



# **FAIRPORT HARBOR**

**EXEMPTED VILLAGE SCHOOL DISTRICT**

**Fairport Harding Middle/High School**

**Academic Course Catalog**



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## ACADEMIC REQUIREMENTS

In compliance with Ohio Law and the policies of the Fairport Harbor Board of Education, a student must currently have the following for graduation:

Core Courses	Credits
English Language Arts (English 1-4)	4
Health	.5
Mathematics (Must include Algebra 1, Geometry, Algebra 2 or equivalent, Math 4)	4
Physical Education	.5
Science <ul style="list-style-type: none"> <li>● Physical Science</li> <li>● Biology</li> <li>● Environmental Science/Chemistry/Physics and/or other advanced sciences</li> </ul>	3
Social studies <ul style="list-style-type: none"> <li>● World History</li> <li>● American History</li> <li>● Government</li> </ul>	3
Reading	2
Electives (Must include Financial Literacy and 1 full credit of a Fine Art)	5
<b>Total Credits for Graduation:</b>	<b>22</b>

## AUBURN CAREER CENTER

Students may begin the application process in the fall of their sophomore year. To be eligible, students must have their credits up to date. Applications may be completed online at [www.auburncc.org](http://www.auburncc.org).

Students are bused to and from the career center. For the first year, students attend Auburn until lunch and attend Fairport for the final three periods of the day. In the second year, students attend Fairport until 10:00 a.m., and the remainder of the day is spent at Auburn.

For more information about Auburn Career Center and the programs available, please contact the school counselor or visit [www.auburncc.org](http://www.auburncc.org).

## **COLLEGE CREDIT PLUS (CCP)**

Any student in grades 7-12 may enroll in the College Credit Plus program, provided he/she meets the requirements established by law and the district. Students interested will be required to attend an information session, along with a parent/guardian, and submit an intent form. Meeting and due dates will be posted on the district calendar. CCP students entering or exiting the building outside of normal class changing times must sign in/out at the high school office.

If a student participates in the CCP program and has earned lower than a cumulative 2.0 GPA in college OR withdraws from two or more courses in the same term, that student will be placed on CCP probation. Once on probation, the student may enroll in no more than one college course, may not enroll in the college course in the same subject in which previously earned a D or F or received no credit, and remains on probation until the GPA is improved to 2.0 or higher (maximum of two terms).

A student may be dismissed from the CCP program if the GPA is below 2.0 for two consecutive college terms. Once a student is dismissed from the CCP program, the student may not enroll in college courses for the following college term. After one college term on dismissal, the student may request the secondary school to allow the student to participate. The secondary school shall determine whether the student may continue on dismissal, move to probation, or participate without restrictions per the school's adopted policy.

If a student fails a college course or drops a course after the deadline, the student is responsible for reimbursing the school district for the cost of tuition. All fees related to college credit plus should be paid as soon as they are assessed or by the end of the academic year.

## **FAIRPORT MIDDLE SCHOOL ELECTIVES COURSE OF STUDY**

**(subject to change each academic year)**

### **ART 6:**

Middle School art students will develop critical and creative thinking skills as they explore using art and design elements and principles. They will discover how to use these elements and principles to produce visual effects and create meaning. Students will practice their presentation skills by improving their effort and craftsmanship using a variety of art tools and materials.

### **FAIRPORT MEDIA: VISUAL ART 7:**

This course is designed to allow students to explore the Elements of Principles of design while creating graphic artwork based on overall design techniques. Students will integrate technology as a media within project designs. Students will develop skills to identify, analyze, and create various forms of graphic art by interacting with design software (Adobe Photoshop). Students will incorporate a variety of media and combine text with 2D and 3D graphics to create real world designs of professional graphic skills. (VM Option that will meet Fine Art credit for High School with the completion of Visual Art 7 & Visual Art 8).

### **FAIRPORT MEDIA: VISUAL ART 8:**

This course is designed to allow students to continue their exploration of the Elements of Principles of Design while creating graphic artwork based on overall design techniques. Students will continue to develop their skills with the integration of technology throughout their overall project designs. Students will continue to further develop their overall skills within the design software (Adobe Photoshop). Projects to be completed will reflect the concepts and visual imagery of real world designs of professional graphic skills. (VM Option that will meet Fine Art credit for High School with the compilation of Visual Art 7 and Visual Art 8) Course to be available in the 2026-2027 school year.

### **CONCERT BAND:**

This class picks up where the Marching Band leaves off, and continues students' development in reading and playing music. Students will play a varied repertoire of fun and challenging music, and we will perform two concerts and the graduation ceremony at the end of the year.

### **CREATIVE WRITING:**

The student is introduced to methods of creative writing. Various writing projects, including poetry and prose, are required. Students are urged to write about a variety of topics using writing prompts as a point of divergence. Story starters are used to practice basics for the writing portion of the Ohio Achievement Tests.

### **INTERMEDIATE BAND:**

Ideally, for students who took Beginning Band in 5th grade, this class will continue students' musical instruction and introduce new, advanced skills and concepts. Students will learn to read more difficult music and play more difficult passages on their instruments. This class is required for students who want to be in the Marching Band.

### **MARCHING BAND:**

Marching Band is a high profile, intensive class that gives students the opportunity to create music and make visual patterns on the football field at the same time. We perform at all football games, parade(s), and other events throughout the Fairport community. Starting in November, students practice indoors and prepare for a holiday concert in December. Students must have taken Beginning Band and Intermediate Band and made sufficient progress on their instrument. Students must attend Marching Band Camp in early August and all required events throughout the semester.

### **PEOPLE, PLACES, & CULTURES:**

Students discover the physical and human geography of the world. We explore continent by continent. Students engage in a variety of independent and group projects. Ending with a cultural celebration at the end of the class, linking the geography standards for 6th grade.

### **PHYSICAL EDUCATION:**

The physical education class for the middle school emphasizes team and team building as well as individual skill acquisition. Team sports such as basketball and volleyball are taught and practiced, and the skills necessary to become a better athlete and participant are also taught.

## **FAIRPORT HARDING HIGH COURSE OF STUDY ENGLISH DEPARTMENT**

### **ENG111 ENGLISH 9:(1 credit)**

This course provides a foundation for all students to learn the techniques of analyzing literature in long form (novels and plays) and the specifics of expository writing. They will use those lessons in reading and writing across the curriculum throughout their high school careers. Literary genres include short stories, novels, poetry, drama, and non-fiction. The course will focus on close reading and analysis of literature, as well as the study of how various literary elements and techniques function within a text.

### **HONORS ENGLISH 9: Ninth Grade:**

This course is designed for strengthening student vocabulary through the study of context and use in literature, while applying proper grammar concepts through systemic writing assignments focusing on specific skills of exposition. Students will read short stories, novels, poetry, mythology, and drama, including whole class discussions, and writing exercises. A research paper will be required, in which students will employ proper content, organization, mechanics, and style. Summer reading is required

to be completed prior to the first day of school. Because of the intensive, in-depth reading and writing demands, this course has weighted letter grades. (1 credit)

### **ENG121 ENGLISH 10 (1 credit)**

This course will explore American literature from the Puritan era to Post-Modernism, paying specific attention to the history of the periods and the influences of race, class, and gender on society. This course, through the analysis of each work, will study history through literature. Texts will include novels, drama, non-fiction, poetry, and short stories. Students will also explore various career opportunities that align their communication skills with writing, speaking, listening, and presenting while working the Ohio Means Jobs Readiness Seal.

### **ENG131 ENGLISH 11 (1 credit)**

This course will explore English literature from Beowulf to the Victorian Era, paying specific attention to the culture of England and its influence on the rest of the world. The course will critically read and analyze works of the time periods and genres that have classified English literature as one of the most authentic ways to study the history of Britain. Texts will range from the epic to the drama. Students will expand their explorations of various career opportunities, aligning their communication skills through writing, speaking, listening, and presenting. Completion of Ohio Means Job Readiness Seal requirements will be met.

### **ENG141 ENGLISH 12 (1 credit)**

English 4 is intended to serve college and workplace bound students. It will assist with college/workplace applications and essays. Through a combination of various selections and forms of literature, students will explore and enhance their technical, research based, analytical, and personal writing. Various research based activities will be structured around elements of rhetoric, philosophy, modern and historical writings, and current issues. Students will present previously explored career opportunities aligning their communication skills through writing, speaking, listening, and presenting.

### **ADOLESCENT LITERATURE:**

This course is designed for students to explore the skills to critically evaluate the multifaceted genre of Young Adult literature. Students will study the purpose and societal impacts that shape values and belief systems. Skills to be further developed include writing reflections, while developing connections to literature that resonates with students' own experiences. (.5 credit- meets reading credit requirement).

### **SHORT STORIES:**

This course is designed for students to read, analyze, and discuss short stories by classic and contemporary authors. Students will be able to identify the elements of a short story, including plot, setting, character, point of view, and both implicit and stated themes. Skills to be further developed include understanding the roles of protagonist and antagonist as well allow for opportunities to compare and contrast various stories. This course may require students to read stories that may be complex in terms of themes and topics. Parents may request different assignments should any of the complex themes or topics conflict with personal values. (.5 credit-meets reading credit requirement).

### **MYTHOLOGY:**

This course is designed for students to study the stories that have given us a foundation for life for thousands of years. This includes a close examination of the basics of Greek and Roman mythology, while reviewing the Norse, and Native American mythology. There will be a semester project that asks students to create their own myths. This is an English class, so there will be a lot of reading and writing. (.5 credit-meets reading credit requirement).

### **READING & WRITING POETRY:**

This course is designed for students to explore the art of poetry through both analysis and composition. Students will read and study a variety of poetic forms, techniques, and styles from different eras and cultures. Students will develop their skills in writing their own poems, while developing their voice to improve their reading and writing. (.5 credit-meets reading credit requirement).

## **MATHEMATICS DEPARTMENT**

### **ALG113 ALGEBRA 1: (1 credit)**

Core Connections Algebra aims to deepen and extend student understanding built in previous courses by focusing on developing fluency with solving linear equations and inequalities and systems; extending these skills to solving quadratic and exponential functions; exploring functions, including sequences, graphically, numerically, symbolically and verbally; and using regression techniques to analyze the fit of models to distributions of data.

On a daily basis, students in Core Connections Algebra use problem solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others, sharing information, expertise, and ideas.

The course is well balanced between procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and transference). The lessons in the course meet all of the content standards of Appendix A of the Common Core State Standards for Mathematics. The course embeds the CCSS Standards for Mathematical Practice as an integral part of the lessons in the course.

### **GEM114 GEOMETRY:** (1 credit)

Core Connections Geometry aims to formalize and extend the geometry that students have learned in previous courses. It does this by focusing on establishing triangle congruence criteria using rigid motions and formal constructions, building a formal understanding of similarity based on dilations and proportional reasoning, developing the concepts of formal proof, exploring the properties of two and three-dimensional objects, working within the rectangular coordinate system to verify geometric relationships, proving basic theorems about circles, and using the language of set theory to compute and interpret probabilities for compound events.

On a daily basis, students in Core Connections Geometry use problem solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others, sharing information, expertise, and ideas.

The course is well balanced between procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and transference). The lessons in the course meet all of the content standards, including the advanced “plus” standards, of Appendix A of the *Common Core State Standards for Mathematics*. The course embeds the CCSS Standards for Mathematical Practice as an integral part of the lessons in the course.

### **HONORS GEOMETRY** - 9th and 10th Grades:

This course is designed for those freshmen and sophomores who have demonstrated well developed mathematical skills. The material to be presented is rigorous, as it will use more challenging exercises and complex proofs. The content standards to be covered include, constructions and proofs, right triangles and trigonometry, transformations, probability, planar, and solid Euclidean geometry. A standardized End of Course exam will be administered at the end of the course. This course has weighted letter grades. (1 credit).

### **ALG115 ALGEBRA 2:** (1 credit)

Algebra 2 aims to apply and extend what students have learned in previous courses by focusing on finding connections between multiple representations of functions, transformations of different function families, finding zeros of polynomials and connecting them to graphs and equations of

polynomials, modeling periodic phenomena with trigonometry, and understanding the role of randomness and the normal distribution in making statistical conclusions.

On a daily basis, students in Algebra 2 use problem solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others, sharing information, expertise, and ideas.

The course is well balanced between procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and transference). The lessons in the course meet all of the content standards, including the advanced “plus” standards, of Appendix A of the *Common Core State Standards for Mathematics*. The course embeds the CCSS Standards for Mathematical Practice as an integral part of the lessons in the course.

#### **MTH444 ADVANCED MATH: (1 credit )**

Prerequisite: Students who have successfully completed a C or better Algebra II.

Special Equipment: Graphing Calculator. This course focuses on a review of algebra and geometry and then an extension of these topics as needed to prepare for a credit earning college math course. This pre-calculus course surveys many types of functions and mathematical structures needed for advanced study in calculus and beyond.

#### **MTH115 ADVANCED QUANTITATIVE REASONING (1 credit)**

Prerequisite: Successful completion of Algebra 1 and Geometry. This course is designed to promote reasoning, problem-solving, and modeling through thematic units focused on mathematical practices while reinforcing and extending content in Number and Quantity, Algebra, Functions, Statistics and Probability, and Geometry. It is a yearlong course taught using student-centered pedagogy.

#### **MTH210 MATH TOPICS (1 credit)**

HS Math Topics is an elective course that focuses on real-world financial literacy, personal finance, and business subjects. Students apply what they learned in Algebra I and Geometry to topics including personal income, taxes, checking and savings accounts, credit, loans and payments, car leasing and purchasing, home mortgages, stocks, insurance, and retirement planning. Students then extend their investigations using more advanced mathematics, such as systems of equations (when studying cost and profit issues) and exponential functions (when calculating interest problems)

## **SCIENCE DEPARTMENT**

### **PSI124 PHYSICAL SCIENCE (1 credit)**

Physical science introduces students to key concepts and theories that provide a foundation for further study in other sciences and advanced science disciplines. Physical science comprises the systematic study of the physical world as it relates to fundamental concepts about matter, energy, and motion. A unified understanding of phenomena in physical, living, Earth, and space systems is the culmination of all previously learned concepts related to chemistry, physics, and Earth and space science, along with historical perspective and mathematical reasoning.

### **BIO114 BIOLOGY (1 credit)**

This course investigates the composition, diversity, complexity, and interconnectedness of life on Earth. Fundamental concepts of heredity and evolution provide a framework through inquiry-based instruction to explore the living world, the physical environment, and the interactions within and between them. Students engage in investigations to understand and explain the behavior of living things in a variety of scenarios that incorporate scientific reasoning, analysis, communication skills, and real-world applications.

### **HONORS BIOLOGY 9th and 10th GRADE:**

This course is designed for those freshmen and sophomores who have demonstrated well developed scientific skills. The material to be presented is rigorous, as follows the topics of Biology, but with a more in depth and greater pace. The content standards to be covered include, evolutionary biology, diversity and interdependence of living things, cellular biology, and the molecular basis of heredity. Emphasis will be placed on the use of scientific equipment, including the use of microscopes for the comparative anatomy and physiology of different organisms. This course will have an emphasis on proper lab techniques and technology. A standardized End of Course will be administered at the end of the course, students who successfully earn a 3 or higher on the exam will earn the Science Seal for Graduation. This course has weighted letter grades. (1 credit).

### **CHM113 CHEMISTRY (1 credit)**

Special Equipment: Scientific calculator. 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 is how this course is organized. Laboratory 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.

### **Phy115 PHYSICS (1 credit)**

Prerequisite: "C" or better in Algebra 2, Geometry, and college math. Special Equipment: Scientific calculator. A laboratory/lecture approach is used to teach a theoretical and mathematical introduction to the physical laws and theories that attempt to explain natural physical phenomena. The student should have good math skills or be willing to work to develop them and should be prepared to use these skills in class work, homework, and laboratory reports. The student should be proficient at solving word problems or be willing to work to become proficient at solving them by using algebraic formulas that will be derived from simple graphs developed from laboratory investigations.

### **ESC100 ENVIRONMENTAL SCIENCE (1 credit)**

Environmental science incorporates biology, chemistry, physics, and physical geology and introduces students to key concepts, principles, and theories within environmental science. Units will include Earth systems (interconnected spheres of Earth), Earth's resources, and global environmental problems and issues.

### **ANAT100 ANATOMY (1 credit)**

Human Anatomy and Physiology is a study in which students will examine human anatomy and physical functions. They will analyze descriptive results of abnormal physiology and evaluate clinical consequences. A workable knowledge of medical terminology will be demonstrated. This course is great for students wanting to explore the medical field or any students interested in how the body works!

### **STEM CAREER EXPLORATION (1 credit)**

This course will explore Science, Technology, Engineering and Math (STEM) careers. We will explore STEM careers for students with a high school diploma, trade school certification, 2-year college associate degree, 4-year college bachelor's degree, and Master's and Doctoral degrees. We will look at the skills needed to perform the duties required for each level and type of career. We will look at salary ranges for each career. We will explore the demographics of STEM careers in Lake County, Ohio, the United States, and globally.

## **SOCIAL STUDIES DEPARTMENT**

### **WHI112 WORLD HISTORY (1 credit)**

This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements, and the effects of global interdependence.

### **HONORS WORLD HISTORY: 9th Grade**

This course is designed for 9th grade students who want an advanced course of study for the content area of Social Studies. This course will place an emphasis on primary sources, while studying classical and early Modern World history. The content standards to be covered include the Enlightenment Period, areas of history, geography, economics, government, people in societies, and citizenship responsibilities. Summer reading is required to be completed prior to the first day of school. Because of the intensive, in-depth reading and writing demands, this course has weighted letter grades. (1 credit).

### **AMH113 AMERICAN HISTORY (1 credit)**

This course will begin with a review of prior learning in American History, including an analysis of the Declaration of Independence, Northwest Ordinance, US Constitution, and the Bill of Rights. This section also includes a brief review of the American Civil War and Reconstruction. Afterward, this course will examine in detail America's Industrial Age, focusing on its social, political, and economic effects, including the Labor Union and Progressive Movements. Next, students will study the development of the United States as a world power, concentrating on world trade and territorial expansion and its effects on Americans and foreigners alike. This course will then move to examine the causes and consequences of The Great War and the Interwar Years, including the "Roaring Twenties" and The Great Depression. From there, students will study the causes and consequences of World War Two. Students will conclude the course by studying foreign and domestic policy during the Cold War Era, including the Civil Rights Movement. This class is tailored to students to encourage critical thinking, research and writing, geography, economics, rights and responsibilities, and other social studies skills.

### **GVT400 GOVERNMENT (.5 credit)**

This course will begin by concentrating on government and economic systems and their interaction with one another, with an emphasis on the Internal Revenue Service and the Federal Reserve System. Afterwards, students will explore and analyze the US Constitution and its key principles, including federalism, separation of powers, and checks & balances. Students will then study the ratification of the Bill of Rights and the rest of the Constitutional Amendments. Students will also explore political science and the political processes, including campaigns, elections, and the Electoral College. Students will also research the basic structure of the federal and state governments, with an emphasis on Ohio, Lake County, and Fairport Harbor Village, with details on how each system functions. Students will examine an in-depth study of the Legislative, Executive, and Judicial branches of government,

including the purposes and responsibilities of each branch and the checks and balances between the three. Students will conclude the course by analyzing the roles of interest groups, the media, and the federal bureaucracy. This class is tailored to students to encourage critical thinking, research and writing, geography, economics, individual rights and responsibilities, citizenship, and other social studies skills.

### **FMR111 FINANCIAL LITERACY (.5 credit)**

Students will begin by studying macroeconomic systems with a specific focus on capitalism and the relationship between supply and demand. Students will also study the relationship between governments and economies, with a focus on fiscal and monetary policy in the United States. Students will then study microeconomics and the relationship of income level to supply and demand in the market, along with the roles of people in the economy. Students will conclude the course with a close study of personal financing, including the consequences of choices affecting budgets, savings, credit, debt, philanthropy, loans, investments, and the effects of interest rates on savers and borrowers. This class is tailored to students to encourage critical thinking, research and writing, geography, economics, individual rights and responsibilities, citizenship, and other social studies skills.

### **EVE100 CURRENT EVENTS (.5 credit)**

The course emphasizes the historical causes of current world and domestic problems. Topics include: social, political, economic, racial, and ecological disputes. Newspapers and periodicals make up the required reading. Students will implement the internet and view daily news shows.

## **Health & Physical Education**

### **PHYSICAL EDUCATION:**

Physical Education encompasses certain developmental goals, including the physical, mental, emotional, and social aspects of growth and maturity. Emphasis on improving students' agility, flexibility, strength, endurance, and developing skills through participation in team and individual activities such as; basketball, volleyball, touch football, softball, soccer, track and field, and fitness jogging (.25 credit).

### **WEIGHT TRAINING AND FITNESS: 9th, 10th, 11th, 12th Grades:**

This course is designed for off-season athletes and or other interested students. Students will have the opportunity to spend a semester concentrating on increasing strength, speed, and overall quickness. Students will continue to develop knowledge and understanding of the interrelationship of

physiological and biomechanical factors that affect human performance. The class will use both free weights and machines to emphasize upper and lower body lifting. (.50 credit)

**SPORT AND EXERCISE SCIENCE:** 9th, 10th, 11th, 12th Grades:

**This course may be used to meet the Health Education requirement.** This course is designed to provide students with complete workouts with classroom material covering all the fundamentals of weight training with safety procedures stressed and enforced. Students will develop an understanding of the science of movement and muscles. The overall effects of sports and exercise on health and fitness and the prevention/treatment of athletic injuries will be covered. This course is designed for the sports and fitness-minded students to explore topics of injury prevention, strength and endurance, drugs, alcohol, and tobacco. (.5 credit).

## ELECTIVES

**(courses may not be available every year)**

### FINE ARTS:

**ART115 ART APPRECIATION** (.5 credit)

High School students will explore various methods of art criticism as they respond to a variety of famous artists/styles. They will learn to use appropriate vocabulary to define and describe techniques and materials used to create works of art. Students will also recognize and articulate the importance of lifelong involvement and advocacy in the arts.

**ART211 ART 1** (.5 credit)

High School students will identify and describe the sources artists use for visual reference and to generate ideas for artworks. Students will also demonstrate technical skill and craftsmanship with various art media when creating images from observation, memory, and imagination. Students will also expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art.

**ART FOUNDATIONS:**

This course will teach students to express themselves through the basic elements of art. Students will explore the Elements and Principles of Art, color theory, and art history through the creation of their own original works through Drawing, Painting, and Printmaking using a variety of media. This course is the building block for taking other Art electives. (.5 credit).

**DRAWING:**

This course is designed for students who are looking to improve their overall drawing skills. Projects will involve direct observation of life. Assignments will be based upon the Elements and Principles of

Design. Work will be completed through various mediums, including pencil, charcoal, and pastel. (.5 credit).

### **PAINTING:**

This course is designed for students who are looking to improve their overall painting skills, while learning to apply color theory to paintings. Assignments will be based upon the Elements and Principles of Art, with an emphasis on the various techniques of acrylic paint. (. 5 credit).

### **MIXED MEDIA:**

This course is designed for students to explore through the various mixed medias available to them. Students will learn the techniques of paper collage, glue design art, acrylic layering, and stamping, among other techniques. Work will be completed through visual challenges and prompts. (.5 credit).

### **MARCHING BAND:**

Marching Band is a high profile, intensive class that gives students the opportunity to create music and make visual patterns on the football field at the same time. We perform at all football games, parade(s), and other events throughout the Fairport community. Starting in November, students practice indoors and prepare for a holiday concert in December. Students must have taken Beginning Band and Intermediate Band and made sufficient progress on their instrument. Students must attend Marching Band Camp in early August and all required events throughout the semester.

### **JAZZ ENSEMBLE:**

This course is a year-long course for students who are interested in the study and performance of jazz and jazz-related genre music types. Students will continue to develop skills such as jazz rhythms, jazz harmonies, and special articulations are covered with an emphasis on application for performance. Participation in this ensemble includes additional mandatory performances throughout the community. Auditions are necessary for admittance. (1 credit).

### **CHR115 CHOIR (1 credit)**

This is a course that explores choral music from a wide variety of cultures and time periods through study and performance in an ensemble setting. The curriculum emphasizes the basics of vocal technique, sight-reading, music theory, and music history. Students are expected to participate in one evening concert each semester as a large part of their grade.

### **MED 100 FAIRPORT MEDIA (.5 credit)**

Keep your fingers on the pulse of Harding High, Fairport Harbor, and the world through our school newspaper, the Harding Herald. Students design, create, and publish through collaborative communication and keep our school informed and in-the-know, from sports and club updates to fashion tips and breaking news stories.

### **SPANISH 1** (1 credit)

The Spanish 1 class is an introduction to the Spanish language and culture. It is designed to give students the basic foundation of the four language skills: listening, reading, writing, and speaking. The students develop a fundamental vocabulary base as well as the building blocks of basic grammar concepts in order to communicate in a variety of settings.

### **SPANISH 2** (1 credit)

In this course, students will build on the four language skills of listening, reading, writing, and speaking at an intermediate level. Grammar concepts are learned in order to communicate more clearly. Students read stories and narratives as well as present situational conversations. There is more stress on the creative aspect of writing and speaking. Students are exposed to the culture of the Spanish-speaking community.

## **READING DEPARTMENT**

### **RDG100 READING 1** (1 credit)

Basic skills in reading are taught to improve reading comprehension and vocabulary skills through individualized instruction. It is designed for those students who prefer reading over a foreign language.

### **RDG200 READING 2** (1 credit)

Basic reading skills will be enhanced to improve reading comprehension and vocabulary skills through individualized instruction.

## **CAREER EXPLORATION PROJECT**

Students will demonstrate knowledge and skills that will guide them as they pursue their post-high school plans." The various tasks within the project are to "show evidence of college, career, and/or workforce readiness using academic and technical skills." Once completed, the Career Exploration Project process will provide insight to use as a guide after graduation. The culminating senior experience allows students to explore careers of interest, which will start during their sophomore year, and apply their knowledge in a real-world setting. The project process begins with students choosing from one of two project options. These options are (a) to participate in a Job Shadow Experience led by a supervised Community Mentor OR (b) to complete a specifically outlined Research Slideshow

Presentation that compares and contrasts 2 career interests. Each of the project experiences has its own set of guidelines and timelines.

## COMMUNITY SERVICE

Students are required to accrue 15 hours of community service per year of attendance at Fairport Schools (9-12). (Total hours for graduation requirement: 60 hours, which can be used towards earning the Local Seal for Community Service) Forms are available on the website and should be turned in to the school office as hours are completed.

## STATE & NATIONAL TESTING

Students will be required to meet all state testing requirements as determined by the Ohio Department of Education for graduation. [State Testing LINK](#)

### ACT TESTING & PREPARATION

ACT-designated school, ensuring that all students have access to the ACT as part of their college and career readiness pathway. All juniors will take the ACT during the designated state or district testing window at no cost. Students will have access to ACT preparation resources, including practice tests study guides, and junior-level courses will use ACT standards to help prepare students.

## GRADUATION LOCAL SEALS

### LOCAL COMMUNITY SERVICE SEAL

To earn the Community Service Seal at Fairport Harding High School under the Ohio graduation requirements for students in the graduating classes of 2026 and beyond, each student will need to complete a total of 60 hours of community service during their four years of high school. It is recommended that students complete 15 hours of community service each year. Students who transfer to Fairport Harding High School will only be held accountable for 15 hours per year of enrollment. Students will use the Community Service Form to document volunteerism, which needs to be signed by the volunteer coordinator and turned in to the School Counselor. During the Senior year, earned hours must be documented by April 1. Completed community service hours must be submitted to the School Counselor.

## **LOCAL FINE & PERFORMING ARTS SEAL**

In order to earn the Fine and Performing Arts Seal at Fairport Harding High School under the Ohio graduation requirements for students in the graduating classes of 2023 and beyond, each student will need to complete 3 credits in the areas of Fine and Performing Arts with a grade of C or higher. Fine Arts courses include Art courses (Drawing, Painting, Art Appreciation, Mixed Media, Art), theater, band (Marching, Pep, or Jazz), and any courses listed in higher education curriculum guides. If you are unsure if the course you are taking meets these criteria, please seek guidance from the school counselor.

## **LOCAL STUDENT ENGAGEMENT SEAL**

In order to earn the Student Engagement Seal at Fairport Harding High School under the Ohio graduation requirements for students in the graduating classes of 2023 and beyond, each student will need to complete 4 activities during their high school career in any non-academic program(s) such as athletics and or theater. Students who transfer to Fairport Harding High School will only be held accountable to complete one activity per year of enrollment. Students will use the Student Engagement Form to document participation, which needs to be signed by the advisor and turned in to Guidance. Activities may include any extracurricular activities such as athletics or clubs (may include, but not limited to, Student Council, NHS, Camera Club, Art Club, Yearbook, Just Write, Buckeye Boys, Buckeye Girls, HOBY, Leadership Lake County, American Red Cross volunteer work).

## **GRADUATION STATE SEALS**

[Demonstrating Readiness | Graduation Seals - Ohio Graduation Requirements LINK](#)

## **Freshman Year Checklist**

### **FALL (September – November)**

- \* Challenge yourself
- \* Work hard to keep GPA up
- \* Show you are well rounded by getting involved in different activities

### **WINTER (December – February)**

- \* Find volunteer activities that are good for you
- \* Explore different careers that might interest you
- \* Think about what kinds of schools you should be looking at

### **SPRING (March-May)**

- \* Refocus your study habits and finish the year off right
- \* Build your college credentials by finding ways to get involved over the summer
- \* Select courses that emphasize college
- \* Keep a folder of awards, certificates, and accomplishments
- \* Create a log to keep track of community service hours

### **SUMMER (June – August)**

- \* Use your summer to explore jobs and careers that interest you

## **Sophomore Year Checklist**

### **FALL (September – November)**

- \* Join extracurricular activities so you will stand out on college applications
- \* Meet with your counselor to discuss career path options
- \* Get familiar with college planning and the admissions process
- \* Attend the Auburn Career Center presentation

### **WINTER (December – February)**

- \* Continue to be involved with different clubs and sports at Harding High School
- \* Take a rigorous course load
- \* Visit Auburn Career Center and learn about different career pathways that are available

### **SPRING (March-May)**

- \* Consult with your counselor to make sure you are prepared for junior year
- \* Attend college fairs and information sessions

### **SUMMER (June– August)**

- \* Secure a summer job and build credentials
- \* Start visiting college campuses to see what is a good fit for you

## Junior Year Checklist

### **FALL (September – November)**

- \* Begin exploring colleges by taking a look at location, size, and academic specialties
- \* Research college costs and tuition at different schools
- \* Narrow your college list to 10 to 20 schools
- \* Pick an extracurricular activity and get involved at Fairport
- \* Keep your stress level down and create a way to organize college documents
- \* Create a professional email account (firstname.lastname@emailaddress.com)
- \* Meet with the LEAF advisor

### **WINTER (December – February)**

- \* Study hard; junior year grades will say a lot about your academic performance
- \* Begin your search for scholarships
- \* Compare and contrast different schools to help narrow down your search

### **SPRING (March-May)**

- \* Take the ACT
- \* Get educated about the college admissions process

### **SUMMER (June – August)**

- \* Get a summer job to expand experiences and earn money for college
- \* Begin visiting prospective colleges
- \* Narrow down college choices

## Senior Year Checklist

### **FALL (September – November)**

- \* Create a college list
- \* Visit prospective colleges and get a feel for the campuses
- \* Request transcripts
- \* Register/retake the ACT
- \* Complete college applications before the deadlines (online)
- \* Work on college application essays & Ask teachers for letters of recommendation
- \* Meet with LEAF advisor
- \* Attend LEAF Financial Aid Night at FHS in October
- \* Complete FAFSA

### **WINTER (December – February)**

- \* Apply for scholarships

### **SPRING (March-May)**

- \* Make final decision by May 1st (college, workforce, or military)
- \* Verify financial aid
- \* Send final transcript to college once updated
- \* Meet housing deadlines

### **SUMMER (June – August)**

- \* Attend summer orientation
- \* Apply for student housing

## Physical Education Waiver Requirements

The physical education waiver policy allows high school students to be excused from taking physical education as a graduation requirement per Ohio Revised Code 3313.603.

The board of education of each school district and the governing authority of each chartered nonpublic school may adopt a policy to excuse from the high school physical education requirement each student who, during high school, has participated in interscholastic athletics, marching band, show choir or cheerleading for at least two full seasons or an approved Junior Reserve Officer Training Corps (JROTC) program for two years. If the board or authority adopts such a policy, the board or authority shall not require the student to complete any Physical Education course as a condition to graduate. However, the student shall be required to complete one-half unit, consisting of at least 60 hours of instruction, in another course of study.

1. Students must fulfill two seasons of interscholastic sport or activity as outlined in the district's waiver policy.
2. If a student does not take two seasons, the student must complete 120 hours of physical education.
3. Students can participate in different activities in different seasons.
4. Credit for the waiver does not qualify if a student only chooses one sport/activity and general physical education course.
5. Students may participate in two seasons in the following legislated activities:
  - interscholastic athletics
  - marching band (including all auxiliary groups associated with the marching band)
  - show choir
  - cheerleading

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## Harding High School

### PHYSICAL EDUCATION WAIVER FORM

**INSTRUCTIONS:** Have the activities director/band director sign and date this form at the completion of the season and return the form to the School Counselor.

This form is to certify that	(Student Name)	has completed two seasons of the following sport/activity and should receive a waiver in lieu of a Physical Education requirement.
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Season 1	Season 2	Sport or Activity	Season 1	Season 2	Sport or Activity
		Baseball			Marching Band
		Basketball			Softball
		Bowling			Track
		Cheerleading			Volleyball
		Cross Country			Football
		Dance			Swimming

\_\_\_\_\_

Activities Director/Band Director

\_\_\_\_\_

Date

## GUIDANCE COUNSELOR CONTACT

Mrs. Jurick's Contact Information

Office 440-354-5400, EXT. 304

Hours: 7:30 a.m. -3:05 p.m.

Email: [mjurick@fhevs.org](mailto:mjurick@fhevs.org)