

# 2024-2025 Course Planning Handbook

Fredericktown High School

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*Every day, everyone learning and adapting to excel in a changing world*

Dear FHS Parents and Students,

Selecting appropriate courses is an important process requiring time to research courses, to discuss proper course selections with teachers, and to look ahead at areas of interest after graduation. This sounds like a lot, and it is, but certainly well worth it considering the long-term implications.

Choosing courses is important to all students and equally important to the operation of the high school and the district. Once course requests are compiled, the department leaders, principal and school counselor determine the number of sections and teachers needed to fulfill the requests. The need for books, desks, and other equipment is considered. All of these decisions have financial implications. It is crucial that careful consideration be given to course choices.

Be sure to take time to read these sections:

- Graduation requirements
- Honors and awards requirements
- Procedures and deadlines for adding and dropping classes
- Athletic eligibility

The best schedules are made when students and parents have conversations about current interests and possible plans after high school. Consulting the school counselor and teachers is also encouraged. If there is anything my office can do to assist you, please do not hesitate to contact us.

Sincerely,

Ryan Shoemaker  
High School Principal

## EDUCATIONAL PHILOSOPHY

The Fredericktown Board of Education believes that:

- Education contributes to the continuous improvement of our democratic society, and the cultures, which exist through the development of concerned, contributing and patriotic citizens.
- The dignity and worth of individuals will be respected, and everyone will be given the opportunity to participate in our society to the best of his/her ability.
- The educational program should be conducive to the maximum intellectual, physical, social, and emotional development of all students.
- Basic knowledge, skills, understanding, and appreciation of differences are necessary for full life functioning.
- The development of self-appraisal skills and decision-making techniques should help students to assume the responsibility for setting realistic, immediate, and long-range academic and career goals.
- The development of moral and ethical values is an important aspect of personal maturity for which parents should assume the primary responsibility; however, the school will strive to reinforce their efforts.
- Continuous physical, mental, and emotional growth and development should be prompted through the maintenance of a personalized and appropriate educational program for our students.
- The development and implementation of a program of continuous evaluation based upon stated goals and objectives is necessary for effective program revisions and improvements.

## PARENTAL RESPONSIBILITY

Parents need to become involved in their student's education at all levels. Following is a list of parents' responsibilities:

- Parents are expected to speak directly with the teacher or principal about any concerns or matter the parent believes is important to the academic or social welfare of a student.
- Parents are expected to become knowledgeable about their child's progress in school. Grade reports are periodically sent home, grades can be viewed on line, and parents are encouraged to contact teachers at school. If necessary, parent-teacher-student conferences should be arranged to discuss the student's overall progress.
- Parents are expected to encourage their students to complete homework assignments, and to provide students with a supervised time and place at home to complete schoolwork.
- Parents are expected to inform the school about changes in address, phone numbers, e-mail addresses or special information about a student concerning medical, social, or custody matters that may affect their student at school.
- Parents are expected to share responsibility for their student's behavior and academic progress in school. Parents may provide the essential influence needed to assist the school staff when discipline or academic concerns occur.

## GENERAL REMINDERS

1. Guidelines for schedule changes:
  - a. Students will receive a copy of their schedule for verification by May 1.
  - b. Students will have until May 15 for a "Change of Mind" schedule change.
  - c. After May 15, **only** the following changes will be allowed during the first five days of school and the first three days of the second semester:
    - Upgrading your schedule - adding a class in place of study hall
    - Dropping a class because of "no" study hall
    - Level change - teacher recommendation only
    - A sound educational reason as evaluated by the Guidance Counselor and/or Principal
  - d. Students must submit a completed Add/Drop Form to the Guidance Office by May 15 in order for changes to be implemented. The Guidance Counselor or Principal must approve all changes.
2. Guidelines for scheduling procedures:
  - a. A full-time student is expected to take a minimum of 6.0 credits per year. The exceptions are students in the CCP program or KCCC dual-school students.
  - b. Students may have no more than 1 study hall per day.
  - c. Students will receive a "DF" (Drop/Fail) grade for courses dropped after the first three weeks of school. A "DF" will appear on their transcript, and this will count in determining their GPA. The exception to this is approved level changes. Exceptions may be made for extenuating medical circumstances.
3. Students may not take an independent study that mirrors courses offered within the regular program of study, unless they are not available when needed, or will not be taken for credit.
4. Students may not retake courses for credit or to increase their GPA.
5. Some courses listed in the handbook may not be offered due to conflicts or lack of enrollment.

## COURSES OF STUDY

Classes offered at Fredericktown High School are arranged in Courses of Study, each designed to meet the different interests and needs of students.

1. College Preparatory - The College Preparatory Course of Study is designed for students intending to continue their education after high school. Students should pay particular attention to the requirements of colleges, and should consult frequently with their guidance counselor regarding proper course selection. College preparatory classes are marked as such in this handbook.
2. Vocational Agriculture Education -The Vocational Agriculture Department introduces and prepares students for a broad range of careers in agriculture. While FHS is not a trade or industrial school, the experiences and knowledge gained in the classes prepares students for gainful employment.

Students who wish to go into this field can do so by taking the courses required by the State and Local Boards of Education and those courses offered in this vocational field, in addition to some elective courses. Students not going to college but who desire farming for a career should select general subjects that would most benefit them after graduation. Students who plan to attend college can take four years of agriculture, along with college preparatory courses.

3. Vocational/Knox County Career Center - The Knox County Career Center (KCCC) provides students with in-depth training in specific vocational skills. Normally, students apply for admission in January of their

sophomore year for a two-year program. Some juniors apply for a one-year program for their senior year and some freshman apply to enter as sophomores.

- a. To apply, a student must satisfactorily complete nine credits during his/her freshman and sophomore years at FHS that include requirements for graduation.
- b. Career Based Intervention (CBI) and START is offered for selected sophomores. Selection is made at the conclusion of the ninth grade year.
- c. Selection for the KCCC is also based on grade average, attendance records, counselor recommendations, and the size or enrollment in courses at the Career Center.
- d. Junior students may apply for admission to the KCCC in January for admission as a senior in the areas open to senior students.
- e. Students at the Career Center are members of the Fredericktown student body and may take part in all extra-curricular activities. Upon completion of a course of study at the KCCC and all other graduation requirements, students will receive an FHS diploma.

## PHYSICAL EDUCATION EXEMPTION CRITERIA

Two semesters (or .50 total credit) of high school physical education are required for graduation in the state of Ohio. Students are eligible for a physical education waiver by participating in a high school athletic or marching band season. Two waivers are required to meet the physical education exemption and may be earned at any time during a student's high school career. Students must receive the credit or the waiver to meet the requirement and may not choose one of each to meet the mandate. In order to receive a physical education waiver, at the end of each athletic season, the athletic director verifies each team roster to confirm participation and submits this information to the district registrar to be added to student transcripts.

## COURSE FEES

Students are required to pay fees in some courses. Fees are used to purchase lab materials, workbooks, and other consumable products. The fees appearing in this document are estimates. Invoice statements sent in the fall and spring may differ slightly. Please note that fees will not be refunded for courses dropped after the second week of the semester. Students with outstanding balances may not participate in prom, senior trip, or graduation.

## GRADE CLASSIFICATION

All students need to complete 21 credits to be eligible to graduate. Therefore, class designation is assigned by the number of credits earned toward graduation at the end of the regular school year.

- Freshman – 1<sup>st</sup> year student or student who has earned up to 5.49 credits
- Sophomore – 2<sup>nd</sup> year student or student who has earned 5.50 – 10.99 credits
- Junior – 3<sup>rd</sup> year student or student who has earned 11 – 16.49 credits
- Senior – 4<sup>th</sup> year student or student who has earned 16.5 or more credits

## HONOR ROLL AND MERIT ROLL

The honor and merit rolls are compiled at the end of each grading period. The honor roll designation recognizes students earning a quarterly GPA of 3.9 or above. The merit roll designation recognizes students earning a quarterly GPA of 3.00 – 3.89.

In calculating the overall average, all courses will be used and one-quarter and one-half credit classes count only one-quarter and one-half the value, respectively, of full credit subjects. Grades will be carried out to the hundredths place.

## GRADUATION REQUIREMENTS

State law introduced new, permanent graduation requirements that are available for the classes of 2021 and beyond. Students entering ninth grade between July 1, 2017, and June 30, 2019, have the option to meet the new requirements outlined for the class of 2023 and beyond or meet the requirements of the original three pathways to graduation (see flyer on the next four pages).

The link below provides information on new graduation requirements and can be found at Ohio Department of Education website at: <http://education.ohio.gov/Topics/What-s-Happening-with-Ohio-s-Graduation-Requirements/Graduation-Requirements-2018-Beyond>

<b>GRADUATION CREDIT REQUIREMENTS</b>	
<b>CORE ACADEMIC AREAS</b>	<b>CREDITS</b>
<b>ENGLISH</b>	4
<b>MATHEMATICS:</b> must include Algebra 2 or an equivalent unless an exemption is granted	4
<b>SOCIAL STUDIES:</b> must include 1 credit of World Studies, 1 credit of American History, and 1 credit of American Government	3
<b>SCIENCE:</b> must include 1 credit of Physical Science, 1 credit of Life Science, and 1 credit of advanced science (see Science Department offerings)	3
<b>HEALTH</b>	0.5
<b>PHYSICAL EDUCATION:</b> must include PE 1 and PE 2. PE exemption may be available.	0.5
<b>ELECTIVES:</b> Any credits attained in core areas above the graduation requirement or courses offered in the following departments: Agriculture, Business/Technology, Fine Arts, Science, Social Studies, or Foreign Language. <b>FHS requires 1 credit of Fine Art.</b>  <b>*Class of 2026 and beyond- Personal Finance class will be required for you to graduate.</b>	6
<b>TOTAL CREDITS REQUIRED TO GRADUATE</b>	<b>21</b>

## GRADING SCALE

Letter Grade	Percent Range	Quality Point Value
A+	98-100	4
A	93-97.9	4
A-	90-92.9	4
B+	88-89.9	3
B	83-87.9	3
B-	80-82.9	3
C+	78-79.9	2
C	73-77.9	2
C-	70-72.9	2
D+	68-69.9	1
D	63-67.9	1
D-	60-62.9	1
F	0-59.9	0

## SELECTION OF VALEDICTORIAN/SALUTATORIAN

1. The valedictorian shall be the graduate(s) who has/have the highest cumulative GPA at the end of the seventh semester.
2. The salutatorian shall be the graduate(s) who has/have the second highest cumulative GPA at the end of the seventh semester.
3. For both distinctions, students must take a minimum of four honors/AP/CCP courses from any of the four content areas (math, English, science and social studies) to be eligible.
4. For both distinctions, a minimum ACT/SAT score of 27/1210 is required.
5. Co-valedictorians and/or co-salutatorians may be selected where there are slight differences in GPAs occurring as a result of either weighted or un-weighted classes and/or where other factors or circumstance exist, which an administrative committee determines relevant in making such decisions.
6. Any violation of the student conduct code or the student handbook during a student's high school career may be grounds for a student being ineligible for consideration for valedictorian or salutatorian, or for removal from the position after being selected.
7. Upon a student being selected valedictorian or salutatorian, any violation or infraction of the student code of conduct or student handbook or a drop in grades during the final semester may be grounds for removal from the position.

## CREDIT FLEXIBILITY

The Fredericktown Board of Education recognizes that an effective educational program is one that provides opportunities for students to customize aspects of their learning around their respective needs and interests. Credit Flexibility is one method to motivate and increase student learning by allowing access to more resources, customization around individual student needs and the use of multiple measures of learning.

Credit Flexibility shifts the focus from 'seat time' to performance. Students can earn units of high school credit based on an individually approved Credit Flexibility plan. The intent of Credit Flexibility is to meet increased expectations for high school graduation in response to globalization, technology and demographics, and to meet the demand for 21st century skills.

To successfully earn credit, mastery of content and certain abilities and skills must be demonstrated through a formal examination, a culminating project, and/or a presentation. All students who participate in Credit Flexibility must be approved by the high school principal.

### WHO MIGHT BENEFIT?

- Highly motivated students who would like to accelerate graduation or learning and bypass one or more classes by taking an exam, writing a major term paper, creating a project or presenting research without taking a partial or full year instructional class to earn the credit.
- Students who dropped out or have been out of school for more than one year and would like to re-enroll and complete a high school education.
- Students who have been home schooled and wish to enroll in a public high school and accelerate their progress toward graduation.

## CLASS RANK AND GRADUATION RECOGNITION

Cumulative GPA will determine class rank. All students earning the same GPA shall receive the same class rank. Final GPA will be calculated at the end of the school year and will be computed to the hundredths place.

To recognize academic achievement, students with a 3.7 cumulative GPA or higher will be recognized as “with honor” and will receive a cord for graduation. A student must take at least one Honors/AP/CCP class to be considered for an honors cord. With honor recognition will be computed at the end of the seventh semester.

## CRITERIA FOR AWARDING THE DIPLOMA WITH HONORS

Honors diploma requirements are revised by the state of Ohio for the class of 2021 and beyond (see chart on the next two pages). Students must meet all but one of the criteria to be eligible.

## National Honor Society Selection Procedures

- The Chapter Advisor notifies all Juniors and Seniors with at least 3.5 cumulative GPA they are eligible to submit a Candidate Form to be considered for membership in the National Honor Society (NHS).
- Students are selected not only by meeting the GPA requirement; they must also demonstrate exemplary fulfillment of **all four pillars of NHS** to be offered membership into the NHS. The four pillars are: Scholarship, Character, Leadership, and Service.
- Candidates submit Candidate Information Forms to the NHS Advisor by the published deadline. ***No forms are accepted after the published deadline.***
- NHS Advisor sends a Teacher Evaluation Form to all FHS teachers, coaches, and advisors, and requests a rating and feedback on whether the candidate demonstrates the requirements for NHS Membership.
- NHS Faculty Council (composed of 5 anonymous teachers) meets and reviews the Candidate Information Form and the Teacher Evaluations. The Faculty Council determines if the Candidate satisfactorily meets **all four pillars**. Candidates must receive a majority vote of the Faculty Council to be offered membership.

- The NHS Advisor does *not* vote or make recommendations on whether the Faculty Council accepts candidates. The Advisor just oversees the selection process and communicates the results to the Candidates and the Principal.
- Candidates are informed of acceptance during the school's tapping ceremony. Candidates not accepted are notified separately in writing by the NHS Advisor.
- Candidates accepted into the NHS become members at the Induction Ceremony.
- Members must maintain the chapter requirements in order to graduate with the National Honor Society designation. Members who do not maintain the requirements are subject to disciplinary action and/or dismissal from the chapter, pursuant to the NHS Constitution and Chapter Bylaws.
- A copy of the NHS Constitution and Bylaws are available upon written request by contacting the Chapter Advisor.



## Ohio High School Honors Diploma

Criterion	Ohio Diploma	Academic Honors Diploma	International Baccalaureate Honors Diploma	Career Tech Honors Diploma	STEM Honors Diploma	Arts Honors Diploma (includes dance, drama/theatre, music, and visual art)	Social Science & Civic Engagement Honors Diploma
<b>Math</b>	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	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 <sup>2</sup>	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
<b>Science</b>	3 units	4 units, including two units of advanced science <sup>2</sup>	4 units, biology, chemistry, and at least one additional advanced science <sup>2</sup>	4 units, including two units of advanced science <sup>2</sup>	5 units, including two units of advanced science <sup>2</sup>	3 units, including one unit of advanced science <sup>2</sup>	3 units, including one unit of advanced science <sup>2</sup>
<b>Social Studies</b>	3 units	4 units	4 units	4 units	3 units	3 units	5 units
<b>World Languages</b>	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	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
<b>Fine Arts</b>	2 Semesters	1 unit	1 unit	N/A	1 unit	4 units	1 unit
<b>Electives</b>	5 units	N/A	N/A	4 units of Career-Technical minimum <sup>5</sup>	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
<b>GPA</b>	N/A	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale
<b>ACT/SAT/Workkeys<sup>1</sup></b>	N/A	27 ACT/1280 SAT <sup>8</sup>	27 ACT/1280 SAT <sup>8</sup>	27 ACT/1280 SAT <sup>7</sup> Workkeys (6 Reading for Information & 6 Applied Mathematics)	27 ACT/1280 SAT <sup>9</sup>	27 ACT/1280 SAT <sup>8</sup>	27 ACT/1280 SAT <sup>9</sup>
<b>Field Experience</b>	N/A	N/A	Complete a field experience and document the experience in a portfolio specific to the student's area of focus <sup>5</sup>	Complete a field experience and document the experience in a portfolio specific to the student's area of focus <sup>5</sup>	Complete a field experience and document the experience in a portfolio specific to the student's area of focus <sup>5</sup>	Complete a field experience and document the experience in a portfolio specific to the student's area of focus <sup>5</sup>	Complete a field experience and document the experience in a portfolio specific to the student's area of focus <sup>5</sup>
<b>Portfolio</b>	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 <sup>5</sup>	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 <sup>5</sup>	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 <sup>5</sup>	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 <sup>5</sup>	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 <sup>5</sup>
<b>Additional Assessments</b>	N/A	N/A	N/A	Earn an industry-recognized credential or achieve proficiency benchmark for appropriate Ohio Career-Technical Competency Assessment or equivalent	N/A	N/A	N/A

*NOTE: Items shaded in blue are changes that were made to the honors diploma system, including the entire STEM, Arts, and Social Science and Civic Engagement Honors Diplomas*



## Ohio High School 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.

<sup>1</sup> 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.

<sup>2</sup> 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).

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

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

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

<sup>6</sup> 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.

<sup>7</sup> 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.

<sup>8</sup> 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](#).

## New Honors Diploma Requirements for Class of 2026+

High school students can gain state recognition for exceeding Ohio's graduation requirements through an Academic Honors Diploma. High-level coursework, college and career readiness tests and real-world experiences challenge students.

Students must meet **all but one** of the following criteria. Each of these criteria go beyond the standard requirements for a diploma for the classes of 2023 and beyond. Students must meet general graduation requirements and complete the requirements outlined below to qualify for honors diplomas. Students may replace one requirement of either 4, 5 or 6 with a "Student Strength Demonstration." The previous requirements to earn an honors diploma are also available for students in the classes of 2023-2025.

**ACADEMIC HONORS DIPLOMA\*Students can use OMJ Readiness Seal in 2 additional seal requirements if it is not used in Experiential Learning.**

Requirements	State Minimum
<b>1 Math</b>	Fourth math must be > Algebra 2
<b>2 Science</b>	One additional unit Advanced Science
<b>3 Social Studies</b>	One additional unit Social Studies
<b>4 World Languages</b>	Three sequential units of one world language, or no less than 2 sequential units of two world languages studied
<b>5 GPA</b>	3.5 on a 4.0 scale
<b>6 ACT/SAT</b>	ACT: Score of 27 or higher, SAT: Score of 1280 or higher
<b>7 Seal Requirement</b>	Earn two additional diploma seals, not including Honors Diploma Seal
<b>8 Experiential Learning</b>	Field Experience, OhioMeansJobs Readiness Seal*, Portfolio or Work-Based Learning

## Student Strength Demonstration Replacement

Students can use the Student Strength Demonstration to replace one of either the **ACT/SAT, GPA or World Language** requirement for any Honors Diploma. The Student Strength Demonstration options are listed below. The same options exist for each of the six honors diplomas\* but, where relevant, should reflect coursework or experiences relevant to the theme of the Diploma. For example, a student earning the Academic Honors Diploma and using the College Credit Plus option to replace another requirement for the diploma should have College Credit Plus courses relevant to the Academic Honors diploma.

### OPTIONS:

- College Credit Plus: 12 total College Credit Plus credit hours
- Advanced Placement: three courses with score of 3 or higher on AP tests
- Career-Technical Assurance Guide (CTAG): 12 total credits
- Apprenticeship/Pre-Apprenticeship: Completion or Evidence of Acceptance if required to be older than 18
- WorkKeys: Score of 6 or higher on all tests (\*void for Career-Tech Honors Diploma)
- Armed Services Vocational Battery: Score of 50 or above on the ASVAB
- Work-Based Learning: 250 total hours of work-based learning

## COLLEGE CREDIT PLUS

College Credit Plus is Ohio’s dual enrollment program where students can earn both high school and college credit at the same time, in the same course.

### What is it?

Eligible students can take a course and earn high school and college credit that appears on both their high school and college transcripts. Teachers who teach a College Credit Plus course in a high school must receive professional development and be an adjunct professor at a college or university. All courses offered through College Credit Plus—even courses offered in the high school—must be the same course that the college offers. The course must apply to a degree or professional certificate. College Credit Plus replaces the Post-Secondary Education Option, also known as PSEO, and redefines “alternative dual enrollment” programs as advanced standing programs. Students can take a maximum of 30 semester hours per school year.

### Why?

Ohio needs more students who graduate college- and career- ready. College Credit Plus increases access for students who have not taken full advantage of the opportunity to earn college credits while in high school.

### Where?

The student is enrolled in both high school and college and can attend the class in any setting arranged by the college.

### Who?

Ohio public school districts and Ohio public colleges and universities must participate in College Credit Plus. Nonpublic high schools and colleges or universities may choose to participate. To be eligible, students must meet the admission standards of the participating college or university to which they apply for enrollment.

### When?

College Credit Plus was first implemented in the 2015-16 school year and continues now. Students can also take courses during the summer months, until they graduate from High School.

### How does a student get started?

There will be an annual informational event for students and parents. Visit the school guidance website for details.

### Cost:

There is no cost for the student to participate in College Credit Plus when the student is enrolled in a public college or university. The high school and college or university share the cost for the course. Students choosing to enroll in a participating private college or university might incur costs. Also, parking fees may apply.

**DECIDING TO PARTICIPATE** - Before deciding to participate in the program, the student and his/her parents should consider the following points:

**FUTURE PLANS** - This program can assist in making future education and career decisions and in exploring post-secondary education opportunities.

**HIGH SCHOOL GRADUATION** - Participation in this program does not change high school graduation requirements. The requirements and academic standing must be reviewed with the high school counselor or principal. Make sure that the number and types of courses taken will meet local graduation requirements. Grades earned in post-secondary courses may affect the student’s GPA, and may affect eligibility to graduate and scholarship opportunities.

**SCHEDULING** - Participating in this program on a part-time basis means that classes must be scheduled at the high school and at a post-secondary institution. Yearly schedules and vacation times usually are different between the two. Sometimes it may be difficult or impossible to take preferred courses at both schools because of scheduling conflicts.

**COLLEGE LEVEL WORK/MATERIAL** - College-level classes may be more accelerated and academically challenging than high school courses. Students need to be able to work without supervision and to have self-discipline both academically and socially. Students must be sure that they are ready for these responsibilities. Also, adult discussions or other advanced material may be presented in some course work. Parents and students must consider if they are ready for this mature information and adult college environment.

**TRANSPORTATION** - If classes are attended at both a high school and post-secondary institution, transportation between the two schools must be considered. Be sure that arrangements to get to classes on time can be made.

**EXTRACURRICULAR ACTIVITIES** - If participating in this program, students will not be in the high school full-time. Participation in some high school activities as a result of enrollment in post-secondary courses may be impossible because of scheduling issues.

**OHSAA & ATHLETIC ELIGIBILITY** - If you are a student athlete, you must remain eligible in accordance with the Ohio High School Athletic Association (OHSAA) bylaws. To be athletically eligible, students must be passing five, one credit courses or the equivalent per grading period with the high school and college courses combined. Most CCP courses taken during a semester will equal one Carnegie unit, allowing students to earn more than the required five for athletic eligibility. Please check with your counselor to ensure that the course-work you are taking is compliant the OHSAA. Also, athletic eligibility will be calculated at the end of each quarter, including CCP courses. It is the student's responsibility to provide a grade report in their CCP courses to the athletic director in order to determine eligibility.

**ADDITIONAL THINGS TO KNOW AND CONSIDER -**

- Students must submit a signed Letter of Intent to Participate in CCP to their high/middle school office by April 1<sup>st</sup> of each year (form can be found on the guidance office website).
- Students must also apply and be accepted to the college in which they choose to earn course credit. Pay close attention to deadlines. Students may apply and/or attend more than one college.
- Students must meet all requirements for participation established by the college in which they choose to earn course credit.
- The student (parents are welcome to attend) will meet with the high school counselor to make sure the student is meeting all of his/her high school graduation requirements. Students must communicate with the guidance office to plan for graduation and communicate about CCP courses enrolled in.
- Parents and students should attend a CCP information night held annually to discuss pertinent information pertaining to the program.
- Students are required to demonstrate that they are college ready through ACT scores or other college readiness assessment. Colleges and universities will set their own requirements. Colleges must have the same requirements for high school students as they do for entry year freshman at the college and this varies by institution.
- Completion of CCP requirements does not guarantee entrance into the college program of your choice.
- Grades given in college courses are not the responsibility of the local high school. Any concern about grades must be discussed with the university and the professor of the class.
- If a student fails or withdraws from a college course, it may affect the credits he/she needs to graduate from high school.
- If a student fails or withdraws (past the deadline) from a college course, the parents will have to pay the costs of the course.
- If you don't meet college grade requirements after the first semester, you may be dropped from the program.
- The pace in a college class is much faster in covering material than in a high school class and there is an increased responsibility for learning by the student.
- Full college credit will be given if a student successfully completes a course. High school credit will be awarded toward the graduation and subject area requirements/electives of the school district.
- Successful completion of a three or more credit-hour college course will result in 1.0 Carnegie unit earned at the high school. A two credit-hour college course will earn students 2/3 of a high school credit and a one credit-hour college course will convert to 1/3 of a high school credit.

- Beginning summer 2016, the CCP Program will include courses taken during the summer term. The summer term will apply as the first term of the next school year. If you want to participate during a summer term, you must submit your letter of intent to participate early enough to apply and gain admission to the college and register for course(s) in the spring. Many college summer terms begin in May. Summer courses will count toward the maximum 30 semester hours per year of that the student is permitted to take. Students may take evening classes during the regular school year. Students are not limited to the hours of the official school day for scheduling college courses.
- Students attending a public college will not be charged for tuition, books, or fees.
- If a student fails or fails to complete a course, all financial obligations will default to the student/parent.
- If any questions arise concerning how CCP Program may affect a student's graduation or any other related matter, it is the responsibility of the student and his/her parent to seek answers from the high school, or, if appropriate, from the college of attendance.
- High school graduation requirements will not be waived as a result of participation in College Credit Plus. You will not receive a diploma until after the course is successfully completed and the graduation requirement is met.
- No high school graduation requirement may be waived for any student participating in this program.

## NCAA @ NAIA ATHLETIC SCHOLARSHIP/ELIGIBILITY

To be eligible to receive a scholarship from and/or be eligible to practice or to participate in intercollegiate competition at an NCAA Division 1 or 2 institution, a student must graduate from a high school and meet the NCAA academic requirements listed on the website <http://eligibilitycenter.org>.

Athletic participation at an NCAA Division 3 school or at a Junior College is based only upon admission to the institution. Accepted students are eligible to participate in athletics.

### NEW STANDARDS FOR NCAA DIVISION 1 COLLEGE-BOUND STUDENT-ATHLETES

College bound student-athletes first entering a Division 1 college or university on or after August 1, 2015 will need to meet new academic rules in order to receive athletic aid (scholarship), practice or compete during their first year. A Full Qualifier must complete 10 of the 16 core courses before the seventh semester of high school and 7 of the 10 core courses must be in English, Math, or Science.

To be eligible to receive a scholarship from and/or be eligible for intercollegiate competition at an NAIA institution, a student-athlete must register with the NAIA Eligibility Center <http://www.playnaia.org>. NCAA approved/accepted CORE courses from Fredericktown High School as of 11/1/2019:

ENGLISH	SOCIAL SCIENCE
CCP FHS Composition I	World History
Speech & Drama	US History
English 9	AP US History
English 10	Economics
English 11	Social Issues
English 12	Government
Honors English 10	AP Government
Honors English 9	Debating Political/Soc. Issues
CCP FHS Composition 2	
Writing Production	

<b>MATHEMATICS</b>	<b>NATURAL/PHYSICAL SCIENCE</b>
Algebra I	Anatomy/Physiology I & II
Algebra II	Astronomy
Geometry	Biology
Honors Geometry	Chemistry
Math Seminar	Earth and Environmental Science
Pre-Calculus	Physical Science
CCP FHS Calculus	Physics
CCP FHS Pre-Calculus	CCP FHS Human Biology
CCP FHS College Algebra	Botany
CCP FHS Statistics	
	Forensic Science
<b>ADDITIONAL CORE</b>	Honors Chemistry
Spanish 1, 2, 3 & 4	

The above listed courses are NCAA approved courses for Fredericktown High School. The NCAA reserves the right to approve or decline submitted courses. The NCAA list of approved courses is subject to change at any time. For more information: [www.ncaa.org](http://www.ncaa.org).

## ONLINE AND CREDIT RECOVERY COURSE OFFERINGS

Students are able to take online courses through our online program for credit recovery (students who have failed to gain credit in a course or who are credit deficient) and schedule conflict purposes only. This must be approved through the guidance counselor, student affairs coordinator, and principal. Currently we use Edmentum (Plato) for our online platform. All courses are semester and .50 credit. Below is a list of core course offerings (subject to change by Plato). Other electives may also be available based on student need:

Health  
 Physical Education  
 Algebra 1 A/B  
 Algebra 2 A/B  
 Consumer Mathematics A/B  
 Geometry A/B  
 English 9 A/B  
 English 10 A/B  
 English 11 A/B  
 English 12 A/B  
 Introduction to Visual Arts

US Government  
 US History A/B  
 World Geography A/B  
 World History A/B  
 Economics  
 Earth and Space Science A/B  
 Life Science A/B  
 Physical Science A/B  
 Biology A/B  
 Art History and Appreciation

## 5 G and Broadband Readiness Certification Course

The 5 G and Broadband course will be a semester long course and can be taken as an independent study. Students will complete four, industry-recognized micro-credentials that stack toward a 5G Readiness Certification. Each credential contains 14 hours (4 weeks) of self-paced content delivered online and asynchronously. Some credentials also include live, instructor-led sessions via Zoom. After successfully completing the four 5G and Broadband credentials, students will earn the 12 point Industry-Recognized Credential Seal, which is part of the graduation requirements established by the Ohio Department of Education.

## AGRICULTURE

912 Agriculture, Food and Natural Resources -- Grade 9, 10, 11, 12 1 ¼ Credits/Full Year  
Course Fee: \$15.00

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 and management, plant and 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.

913 Animal and Plant Sciences -- Grade 10, 11, 12 1 ¼ Credits/Full Year  
Course Fee: \$15.00  
Prerequisite: Agriculture, Food and Natural Resources or special approval

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.

914 Forestry and Woodland Ecosystems -- Grade 10, 11, 12 1 ¼ Credits/Full Year  
Course Fee: \$15.00  
Prerequisite: Agriculture, Food and Natural Resources or special approval

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.

915 Business Management for Agriculture and Environmental Systems -- Grade 10, 11, 12 1 ¼ Credits/Year  
Course Fee: \$15.00  
Prerequisite: Agriculture, Food and Natural Resources or special approval

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.

## ART

126 Art Foundations -- Grades 9, 10, 11, 12 1 Credit/One Year  
Course Fee: \$50.00



This course is designed to provide students with a strong foundation in accounting principles and is essential for students considering majoring in accounting in college and/or considering a career in the business world. Students will learn how accountants use a double-entry accounting system to keep track of transactions.

210     Personal Finance – Grades 11, 12     ½ Credit/One Semester

Being financially literate is critical to success as you progress through life. In this course, students learn to manage money to build wealth in order to financially attain the lifestyle they desire. Students will attain the knowledge and skills necessary to navigate the financial services industry and begin the financial planning process. Topics include: budgeting, saving money, credit and debt, consumer awareness, financial services, insurance, income and taxes, housing and real estate, and investing and retirement.

204     Computer Applications -- Grade 9, 10, 11, 12     ½ Credit/One Semester

This course places emphasis on the use of computer applications: word processing, spreadsheets, multimedia presentations, and online collaboration (e.g. Google tools) to prepare for college and careers. Keyboarding experiences is helpful but not required.

208     Introduction to Business -- Grade 9, 10, 11, 12     ½ Credit/One Semester

This course introduces students to the world of business. Students will be engaged in teamwork, presentations, computer-related activities, and current events while learning the following topics: business ownership, career exploration, getting and keeping a job, how to be a wise consumer, managing money, insurance, and banking services. This course will help you with consumer decision making, prepare you for future employment, and help you effectively perform your responsibilities as a citizen. Small business owners will provide an overview of starting/owning a small business.

## ENGLISH

308     English 9 -- Grade 9     1 Credit/Full Year  
Required Course     No course fee

**Students in English 9 will learn principles and practices of standard English that they will continue to apply in classes** across the curriculum. Students will read and respond to various literary forms and their themes, including plays, novels, short stories and poetry. Students will make oral presentations, write compositions, review grammar and complete a major research project. A vocabulary workbook as well as an emphasis on words in context promotes an essential foundation in vocabulary acquisition. Students in English 9 will learn principles and practices of standard English that they will continue to apply in classes across the curriculum. Students will read and respond to various literary forms and their themes, including plays, novels, short stories and poetry. Students will make oral presentations, write compositions, review grammar and complete a major research project. A vocabulary workbook as well as an emphasis on words in context promotes an essential foundation in vocabulary acquisition.

309     Honors English 9 -- Grade 9     1 Credit/Full Year  
Prerequisite: Test scores, B or better in English 8,     No course fee  
teacher recommendation and writing sample

This course is for the college-bound student who expects to be challenged in the areas of writing and literature. Admission to the course is dependent on state test scores, grades in English 8, students' desire, a writing sample, and teacher recommendation. The students will be expected to have knowledge of the basics of spelling, vocabulary, punctuation, parts of speech, usage, and composition on which to build. Students will study the elements of short stories and read selected longer works. Emphasis will be on writing. Honors English 9 is recommended for the student who excels in English or who plans to enroll in a four-year college.



-112 is a dual credit course through Central Ohio Technical College and meets the Ohio Transfer Module standards for course TME001. Dual credit (through COTC) of 3 semester hours will also be received for successful completion of this course.

CCP331 ENGL 113 (CCP FHS Composition II) -- Grades 9, 10, 11, 12 1 Credit/Semester  
Prerequisite: C grade or better in ENGL-112 (COTC requirement)

In this course, using the framework of the American experience theme, the student will continue to develop proficiencies in analytical reading, critical thinking, thesis development, deep revision, and research of credible sources. Composition II emphasizes problem solving with writing-intensive assignments grounded in argumentation. The student will evaluate readings from historical, social, and political perspectives. Examination of one's own position in relation to audience and evidence facilitates awareness of a writer's ethical responsibilities. Research of multiple sources using APA format is required. By the end of Composition II, the student will have written a variety of texts, including at least one researched essay, with opportunities for 112 response and revision. This formal writing will total a minimum of 20 pages. ENGL-113 is a dual credit course through Central Ohio Technical College and meets the Ohio Transfer Module standards for course TME002. Dual credit (through COTC) of 3 semester hours will also be received for successful completion of this course.

CCP332 ENGL 211 (Survey of American Literature I) -- Grades 9, 10, 11, 12 1 Credit/Semester  
Prerequisite: C grade or better in ENGL-112

ENGL-221 Survey of British Literature I 3 credit hours, 3 contact hours (3 hours lecture and 0 hours lab). Course is graded A-F. This course provides the student with a general background in the literary, philosophical, and historical trends from the Middle Ages through the eighteenth century in Britain. The student will examine representative works from this historical period, tracing developments in style, language, and genre. The student will also make connections between the literature and the social and political events that contributed to its production. The student will use literary criticism and theories including, but not limited to, biographical criticism, gender criticism, historical criticism, psychological theories, and reader-response theories. Through a series of close readings, discussions, reader responses, critical essays, and argumentative papers, the student will trace the development of historical, cultural, and literary movements, such as the Middle Ages, Renaissance, Restoration, and Enlightenment. ENGL-221 meets the Ohio Transfer Module standards for course TMAH and also meets the Ohio Transfer Assurance Guide standards for OAH055.

CCP 333 ENGL-212 Survey American Literature II – Grades 11, 12 1 Credit/Semester  
Prerequisite: C GRADE (2.00) OR BETTER IN ENGL-112 (Comp 1) - Must be completed prior to taking this course.

ENGL-212 Survey of American Literature II 3 credit hours, 3 contact hours (3 hours of lecture and 0 hours lab). Course is graded A-F. Survey of American Literature II is designed to expose the student to a wide range of later American literature. In this course, the student will examine the works of major writers in the U.S., beginning with the years following the Civil War and leading up to the present day. The student will read and critically analyze various genres, including essays, short stories, fiction, drama, and the novel. The student will also use literary criticism and theories including, but not limited to, biographical criticism, gender criticism, historical criticism, psychological theories, and reader-response theories. Through a series of close readings, discussions, reader responses, critical essays, and argumentative papers, the student will trace the development of both literary and cultural movements such as Realism and Modernism. ENGL-212 meets the Ohio Transfer Module standards for course TMAH and also meets the Ohio Transfer Assurance Guide standards for OAH054.

CCP ENGL-221 Survey British Literature I 1 Credit/Semester

**Prerequisite:**

ENGL-112 with a "C" (2.00) grade or better - Must be completed prior to taking this course.

ENGL-221 Survey of British Literature I 3 credit hours, 3 contact hours (3 hours lecture and 0 hours lab). Prerequisite: ENGL-112 with a "C" (2.00) grade or better. Course is graded A-F. This course provides the student with a general background in the literary, philosophical, and historical trends from the Middle Ages through the eighteenth century in Britain. The student will examine representative works from this historical period, tracing developments in style, language, and genre. The student will also make connections between the literature and the social and political events that contributed to its production. The student will use literary criticism and theories including, but not limited to, biographical criticism, gender criticism, historical criticism,

psychological theories, and reader-response theories. Through a series of close readings, discussions, reader responses, critical essays, and argumentative papers, the student will trace the development of historical, cultural, and literary movements, such as the Middle Ages, Renaissance, Restoration, and Enlightenment. ENGL-221 meets the Ohio Transfer Module standards for course TMAH and also meets the Ohio Transfer Assurance Guide standards for OAH055.

CCP ENGL-222 Survey British Literature II

1 Credit/Semester

**Prerequisite:**

ENGL-112 with a "C" (2.00) grade or better - Must be completed prior to taking this course.

ENGL-222 Survey of British Literature II 3 credit hours, 3 contact hours (3 hours lecture and 0 hours lab). Prerequisite: ENGL-112 with a "C" (2.00) grade or better. Course is graded A-F. This course provides the student with a general background in the literary, philosophical, and historical trends from 1800 to the present in Britain. The student will examine representative works from this historical period, tracing developments in style, language, and genre. The student will also make connections between the literature and the social and political events that contributed to its production. The student will use literary criticism and theories including, but not limited to, biographical criticism, gender criticism, historical criticism, psychological theories, and reader-response theories. Through a series of close readings, discussions, reader responses, critical essays, and argumentative papers, the student will trace the development of historical, cultural, and literary movements, such as the Romantic period, Victorian period, and the Twentieth Century. ENGL-222 meets the Ohio Transfer Module standards for course TMAH and also meets the Ohio Transfer Assurance Guide standards for course OAH056.

GreatLit Great Literature: Classics Critical to Understanding the Journey of Life  
 English Elective for Grades 10-12, Permission of Instructor for Grade 9

1/2 Credit/One Semester

ENGL-222 Survey of British Literature II 3 credit hours, 3 contact hours (3 hours lecture and 0 hours lab). Course is graded A-F. This course provides the student with a general background in the literary, philosophical, and historical trends from 1800 to the present in Britain. The student will examine representative works from this historical period, tracing developments in style, language, and genre. The student will also make connections between the literature and the social and political events that contributed to its production. The student will use literary criticism and theories including, but not limited to, biographical criticism, gender criticism, historical criticism, psychological theories, and reader-response theories. Through a series of close readings, discussions, reader responses, critical essays, and argumentative papers, the student will trace the development of historical, cultural, and literary movements, such as the Romantic period, Victorian period, and the Twentieth Century. ENGL-222 meets the Ohio Transfer Module standards for course TMAH and also meets the Ohio Transfer Assurance Guide standards for course OAH056.

059999 Creative Writing I

½ Credit/One Semester

Offered alternating years

Creative Writing I provides students with opportunities to develop their literary talents. This course includes a study of varied forms of prose and poetry and requires that students write creatively in several different modes and genres. In addition, students will write with the intention of contributing to publications by course end.

350 Greece- Greek Mythology –Grades 9, 10, 11, 12

½ Credit/One Semester

This course focuses on the key stories of gods/goddesses and Heroes in Greek/Roman myths. Students will focus on their place in ancient Greek and Roman literature and society, while also touching on their religious beliefs. As students explore their impact on literature and art history, they will make connections between modern literature and how authors use allusions referring to Ancient Greek and Roman mythology. These connections appear in novels, film, games, constellations, company names, planets, buildings, architectural designs and city names. Students will explore how in some way these connections were based on or influenced by Greek and Roman mythology.

351 Fables, Folklore, and Legends --Grades 10, 11, 12

½ Credit/One Semester

Permission of instructor for Grade 9

This course will help students explore how the compelling stories of folklore, legends and fables help to shape society today. Students will dive deeper into what each type of literature is and how it is used in modern literature, both fiction and nonfiction. Students will explore how these are used in the shaping of modern society and then develop a story of their own that will embody one of the styles of literature studied.

352 Sports in Literature --Grades 10, 11, 12

½ Credit/One Semester

Offered alternating years

Sports have had a significant impact on American Literature. Students will dive into the role that sports plays in both fiction and non-fiction literature. Students will explore the ways that it helps to not only develop characters, but how it can shape our own lives and bring out our true human nature.

353 YAL Book Review --Grades 9, 10, 11, 12

½ Credit/One Semester

Offered alternating years

This course will focus on Young Adult Literature and how it connects to the youth today. Students will read, examine, and review some of the current novels for young adults as well as be exposed to several different writing styles, including graphic novels. The focus will be on how the novel is written and how the characters are developed, along with how students' connections to the characters and other key components are made. Students will create a review as well as a project for each novel based upon their understanding of it and their personal feelings about that reading. The class focus will be on novels from the early 2000s to today.

354 Gothic Lit --Grades 10, 11, 12

½ Credit/One Semester

This course will focus on the major themes found in Gothic Literature and demonstrate how the author produces a thrilling psychological environment. Students will discuss terror versus horror, the influence of the supernatural, and descriptions of the difference between good and evil. By the time students have completed this course, they will have gained an understanding of and an appreciation for the complex nature of dark fiction.

326 Yearbook -- Grades 10, 11, 12

1 Credit/Full Year

This year-long course encompasses all aspects of the publication of a yearbook. Skills in graphic design and layout, digital photography, plus headline and caption writing will be the main focus. Students will be trained to use a digital camera and then manipulate the image on the computer for production. Selling ads, yearbooks, and participating in other fund-raisers will provide practice in marketing skills. Students in this non-traditional class must be willing to work in a team setting and demonstrate leadership. Attending some after-school/evening events will be expected. Work outside of class (e.g. during study halls, before or after school) will be needed to complete deadlines. Students must be willing to accept responsibility, meet deadlines, and be self-motivated. In addition, Digital Scrapbooking will provide students with an innovative way to produce a personal publication utilizing the skills taught and mastered. This is a tool for organizing, analyzing, and sharing information.

**10th Grade ELA Intervention Course  
Year**

**1 Credit/Full**

Reading for Information is a “bridge” class designed to give students support and intervention in reading and writing skills. It combines vocabulary building skills with reading comprehension, enhancing students’ proficiency in both their regular English classes and other subject areas. Placement is based upon state test scores or other progress monitoring tools.

**9th Grade ELA Intervention Course**  
**Year**

**1 Credit/Full**

This course is designed to give students support and intervention in reading and writing. It combines vocabulary building skills with reading comprehension and writing skills. Placement is based upon state test scores and other progress monitoring tools.

304     Introduction to Film – Grades 9, 10, 11, 12  
 Offered alternating years

½ Credit/Semester

This course introduces students to the basics of film analysis, cinematic formal elements, genre, and narrative structure. This course will help students develop the skills to recognize, analyze, describe and enjoy film as an art and entertainment form.

**Freddie Flash, An Online Publication    Grades 10, 11, 12**

**1 credit/ year**

Prerequisites: Preference will be given to upperclassmen who demonstrate a strong work ethic, individual accountability, and an ability to effectively collaborate with others.

This course will stress the fundamentals of news writing, page composition, web development, and podcasting. The focus of the journalism course is to help students learn and develop technological, communication, and collaboration skills that will enhance their ability to work and thrive in an ever-changing and increasingly tech-driven world. Students will collaborate to plan, prepare, produce, promote, and premier fresh and regular online text, audio, and video content for the Fredericktown community.

This course is project-based and will require out-of-classroom time to accomplish project goals. This course is designed to offer parents and community partners access to the events and activities of this school community.

**FOREIGN LANGUAGE**

411     Spanish I -- Grades 9, 10, 11, 12

1 Credit/Full Year

This course is to enable the beginner to acquire mastery of a useful vocabulary and to assist in understanding the fundamentals of Spanish grammar. The course will also introduce the lands, culture, and history of Spanish-speaking people.

412     Spanish II -- Grades 9, 10, 11, 12

1 Credit/Full Year

Prerequisite: A “C” or better in Spanish I

The second year is a continuation of Spanish I. The two courses together are intended to give the student a program of training in all four basic language skills: reading, writing, speaking, and listening. There is additional emphasis on grammar and using verbs in different tenses, plus continued cultural study.

413     Spanish III -- Grades 10, 11, 12

1 Credit/Full Year

Prerequisite: A “C” or better in Spanish II

This course will greatly increase a student’s communication skills in all four language areas: reading, writing, speaking, and listening. Students develop skills through activities, projects, discussions, and readings, as well as continued cultural study.

- 414 Spanish IV -- Grades 11, 12 1 Credit/Full Year  
Prerequisite: Spanish III

This course will further language skills in all areas as well as cultural understanding. It will include selections from Hispanic writers, advanced grammar structures, and vocabulary. Projects and discussions are directed by student interests. Students will acquire more knowledge of geography, history, and customs of Spanish-speaking countries.

- 415 Spanish V—Grades 11, 12 1 Credit/Full Year  
Prerequisite: Spanish IV

The Spanish IV student is committed to learning as much Spanish as possible! Curriculum is driven by student interests and needs.

## HEALTH

- 525 Health -- Grade 9 ½ Credit/One Semester  
Required Course

Health deals with personal and community health. Personal health is approached from the individual in society concept. Health problems prominent today are studied in the community health phase. Study areas include communicable diseases, water fluoridation, various medical plans and the function of the health organizations, both voluntary and public. A study of the social diseases, like alcoholism, smoking, use of narcotics, and problems of promiscuity, are also discussed. A unit on Cardiac Pulmonary Resuscitation (CPR) will be included in this course. The textbook and outside materials from professional literature and films from many health associations are incorporated into the study plans.

## MATHEMATICS

- 603 Algebra I -- Grade 9 1 Credit/Full Year  
Prerequisite: Required Course Course Fee: \$12.00

Use of the following in practical applications/problem-solving: writing and evaluating algebraic expressions, operations with rational numbers, properties of the real number system, solving equations and inequalities and graphing, operations with polynomials and algebraic fractions, and factoring. *A TI-84 scientific calculator is required.*

- 608 Geometry -- Grades 9, 10, 11, 12 1 Credit/Full Year  
Prerequisite: Algebra I (or equivalent), Required Course Course Fee: \$12.00  
Required: TI-84 graphing calculator required

This branch of mathematics deals with the study of lines, angles, polygons, and circles. The major emphasis is on the techniques of discovery and proof. Much drill is used to train students to demonstrate the mathematical proofs, in a clear, concise form, as a preparation toward solving more complicated mathematical problems and life situations.

- 630 Honors Geometry -- Grades 9, 10, 11, 12 1 Credit/Full Year  
Course Fee: \$12.00  
Prerequisite: A grade of "B" or better in Algebra I, if the student has just completed 8<sup>th</sup> grade Algebra I or a grade of A is required if the students has just completed 9<sup>th</sup> grade Algebra I and teacher recommendation.

Honors Geometry is an in-depth study of two and three-dimensional figures. This course extends the content of the standard geometry course with a rigorous exploration of proofs and applications. Students develop the ability to construct formal, logical arguments in geometric settings. Honors students will be encouraged to use a variety of critical thinking techniques to solve geometric problems. Because development of precise mathematical language is stressed, reading and problem solving are emphasized throughout.



CCP 632 MATH-130 (CCP Introduction to Statistics) 1 Credit/Full Year

Prerequisite: Placement into college-level mathematics or completion of MATH-013 with a "C" (2.00) grade or better. - Must be completed prior to taking this course.

(3 credit hours, 3 contact hours (3 hours lecture and 0 hours lab). Course is graded A-F. This is a non-calculus, introductory course in descriptive and inferential statistics. Concepts are explained intuitively and supported by examples. The applications are general in nature, and the exercises include problems from agriculture, biology, business, economics, education, environmental studies, psychology, engineering, medicine, sociology and computer science. MATH-130 meets the Ohio Transfer Module standards for course TMM010.

614 Math Seminar -- Grade 11, 12 1 Credit/Full Year  
Course Fee: \$12.00

This course is modeled after a general liberal arts curriculum specifically for non-science students. It is designed to acquaint students with the nature of mathematics and applications such as set theory, logic, sequences and series, finance, combinatorics, functions, graphs, and other mathematical concepts.

640 Algebra Essentials -- Grade 9, 10, 11, 12 1 Credit/Full Year

This class will be taken in conjunction with Algebra 1. It is a combination of direct instruction and computer-based instruction with the focus on improving students' understanding of algebraic concepts and their ability to perform the algebraic processes essential to Algebra 1 and future math courses. The course will include operations with integers and rational numbers, order of operations, simplifying algebraic expressions, solving, writing and graphing both equations and inequalities, function terminology and notation, and writing and solving systems of equations. Students will be placed in this course by teachers and/or administrators based upon state test scores or other progress monitoring tools.

## MUSIC

150 Band -- Grades 9, 10, 11, 12 1 Credit/Full Year

Students enrolled in the high school band will expand their musicianship throughout the academic year by performing in Marching Band (Summer & Fall) and Concert Band (Winter & Spring). During Marching Band, students will learn multiple half-time shows each year along with a pre-game show. Students are expected to memorize their music in Marching Band. Marching Band consists of extra-curricular commitments including summer rehearsals, after-school rehearsals, performances at all high school football games, band festivals, parades, and other events throughout the year. Concert Band begins after the marching season is over and consists of two concerts (Winter & Spring) along with a performance at OMEA District Large Group Competition and Graduation. Optional Concert Band performing opportunities include OMEA Solo & Ensemble, various Honors Bands, and our annual Fine Arts Night Exhibition. Enrollment in high school band is open to any student previously enrolled in band courses or by permission from the director, possibly including an audition.

Concert Band – Grades 9, 10, 11, 12 ½ Credit/ Semester 2 only

Students will perform with the Fredericktown High School Concert Band. Students enrolling in this course will be placed in a study hall first semester so they can participate in rehearsals once concert season begins (usually around the middle of November after the Marching Band Varsity Show). 2nd semester enrollment must be discussed with Mr. Hollenbaugh and approved by the guidance office.

159 Ensemble-- Grades 9, 10, 11, 12 1 Credit/Full Year

This is a supplemental course to high school band. Enrollment will allow exploration of new repertoire through a flexible ensemble approach. In this course students will perform in various types of ensembles which may include but are not limited to: Chamber Groups, Woodwind Choir, Brass Choir, and/or Percussion Ensemble. Enrollment is open to any student who has completed 8<sup>th</sup> grade Band and is currently enrolled in high school band.

153     Chorus -- Grades 9, 10, 11, 12     1 Credit/Full Year

Students in chorus will build a foundation of vocal music education including literacy, tone production, and technique. The purpose is to promote the proper use of the singing voice, to develop blend and balance required for the ensemble. Class experiences will include sight-singing and wide range of choral literature. Chorus will prepare and perform music at a beginning to intermediate level and include OMEA class C and/or B selections as well as contemporary works. Mandatory outside of school performances is required, as well as community performances.

Chorus – Grades 9, 10, 11, 12     Semester 2 only ½ Credit

This class will follow the description offered in Chorus. This option is only available to those students whose schedules prevent them from enrolling in full-year Chorus. Single semester enrollment must be approved by guidance and Mrs. Dearth.

158     Select Choir -- Grades 10, 11, 12     1 Credit/Full Year

Students in select choir must have taken at least one year of High School Chorus with an A- or higher. Students must audition prior to registration to be a member of select choir. The purpose is to promote the proper use of the singing voice, to develop blend and balance required for the ensemble. Class experiences will include sight-singing, music theory, and in-depth vocal training. Select choir will prepare and perform music at a challenging level and include OMEA class B and/or A selections as well as contemporary a cappella works. Mandatory outside of school performances is required, as well as community performances.

161     Music Theory—Grades 9, 10, 11, 12     ½ Credit/ One Semester  
 Prerequisite - Completion of 8th grade band and/or choir AND currently enrolled in a high school level performing ensemble (Band, Chorus, Select Choir).

The course integrates the fundamentals of music, basic theory, listening and appreciation. Students study the integration aspects of melody, harmony, texture, rhythm, form and to some extent, history and style. Student will be taught to read, notate, transcribe, analyze, and compose music. The course is fast-paced, and drill-intensive to facilitate mastery learning of concepts covered so that they may be immediately applied in a performance context.

162     Ukulele I—Grades 9, 10, 11, 12     ½ Credit/ One Semester  
 Course Fee: \$60

This is a semester music course that focuses on independent and group musicianship through learning the Ukulele. The class pace will be primarily student led and will include both group and individual instruction. Students will learn songs from a method book as well as select their own songs to learn using digital resources. Singing will be part of the course, but will not be evaluated for grades. No previous choir or music course instruction is required-open to all levels of music knowledge.

Ukulele II – Grades 9, 10, 11, 12     ½ Credit/One Semester  
 Prerequisite: Ukulele I

This is a semester music course that focuses on independent and group musicianship through expanding Ukulele skills learned in Ukulele I. The class pace will be primarily student led and will include both group and individual instruction. Students will learn selected songs, as well as select their own songs to learn using digital resources. Reading TAB, chord symbols, traditional notation, and some basic transcription will be included. Singing will be part of the course, but will not be evaluated for grades. Prerequisite - Ukulele II. Students must have their own soprano, concert, or tenor Ukulele by the first day of class. Offered every other year, opposite of History of American Music.

## PHYSICAL EDUCATION

All freshmen and sophomores are required to take physical education unless a medical certificate is on file in the student's records. Students who are unable to take physical education will be required to complete non-physical activities to receive credit for physical education.

789     Physical Education -- Grade 9, 10, 11, 12     ¼ Credit/One Semester  
Required Course     Course Fee: \$12.00

Physical Education (PE) is part of the total education program, PE has the same goals that give purpose to all learning experiences. It is particularly important in helping each student to develop useful physical skills, to control their emotions, and act in socially useful ways, and to apply their skills, rules and knowledge effectively. Both individual and team sports are offered, as well as coeducational physical education, which will have a carry-over value for the students. Two semesters of physical education or two athletic season waivers are required for graduation; one of each will not constitute completion of the graduation requirement.

The Principles of Officiating—Grade 11, 12     ½ Credit/One Semester

This course is an elective, independent study, course that focuses on the professional philosophy and professional requirements for officiating athletic sports contests. The course is designed to provide students training and practical experiences in officiating sports and to provide students the knowledge and expertise necessary to officiate as officials with the Ohio High School Athletic Association (OHSAA). The course is based on practices pertaining to the *National Federation Officials Manual* and the *Ohio High School Athletic Association Officials Manual*. This course may cover officiating in volleyball, football, basketball, soccer, baseball, and softball. Upon completion of the course, students will take certification exams for the sport components and become restricted certified officials with the Ohio High School Athletic Association (OHSAA) at the sub-varsity level. The prerequisite for this course is Physical Education. This course is open to 10th - 12th grade students with preferential scheduling given to 11th and 12th grade students. This course will be capped at 25 students.

## PROJECT LEAD THE WAY

620     Introduction of Engineering Design -- Grades 9, 10, 11, 12     1 Credit/Full Year  
Course Fee: \$20.00

Students will learn the application of the engineering design process. Topics include work-processes, optimization methods, design optimization and risk management tools. Students will use 2D and 3D modeling software to help them design solutions to proposed problems, document their work and communicate solutions. Additionally, students will interpret industry prints and create working drawings from functional models. Emphasis is given to experimental problem solving in real systems. After successfully completing this course, students will earn the Technology Seal which is one part the graduation requirements established by the Ohio Department of Education.

621     Principles of Engineering -- Grades 9, 10, 11, 12     1 Credit/Full Year  
Course Fee: \$20.00

This course will introduce students to fundamental engineering concepts and scientific principles associated with engineering design applications. Topics include mechanisms, energy statics, materials and kinematics. Additionally, students will learn material properties and electrical, control and fluid power systems. Students will learn to apply problem solving, research and design skills to create solutions to engineering challenges. After successfully completing this course, students will earn the Technology Seal which is one part the graduation requirements established by the Ohio Department of Education.

624     Digital Electronics -- Grades 10, 11, 12     1 Credit/Full Year  
No prerequisite     Course Fee: \$15.00

Students are introduced to the process of combinational and sequential logic design. The system uses a precise sequence of discrete voltages, representing numbers, non-numeric symbols or commands for input, processing, transmission, storage or display. Engineering standards and methods for technical documentation will also be learned. After successfully completing this course, students will earn the Technology Seal which is one part the graduation requirements established by the Ohio Department of Education.





This course introduces students to key concepts and theories that provide a foundation for further study in other sciences as well as advanced science disciplines. Chemistry comprises a systematic study of the predictive physical interactions of matter and subsequent events that occur in the natural world. The study of matter through the exploration of classification, its structure and its interactions are addressed. Investigations are used to understand and explain the behavior of matter in a variety of inquiry and design scenarios that incorporate scientific reasoning, analysis, communication skills and real-world applications. An understanding of leading theories and how they have informed current knowledge prepares students with higher order cognitive capabilities of evaluation, prediction and application. Proper attire is required on lab days.

CCPHBIO      BIO-121 Human Biology (CCP FHS Human Biology) -- Grades 11, 12      1 Credit/Full Year  
 Pre-requisite: Must meet college placement criteria.

Recommend completion of or concurrent enrollment in a pre-college or college level composition course. Human Biology examines anatomy, function, and physiology for all body systems and components as well as reviews human development, aging, principles of inheritance and genetic disorders. Laboratory studies will involve the application of lecture materials through the use of a variety of laboratory learning resources. BIO-121 is a dual enrollment course through Central Ohio Technical College and meets the Ohio Transfer Module standards for course TMNS. Dual credit of 4 semester hours will also be received for successful completion of this course.

## SOCIAL STUDIES

806      World History -- Grade 9      1 Credit/Full Year  
 Required Course

The course will cover the progress of civilization from the Enlightenment through modern times. This study will help explain why the world is experiencing many of its current problems. Coverage will include the development of modern democracy and comparisons of us with early democratic movements. The class will also focus on the Age of Imperialism and the conflicts of the 20th century.

802      U.S. History -- Grade 10      1 Credit/Full Year  
 Required Course

U.S. History covers the period from 1877 to the present. This course will help students understand the historical roots of the contemporary United States. Topics to be studied include: industrialization, populism and progressivism, overseas expansion, World War I, the Depression and New Deal, World War II, Cold War, civil rights, and the contemporary United States. Emphasis is placed on the objectives and benchmarks required on the Ohio Graduation test.

811      AP U.S. History -- Grades 10      1 Credit/Full Year  
 Fee Approximately **\$97.00**

Advanced Placement (AP) U.S. History is a course designed to mirror an entry-level college course. Students should have a strong desire to gain in-depth knowledge of various areas which have shaped the development of the United States. The course will cover various topics and themes from 1607 to the end of the Cold War. Emphasis will be placed on the use of primary sources, essay writing, analytical reading and the use of technology. An AP exam is required and will be given in May. A score of three (3), four (4), or five (5) on the exam may qualify the student for college credit. The testing fee will be added to student's school fees and is required.

801A      American Government -- Grade 11      1 Credit/Full Year  
 Required Course

In the eleventh grade, learners will study national, state and local government with an emphasis on application of skills and knowledge that have been gained in grades Pre-K through 10. The students will participate in projects that will provide them the opportunity to conduct academic research and to utilize the results of this research in considering solutions to real problems or issues. The course goal is to graduate voting, participating young Americans into our political system.



812      History of Sports Course Description- Grades 9, 10, 11, 12      ½ Credit/One Semester

This history elective class will examine the development of sport(s) in America. Our historical study will focus on helping students gain a better understanding of the inner relationship that sport has on social, economic, cultural and political forces in the United States as well as the world. We will examine the historical context as well as the significance of gender, race, ethnicity and social class. Specific topics include the Olympic Games, America's Baseball, Upper class sports, The Journey of the African American Male Athlete, The Journey of the Female American Female Athlete, and many more.

CCPPsy    PSY-100 Introduction to Psychology -- Grades, 9, 10, 11, 12      1 Credit/One Semester  
 Pre-requisite: Must meet college placement criteria.

3 credit hours, 3 contact hours (3 hours lecture and 0 hours lab). Introduction to Psychology provides an introduction to the areas of basic theoretical constructs, nervous system functioning, perception, learning, memory, emotion, cognition, intelligence, personality theories, stress social psychology and motivational psychology. PSY-100 replaced PSYCH-100 Introduction to Psychology in the Semester system. Both PSY-100 and PSYCH-100 replace BHS-1376 General Psychology in the Quarter system. Both PSY-100 and PSYCH-100 meet Ohio Transfer Module standards for course TMSBS. Both PSY-100 and PSYCH-100 meet Ohio Transfer Assurance Guides standards for course OSS015.

CCPSoc    SOC-100 Introduction/Fundamentals of Sociology -- Grades, 9, 10, 11, 12      1 Credit/One Semester  
 Pre-requisite: Must meet college placement criteria.

3 credit hours, 3 contact hours (3 hours lecture and 0 hours lab). Sociology is the study of social groups and societal institutions and their effect on society and individuals. Topics covered include research methods, theoretical perspectives, culture, the structure and organization of society, systems of stratification including global inequality, racial stratification, social class and gender stratification, major social institutions and current topics. SOC-100 replaces BHS-1382 Sociology in the Quarter system. SOC-100 meets the Ohio Transfer Module standards for course TMSBS and also meets the Ohio Transfer Assurance Guides standards for course OSS021.

