibilities for success are limitless. High School Programs offered through DECA include: Challenges, Chapter Campaigns, Competitive Events, Conferences, Scholarships, among others.

Personal Finance

Semester-.50 credit/unit-Elective

Financial literacy is defined as the ability to read, analyze, manage, and communicate about the personal financial conditions that affect material well-being. It includes the ability to discern financial choices, discuss money and financial issues without (or despite) discomfort, plan for the future and respond competently to life events that affect every day financial decisions, including events in the general economy. In this course, students will discuss financial responsibility and decision making, as well as income and career. Other topics include planning and money management, consumerism, investing, credit/debt, and risk management/insurance.

Business Pathway

Business Foundations
Grades 9, 10, 11, 12

Marketing Principles
Grades 9, 10, 11, 12

Digital Marketing & Management
Grades 10, 11, 12

*must have taken Business Foundations or Marketing Principles

Strategic Entrepreneurship
Grades 11, 12

*must have taken Business Foundations or Marketing Principles

Business Capstone
Grades 11, 12

*must have taken Business Foundations or Marketing Principles AND Digital Marketing or Strategic Entrepreneurship

Articulation Agreement and possible CCP opportunities

By taking courses in the business pathway, high school students will get a head start and graduate from a Career Technical Program equipped with choices: continue their education with knowledge in their chosen field, start their career, or do both at the same time. The business pathway includes college credit that transfers to a community college or other higher learning institutions upon graduation when completing the appropriate course work.

Business and Administrative Services Pathway Course Descriptions

Business Foundations

Semester-.5 credit-Elective

This is the first course for the Business and Administrative Services, Finance and Marketing career fields. It introduces students to specializations within the three career fields. Students will obtain knowledge and skills in fundamental business activities. They will acquire knowledge of business processes, economics and business relationships. Students will use technology to synthesize and share business information. Employability skills, leadership, and communications, as well as personal finance literacy will be addressed.

Marketing Principles

Semester-.5 credit-Elective

This is the first course in the marketing career field. It introduces students to the specializations offered in Marketing. Students will obtain fundamental knowledge and skills in marketing communications, marketing management, marketing research, merchandising and professional selling. They will acquire knowledge of marketing strategies, market identification techniques, employability skills, business ethics and law, economic principles and international business. Technology, leadership and communications will be incorporated into classroom activities.

Digital Marketing and Management

Full Year-1.0 credit/unit-Elective-Prerequisite: Business Foundations or Marketing Principles

Students will apply tools, strategies, and processes to communicate digitally with targeted customers. They will create, implement, and critique online advertising, email marketing, websites, social media, mobile marketing, search-engine optimization, video or images and podcasts/webcasts. Students will apply project management techniques to guide and control digital communications efforts. They will also create and repurpose content for use in digital environments. Technology, employability skills, leadership, and communications will be incorporated in classroom activities.

Strategic Entrepreneurship

Full Year-1.00 credit/unit-Elective-Prerequisite: Business Foundations or Marketing Principles

Students will use innovation skills to generate ideas for new products and services, evaluate the feasibility of ideas and develop a strategy for commercialization. They will use technology to select target markets, profile target customers, define the venture's mission, and create business plans. Students will take the initial steps to establish a business. Students will calculate and forecast costs, break-even, and sales. Establishing brand, setting prices, promoting products, and managing customer relationships will be emphasized.

***Students are expected to participate in a school-based business and complete the DECA School-Based Enterprise Certification.*

Business and Administrative Services Capstone - Grades 11, 12

Full Year-1.00 credit/unit-Elective-Prerequisite: Must have instructor approval

Students will apply knowledge, attitudes and skills that were learned in a Business and Administrative Services program in a more comprehensive and authentic way in this capstone course. Capstone will include project- /problem-based learning opportunities that occur both in and away from school. Under supervision of the school and through community partnerships, students may combine classroom learning with work experience.

***This will be a blended class, part of the course will be in-class to create a professional portfolio and out-of-class in an internship to gain employability skills.*

****Offered to JUNIORS AND SENIORS who have taken a combination of one Business Foundation or Marketing Principles AND Digital Marketing or Strategic Entrepreneurship, AND teacher's approval.*

IT Courses through Cisco Academy

The 2020-2021 IT courses will be a pilot year in which we will be offering some of the online courses through Cisco's Network Academy. While there will be support through the High School's IT Department to help students with these courses, these online courses should be considered only by students who are serious about IT as a potential career pathway. Furthermore, online courses are very difficult and should only be attempted by someone who is well-disciplined in their study skills and can stay on track with little guidance. Some of these courses can help students prepare for industry recognized certifications such as Cisco's CCNA. These courses may have meeting requirements outside of the normal school day. Students that sign up for these courses must be approved, and are encouraged to reach out to the IT Department with any questions. To view a list of courses offered through Cisco's Network Academy, go to <https://www.netacad.com>. Note, not all courses listed on the website will be available

IT Internship:

The IT Internship program provides students an opportunity to work alongside the district's IT Department personnel to gain real-world experience in supporting Information Technology. Some of the time spent will be hands-on working with hardware, software, resolving issues, working on projects, and helping students and staff with their IT problems. On top of the hands-on experience, students will be assigned IT curriculum to work on throughout the year to improve their knowledge and understanding of various IT disciplines. IT Internships can range from 1 period to a many period block depending on what other curriculum they need for graduation requirements. The student IT Internship openings are very limited and all students who apply will be interviewed prior to approval. Students who have done the internship in previous years will be given priority over students new to the program. Each year a student is enrolled in the internship they will focus on a key discipline such as computer hardware, networking, cyber security and others. Those students interested in this program should reach out to the IT Department.

Agricultural Sciences Department

Graduation Requirement: None; Counts towards Electives requirements for Graduation

Course No.	Course Name	Availability	Credit	Length	Fee
009	Intro to Ag Science & Education (ANFR)	9	1.25	Y	
001	Animal and Plant Science	10,11,12	1.25	Y	
002	Business Management for Agriculture and Environmental Systems	10,11,12	1.25	Y	
003	Forestry and Woodland Ecosystems	10,11,12	1.25	Y	
004	Mechanical Principles	11,12	1.25	Y	
005	Animal Science & Greenhouse Operations Capstone	11,12	1.25	Y	
006	Energy Systems Management	11,12	1.25	Y	
007	Natural Resources and Structural Engineering Capstone	12	1.25	Y	
010	Agricultural Mechanics & Leadership Capstone	12	1.25	Y	
008	Ag Business Work Release Program	12	2.00	Y	

Fairfield Union Agricultural Education and FFA Program



The National FFA Organization

Through agricultural education, students are provided opportunities for leadership development, personal growth and career success. Agricultural education instruction is delivered through three major components:

- Classroom/Laboratory instruction (contextual learning)
- Supervised Agricultural Experience programs (work-based learning)
- FFA: Student leadership organization

Everyone enrolled in an agricultural course will have the option to be Fairfield Union FFA members, Ohio FFA members, and National FFA members. They must participate in the fall fundraiser and complete 5 FFA activities from the previous year to get their membership paid for. All incoming freshmen and first year members will automatically become dues paying members at no cost.

If a student wants to participate in any extracurricular activities such as Farm Science Review Trip, Career Development Events, FFA Camp, scholarships, State and National Convention Trips, National Farm Machinery Show Trip, Leadership Nights, and FFA Credentials/Certificate upon graduation, they are required to become local FFA members by participating in the fall fundraiser.

Supervised Agricultural Experience (SAE): Every student will be required to have an SAE project. This project is designed for students to keep records of an individualized project developed by the student outside of the normal school day. This is how they earn the extra .25 credit hours. Examples of projects include: livestock animals, job placement, business ownership, improvement project, household chores, etc.

FFA Meetings: FFA meetings will be offered monthly where students will have the opportunities to hear guest speakers, participate in recreational activities, and participate in local level decisions.

Career Tech Credential

The Ohio Agribusiness Association (OABA) has developed an industry credential for students in agricultural education programs in the state of Ohio. Attached is the press release Ohio Agribusiness Association (OABA) released. The OABA industry credential is based on their efforts to meet future workforce demands in agribusiness. (12 credits)

To be eligible for the program, a student must complete the following requirements:

1. Complete the three courses below with passing scores on the end of course assessment through WebXam.
 - a. Agriculture, Food & Natural Resources
 - b. Animal & Plant Science - (FY15 Animal Science and/or Plant Science)
 - c. Mechanical Principles - (FY 15 Structural Engineering)
 - d. Livestock Selection, Nutrition, and Reproduction
2. Complete one of the following course with passing score on the end of course assessment through WebXam.
 - a. Business Management for Agricultural & Environmental Systems
3. Supervised Agricultural Experience (SAE)

- a. Students plan, develop, and complete a placement, entrepreneurship, or research SAE program.
- b. Students document at least 500 hours in journal with skills identified in relation to the Ohio Career Field Technical Content

Other possible credentials:

Chainsaw Safety Certification (CSAW): Ohio Forestry Association (3 credit)

OSHA 10 Hour Card Certification (1 credit)

Introduction to Agricultural Science and Education (AFNR)

Full Year-Elective-1.25 Credits-Freshman Only

This first course in the career field is an introduction to Agricultural and Environmental Systems. Students will be introduced to the scope of the Agricultural and Environmental Systems career field. They will examine principles of food science, natural resource management, animal science & management, plant & horticultural science, power technology and bioscience. Students will examine the FFA organization and Supervised Agricultural Experience programs. Throughout the course, students will develop communication, leadership and business skills essential to the agriculture industry.

Animal and Plant Science

Full Year-Elective--1.25 credits-Grades 10-12

Students will apply knowledge of animal and plant science to the agriculture industry. They will be introduced to the value of production animals relative to the agricultural marketplace. Students will engage in animal classification and selection, body systems, along with animal welfare and behavior in relation to the production of animals. Students will learn principles of plant anatomy and physiology, and the role of nutrition, deficiencies and growing environment on plant production. Throughout the course, business principles and professional skills will be examined.

Forestry and Woodland Ecosystems

1.25 credits Full Year-Elective-1.25 credits-Grades: 10-12

Students will apply principles of botany, dendrology and silviculture to the management of forests and forest ecosystems. They will apply principles of timber cruising with surveying and mapping techniques to take forest measurements. Learners will develop the knowledge and skills necessary for forest reforestation, timber stand improvement, timber harvesting and forest product utilization. Learners will operate and maintain forestry equipment, apply fire management practices, and understand related regulations, laws, and policy issues.

Business Management for Agricultural and Environmental Systems

1.25 credits Full Year-Elective-1.25 credits-Grades 10-12

Students will examine elements of business, identify organizational structures and apply management skills while developing business plans, financial reports and strategic goals for new ventures or existing businesses. Learners will use marketing concepts to evaluate the marketing environment and develop a marketing plan with marketing channels, product approaches, promotion and pricing strategies. Throughout the course, students will apply concepts of ethics and professionalism while implications of business regulations will be identified.

Mechanical Principles

1.25 credits Full Year-Elective 11th and 12th grade only

Students will engage in the mechanical principles utilized in agricultural and common day applications. Students will learn electrical theory, design, wiring, hydraulic and pneumatic theory. Students will apply knowledge of sheet metal fabrication and metallurgy to the agricultural industry in hands on applications. Students will identify, diagnose, and maintain small air-cooled engines during this course as well. Throughout the course, students will learn critical components of site and personal safety as well as communication and leadership skills. *Physical hands on application in the shop is essential for success in this course.

Energy Systems Management

Full Year-Elective-1.25 Credits-11th and 12th grade only

Students will apply basic principles of energy accounting, thermodynamics and heat transfer, energy conversion and efficiency to heating, power generation and transportation. Topics include applying the principles and practices needed for managing renewable energy sources including, solar thermal, hydrogen generation, photovoltaic, wind, and biomass use. In addition, students will examine principles and practices needed for managing fossil fuels. Throughout this course, future energy systems and energy use scenarios are investigated, with a focus on promoting the use of renewable energy resources and technologies.

Animal Science and Greenhouse Operations Capstone

Full Year-1.25 credits-11th--12th grade only

Students apply Animal Science program knowledge and skills in a more comprehensive and authentic way. Capstones are project/problem based learning opportunities that occur both in and away from school. Under supervision of the school and through partnerships, students combine classroom learning with work experience to benefit themselves and others. The main focus in this course will be livestock selection and nutrition, large animal production, small animal production, vet science, and animal science careers.

***Offered to **JUNIORS AND SENIORS** who have taken 3 of the above courses, with one of the 3 being Animal and Plant Science and teacher's approval.

Natural Resources and Structural Engineering Capstone

Full Year-Elective-1.25 Credits-12th grade only

Students apply Agricultural and Environmental Systems program knowledge and skills in a more comprehensive and authentic way. Capstones are project/problem-based learning opportunities that occur both in and away from school. Under supervision of the school and through partnerships, students combine classroom learning with work experience to benefit themselves and others. These can take the form of mentorship employment, cooperative education, apprenticeships and internships. The main focus is advanced woodworking, metallurgy, wildlife and fisheries, and structural engineering.

***Offered to **SENIORS ONLY** who have taken 3 of the above courses, with one of the 3 being Forestry and Woodland Ecosystems and teacher's approval.

Agriculture Mechanics & Leadership Capstone

Full Year-1.25 Credits-12th grade only

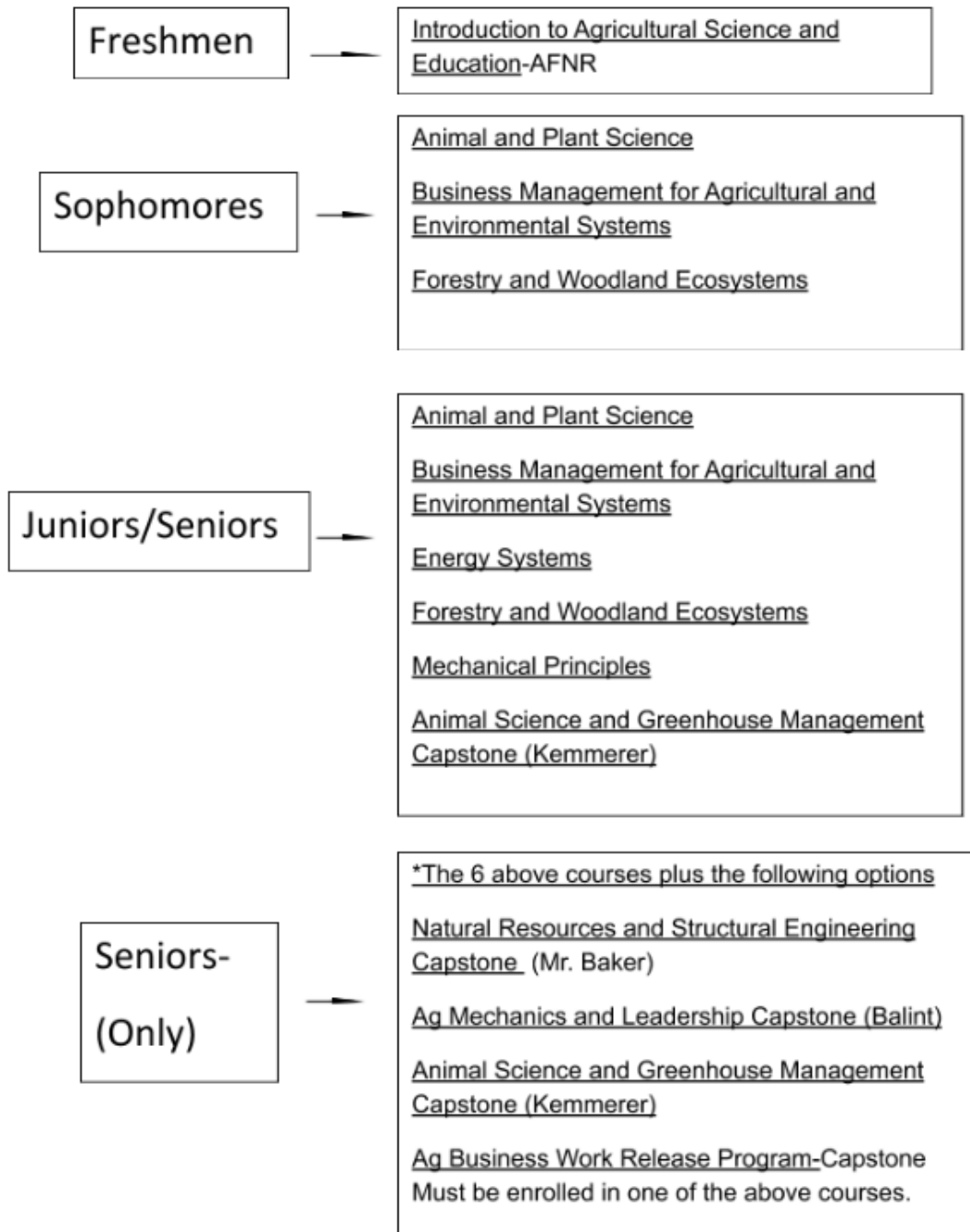
This course combines concepts from both mechanical principles and agricultural business. This course applies Agricultural Mechanical and Agribusiness program skills in a more comprehensive and authentic way. Capstones are project/problem-based learning opportunities that occur both in and away from school. Under supervision of the school and through partnerships, students combine classroom learning with work experience to benefit themselves and others. These activities can take the form of welding, wiring, small engines, restoration (teacher approval), masonry, plumbing, skilled metal work, business aspirations, and research projects. Students will work to better prepare themselves with additional career readiness resourcing. ***Offered to **SENIORS ONLY** who have taken 3 of the above courses, with one of the 3 being Mechanical Principles OR Business Management for Agricultural and Environmental Systems, and teacher's approval.

Ag Business Work Release Program

Full Year-Elective-2.00 Credits-12th grade only

Records, record keeping, financial instruction in class as well as the structure of Agricultural business and marketing concepts. Students are required to keep records (SAE). Students must have 450 hours per school year. Educator will construct quarterly checks and visits with students' employers. Students must be enrolled in an agricultural course to be eligible for the work release program.

FUHS Agricultural Education and FFA Program Courses





Family and Consumer Sciences

Graduation Requirement: None; Counts towards total credits

Course No.	Course Name	Availability	Credit	Length	Fee
011	FCS Focus	9,10,11,12	1.5	Y	18.00
014	Culinary Fundamentals	10,11,12	.75	S	25.00
015	Global Foods	10,11,12	.75	S	25.00
016	Child Development	10,11,12	.75	S	8.00
017	Personal Wellness/Health *Health credit for graduation	10,11,12	.75	S	10.00
020	Career and College Readiness	10,11,12	.75	S	15.00
018	Interior Design, Furnishings, and Management	10,11,12	.75	S	10.00
019	Leadership and Community Engagement	11, 12	.75	S	5.00

FCS Focus

Full Year-Elective-1.5 credits-Grades: 9-12-No Prerequisite

In this course, students will analyze human growth and development throughout the lifespan. Students will also use principles of nutrition to ensure a healthy body throughout the lifecycle. Additional topics will include leadership development through FCCLA, conflict resolution and communication skills, family roles and responsibilities, career development, financial decision making, introduction to sewing and construction, positive mental health, financial decision making.

Culinary Fundamentals

Semester-Elective-Grades: 10-12-.75 credits-No Prerequisite

In this course, students will apply basic culinary practices and understand how flavor, texture and appearance are affected during food preparation. Students will evaluate chemical reactions as they occur in cooking methods and assess how to control high-risk food safety situation. Food safety and sanitation techniques will align to industry-recognized certifications.

Global Foods

Semester-Elective-Grades: 10-12-.75 credits-No Prerequisite

In this course, students will compare cuisines, ingredients and preferred cooking methods of various cultures. The influence of traditions and regional and cultural perspectives on food choices and culinary practices will be emphasized. Students will examine the issues and conditions that affect the availability and quality of food in the global market, and apply advanced cooking techniques, including the use of specialty and advanced equipment in the preparation of food dishes.

Child Development

Semester-Elective-Grades: 10-12-.75 Credits-No Prerequisite

In this course, students will study the principles of child growth, development and behavior. An emphasis will be place on the cognitive development of a child and sensory and motor skills. Additional topics will include childhood diseases, immunizations, and theories of development, learning styles and evaluating childcare services.

Personal Wellness

Semester-Elective-Grades: 10-12-.75 credits-No Prerequisite

**This course can earn the Health Credit required for graduation.*

In this course, students will analyze personal physical, emotional, social and intellectual growth for a healthy lifestyle. An emphasis will be placed on lifespan wellness by managing stress through relaxation, physical activity and sleep. Additional topics will include human growth development, mental health management, personal hygiene and preparing for emergency medical situations.

Career and College Readiness

Semester-Elective-Grades: 10-12-.75 credits-No Prerequisite

In this course, students will develop effective learning strategies and skills to provide a strong foundation for successful lifelong learning. Throughout the course, students will research careers and occupations, review postsecondary admissions qualifications, develop interviewing skills and participate in internships. Additional topics will include principles and techniques of professionalism, networking, conflict-resolution, negotiation, leadership and entrepreneurship.

Interior Design, Furnishings, and Management

Semester-Elective-Grades: 10-12-.75 credits-No Prerequisite

In this Family and Consumer Sciences career field course, students will examine design principles used in residential interiors. An emphasis will be placed on incorporating anthropometrics, ergonomics and psychological responses. Additional topics will include the selection and organization of furnishings, floors and wall coverings in living spaces, kitchens and baths.

Leadership and Community Engagement

Semester-Elective-Grades: 11-12-.75 credits-Teacher Approval Required

**Students enrolling in this course must receive teacher approval.*

In this course, students will learn how to become an active community member and citizen. An emphasis will be placed on in-service learning, leadership training and teambuilding opportunities. Additional topics will include public policy issues, community and global engagement.

World Languages

Graduation Requirement: None; counts towards total credits.

Course No.	Course Name	Availability	Credit	Length	Fee
201	French I	9,10,11,12	1.0	Y	
202	French II	10,11,12	1.0	Y	
203	French III	11,12	1.0	Y	
204	French IV*	12	1.0	Y	
205	Spanish I	9,10,11,12	1.0	Y	
206	Spanish II	9,10,11,12	1.0	Y	
207	Spanish III	10,11,12	1.0	Y	
208	Spanish IV	11, 12	1.0	Y	
213	Spanish V*	12	1.0	Y	

***-Independent Study Course; Fees may not include workbook or other needed supplies**

French I

Full year – Elective – Prerequisite: A or B recommended in English and instructor approval

French is a college prep course open to students interested in learning another language and preparing for college. Materials include textbook, cd, videos and workbook. The first year's study covers meeting people, ordering, talking about things and people in the present and past, asking for and giving information, shopping and traveling. Students are expected to complete daily assignments, study, and participate in class.

French II

Full year – Elective – Prerequisite: French I and instructor approval

This course is college preparatory. Students will review functions learned in French I and develop their oral and written skills for describing things and events, planning activities, staying at a hotel, identifying things and places, dealing with health and fitness. This class includes an intensive study of French grammar. Students are required to complete homework assignments, study, and participate in the class every day.

French III/IV

Full year – Elective – Prerequisite: French II and instructor approval

This elective course is designed to give students an opportunity to use skills developed in the first two years of study, while adding to their knowledge of French culture. Lessons from the text include material on history and literature as well as grammar.

Spanish I

Full year – Elective – Prerequisite: A or B in English recommended and instructor approval

Spanish I is a college prep elective course designed to give the student a basic knowledge of the Spanish language and culture; elementary grammar structures are learned, as well as oral communications skills. Students are required to complete practice assignments, study, and participate in class every day.

Spanish II

Full year – Elective – Prerequisite: Spanish I and instructor approval

Students will review concepts learned in Spanish I and will continue to study more intermediate vocabulary and grammar. More emphasis will be placed on reading and writing this year, and students will complete cultural projects. Students are required to complete class and homework assignments, study, and participate in class every day.

Spanish III-IV

Full year – Elective – Prerequisite: Spanish II and instructor approval

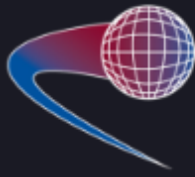
Spanish III-IV is for students desiring further knowledge of the Spanish language and culture.

Grammatical forms are reviewed, but there is increased emphasis on speaking, reading, and writing. Students will read unedited Spanish and complete cultural projects. Students are required to complete class and homework assignments, study, and participate in class every day.

Spanish V

Full year – Elective – Prerequisite: instructor approval

This course is offered as an Independent Study or via classroom instruction.



Eastland-Fairfield Career & Technical Schools

EXPLORE THE POSSIBILITIES.

Eastland-Fairfield Career & Technical Schools offers nearly 40 programs for you to choose from while you're in high school. Their programs provide you with the opportunity to pursue your talents and interests, whether you're planning to pursue college or a real-world career. It's a head start that lets you explore your choices now...and can help you make the most of your choices after graduation.

Agricultural & Environmental Systems

- Animal Management (FCC)
- Environmental Science (New Albany High School)
- Landscape Design & Management (ECC)

Arts & Communication

- Graphic Design (ECC)
- Performing Arts
(Reynoldsburg H.S. - Livingston Campus)

Finance/Business & Administrative Services/Marketing

- Fashion Merchandising
(Canal Winchester High School)
- Marketing & Logistics Management
(Groveport Madison High School)
- Medical Office (ECC)

Construction Technologies

- Architecture/Construction Management
(Gahanna Lincoln H.S. - Clark Hall)
- Construction (FCC)
- Electrical (ECC)
- Heating, Ventilation, Air Conditioning & Refrigeration (FCC)

Education & Training

- Teaching Professions
(Gahanna Lincoln H.S. - Clark Hall)

Health Science

- Bioscience
(Gahanna Lincoln H.S. - Clark Hall)
- Dental Assisting (ECC & FCC)
- Exercise Science (FCC)
- Pharmacy (FCC)
- Pre-Nursing (FCC)

Hospitality & Tourism

- Culinary Arts (ECC)

Human Services

- Cosmetology (ECC & FCC)
- Employability Prep (Offsite)
- Nail Services (FCC) (Senior Only)
- Project SEARCH (Offsite)

Information Technology

- Cyber Security (FCC)
- Interactive Media (ECC)
- Multimedia (Pickerington High School North)
- Programming & Software Development (ECC)

Law & Public Safety

- Criminal Justice (ECC & FCC)

Manufacturing Technologies

- Pre-Engineering (ECC)
- Welding (ECC)

Transportation Systems

- Agriculture & Heavy Equipment (ECC)
- Automotive (ECC & FCC)
- Auto Body & Paint (ECC) (Senior Only)
- Aviation (ECC)

Locations:

- (ECC)—Eastland Career Center, Groveport
- (FCC)—Fairfield Career Center, Carroll

OUR FOCUS. YOUR FUTURE.



www.eastland-fairfield.com

614-836-4530

EASTLAND-FAIRFIELD CAREER & TECHNICAL SCHOOLS

Eastland-Fairfield Career & Technical School District programs are open to all eleventh and twelfth grade students within our district who demonstrate the ability and interest to attend.

Students remain enrolled in and still graduate from this school and are encouraged to continue participation in our high school extracurricular activities.

With programs on two campuses and five satellite locations, Eastland-Fairfield is closer than you think. Satellite programs are offered at Canal Winchester, Gahanna, Groveport Madison, New Albany, Pickerington North, and Reynoldsburg High Schools.

CONNECTING ACADEMICS TO REAL-WORLD SUCCESS

Eastland-Fairfield Career & Technical Schools allows students to immerse themselves in a career field or profession, spending a half-day with hands-on learning and gaining real-world experience. Classrooms and labs are equipped with the latest technology. Students learn from teachers who are seasoned professionals in their career field. Combine that with top-notch academics, and you have what employers call added value.

FAST TRACK TO A SATISFYING CAREER

The Eastland-Fairfield learning environment extends far beyond the classroom. Internships, job shadowing, community service, field trips, guest speakers, and cooperative education all provide valuable experience, connections, and practice in using technical and people skills.

JUMP START ON COLLEGE AND SAVING MONEY

Not only do Eastland-Fairfield programs prepare students for further study, but many also allow students to earn college credit or enter college with advanced standing. Students can earn college credits in selected programs, graduating with a college transcript that can be taken nearly anywhere!

