

# Course Description Guide

## 2024 - 2025



# Margaretta High School

*Empowering and supporting student success by nurturing unique abilities and passions.*



INSERT LETTER FROM DR THEIS

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# Planning & Policies

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Students are encouraged to carefully plan a program of studies that will assist them in reaching their educational and occupational goals. The information outlined on the following pages is designed to guide students in selecting the subjects that will lead toward achieving their goals.

It is important that you select courses to fit your career plans. It is suggested that you: Review all requirements for graduation, read the information given about each department, and use your Course Planner form (on pages - - -) and complete the form for your four-year program, paying particular attention to graduation requirements.

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## How to Plan Your Program of Studies

### The Graduation Requirements include:

First, students must meet the basic academic course requirements:

- 4 credits of English
- 4 credits of Math (including Algebra 2 equivalent)
- 3 credits of Science
- 3 credits of Social Studies
- 1/2 a credit of Health
- 1/2 a credit of Physical Education
- 5 credits of elective
- Fine Art Requirement - all students must complete a full year of fine art.
- Financial Literacy Requirement - all students must select a course to meet this requirement which includes: Personal Financial Literacy (classes of 26 and beyond), Government (classes of 2024/25)

Earn a competency score of 684 or higher on the Math 1 and English 2 End of Course tests or fulfill the competency requirements through one of the following alternate options:

- ACT/ SAT Remediation free scores: ACT English 18 and Reading 22/ SAT English 480 and ACT Math 22/ SAT Math 530
- CCP Course: earn college credit in a non-remedial English or Math CCP class
- Career Readiness: Complete 2 of the following- 1 of which must be foundational.
  - Foundational: 12 points in Industry recognized credential; Earn cumulative score of proficient or higher on 3 or more WebXams; State issued license for approved vocation; or Pre-Apprenticeship program
  - Supplemental: Earn Ohio Means Jobs Readiness Seal; or Earn Workforce readiness score on WorkKeys; or Complete a 250-hour work based learning experience with evidence of positive evaluations
- Military Enlistment: students who enlist in the military including completing the ASVAB

Demonstrate readiness by Earning Two Seals- 1 of which must be a state seal - please click on the link to get detailed information on the 12 seals available.

## **Students, Parents & School Partnership**

Both students and parents play crucial roles in ensuring a student's successful academic journey by actively engaging with school personnel to understand and adhere to graduation requirements. Students bear the responsibility of familiarizing themselves with the specific courses, credit hours, and overall academic expectations necessary for graduation. This involves regularly consulting with academic advisors, staying informed about curriculum changes, and proactively seeking guidance when needed. Simultaneously, parents share the responsibility of supporting their child's educational pursuits by staying informed about the school's graduation criteria, attending parent-teacher conferences, and fostering open communication with educators. By collaboratively taking an interest in and understanding graduation requirements, students and parents contribute to a more seamless and successful educational experience, laying the foundation for future academic and professional endeavors.

## **Student Schedule Changes**

It is recommended that students who have been accepted to EHOVE Career Center attend classes at EHOVE for the first ten (10) days of the school year before they return to Margaretta High School.

Students and families are encouraged to carefully review their individual teacher course recommendations and elective options prior to officially submitting them. Once submitted, students accept the responsibility to fulfill all requirements for each of the courses requested. Last minute schedule change requests negatively impact the scheduling process and can have a direct impact on the course availability for the student making the request as well as other students and teachers who may be impacted by the potential change in class size.

Therefore, while a small number of situations or circumstances may merit approving a schedule change in the best interest of the student, not all schedule changes will be granted and no request is guaranteed to be approved.

## **Credit Recovery**

Students who find they are failing or might fail a course should consult with their counselor to enroll in credit recovery as soon as they are aware of the possible failure. Valid changes will be processed to the degree possible in the spring and as needed through the third day of school. Change requests will be considered to be valid if they result from one of the following reasons:

- schedule conflicts
- mechanical errors
- overloaded schedule
- graduation requirements
- physical health of the student
- change in graduation date
- admittance to or return from the Career Center
- low / failing grades resulting in repeating a course
- changing levels (teacher/counselor recommendation)
- specific college entrance requirements
- balancing class sizes (administrative)
- administrative changes (teacher/counselor recommendation)
- co-curricular/athletic eligibility requirements

A limited number of personal preference requests may be considered during the first three days of school by the Exceptions Committee to accommodate changes in circumstances.

### **Procedure:**

- The student secures a Schedule Change Request Form from the Student Services. (Deadlines and guidelines will be stated on the form.)
- The student follows his/her current schedule until the request has been processed and, if a change is to be made, the new schedule has been generated.

- The student checks the status of the request daily (if during the school year) or periodically (if during the summer) until a decision has been finalized.
- All schedule change requests are subject to review by the Exceptions Committee.
- No requests are guaranteed.
- No change is to be assumed until a new schedule is generated.

### **College Entrance Recommendations**

The School's Counseling Department recommends a college preparatory program which includes:

- 4 years of English, with emphasis on composition
  - 4 years of mathematics (Algebra I, II and Geometry)
  - 3-4 years of science (Biology, Chemistry, Physics)
  - 3-4 years of social studies
  - 2-3 years of world language
  - 1 year of fine, applied or performing arts
- College Entrance Recommendations

Because of varying university requirements, students are encouraged to check the most recent policies regarding course requirements with each university or college admission office.

### **FEES - COURSE, GENERAL AND TECHNOLOGY**

Students will be provided with necessary textbooks for courses of instruction without cost. In accordance with state law, Margareta Middle/High School charges specific fees for the following materials and activities used in the course of instruction.

Annual General Fee - \$50.00	Technology Fee - \$50.00 (Chromebook)	Advanced Placement - \$20.00 English III Workbook Fee
Chemistry Lab Fee - \$11.00	Agricultural and Environmental Systems Courses - FFA Dues - \$20.00 Annually	

Charges may also be imposed for loss, damage, or destruction of school apparatus, equipment, musical instruments, library materials, textbooks, and any damage to school buildings or property. Students using school property and equipment can be fined for excessive wear and tear and abuse of the property and equipment.

Fees may be waived in situations where there is financial hardship. Fees are subject to change.

### **ATHLETIC SCHOLASTIC REQUIREMENTS**

Athletic eligibility is determined first by the Ohio High School Athletic Association (OHSAA) and also by Margareta Local Schools, and is summarized as follows;

1. An athlete, grades 9-12, must be enrolled in a minimum of six (6) one-credit courses toward graduation. Physical Education does NOT count toward a full-credit and therefore does not count toward the minimum number of courses. This is an OHSAA rule. Full-time College Credit Plus (CCP) students must be enrolled in 13 hours to maintain their athletic eligibility.
2. Eligibility is determined each nine (9) weeks. The final grade for each quarter will be the determining factor for the next nine-week period. (Example: if a student does not pass the equivalent of five (5) one-credit courses in Quarter 2, they will be ineligible for Quarter 3.
3. A student will be ineligible immediately if they are not enrolled in enough courses, whether it is at Margareta, at EHOVE or through full-time CCP.
4. Margareta Local Schools requires students to have a minimum GPA, from quarter-to-quarter, of 1.5 in order to be eligible. Also, no matter how many credits are passed or the overall GPA, if a student has an F in two courses or more they will be ineligible.

## ACADEMIC HONORS DIPLOMA

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 223-2025.

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

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

### CRITERIA FOR THE PRESIDENTIAL AWARD FOR EDUCATION EXCELLENCE

Accumulate and maintain a 3.5 GPA or higher	Score in the 85th percentile or higher in Math or Reading on the ACT.
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### CRITERIA FOR ACADEMIC LETTER AND HONOR ROLL

#### **Honor Roll:**

Freshmen who maintain a 3.5 GPA through 3 grading periods will qualify for the Honor Roll. Any student who achieves a 3.5 GPA through the first 3 grading periods and who previously did not receive a letter award that year will qualify for Honor Roll.

#### **Academic Letter:**

The letter will be awarded based solely on the student’s accumulated GPA. A student will receive a letter each time he or she meets one of the following criteria:

GPA of 3.50 after 3 semesters	GPA of 3.30 after 5 semesters	GPA of 3.10 after 7 semesters
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## **REQUIREMENTS FOR NATIONAL HONOR SOCIETY MEMBERSHIP**

1. Junior or Senior with a GPA of 3.5 or higher
2. Applicants and current members must also participate in a minimum of one advanced or honors course offering one semester *prior* to induction **and** for *each semester* while a member. These may include the following offerings: Chemistry, Anatomy, Physics, Algebra II, Trigonometry, Calculus, Spanish 3 and Advanced Placement classes. College credit course work will be considered on the basis of the class offering and course description.
3. Eligibility for membership to the NHS is also based on demonstration of community service, leadership, and character. Students must submit a completed “Student Activity Form” to document activities in each of these areas and provide an accurate class schedule as well.
4. In addition to the Student Activity Form, a letter of recommendation for membership to the National Honor Society is required. The letter may be written by an employer, group advisor, coach, or faculty member. This letter should provide further evidence of the candidate’s achievements in the areas of service, leadership, and/or character.

Evidence of eligibility and additional information obtained from the faculty and staff will be reviewed by a council of five (5) teachers called the Faculty Advisory Council (FAC). Membership will be decided by majority vote by the FAC. Candidates for membership will be notified of the FAC selections in writing. A formal induction ceremony generally occurs in late October of each year.

For more information regarding membership, please refer to the Bylaws.

## **PHYSICAL EDUCATION WAIVER**

In accordance with the Ohio Department of Education Policy (ORC 3313.603) and Margareta Local School Board Policy, a student may participate in cheerleading, marching band, choir, or interscholastic athletics to fulfill the physical education requirements for graduation. Information and physical education option form are located in the back of this booklet.

[Physical Education Waiver Requirements](#)

## Ohio's Assessment and Graduation Requirements

**STATE TESTING REQUIREMENTS** Ohio and federal testing laws require districts to administer Ohio State tests to all students at the completion of associated courses. The required OST's include, **Algebra, Geometry, English Language Arts II, Biology, American Government, and American History**. Additionally, districts and schools are required to administer the state-funded ACT to all Juniors during the spring of the junior year.

### **GENERAL GRADUATION REQUIREMENTS**

Ohio law provides graduation requirements for students which consist of three components: 1) [Course/Credit Requirements](#), 2) [Competency Demonstration](#), and 3) [Readiness Demonstration](#).

1.

GENERAL COURSE REQUIREMENTS	STATE MINIMUM
English Language Arts	4 Credits
Health	1/2 Credit
Mathematics	4 Credits
Physical Education	1/2 Credit
Science	3 Credits
Social Studies	3 Credits
Electives	5 Credits ***Of these 5 credits, a 1/2 credit must be <b>Financial Literacy</b> (in high school) and complete at least 1 credit of <b>fine art</b> .***

*\*Fine arts may not be required for students in a career-tech program unless it is a component of local course requirements.*

### 2. **Demonstrating Competency**

Students must earn a “competency” score on the English II and Algebra I end-of-course exams. Students not earning passing scores on the first attempt must be offered appropriate remediation and support and retake the test at least once. In lieu of attaining passing scores on the state tests, students can utilize alternative ways to demonstrate competency. Prior to being eligible to demonstrate competency in alternative ways, students first must retake the test and receive remedial support. The three alternative ways to demonstrate competency for the subject area not passed are as follows:

**College Credit Plus** - Earn college credit in a non-remedial Math or English course (for the subject area not passed) to demonstrate competency.

**Career Experience and Technical Skill** - Complete two (2) demonstrations to show competency, at least one of which must be foundational.

Foundational:

- Earn a score of proficient or higher on three (3) WebXams in a single pathway;
- Earn an approved industry-recognized credential;
- Complete a pre-apprenticeship in the student's chosen career field or show evidence of acceptance into an apprenticeship program (for the students' ages 18 and older) after high school.

Supporting:

- Complete a 250-hour work-based learning experience with evidence of positive evaluation;
- Earn the workforce readiness score on WorkKeys; or
- Earn the OhioMeansJobs Readiness Seal.

**Military Readiness** - Competency can be achieved by meeting the requirements to enlist in the military, as demonstrated by a contract with the military to enlist upon graduation.

### 3. **Demonstrating Readiness**

In addition to fulfilling curriculum requirements and earning the competency requirements listed above, students also must show they are prepared for college or careers.

Ohio law created 12 seals for students to demonstrate academic, technical, and professional readiness for careers, college, the military, or self-sustaining professions. Each seal allows students to demonstrate knowledge and skills essential for future success.

Students will demonstrate readiness **by earning at least two diploma seals, one of which must be state-defined**. Seals help students develop an array of critical skills that are valuable to them as they transition to the next steps after high school.

## STATE-DEFINED DIPLOMA SEAL REQUIREMENTS

### **1. Ohio Mean Jobs Readiness Seal**

Meet the requirements and criteria established for the readiness seal, including a demonstration of work readiness and professional competencies.

### **2. State Seal of Biliteracy**

Meet the requirements and criteria, including proficiency requirements on assessment in a world language and English.

### **3. Industry-Recognized Credential Seal**

Earn an approved industry-recognized credential that is aligned to a job considered in demand in this state and its regions.

### **4. College-Ready Seal**

Earn remediation-free scores on the ACT or SAT. exams; or

### **5. Military Enlistment Seal**

Provide evidence that a student has enlisted in a branch of the U.S. Armed Forces

### **6. Citizenship Seal**

A student can:

- Earn a score of proficient or higher on both the American history and American government OST's;
- Earn a score that is at least equivalent to proficient on appropriate Advanced Placement or International Baccalaureate exams; or
- Earn a score that is at least equivalent to a "B" or higher in appropriate classes taken throughout the College Credit Plus program.

### **7. Science Seal**

A student can:

- Earn a score of proficient or higher on the biology OST;
- Earn a score that is at least equivalent to proficient on appropriate Advanced Placement or International Baccalaureate Exams; or
- Earn a final course grade that is equivalent to a "B" or higher in an appropriate class taken through the College Credit Plus Program.

### **8. Honors Diploma Seal**

- Earn one of two Honors Diplomas outlined below:
- Academic Honor Diploma
- Career-Tech Honors Dip

### **9. Technology Seal**

A student can:

- Earn a score that is at least equivalent to proficient on an appropriate Advanced Placement or International Baccalaureate exam;
- Earn a final grade that is equivalent to a "B" or higher in an appropriate class taken through the College Credit Plus program; or
- Complete a course offered through the district or school that meets guidelines developed by the Department. (A district or school is not required to offer a course that meets those guidelines).

## LOCALLY DEFINED DIPLOMA SEALS - ADOPTED BY MARGARETTA BOARD OF EDUCATION

### **10. Community Service Seal**

- Can be completed at any point during the four years of high school
- Cannot be started before June 1st of the summer prior to a students' freshman year
- Must be completed by March 1st (unless otherwise approved by administration) of senior year
- A student must complete a community service project through a group or organization which promotes community service. Some examples would be an Eagle Scout project, 4-H project, or a community service project where the student is the organizer and is the lead person through a school or community group (Project Share, church affiliation, Student Council).
- Each community service experience must be pre-approved by the Margaretta High School counselor and principal.
- Hours must be documented and signed by the community service project supervisor.

### 11. Fine and Performing Arts Seal

- A student must complete at least six (6) semesters of credit in Band, Choir, Fine Arts, Agriculture Science and earn a cumulative 3.0 GPA during those six semesters in order to earn this seal.
- Students may also apply through an outside group to achieve this seal, but it must be pre-approved by the Margareta High School counselor and principal. Examples of this would be participation in the Cleveland Orchestra, an outside drama production, or some other group where participation could be verified.
- Hours must be documented and signed by the supervisor of the outside group.

### 12. Certified Student Engagement Seal.

- A student must successfully complete at least six (6) extracurricular experiences during high school such as athletics, Clubs, (SADD, FFA), or student government to be deemed meaningfully engaged
- Extracurricular activities and/or clubs must be school-sponsored. Coach, athletic director, or club advisor will determine if the student has completed participation to a meaningful extent and sign verification paperwork.
- A student must be employed and show 120 hours of documented (pay stubs) work expanded and supervised/verified by school personnel.

## Ohio's Long-term Graduation Requirements

*State law introduced new, long-term graduation requirements for Ohio students. Students in the classes 2018-2022 have the option to meet the new requirements or the requirements of the original three pathways to graduation, while students in the classes of 2023 and beyond must meet the new requirements. Overview of [2023 and beyond graduation requirements](#).*

### [Ohio Revised Code section 3313.618](#)

Students in the classes of 2023 and beyond (those who entered grade 9 on or after July 1, 2019) are now required to meet a new set of graduation requirements. These new graduation requirements consist of **three** key components:

#### 1. [Course Completion](#)

Students will satisfy Ohio's curriculum requirements and any additional local requirements. Students will complete the state minimum 20 units, with specific units required in each content area.

#### 2. [Demonstrating Competency](#)

Students will demonstrate competency in the foundational areas of English language arts and mathematics or through alternative demonstrations, which include College Credit Plus, career-focused activities, their ACT or SAT scores, or military enlistment.

#### 3. [Demonstrating Readiness \(Seals\)](#)

Students will demonstrate readiness for their post-high school paths by earning two diploma seals that allow them to demonstrate important foundational and well-rounded academic and technical knowledge, professional skills, and leadership and reasoning skills.

## **NCAA ATHLETIC ELIGIBILITY**

There are certain guidelines that a student-athlete must fulfill to ensure eligibility at Division I or II colleges or universities. They include, but may not be limited to, obtaining at least a 2.0 cumulative grade point average (on a 4.0 scale) in an established core group of courses and obtaining an ACT or SAT score that can vary depending on the cumulative grade point average. Be sure to list NCAA (9999) on your ACT or SAT form. The NCAA eligibility form may be submitted at the very beginning of the junior year (see school counselor). Athletes should, throughout the junior year, be sure their high school coaches are aware of their interest to participate in college. They can help you with contact, videos, portfolios, and recruiting process. **If you are interested, contact your school counselor, coach, and/or athletic director to obtain the updated information and to ensure you are on the right track. A list of approved core classes can be obtained by seeing your school counselor.** To make sure all requirements for participation are met, visit [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

## **CAREER TECHNICAL EDUCATION AT MARGARETTA HIGH SCHOOL**

Career-tech inspires students to identify paths to future success and provides students opportunities to demonstrate the knowledge and skills necessary for high school graduation and beyond. Students learn through career exploration, taking college courses and earning industry credentials. They receive customized learning that aligns their passions and interests to their career aspirations.

Career Technical Education in High School that provides students with:

- Academic subject matter taught with relevance to the real world, often called contextual learning;
- Employability skills, from job-related skills to workplace ethics;
- Education pathways that help students explore interests and careers in the process of progressing through school

Opportunities at Margarettah Consist of:

- VoAg
  - Career-technical programs in animal and crop production, agricultural services and engineering, food processing, horticulture, natural resource management, environmental services, agricultural and environmental education, communications and research.
- CBI (Career Based Intervention)
  - Career-Based Intervention (CBI) is a highly valuable career-tech program designed for students in Grade 7-12, specifically catering to individuals aged 12-21. Through CBI, students are provided with targeted support and resources to overcome challenges, empowering them to unlock their full potential and achieve success in both their academic endeavors and future careers.
- Internship Opportunities
  - Margarettah offers a high school internship program that is a structured opportunity for students to gain real-world work experience while still in school, preparing them for future careers. This program typically involves students working with professionals in a specific industry or field, allowing them to apply theoretical knowledge from their academic studies to practical, hands-on situations. Benefits for students participating in a high school internship program include: skill development, industry exposure, networking opportunities, career exploration, confidence building, confidence building, and professional etiquette.
  - Technical and professional level careers in business management, administrative support, human resources, business administration, legal management and medical management.
- Career Pathway Exploration
  - YouScience-Is designed to help students discover their aptitudes, interests, and potential career paths all while connecting them with in-demand careers. This assessment will be administered in the 7th and 9th grade years.

## **ACADEMIC TESTING**

The following is meant to briefly explain and describe the tests.

**PSAT/NMSQT** - Practice SAT/National Merit Scholarship Qualifying Test - This is a voluntary test for juniors to qualify for the National Merit Scholarships awarded to PSAT Finalists. The PSAT is given during school on the second or third Tuesday in October. Areas tested are English, Math, and Writing skills. The test takes about 3 ½ hours to administer and is given at Margarettah High School. The PSAT is also offered to freshman and sophomores who wish to experience the test. Freshman and Sophomores take the same [PSAT/NMSQT](#) as juniors take in terms of subject matter and difficulty, but it's different from the PSAT/NMSQT in one way:

- It doesn't qualify ninth or tenth grade students for the [National Merit Scholarship Program](#).

The top 10 to 15 percent of sophomores will be offered testing based on test availability, but scores of sophomores are for prediction only and do not qualify them for any scholarships. Students are responsible for paying the PSAT/NMSQT fee. This test measures ability level, helps the student identify career interests, and allows them to request information from colleges through their interests.

## **State-Funded ACT Tests**

The Ohio Department of Education recognizes the significance of standardized testing in assessing academic proficiency and college readiness. In alignment with this commitment, the state-funded ACT has been instituted for junior students, providing a valuable tool for evaluating their preparedness for higher education. To further enhance the educational trajectory of students, it is recommended that 9th and 10th graders also participate in the ACT, fostering early awareness of college expectations and facilitating targeted interventions to address academic needs. This proactive approach not only supports individual student growth but contributes to a comprehensive educational system geared towards ensuring success in post-secondary pursuits.

\*Non-juniors choosing to take the ACT concurrent with Juniors will be responsible for the testing fee

ACT/SAT - These tests are required as part of admission requirements for most colleges and universities across the country. For the most part, East Coast and West Coast schools request the SAT test with Midwestern schools requesting the ACT. Many schools will accept either as you get closer to choosing your school (end of junior year). You should check with the college admissions office to verify which test they prefer. There are generally five nationwide Saturday test dates for the ACT and seven for SAT. Dates will be published on a year-to-year basis but usually, tests are in October, December, February, April, and June. The cost is approximately \$65.00 per test. These tests may be taken any number of times with only the best scores counting for college admissions and scholarships. It is suggested that the student take the ACT plus writing. Most often it is best to wait until after taking the PSAT during the junior year, before taking the ACT or SAT. This way you have an idea of what to expect and have completed the majority of your academic career. There is no harm in taking the test as early as your freshman year or when you choose to do so.

## **ADVANCED PLACEMENT (AP)**

When evaluating a transcript, universities place high importance on the rigor and success of an applicant's high school academic program. AP courses encourage critical and creative thought, fine-tuned analytical skills, and enhanced reasoning abilities (skills which can lead to success in college.) AP courses provide college-level studies in an enriched high school environment teaching an extensive accumulation of knowledge and skills that are then tested on the AP exam in May.

### **AP Courses**

AP courses involve students considering their academic readiness, interest, time management skills, long-term goals, extracurricular commitments, support system, learning style, and overall well-being. The decision should be collaborative, involving the student, parents, and educators, finding a balance between academic growth and the student's well-being.

Margaretta High School's Advanced Placement program is an opportunity for students to pursue college-level studies while still in secondary school. Through this program students may earn high school credit, advanced placement, or both, for college. Students who take AP courses learn a subject in depth, develop analytical reasoning skills, and form disciplined study habits that can contribute to continued success at the college level. Students who choose to enroll in one or more AP courses need to consider the information listed below before making final course selections:

- All AP courses have recommended prerequisites. Students should have successfully met the prerequisites for the AP course. Prerequisites are listed in the individual course descriptions.
- AP courses are college level courses. The expectations are at a college level. The work in the classroom is rigorous. The preparation time outside of class such as homework, outside readings, and research may be extensive.

### **AP EXAMS**

#### **AP Exam Characteristics:**

- Measure depth of knowledge, critical thinking, and synthesis of ideas.
- Graded on a five-point scale.
- Approximately 1200 institutions of higher learning recognize and award credit based on AP examination scores.
- The exam fee for AP tests varies each year. Margaretta Schools covers half the exam cost.

## **COLLEGE CREDIT PLUS PROGRAM (CCP) -Ohio's Dual Enrollment Program**

College Credit Plus (CCP) is Ohio's dual enrollment program that provides students in grades 7-12 the opportunity to earn college and high school credits at the same time by taking courses from Ohio colleges or universities. The purpose of this program is to enhance students' career readiness and postsecondary success, while providing a wide variety of options to college-ready students, at no or limited costs to students and families (Ohio Department of Higher Education).

### **Program Guidelines:**

<b>GUIDELINES</b>	<b>DETAILS</b>
College Application	Students must apply to a college or university according to specific application deadlines set by the universities.
Credit Limit	Students cannot exceed 30 college credits per academic year (up to 15 each semester).
Total Credit Limit	Once enrolled, students can take a maximum of 120 college credit hours until graduation.
High School Diploma Requirements	Participating in CCP does not replace high school diploma requirements. Students must take Ohio State Tests (OST) in English II, Algebra I, Biology, American History, US Government, and Geometry.
Enrollment Flexibility	Students can enroll in a college or university full-time or part-time, balancing their schedule with high school courses.
Course Approval	Students considering CCP courses must be pre-approved and need to meet with their school counselor to make sure they meet all necessary prerequisites for college courses.
Athletic Eligibility	Student-athletes must meet Ohio High School Athletic Association (OHSAA) bylaws, passing five courses per grading period (high school and college combined).
Tuition	No billing for courses taken through an Ohio public college or university, except in case of failure or withdrawal after the college's deadline.
Grading Impact	Failure or withdrawal after University deadline from a CCP class results in an "F" on high school and college transcripts, affecting both GPAs.
Billing Exception	Students may be billed if partnering with a private school or college, except for economically disadvantaged students.

Note: This chart provides a simplified overview; additional details and specific conditions may apply. Students are encouraged to refer to the program guidelines and consult with counselors for accurate and up-to-date information.

## **COLLEGE ACCEPTANCE AND SCHEDULING**

**Participation in CCP is contingent upon admission to a college.** Students who are awaiting acceptance should register for high school classes as if they were not participating in the program. Schedule changes will then be made prior to the start of each semester for those students who receive notice of admission,

**In the event that the student withdraws from a college class, the student will be re-enrolled in the high school classes** which were previously dropped. Reasonable efforts will be made in scheduling to accommodate the needs of students who will be leaving the high school campus in order to participate in this program. However, scheduling conflicts are not the responsibility of the District. Revising the master schedule and/or unduly overloading classes are not required in order to accommodate schedule requests.

## **HOW DO COLLEGE COURSES EARN HIGH SCHOOL CREDIT?**

College Credit Plus allows students to earn college credit and apply that credit toward their high school graduation requirements. Successful completion of the three or more credit-hour college courses will result in a 1.0 Carnegie unit earned at the high school.

<b>5 semester hour college credit = 1 high school credit</b>	<b>4 semester hour college credit = 1 high school credit</b>	<b>3 semester hour college credit = 1 high school credit</b>	<b>2 semester hour college credit = .6 high school credit</b>	<b>1 semester hour college credit = .3 high school credit</b>
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Students who enroll in a college course for both high school and college credit will receive on their high school transcript the grade issued by the college. While the course will be clearly designated on transcripts as a college course taken for high school credit, the grade will be computed in the grade point average as if issued by the high school faculty. The grade for that course will be computed in the GPA at the end of the next regular high school grading period, following the receipt of an official transcript from the college.

## **AVAILABLE STUDENT SERVICES**

Students enrolled in CCP will be entitled to all student services provided to any other of the district's high school students (counseling, health, etc.). These services, however, will be provided only while the students are on the high school campus and only upon request.

**It is the students' responsibility to keep themselves informed of academic and/or miscellaneous requirements that are mandated for students.**

*Full-time CCP students and part-time CCP students who do not take morning classes at Margareta High School are strongly encouraged to utilize the district website to keep up-to-date on the daily announcements so they will be advised of such items as important events and dates and stay abreast of local scholarship opportunities.*

## **EFFECT ON COMPLETION OF GRADUATION REQUIREMENTS**

Students can use college courses for credit toward high school graduation. However, it is the responsibility of participating students and parents to be sure that the courses taken will meet the graduation requirements for the student. Upon acceptance by the college, students should schedule an appointment with a school counselor to develop a written schedule showing courses to be taken at Margareta Middle or Margareta High School and at the college as well as all graduation requirements remaining to be met. No high school graduation requirements shall be waived for any student as a result of participation in this program.

**PARENTS:** *It is advised that you keep close track of your student's grades as they participate in their college CCP courses. The high school counselors and administrators are not given access to this information until the semester grades are final.*

**SENIORS:** The school counselors will receive copies of all of your CCP grades and will put the grades and credits on your official high school transcript. *HOWEVER, in order for your CCP credits to transfer to the college/university you will be attending after graduation, YOU must request an official transcript to be sent from the CCP institution to the college/university admissions office.* The school counselors are not able to do so due to privacy laws.



## **CLASS CREDITS**

### **BUSINESS**

Financial Literacy - 0124	Credit 1/2
Bus152 - Entrepreneurship	Credit 1/2
Bus101 - Introduction to Business	Credit 1
Bus151 - Web Design	Credit 1/2
Bus143 - College Word Processing	Credit 1/2
Bus180 - Office for College	Credit 1/2
Bus116 - Office Workplace Technology	Credit 1/2
Bus150 - Small Business Marketing	Credit 1

### **MUSIC**

Band - 0200	Credit 1
Choir - 0202	Credit 1
Music Theory Appreciation - 0201	Credit 1

### **ART**

Art 101-0251	Credit 1/2
2D Design - 0252	Credit 1/2
3D Design - 0253	Credit 1/2
Advanced 2D Design - 0254	Credit 1/2
Advanced 3D Design - 0255	Credit 1/2
2D Independent Study - 0256	Credit 1/2
3D Independent Study - 0257	Credit 1/2

### **PHYSICAL EDUCATION**

Physical Education - 0310	Credit 1/4
Health - 0312	Credit 1/2
Basic Weightlifting - 0316	Credit 1/4
Advanced Weightlifting - 0317	Credit 1/4

**ENGLISH**

English I - 0502	Credit 1
English I Advanced - 0501	Credit 1
English II - 0512	Credit 1
English II Advanced - 0511	Credit 1
English Composition COM 1110 - 0513	Credit 1
English III - 0522	Credit 1
Advanced Placement English III - 0521	Credit 1
English IV - 0532	Credit 1
Advanced Placement English - IV - 0531	Credit 1
Public Speaking COM 2110 - 0541	Credit 1
Composition and Literature COM 2400 - 0542	Credit 1
Creative Writing I - 0536	Credit 1/2
Creative Writing II - 0537	Credit 1/2
Media and Literature - 0570	Credit 1

**LEADERSHIP**

Leadership - 2002	Credit 1
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**CAREER BASED INTERVENTION**

CBI Related - 1000	Credit 1
CBI Lab - 1001	Credit 1 -3

**CAREER EDUCATION**

MHS Internship Networking - 0145	Credit 1/2
Career Path Discovery - 0144	Credit 1/2

**FOREIGN LANGUAGE**

Spanish I - 0595	Credit 1
Spanish - II - 0596	Credit 1
Spanish III - 0597	Credit 1
Advanced Placement Spanish IV - 0598	Credit 1

**MATHEMATICS**

Applied Algebra - 0621	Credit 1
Algebra - 0625	Credit 1
Geometry - 0635	Credit 1
Algebra II - 0655	Credit 1
Trigonometry/Pre-Calculus - 0660	Credit 1
Advanced Placement Calculus AB - 0670	Credit 1
Statistics MATH 1260 - 0696	Credit 1
College Prep Math -0650	Credit 1

**SCIENCE**

Physical Science - 0700	Credit 1
General Biology - 0720	Credit 1
Biology 1040 Intro to Biology - 0721	Credit 1
Biology 1010 Environment of Life - 0722	Credit 1
Environmental Science - 0730	Credit 1
Chemistry - 0731	Credit 1
Anatomy & Physiology - 0740	Credit 1
Physics - 0750	Credit 1

**SOCIAL STUDIES**

U.S. History - 0805	Credit 1
Western World History - 0811	Credit 1/2
Eastern World History - 0812	Credit 1/2
American Government - 0851	Credit 1/2
Advanced Placement Psychology - 0860	Credit 1
Sociology - 0870	Credit 1/2
Psychology - 0875	Credit 1/2
History Through Film - 0813	Credit 1/2
Popular Culture - 0814	Credit 1/2

**FAMILY AND CONSUMER SCIENCE**

Culinary Fundamentals - 0953	Credit 1/2
Food Science - 0954	Credit 1/2
Textile Design, Construction and Maintenance - 0955	Credit 1/2
Global Foods - 0956	Credit 1/2
Child Development - 0957	Credit 1/2
Human Growth and Development - 0958	Credit 1/2
Principles of Nutrition and Wellness - 0959	Credit 1/2

**AGRICULTURAL AND ENVIRONMENTAL SYSTEMS**

Agriculture, Food and Natural Resources - 0901	Credit 1 to 1 1/2
Animal and Plant Science - 0902	Credit 1 to 1 1/2
Business Management/Agricultural Environment - 0903	Credit 1 to 1 1/2
Agricultural Environmental Systems Capstone - 0904	Credit 1 to 1 1/2
Agri Business Release Time - 0905	Credit 1 to 1 1/2
Agronomic Systems - 0906	Credit 1 to 1 1/2
Mechanical Principles - 0907	Credit 1 to 1 1/2
Livestock Selection, Nutrition, and Management - 0910	Credit 1 to 1 1/2
Structural Engineering - 0912	Credit 1 to 1 1/2

**SUGGESTED AGRICULTURAL EDUCATION COURSE PATHWAY**

**Grade 8 or 9: AFNR**

**Grade 9 or 10: Animal & Plant Science and/or Mechanical Principles**

**Grade 11: Business Management for Ag. & Environmental Systems and/or Livestock Management and/or Structural Engineering**

**Grade 12: Ag. Capstone and/or Structural Engineering and/or Livestock Management.**

**OHIO AGRIBUSINESS ASSOCIATION INDUSTRY 12 POINT CREDENTIAL**

- **4 courses in the Ag. & Environmental Systems Pathway with end of course Webxams.**
- **Must complete at least 500 hours of Work-based learning recorded in the Agricultural Experience Tracker (AET).**

**AGRIBUSINESS APPRENTICESHIP/ASSOCIATESHIP OPPORTUNITY**

- **Enroll through Rhodes States and follow the Agriculture & Environmental Systems Pathway with some additional requirements.**

# BUSINESS EDUCATION

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## **FINANCIAL LITERACY - 0124      Credit 1/2**

This semester-long high school financial literacy course covers all of the essential personal finance topics necessary to become a financially capable student. It prepares students to understand financial literacy concepts, helps them to become savvy consumers who can avoid scams, and prepares students to make sound financial decisions. Topics covered in the course include banking, credit, budgeting, investing, career planning, paying for college, and more.

## **INTRODUCTION TO BUSINESS - 101      CREDIT 1**

### **PREREQUISITE:**

**PURPOSE:** To contribute to improved economic citizenship through a study of the business and economic environment in which we live.

**GOALS:** To develop an appreciation and understanding of (1) different economic systems; (2) owning and operating a business; (3) groups that affect business; (4) marketing; (5) human resources; (6) managing financial resources; (7) managing technological resources.

**METHODS OF EVALUATION:** Evaluation is based on written assignments, quizzes, tests, and given projects.

**\*\*COURSE DEPENDENT ON ENROLLMENT, AND STAFFING LEVEL.**

## **COLLEGE WORD PROCESSING - 143      CREDIT 1/2**

**PREREQUISITE:** None

**PURPOSE:** To provide the student with an ability to use the computer to perform keyboarding tasks in high school, college, home, and/or work.

**GOALS:** (1) Ability to key accurately by touch (without looking at the keyboard) at a minimum speed of 20 wpm; (2) ability to key accurately by touch the numeric keypad; (3) ability to use Word to format academic and business reports; (4) ability to use Word to format lists, outlines, minutes of meetings, and agenda; (5) ability to use Word to format difference formats of letters.

**METHODS OF EVALUATION:** Evaluation is based on completion and quality of daily class work, scores on timed writings, written quizzes, and student work habits. Students are expected to make up any work missed due to absence. All work will be completed in class..

**\*\*COURSE DEPENDENT ON ENROLLMENT, AND STAFFING LEVEL.**

**OFFICE FOR COLLEGE - 180      CREDIT 1/2**

**PREREQUISITE:** Successful completion of College Word Processing.

**PURPOSE:** To provide the student with an ability to use the computer to perform word processing, spreadsheet, and powerpoint tasks in high school, college, home, and/or work.

**GOALS:** (1) Ability to create, store, recall, edit, reformat and print a word processing document using Word; (2) ability to plan, create, store, recall, edit, and print a spreadsheet file using Excel.

**METHODS OF EVALUATION:** Evaluation is based on completion and quality of daily class work, scores on timed writings, written quizzes, and student work habits. Students are expected to make up any work missed due to absence. All work will be completed in class.

**\*\*COURSE DEPENDENT ON ENROLLMENT, AND STAFFING LEVEL.**

**OFFICE WORKPLACE TECHNOLOGY - 116      CREDIT 1/2**

**PREREQUISITE:** None

**PURPOSE:** This course introduces business productivity tools for time management, collaboration, data organization, and communication in today's workplace business environment. Cloud-based productivity tools will be used to manage group collaboration, organize and share data, and communicate using real-time collaboration tools and advanced features of electronic mail.

**\*\*COURSE DEPENDENT ON ENROLLMENT, AND STAFFING LEVEL.**

**WEB DESIGN - 151      CREDIT 1/2**

**PREREQUISITE:** None

**Open to Grades 9 - 12**

**PURPOSE:** This project-based course is designed to teach students entry level programming code and theories. Students will learn how to use HTML and CSS to design their own web pages. The focus will be on web related languages, but principles can be applied to any coding language. Through real-world design scenarios and projects, students will create high-quality websites.

**\*\*COURSE DEPENDENT ON ENROLLMENT, COLLEGE APPROVAL, AND STAFFING LEVEL.**

**SMALL BUSINESS MARKETING - 150****CREDIT 1****PREREQUISITE:** None**Open to Grades 9 - 12**

**PURPOSE:** Students will use innovation skills to generate ideas for new products and services, evaluate the feasibility of ideas, and develop a strategy for commercialization. Students will create target markets, profile target customers, define the venture's mission, and create business plans. Students will explore strategies for marketing and running a small business. Establishing a brand, setting prices, promoting products, and managing customer relationships will be emphasized.

**\*\*COURSE DEPENDENT ON ENROLLMENT, COLLEGE APPROVAL, AND STAFFING LEVEL.**

**ENTREPRENEURSHIP - 152 CREDIT 1/2****PREREQUISITE:** None**Open to Grades 9 - 12**

**PURPOSE:** Would you like to own your own business? How does a good idea become a viable business opportunity? This course covers the conception, design, organization and management of new enterprises..

**\*\*COURSE DEPENDENT ON ENROLLMENT, COLLEGE APPROVAL, AND STAFFING LEVEL.**

# MUSIC

## **BAND - 0200**

## **CREDIT 1**

**PREREQUISITE:** Approval of the 8th-grade band director after showing appropriate progress on your instrument.

**PURPOSE:** To continue concepts learned in the junior high band and to improve the student's individual and ensemble playing and maintain a high standard of excellence and to provide the student with an aesthetic musical experience through solo, small ensemble, and large ensemble participation. Concert Band meets during the winter and spring months and performs several concerts as well as participates in **OMEA** sanctioned events. Marching band meets during the summer and fall and participates in all varsity football games and any other festival, parades, etc. at the discretion of the director. Students who sign up for band participate in both concert and marching band. Attendance at summer band camp is mandatory for all students.

**METHODS OF EVALUATION:** Individual's performance is based on several playing tests including all major scales and concert repertoire. Completion of rhythm lines and any other written work the director deems necessary. Attendance and participation at all rehearsals are factored into the grade. Attendance is mandatory at all performances. See the handbook for more details regarding attendance.

## **MUSIC THEORY/APPRECIATION - 0201**

## **CREDIT 1**

**PREREQUISITE:** This is a year-long course that is open to any 10th - 12th high school student that is enrolled in one of the performing ensembles at the high school level (band, choir).

**PURPOSE:** High school music theory will develop a student's ability to recognize, understand and describe the basic materials and processes of music that are heard or presented in a score.

**GOALS:** (1) The course will install mastery of the rudiments and terminology of music, including hearing and notating; pitches, intervals, scales and keys, chords, meter, and rhythm. (2) Building on this foundation the course will progress to include more sophisticated and creative tasks such as; melodic and harmonic dictation, the composition of a bass line for a given melody, implying appropriate harmony, the realization of a figured bass, the realization of a Roman Numeral progression and analysis of repertoire including; melody, harmony, rhythm, texture and form and sight singing.

## **HIGH SCHOOL CONCERT CHOIR - 0202**

## **CREDIT 1**

**PREREQUISITE:** Successful completion of a choir course in the previous year, or with director's approval.

**PURPOSE:** To provide the student with performance skills necessary for the singing of all musical genres, including contemporary and jazz. Individual and ensemble vocal skills will be improved through proper vocal technique that emphasizes a healthy and correct method of singing. The choir will sing a cappella or be accompanied by a piano or small instrumental group. Concert Choir performs four concerts per year as well as community events and adjudicated events (contests).

**METHODS OF EVALUATION:** Students' contribution and conduct are the main assessment focus. Being an active participant in daily rehearsals is expected, and concert attendance is mandatory. Students' knowledge of music theory and history, as they relate to the performed repertoire is also assessed. Each student will be provided a choir handbook at the start of the school year, outlining expectations and acceptable behaviors. Parents and students are required to agree to the terms of the choir handbook and be subject to the policies outlined therein.



## ART

### ART 101 - 0251

CREDIT ½

#### SEMESTER COURSE

#### PREREQUISITE FOR 2D and 3D DESIGN

**DESCRIPTION:** Art 101 is an introductory art course for all high school students. In this course, students will explore the following: The Elements of Art, The Principles of Design, a variety of artists, various art processes, and a broad selection of art media. Art processes and art media will include drawing, painting, ceramics (clay), and sculpture. This course is also designed to help students build necessary art skills in order to take more advanced coursework in the area of Art.

**METHODS OF EVALUATION:** Students' effort with final art pieces and demonstration of correct art techniques are the main assessment focus. Participation in art show PREPARATION/SETUP is also mandatory. Each student will be provided with a document, towards the beginning of the semester, that lists the date of the art show setup as well as the date of the art show itself. Again, PREPARATION/SETUP is mandatory and will occur during one of our scheduled class times. An alternative writing assignment will be provided to students who are absent or do not participate on the setup day.

### 2D DESIGN - 0252

CREDIT ½

#### SEMESTER COURSE

#### PREREQUISITE FOR ADVANCED 2D DESIGN

**DESCRIPTION:** 2D Design is an intermediate art course for all high school students who have successfully completed Art 101 and are interested in exploring 2D art further. In this course, students will explore 2D art processes and 2D art media only and in a more advanced way. Art processes and art media will include drawing, painting, printmaking, and some mixed media.

**METHODS OF EVALUATION:** Students' effort with final art pieces and demonstration of correct art techniques are the main assessment focus. Participation in art show PREPARATION/SETUP is also mandatory. Each student will be provided with a document, towards the beginning of the semester, that lists the date of the art show setup as well as the date of the art show itself. Again, PREPARATION/SETUP is mandatory and will occur during one of our scheduled class times. An alternative writing assignment will be provided to students who are absent or do not participate on the setup day.

### 3D DESIGN - 0253

CREDIT ½

#### SEMESTER COURSE

#### PREREQUISITE FOR ADVANCED 3D DESIGN

**DESCRIPTION:** 3D Design is an intermediate art course for all high school students who have successfully completed Art 101 and are interested in exploring 3D art further. In this course, students will explore 3D art processes and 3D art media only and in a more advanced way. Art processes and art media will include ceramics (some pottery wheelwork), paper sculpture, wire sculpture, recycled sculpture, and found-object sculpture.

**METHODS OF EVALUATION:** Students' effort with final art pieces and demonstration of correct art techniques are the main assessment focus. Participation in art show PREPARATION/SETUP is also mandatory. Each student will be provided with a document, towards the beginning of the semester, that lists the date of the art show setup as well as the date of the art show itself. Again, PREPARATION/SETUP is mandatory and will occur during one of our scheduled class times. An alternative writing assignment will be provided to students who are absent or do not participate on the setup day.

**ADVANCED 2D DESIGN - 0254      CREDIT ½**

**PREREQUISITE FOR 2D INDEPENDENT STUDY**

**DESCRIPTION:** Advanced 2D Design is an upper-level art course for high school students who have successfully completed 2D Design and would like to challenge themselves further as a 2D artist. In this course, students will intensely explore 2D art processes and 2D art media in an advanced way. Course work will be more open-ended and students will begin to lead their own projects and art choices while working with 2D art media. Choices for art processes and art media will include drawing, painting, printmaking, mixed media, and collage.

**METHODS OF EVALUATION:** Students' effort with final art pieces and demonstration of correct art techniques are the main assessment focus. Participation in art show PREPARATION/SETUP is also mandatory. Each student will be provided with a document, towards the beginning of the semester, that lists the date of the art show setup as well as the date of the art show itself. Again, PREPARATION/SETUP is mandatory and will occur during one of our scheduled class times. An alternative writing assignment will be provided to students who are absent or do not participate on the setup day.

**ADVANCED 3D DESIGN - 0255      CREDIT ½**

**PREREQUISITE FOR 3D INDEPENDENT STUDY**

**DESCRIPTION:** Advanced 3D Design is an upper-level art course for high school students who have successfully completed 3D Design and would like to challenge themselves further as a 3D artist. In this course, students will intensely explore 3D art processes and 3D art media in an advanced way. Course work will be more open-ended and students will begin to lead their own projects and art choices while working with 3D art media. Choices for art processes and art media will include ceramics (including pottery wheel), paper sculpture, wire sculpture, found object sculpture, recycled sculpture, wood sculpture, foam sculpture, and plaster sculpture.

**METHODS OF EVALUATION:** Students' effort with final art pieces and demonstration of correct art techniques are the main assessment focus. Participation in art show PREPARATION/SETUP is also mandatory. Each student will be provided with a document, towards the beginning of the semester, that lists the date of the art show setup as well as the date of the art show itself. Again, PREPARATION/SETUP is mandatory and will occur during one of our scheduled class times. An alternative writing assignment will be provided to students who are absent or do not participate on the setup day.

**2D INDEPENDENT STUDY - 0256      CREDIT ½**

**SEMESTER COURSE - students may take this course more than once if they choose (more than once is recommended if building a portfolio for art school).**

**DESCRIPTION:** 2D Independent Study is an intense upper-level art course for high school students who have successfully completed Advanced 2D Design. In this course, students will intensely explore 2D art processes and art media in an individual and advanced way. Coursework will be extremely open-ended and students will lead their own projects and art choices. Choices for art processes and art media will also be open-ended but must align with a student's skill set and previous art coursework. Students will work with 2D media during this course, but they may branch over to some 3D media when appropriate or approved.

**METHODS OF EVALUATION:** Students' effort with final art pieces and demonstration of correct art techniques are the main assessment focus. Participation in art show PREPARATION/SETUP is also mandatory. Each student will be provided with a document, towards the beginning of the semester, that lists the date of the art show setup as well as the date of the art show itself. Again, PREPARATION/SETUP is mandatory and will occur during one of our scheduled class times. An alternative writing assignment will be provided to students who are absent or do not participate on the setup day.

### **3D INDEPENDENT STUDY - 0257 CREDIT ½**

**SEMESTER COURSE** - students may take this course more than once if they choose (more than once is recommended if building a portfolio for art school).

**DESCRIPTION:** 3D Independent Study is an intense upper-level art course for high school students who have successfully completed Advanced 3D Design. In this course, students will intensely explore 3D art processes and art media in an individual and advanced way. Coursework will be extremely open-ended and students will lead their own projects and art choices. Choices for art processes and art media will also be open-ended but must align with a student's skill set and previous art coursework. Students will work with 3D media during this course, but they may branch over to some 2D media when appropriate or approved.

**METHODS OF EVALUATION:** Students' effort with final art pieces and demonstration of correct art techniques are the main assessment focus. Participation in art show PREPARATION/SETUP is also mandatory. Each student will be provided with a document, towards the beginning of the semester, that lists the date of the art show setup as well as the date of the art show itself. Again, PREPARATION/SETUP is mandatory and will occur during one of our scheduled class times. An alternative writing assignment will be provided to students who are absent or do not participate on the setup day.

# PHYSICAL EDUCATION

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## **BASIC PHYSICAL EDUCATION - 0310    CREDIT ¼**

**PREREQUISITE:** None

**PURPOSE:** Fulfill state requirements for high school physical education. **THIS COURSE SHOULD BE COMPLETED DURING THE FRESHMAN/SOPHOMORE YEAR.**

**GOALS:** (1) Awareness and improvement of physical fitness, (2) development of basic skills and body control, (3) knowledge of strategy and game rules, and (4) improve sportsmanship, effort, and competition.

**METHODS OF EVALUATION:** Participation, effort, improvement as measured by teacher evaluation and skills and tests.

## **HEALTH - 0312            CREDIT ½**

**PREREQUISITE:** None

**PURPOSE:** Fulfill state requirements for high school health and improve the knowledge necessary to make sound judgements in terms of healthy lifestyles. **THIS COURSE SHOULD BE COMPLETED DURING THE FRESHMAN/SOPHOMORE YEAR.**

**GOALS:** Expose students to information and concepts in important health areas such as emotional health, personality development, drug-alcohol-tobacco abuse, movement, exercise, diet, weight control, preventing infectious disease including sexually transmitted diseases and sexuality.

**METHOD OF EVALUATION:** 60% unit tests, 20% homework/presentations/projects/class participation, 20% quizzes.

## **BASIC WEIGHTLIFTING - 0316    CREDIT ¼**

This course is designed to introduce students to weight training and conditioning for improved athletic performance and overall health. Curricular topics include: flexibility, strength training, cardiovascular conditioning, plyometrics, speed and agility training, and nutrition. This is a participatory class where students have hands-on learning of fitness principles. The focal point of this course is to gain muscular strength and endurance as well as increase flexibility and cardiovascular fitness levels, following a professionally designed training program.

## **ADVANCED WEIGHTLIFTING - 0317    CREDIT ¼**

This course is designed to build upon the topics and techniques learned in Basic Weightlifting. Students will be exposed to more advanced methods of training tailored to their specific needs and goals. Curricular topics include; flexibility, strength training, cardiovascular conditioning, plyometrics, speed and agility training, and nutrition.

# ENGLISH

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## ENGLISH I - 0502 CREDIT 1

**PREREQUISITE:** Required of freshmen

**PURPOSE:** Continue practicing standards learned in ELA 8; continue improving/advancing reading, writing, and discussion skills.

**GOALS:** This course will review ELA 8 language skills and develop advanced skills needed for improved written and verbal communication. Various forms of writing will be practiced with an increased emphasis on formal writing. Literature study will include a variety of nonfiction and fiction texts; vocabulary study will continue with emphasis placed on advanced word study and usage. Additionally, students will prepare for and engage in skill-based academic discourse activities.

**METHODS OF EVALUATION:** Formative and summative assessments from the CommonLit curriculum; evidence-based instructional practices

## ENGLISH I ADVANCED - 0501 CREDIT 1

**PREREQUISITE:** A/B average in ELA 7 or 8 and/or a combination of the following: Teacher referral, iReady assessment performance, CommonLit Assessment Series performance, Advanced and Accelerated Placement State Test Scores.

**PURPOSE:** Continue practicing standards learned in ELA 8; continue improving/advancing reading, writing, and discussion skills.

**GOALS:** This accelerated course will review ELA or 8 language skills and develop advanced skills needed for improved written and verbal communication. Various forms of writing will be practiced with an increased emphasis on formal writing. Literature study will include a variety of nonfiction and fiction texts; vocabulary study will continue with emphasis placed on advanced word study and usage. Additionally, students will prepare for and engage in skill-based academic discourse activities. Enrichment opportunities will be provided for students performing at an accelerated or advanced level on end-of-year assessments.

**METHODS OF EVALUATION:** Formative and summative assessments from the CommonLit curriculum; evidence-based instructional practices.

## ENGLISH II - 0512 CREDIT 1

**PURPOSE:** Continue practicing standards learned in 501; continue improving/advancing reading, writing, and discussion skills.

**GOALS:** This course will review 511 language skills and develop advanced skills needed for improved written and verbal communication. Various forms of writing will be practiced with an increased emphasis on formal writing. Literature study will include a variety of nonfiction and fiction texts; vocabulary study will continue with emphasis placed on advanced word study and usage. Additionally, students will prepare for and engage in skill-based academic discourse activities.

**METHODS OF EVALUATION:** Formative and summative assessments from the district-adopted CommonLit curriculum; evidenced-based instructional practices

## ENGLISH II ADVANCED - 0511      CREDIT 1

**PREREQUISITE:** A/B average in English 1 or English 1 Advanced, and a combination of the following: Teacher referral, CommonLit assessment scores, Advanced and Accelerated State Test scores.

**PURPOSE:** Continue practicing standards learned in 501; continue improving/advancing reading, writing, and discussion skills.

**GOALS:** This accelerated course will review 501 language skills and develop advanced skills needed for improved written and verbal communication. Various forms of writing will be practiced with an increased emphasis on formal writing. Literature study will include a variety of nonfiction and fiction texts; vocabulary study will continue with emphasis placed on advanced word study and usage. Additionally, students will prepare for and engage in skill-based academic discourse activities. Enrichment opportunities will be provided for students performing at an accelerated or advanced level on end-of-year assessments.

**METHODS OF EVALUATION:** Formative and summative assessments provided from the district-adopted CommonLit curriculum; evidence based instructional practices

## ENGLISH COMPOSITION COM 1110 - 0513      CREDIT 1

**PREREQUISITE:** ACCEPTANCE INTO RHODES STATE COLLEGE CREDIT PLUS PROGRAM AND SATISFACTORY PLACEMENT SCORE. COM 0990 OR PLACEMENT

Provides practice in sound organization and effective expressions of ideas in original expository and argumentative compositions as well as the research paper. Extensive discussion of rhetorical modes and editing techniques.

**\*\*COURSE DEPENDENT ON ENROLLMENT, COLLEGE APPROVAL, AND STAFFING LEVEL.**

## ADVANCED PLACEMENT ENGLISH III - English Language & Composition - 0521      CREDIT 1

**PREREQUISITE:** A or B average for Advanced ELA and a combination of the following: Teacher referral, district-approved vendor assessment scores, Advanced and Accelerated State Test scores. This course is weighted.

**PURPOSE:** To enable college-bound students to take a college-level course and to take the Advanced Placement exam which offers college credit.

**GOALS:** This course will engage students in becoming skilled critical readers of prose written in a variety of rhetorical contexts and in becoming skilled reflective writers who compose for a variety of purposes. Using literary selections and writing tasks recommended by the College Board, this AP course prepares students for the rigor of college work. Specifically, students will write expository, analytical, and argumentative essays and read nonfiction and fiction texts from pre-colonial American writers to current published American authors.

**METHODS OF EVALUATION:** Formative and summative assessments; AP Examination (optional).

**FEES:** \$20.00 TO COVER THE EXPENSE OF THE WORKBOOK.

**\*AP courses are recommended for high-achieving students planning to attend private or out-of-state colleges, as a score of 4 or 5 on the AP exam is accepted by all universities; the Margareta Board of Education will pay half of the test's cost for students who wish to take the exam.**

**ENGLISH III - 0522****CREDIT 1**

**PREREQUISITE:** Passage of English I and II

**PURPOSE:** This course will review 512 language skills and develop advanced skills needed for improved written and verbal communication. Various forms of writing will be practiced with an increased emphasis on formal writing. Literature study will include a variety of nonfiction and fiction texts; vocabulary study will continue with emphasis placed on advanced word study and usage. Additionally, students will prepare for and engage in skill-based academic discourse activities.

**GOALS:** This course will review 512 language skills and develop advanced skills needed for improved written and verbal communication. Various forms of writing will be practiced with an increased emphasis on formal writing. Literature study will include a variety of nonfiction and fiction texts; vocabulary study will continue with emphasis placed on advanced word study and usage. Additionally, students will prepare for and engage in skill-based academic discourse activities.

**METHODS OF EVALUATION:** Formative and summative assessments provided from the district-adopted CommonLit curriculum; evidence based instructional practices.

**ADVANCED PLACEMENT ENGLISH V English Literature & Composition - 0531****CREDIT 1**

**PREREQUISITE:** A or B average for AP Language and Composition and a combination of the following: Teacher referral, district-approved vendor assessment scores, Advanced and Accelerated State Test scores. This course is weighted.

**PURPOSE:** To enable college-bound students to take a college-level course and to take the Advanced Placement exam which offers college credit. This course also gives an add-on due to the advanced work.

**GOALS:** The course will enable students to (1) Understand the heritage of the English language in literary, oral, and visual forms; (2) Familiarize themselves with the major authors and works of Western Literature; (3) Familiarize themselves with novels, plays, poetry, essays and short stories as literary forms; (4) Study semantics and structure of the English language; (5) Increase interpretive and evaluative comprehension skills; (6) Improve writing skills of an expository nature and (7) Increase vocabulary. Students who do not maintain a "B" average will be placed in English 532.

**METHODS OF EVALUATION:** Formative and summative assessments; AP Examination (optional); the Margareta Board of Education will pay half of the test's cost for students who wish to take the exam.

**\*AP courses are recommended for high-achieving students planning to attend private or out-of-state colleges, as a score of 4 or 5 on the AP exam is accepted by all universities.**

**ENGLISH IV - 0532****CREDIT 1**

**PREREQUISITE:** Credit for English I, II, and III

**PURPOSE:** To give students a background in British Literature, to increase composition skills, and to increase communication skills.

**GOALS:** This course will review 522 language skills and develop advanced skills needed for improved written and verbal communication. Various forms of writing will be practiced with an increased emphasis on formal writing. Literature study will include a variety of nonfiction and fiction texts; vocabulary study will continue with emphasis placed on advanced word study and usage. Additionally, students will prepare for and engage in skill-based academic discourse activities.

**METHODS OF EVALUATION:** Formative and summative assessments provided from the district-adopted CommonLit curriculum; evidence based instructional practices.

**PUBLIC SPEAKING COM 2110 - 0541      CREDIT 1**

**PREREQUISITE:** ACCEPTANCE INTO RHODES STATE COLLEGE CREDIT PLUS PROGRAM AND SATISFACTORY PLACEMENT SCORE. COM 1110

Builds on the writing foundational skills introduced in COM 1110 and emphasizes critical thinking and communication skills to promote skilled academic writing. Using literature as the course content, students focus upon essay writing in multiple genres. This course aims to develop the student's ability to communicate ideas about literature effectively by using the principles of the writing process.

**\*\*COURSE DEPENDENT ON ENROLLMENT, COLLEGE APPROVAL, AND STAFFING LEVEL.**

**COMPOSITION AND LITERATURE COM 2400 -0542      CREDIT 1**

**PREREQUISITE:** ACCEPTANCE INTO RHODES STATE COLLEGE CREDIT PLUS PROGRAM AND SATISFACTORY PLACEMENT SCORE. COM 1110

Builds on the writing foundational skills introduced in COM 1110 and emphasizes critical thinking and communication skills to promote skilled academic writing. Using literature as the course content, students focus upon essay writing in multiple genres. This course aims to develop the student's ability to communicate ideas about literature effectively by using the principles of the writing process.

**\*\*COURSE DEPENDENT ON ENROLLMENT, COLLEGE APPROVAL, AND STAFFING LEVEL.**

**CREATIVE WRITING I - 0536      CREDIT 1/2**

**PURPOSE:** Creative writing I is an advanced writing course for students who enjoy writing and want to improve their composition and communication skills through the writing process. Students will be introduced to creative writing through the exploration of a variety of writing types; these may include but are not limited to reflective essays, a variety of poems, nonfiction, and fiction by a range of authors as well as scripts and journals in both print and multimedia formats. The goal of this introductory course is to broaden the student's reflective scope as a writer and to establish an understanding of creative writing as a mode of expression.

**METHODS OF EVALUATION:** Writing samples and portfolio collection.

**CREATIVE WRITING II - 0537      CREDIT 1/2**

**PREREQUISITE:** Passing grade of "C" or better in Creative Writing I.

**PURPOSE:** Creative Writing II provides students with an opportunity for a deeper implementation of fundamental skills learned in Creative Writing I. Students will read and analyze advanced short stories, novels, and poetry as pathways to increase their own writing confidence. Students will produce a number of advanced creative writing projects. Self-editing will be a focus as students will also learn how to better critique, edit and revise their own writing as well as the writing of others to cultivate an appreciation for the potential of the written word. Projects and assignments will include creative writing activities that encourage resourceful thinking evidenced in original student work.

**METHODS OF EVALUATION:** Writing samples and portfolio collection.



**PREREQUISITE:** Junior or Senior student who needs a fine arts credit.

**PURPOSE AND GOALS:** This elective is designed for the student who needs a fine arts credit. The course will focus on various elements of literature, drama, art, music, radio, television, and film as they relate to our history and society. Students can expect a wide variety of reading, writing, and viewing experiences. Students can expect to make their own forms of media (commercials, short films, etc.). Students will be expected to do research and presentations on a variety of topics. Credit for this course does not count towards the required 4 credits of English.

**METHODS OF EVALUATION:** Tests, papers of a critical nature, projects, and student portfolio. Credit for this course does not count towards the required 4 credits of English.

# FOREIGN LANGUAGE

## SPANISH I - 0595

### CREDIT 1

**PREREQUISITE:** Final grade average of “C” or better in English.

**PURPOSE:** An introduction to the Spanish language and the culture of Hispanic countries.

**COURSE DESCRIPTION:** Spanish 1 introduces students to the four basic language-skills: listening comprehension, speaking, reading, and writing, within a cultural context. ACTFL; (skill level -novice low to novice-mid learners)

**OVERVIEW:** Through the use of the digital textbook, “VOCES”, and supplementary materials students will learn the Spanish language by demonstrating their knowledge and comprehension in the areas of the three communication proficiencies; interpretive, interpersonal, and presentational. Students will further develop their language acquisition by participating in Project based lessons which focus on higher-level thinking strategies. Students will gain insight about the customs and traditions of Spanish speaking countries and Hispanic Americans.

**METHODS OF EVALUATION:** Final grade is the average of performance on tests, quizzes, oral work, homework, projects, exams, and participation.

## SPANISH II - 0596

### CREDIT 1

**PREREQUISITE:** Recommended successful completion of Spanish I with a “C” average.

**COURSE DESCRIPTION:** Spanish 2 broadens the language acquisition spectrum by introducing more advanced grammar and vocabulary, as well as expanding upon students' knowledge of the customs and traditions of Spanish speaking countries. ACTFL; (skill level novice mid to novice -high learners)

**OVERVIEW:** To further student development in all areas of communication competency according to the ACTFL levels of proficiency (Interpretive, Interpersonal, and Presentational). Students will participate in Project-based learning to provide authentic learning opportunities based on Unit themes which encourage individual interpretation and utilization of the Spanish language. At the end of Spanish 2, students will have developed a larger vocabulary and increased language competency in the areas of; reading, writing, and speaking. In addition, students will gain further insight into Hispanic cultures.

**METHODS OF EVALUATION:** Final grade is the average of performance on tests, quizzes, oral work, homework, projects, exams, and participation.

## SPANISH III - 0597

### CREDIT 1

**PREREQUISITE:** Recommended successful completion of Spanish II with a “C” average.

**COURSE DESCRIPTION:** Spanish 3 provides a more intensive analysis of the Spanish language and Hispanic cultures. This course is mostly focused on collaborative based projects and presentational speaking. Students utilize a variety of communication frameworks to demonstrate their language acquisition skills. ACTFL; ( skill level novice high to intermediate low learners)

**OVERVIEW:** Through the use of Hispanic Cultural themed units, authentic literary texts, and a variety of additional audiovisual materials, students will develop a cultural understanding of many different Spanish-speaking countries and their unique histories as well as refine usage and application of grammar and comprehension while strengthening the ACTFL skills.

**METHODS OF EVALUATION:** Final grade is the average of performance on tests, quizzes, oral work, homework, projects, exams, and participation.

**PREREQUISITE:** Recommended successful completion of Spanish III with a “C” or better average. This course is weighted.

**COURSE DESCRIPTION:** Spanish 4 offers an intense level of Spanish geared at college equivalent standards, and aligns to the AP guidelines for the Spanish language. This college-level course will concentrate on writing skills, reading and listening comprehension, as well as oral proficiency while focusing on the traditions and customs within Spanish speaking cultures. This course is conducted on an average of 70% spoken Spanish and is geared to meet the requirements for the AP Spanish Language exam and other college placement exams in foreign languages throughout the state of Ohio and the nation. ACTFL; (skill level intermediate low learners)

**OVERVIEW:** This course focuses on the more refined skills of language acquisition such as: fluency, interpretation of contextual content and presentational speaking. Spanish “Readers” and literary resources will be explored by utilizing a variety of learning aesthetics. Students will often lead the discourse and work collaboratively to further develop their speaking skills. This will facilitate a greater application of speaking Spanish in a variety of environments as well as a more holistic view of Hispanic communities.

**METHODS OF EVALUATION:** Final grade is the average of performance on daily work, quizzes, projects, exams, themes, presentations, and completion of the Advanced Placement examination is optional.

# MATHEMATICS

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## APPLIED ALGEBRA - 0621

CREDIT 1

**PREREQUISITE:** Placement from teacher recommendation. **TI 84 Plus graphing calculator is recommended.**

**COURSE DESCRIPTION:** Freshman will gain necessary skills to take Algebra 625 as their next math course. This course is designed to be the first course in a high school sequence addressing Algebra content through concrete models and real-world situations. Students will deepen and extend understanding in five critical areas including relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling.

## ALGEBRA - 0625

CREDIT 1

**PREREQUISITE:** TI 84 Plus graphing calculator is recommended.

**COURSE DESCRIPTION:** The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Students will deepen and extend understanding in five critical areas: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. Students will complete the state required end of course test.

**METHODS OF EVALUATION:** May include any combination of: semester exam, final exam, benchmark tests, chapter tests, quizzes, homework, projects, and class participation.

## GEOMETRY - 0635

CREDIT 1

**PREREQUISITE:** Successful completion of Algebra. Students may take this course concurrently with Algebra 2 with teacher recommendation. TI 84 Plus graphing calculator is recommended.

**COURSE DESCRIPTION:** The fundamental purpose of this course is to formalize and extend students' geometric experiences from the middle grades. Students will develop and extend understanding in six critical areas: congruence proofs, similarity, trigonometry, connecting algebra and geometry through coordinates, circles, and probability.

## ALGEBRA II - 0655

CREDIT 1

**PREREQUISITE:** Successful completion of Algebra. Students may take this course concurrently with Geometry with teacher recommendation. TI 84 Plus graphing calculator is recommended.

**COURSE DESCRIPTION:** Students will develop and extend their understanding in various types of functions including linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions. Students will be introduced to conic sections and extend their knowledge of probability and statistics.

**METHODS OF EVALUATION:** May include any combination of: semester exam, final exam, benchmark tests, chapter tests, quizzes, homework, projects, and class participation.

**COLLEGE PREP MATH - 650****CREDIT 1**

**PREREQUISITE:** Junior or Senior standing and completion of Algebra 2. This course may be taken concurrently with any math course above Algebra 2.

**PURPOSE:** This course is designed for students who have finished Algebra 2 but need an extra year of math to prepare for credit-bearing college-level courses.

**GOALS:** Students will review concepts from Algebra, Geometry, and Algebra 2 as well as additional trigonometry concepts and applications to prepare a student for entrance into college. Review for ACT/SAT and college placement exams will be covered

**METHODS OF EVALUATION:** May include any combination of: semester exam, final exam, benchmark tests, chapter tests, quizzes, homework, projects, and class participation.

**TRIGONOMETRY/PRE-CALCULUS - 0660****CREDIT 1**

**PREREQUISITE:** Satisfactory completion of Algebra 2. TI 84 Plus graphing calculator is recommended.

**COURSE DESCRIPTION:** This course is designed to prepare students for the study of calculus and/or further mathematical training required for college. Students will understand and be able to apply topics in trigonometry and pre-calculus including but not limited to the following: polynomial, rational, logarithmic, and trigonometric functions, trigonometric identities and equations, vector operations, polar coordinates, conic sections, sequences and series, and limits.

**METHODS OF EVALUATION:** May include any combination of: semester exam, final exam, benchmark tests, chapter tests, quizzes, homework, projects, and class participation.

**ADVANCED PLACEMENT CALCULUS AB - 0670****CREDIT 1**

**PREREQUISITE:** Successful completion of Trigonometry/Pre-calculus. This class is weighted. A TI 84 graphing calculator is recommended.

**COURSE DESCRIPTION:** This course is designed to provide highly motivated math students the opportunity to take a calculus course comparable to a semester-long college Calculus 1 class taught over a full high school academic year. Students will understand and apply topics from differential and integral calculus, including but not limited to the following: analysis of graphs, limits; continuity; derivatives; applications of derivatives, integrals; and applications of integrals and antiderivatives. Students will have the opportunity to take the AP Calculus AB exam.

**METHODS OF EVALUATION:** May include any combination of: semester exam, final exam, benchmark tests, chapter tests, quizzes, homework, projects, class participation, and completion of the Advanced Placement examination.

**STATISTICS MATH 1260 - 0696****CREDIT 1**

**PREREQUISITE:** Acceptance into Rhodes State College Credit Plus Program & Satisfactory Placement Score. 2.75 GPA and B or higher in Algebra II or equivalent.

**COURSE DESCRIPTION:** Covers data collection, frequency distribution, graphs, measures of central tendency and dispersion, probability distributions, sampling distributions, confidence intervals, hypothesis testing, analysis of variance, and correlation and regression analysis.

## SCIENCE

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### PHYSICAL SCIENCE - 0700

CREDIT 1

**PREREQUISITE:** None

**PURPOSE:** To apply the scientific method to gain an understanding of basic concepts in physical, earth, and space sciences.

**GOALS:** The goal of this course is for students to become scientifically literate and to be able to gain an understanding of the basic concepts in physical science, focusing primarily on the areas of chemistry and physics. This course includes inquiry-based laboratory experiences that engage students in asking valid scientific questions and gathering and analyzing information, as well as developing problem-solving skills.

**METHODS OF EVALUATION:** Lab reports, tests, homework assignments, and written reports.

### GENERAL BIOLOGY - 0720

CREDIT 1

**PREREQUISITE:** Physical Science

**PURPOSE:** The students will investigate living organisms, their life processes, and relationships with ecosystems. Students will need safety glasses.

**GOALS:** Students will investigate living organisms, their life processes, and relationships within ecosystems. Their knowledge will be applied to their lab work in the quest to find solutions to real world biological problems.

**METHODS OF EVALUATION:** Tests, laboratory investigations including dissections, written assignments, and State End of Course Exam.

### BIOLOGY 1010 ENVIRONMENT OF LIFE - 0722

CREDIT 1

**PREREQUISITE:** Acceptance into BGSU/Firelands College Credit Plus Program

**DESCRIPTION:** BIOL 1010 fulfills a BGSU Perspective requirement for natural sciences. The course provides an overview of basic ecology and current environmental issues. We will explore the causes of environmental problems of air, water, and land pollution; biodiversity conservation, human reproduction, and population dynamics. We will critically evaluate solutions to some of these environmental problems. Through active participation in a combination of videos, simulations, online exercises, readings, and discussion, students will gain proficiency in effective communication using PowerPoint, critical thinking, and applying logical, quantitative, and qualitative approaches to problem solving, both as individuals and in groups. Students will earn 3 college credit hours through BGSU Firelands when completed with a passing grade.

**BIOLOGY 1040 INTRO TO BIOLOGY - 0721****CREDIT 1****PREREQUISITE:** Acceptance into BGSU/Firelands College Credit Plus Program

**DESCRIPTION:** BIOL 1040 is an introductory course with lab and fulfills a BGSU Perspective/Gen.Ed. requirement for natural sciences. Modern biology permeates every aspect of our daily lives, whether it is a trip to the grocery store, decisions about medications, or how we vote in November. Everyday, we are bombarded with new information regarding life science discoveries that affect the health and well-being of ourselves, our communities, and our planet. Oftentimes, this information is conflicting, controversial, confusing, or a combination of all three. How can we as citizens of this planet become better able to understand life science and the information it provides? In this class, you will have the opportunity to further develop and practice your critical thinking skills in the areas of biology. You will unveil the meaning of terms used to describe life processes in the media and be able to use this understanding to analyze and investigate biological processes concerning your everyday life related to biochemistry, cellular, and molecular biology and genetics as well as evolution and ecology as they relate to previous topics, focusing on contemporary ideas and current events and issues in society as they relate to your lives. A conceptual understanding of the material will be emphasized. The student will earn 3 college credits through BGSU Firelands when completed with a passing grade.

**\*\*COURSE DEPENDENT ON ENROLLMENT AND STAFFING LEVELS.\*\***

**ENVIRONMENTAL SCIENCE - 0730****CREDIT 1****PREREQUISITE:** 2 Science credits

**DESCRIPTION:** This course is intended to provide the third year of science for non-science majors or students interested in the local and global environment. Students will understand how individuals and societies utilize resources and influence the environment. This course is mostly project-based and involves conducting actual science for local officials.

**METHODS OF EVALUATION:** Tests, lab reports, quizzes, and projects.

**FEE: AMOUNT FOR SAFETY GOGGLES MAY BE REQUIRED. THERE WILL BE A FEE IF PURCHASED FROM THE INSTRUCTOR.**

**CHEMISTRY - 0731****CREDIT 1**

**PREREQUISITE:** Suggested to have taken/concurrently taking Advanced Algebra and/or Integrated Math III.

**DESCRIPTION:** This course provides a science elective suitable for college-bound students. The course incorporates inquiry-based laboratory experience and problem-solving to engage students in gathering and analyzing scientific information. Students will develop an understanding of the structure and behavior of matter, the predictive interactions of matter, and be introduced to key concepts and theories that provide a foundation for further study in other sciences.

Students are required to pay a fee which covers lab materials and goggles.

**ANATOMY & PHYSIOLOGY - 0740****CREDIT 1**

**PREREQUISITE:** Credit in General Biology and Chemistry (selected students may take Chemistry at the same time)

**DESCRIPTION:** Students will investigate the anatomy and physiology of the human body systems and relate the principles of anatomy and physiology to the fields of public health, medicine, biotechnology, and research with the goal of students becoming more efficient and responsible decision-makers. The knowledge gained will aid students in their daily lives and be used as a means of furthering their professional training.

**PHYSICS - 0750****CREDIT 1**

**PREREQUISITE:** Advanced Algebra and Geometry. Strongly recommend the student be taking Trigonometry concurrently. Two (2) years of science are required and 3 strongly recommended.

**DESCRIPTION:** This is an advanced science class suitable for college-bound students. Physics incorporates inquiry-based laboratory experiences to engage students in asking scientific questions and gathering/analyzing information. Physics elaborates on the study of the key concepts of motion, forces, and energy as they relate to increasingly complex systems and real-world applications. Students will develop an understanding of the physical laws of the universe through problem-solving and demonstrations. There is an end of the year trip to Cedar Point, where problem solving skills will be applied to amusement park rides.



# SOCIAL STUDIES

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## U.S. HISTORY - 0805 CREDIT 1

**PREREQUISITE:** Freshman/Sophomore class standing.

**PURPOSE:** To understand why America became one of the world's great civilizations, recognize the uniqueness of its diverse cultural heritage, comprehend the participatory role of citizenship and recognize America's role as a world economic and political leader.

**GOALS:** (1) Identify, interpret and analyze the impact of major global events on the development of American society, economics, politics, and culture; (2) Identify contributions of diverse cultures to American society; (3) Discuss the economic role of American government in a market economy; (4) Analyze civic issues and demonstrate an understanding of how the political process functions in the United States and the importance of participatory citizenship.

**METHODS OF EVALUATION:** The student will be graded on performance on objective tests, essays, class participation, projects, notebook, and reports.

## WESTERN WORLD HISTORY- 0811 CREDIT 1/2

**PREREQUISITE:** Sophomore/Junior/Senior class standing.

**PURPOSE:** Embark on a captivating journey through time and space in our "Exploring Western Civilization" course, where students will unravel the rich tapestry of Western history, culture, and ideas. This course serves as a comprehensive exploration of the significant events, movements, and influential figures that have shaped the Western world from ancient civilizations to the modern era.

**METHODS OF EVALUATION:** The student will be graded by performance on both essay and objective tests, notes, class participation, projects, and reports.

## EASTERN WORLD HISTORY- 0812 CREDIT 1/2

**PREREQUISITE:** Sophomore/Junior/Senior class standing.

**PURPOSE:** Embark on a fascinating exploration of the rich tapestry of Eastern civilizations in our "Unveiling Eastern Civilizations" course. This immersive journey delves into the historical, cultural, and philosophical dimensions of Eastern societies, unraveling the diverse threads that have woven the fabric of these captivating civilizations from ancient times to the contemporary era.

**METHODS OF EVALUATION:** The student will be graded by performance on both essay and objective tests, notes, class participation, projects, and reports.

**AMERICAN GOVERNMENT - 0851****CREDIT ½**

**PREREQUISITE:** Sophomore/Junior class standing.

**PURPOSE:** Develop an understanding of how the American political system works.

**GOALS:** (1) To know how the U.S. evolved politically; (2) To know what precipitated the Constitutional Convention. (3) Distinguish between the major forms of government; (4) Understand why democracy is unique to America and how it operates here; (5) Understand the political ideology behind the Constitution, what makes up the Constitution and how it works; (6) Know the essential elements of democracy and the conditions which must exist in order for a democracy to last; (7) Know what the role of a citizen is as well as his/her responsibilities and obligations of citizenship; (8) Understand the decision-making process and how power is used; (9) Become familiar with the three (3) levels of government, their responsibilities, key positions of current leadership and how to contact them; (10) Understand the principle of Federalism; (11) Understand both the voting and election process; (12) Understand the political parties, interest groups, mass media and public opinion in government; (13) Understand the working of the Legislative Executive and Judicial branches.

**METHODS OF EVALUATION:** The student will be evaluated on performance on tests, quizzes, essays, awareness/understanding of current events, a project or report, a notebook, and a folder.

**ADVANCED PLACEMENT PSYCHOLOGY - 0860****CREDIT 1**

**PREREQUISITE:** Junior or Senior class standing. Students must have a minimum of a “B” average in Advanced English and/or College Prep World Studies, College Prep American Studies, or with a recommendation from the teacher of the classes listed previously. This course is weighted.

**PURPOSE:** To prepare students for success on the Advanced Placement Test. The AP Psychology course is designed to introduce students to the scientific study of human behavior and mental processes. Students will be exposed to psychological facts, principles, theories, and phenomena within each of the major subfields of psychology. They will also be introduced to the research methods and ethics used in practice. This course is a part of the Advanced Placement Program and is equivalent to an introductory college course in psychology. The AP exam is taken at the end of the course and qualifying scores will allow students to test out of entry-level college Psychology.

**SOCIOLOGY - 0870****CREDIT 1/2**

**PREREQUISITE:** Sophomore, Junior, or Senior standing.

**NOTE:** This is a college-prep course.

**PURPOSE:** Sociology is designed for the student who has an interest in studying key concepts relating to society; plus a focus on understanding the student’s own life in relationships.

**GOALS:** (1) Explore cultures, social structures, collective behavior, social institutions, equal rights, crime, poverty, social groups, families, and education. (2) Practice setting goals and developing relationships. Students interested in pursuing a career in education, counseling, social work, psychology, medicine, law enforcement, or business will benefit from taking this class.

**METHODS OF EVALUATION:** The student will be evaluated on performance on outside readings, research projects on current sociology study, notebook, quizzes, essays, tests, participation, and group cooperation.

**PSYCHOLOGY - 0875****CREDIT 1/2**

**PREREQUISITE:** Sophomore, Junior, or Senior standing.

**NOTE:** This is a college-prep course.

**PURPOSE:** This elective is an introductory course in psychology.

**GOALS:** Students will get a better understanding of the principles and applications of psychology. Topics include roots of psychology, gender roles, levels of consciousness, psychology research, personality, and psychological disorders. Students interested in pursuing a career in education, counseling, social work, psychology, medicine, law enforcement, or business will benefit from taking this course.

**METHODS OF EVALUATION:** The student will be evaluated on performance on outside reading, research projects, current psychology study, notebook, quizzes, essays, and tests.

**HISTORY THROUGH FILM - 0813****CREDIT 1/2**

**PREREQUISITE:**

**NOTE:**

**PURPOSE:** Since Thomas Edison created the first motion picture camera in 1891, American history through film has played a large part in American culture. Although many people love watching films purely for enjoyment and amusement, films can also be reenactments with a detailed record of events. The films we will watch in this class will focus on four elements: 1) factual records/events, 2) atmosphere of the time period, 3) analogy of historical events, and 4) a lesson in historiography. Through this course students will be able to determine whether a film is a legitimate historical source, determine the legitimacy of film evidence, research specific time periods and convey significant information, critically analyze and evaluate full length feature films, write critical essays on selected subjects using in-depth knowledge of major topics in US History. The course will be taught in a semester as a regular-level course.

**GOALS:**

**METHODS OF EVALUATION:**

**POPULAR CULTURE - 0814****CREDIT 1/2**

**PREREQUISITE:**

**NOTE:**

**PURPOSE:** The study of pop culture serves as a reflection of our society. It helps us to understand different groups' values, beliefs, and attitudes and how those have changed over the years. Pop culture is also an essential part of our daily lives and it can have an influence on our thoughts, attitudes and behavior. In addition to that, pop culture is a means of celebrating diversity and promoting a tolerant and inclusive environment. Through various forms of media, this class will investigate the pop culture in America over the decades for the past 100 years. The course will be taught in a semester as a regular-level course.

**GOALS:**

**METHODS OF EVALUATION:**

## FAMILY AND CONSUMER SCIENCE

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### CULINARY FUNDAMENTALS - 0953

CREDIT 1/2

**PREREQUISITE:** Freshman or Sophomore standing

**DESCRIPTION:** In this course, students will apply fundamental culinary techniques such as knife handling skills and the recognition, selection, and proper use of tools and equipment. An emphasis will be placed on the management of time, ingredients, and equipment. Students will apply standard recipe conversions using proper scaling and measurement techniques.

**METHODS OF EVALUATION:** Homework class participation, individual/group reports and projects, role-playing, lab experiences, unit test, and a semester web exam.

### FOOD SCIENCE - 0954

CREDIT 1/2

**PREREQUISITE:** Freshman or Sophomore standing

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

**METHODS OF EVALUATION:** Homework class participation, individual/group reports and projects, role-playing, lab experiences, unit test, and a semester web exam.

### TEXTILE DESIGN, CONSTRUCTIONS AND MAINTENANCE - 0955

CREDIT 1/2

**PREREQUISITE:** Freshmen, Sophomore, Junior or Senior standing.

**DESCRIPTION:** In this course, students will study the visual appearance of fabric and fashion design. Students will identify, analyze and apply production processes and techniques to textiles. Additional topics will include the maintenance and alterations products including home interior accessories and garments.

**METHODS OF EVALUATION:** Homework, class participation, individual/group reports and projects, role-playing, construction of sewing projects, unit test, and a semester web exam.

**CLASS FEE:** Purchase your own fabric for sewing projects.

**GLOBAL FOODS - 0956****CREDIT 1/2**

**PREREQUISITE:** Sophomore, Junior or Senior standing.

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

**METHODS OF EVALUATION:** Homework, class participation, role-playing, individual/group projects and reports, lab experiences, unit tests, and a semester web exam.

**CHILD DEVELOPMENT - 0957****CREDIT 1/2**

**PREREQUISITE:** Junior or Senior Standing

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

**METHODS OF EVALUATION:** Homework, class participation, interaction with young children, individual/group reports and projects, role-playing. Baby This It Over Simulator, unit tests, and a semester web exam.

**HUMAN GROWTH AND DEVELOPMENT - 0958****CREDIT 1/2**

**PREREQUISITE:** Junior or Senior standing.

**DESCRIPTION:** In this course, students will analyze human growth and development throughout the lifespan. An emphasis will be placed on physical, cognitive, social, and emotional growth and development. Additional topics will include human characteristics and traits, genetic defects, parenting styles and responsibilities, and cultural differences within a family unit and community.

**METHOD OF EVALUATION:** Homework, class participation, individual/group reports and projects, role-playing, unit test, and a semester web exam.

**PRINCIPLES OF WELLNESS AND NUTRITION - 0959****CREDIT 1/2**

**PREREQUISITE:** Junior or Senior standing.

**DESCRIPTION:** In this course, students will use principles of nutrition to ensure a healthy body throughout the lifecycle. An emphasis will be placed on planning and preparing meals with an understanding of nutrients and their benefits, portion control, and dietary needs. Additional information will include steroid and supplemental use, body weight and management, and the implementation of physical activity to maintain a healthy lifestyle.

**METHODS OF EVALUATION:** Homework, class participation, individual/group reports and projects, role-playing, lab experiences, unit test, and a semester web exam.

# LEADERSHIP

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## LEADERSHIP - 2002

## CREDIT I

**PREREQUISITE:** College-bound seniors with a desire to continue to improve their skills in the role of both leader and subordinate with large multi-phase tasks. Participants must demonstrate good character and the ability to make good choices. The requirements to be considered for acceptance include a written essay detailing qualifications, extracurricular of community involvement, and an interview with teachers, students, and administrators.

**PURPOSE:** Students will continue their studies in the leadership dynamic. They will be expected to take on roles of leadership within the class and school community.

**GOALS:** The students will engage in the study of leadership and the skills necessary to be a successful leader. The main focus will be academics with experiential lessons. Students will use hands-on lessons to gain experience in leadership roles. We will study with other leaders about different styles, qualities, and habits for success, as well as time management and delegation of duties.

**METHOD OF EVALUATION:** Evaluation will be based on class assignments, discussion boards, quizzes, tests, class participation, group projects, and community service. All seniors taking the leadership class MUST complete a capstone project.

## CAREER-BASED INTERVENTION PROGRAM

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The Career Based Intervention Program is a state and federally funded program which must meet certain requirements. Students must work at an approved CBIP job site for a minimum of 15 hours per week. CBIP students are responsible for their own transportation to school and also to their designated workstations. Students will also have the opportunity to participate in many activities to develop leadership skills.

### **CBI RELATED - 1000**

### **CREDITS 1**

**PREREQUISITE:** Selection process procedures are presented in the state ACIP operating manual.

**PURPOSE:** To teach employment ability skills - those personal development and leadership skills essential for increased productivity, economic self-sufficiency, career flexibility, and interpersonal skills.

**METHODS OF EVALUATION:** Test, quizzes, and daily assignments.

### **CBI LAB - 1001**

### **CREDITS 1 - 3**

**PREREQUISITE:** Students are required to secure and maintain employment throughout the entire school year. The student will be required to show steady gains in the areas of attendance, punctuality, work interest, cooperation, neatness, attitude, and ability to follow directions and accept criticism.

**METHODS OF EVALUATION:** Employer rating sheets, biweekly reports, and coordinator evaluations.

## CAREER EDUCATION

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### **MHS INTERNSHIP NETWORKING - 0145 CREDITS 1 or 1/2**

**PREREQUISITE:** Juniors or Seniors, and Sophomores with instructor permission.

**PURPOSE:** Students can apply to complete an internship in an area of interest to them. Internships will be arranged and will take place during study halls or after school. The internships are designed to help students get entry level exposure to a particular industry or field. Internships allow students to figure out what they enjoy, what they are good at, what further training is needed and lastly, what jobs will be available to them upon graduation. Students have the opportunity to earn their Ohio Means Jobs Seal through their internship.

\*Must complete an application and submit a resume.

### **CAREER PATH DISCOVERY - 0144 CREDITS 1/2**

**PREREQUISITE:** None

**PURPOSE:** This course will examine various career options in relation to students' interests, abilities, aptitudes, and values. The purpose of this course is to assist students with exploring careers and examining skills necessary to make meaningful decisions about their future. They will use their profiles to identify career focus areas, education, areas of concentration, and/or a job that will best suit them in the coming years. With the cooperation of area businesses and individuals the students will be exposed to many occupations through tours and guest speakers. In addition, they will explore a variety of job search strategies including resume writing, interviewing skills, decision making, goal planning and communication.



# AGRICULTURAL AND ENVIRONMENTAL SYSTEMS

The Agricultural Education Program is a state and federally funded program which must meet certain requirements: Students are required to carry out approved supervised agricultural experience programs. Students will receive 1 credit for successful completion of classroom work. Upon successful completion of an approved Supervised Agricultural Experience (SAE) Program, a student may receive an additional 1/2 credit. Students must become a member of the youth organization (FFA). Students need not have a farm or agricultural background, only an interest in seeking knowledge in an ever-expanding career field of agriculture. Students will also have the opportunity to participate in many activities and develop leadership skills. Beginning the 2012 -2013 school year the Margaretta Agricultural Program is considered a Tech Prep Program. Students will have the opportunity to earn postsecondary credit for certain courses being offered through the program.

**FEES: FFA MEMBERSHIP IS APPROXIMATELY \$20.00**

## AGRICULTURE, FOOD AND NATURAL RESOURCES (AFNR) - 0901

**CREDIT 1 OR 1 1/2**

**PURPOSE:** 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. Through the course, students will develop communication, leadership, and business skills essential to the agriculture industry.

**METHODS OF EVALUATION:** Tests, quizzes, daily assignments, and FFA participation.

**COURSE FEES: \$45.00**

## ANIMAL AND PLANT SCIENCE - 0902

**CREDIT 1 OR 1 1/2**

**PREREQUISITE:** Successful completion of Agricultural, Food and Natural Resources (AFNR).

**PURPOSE:** 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 in plant production. Throughout the course, business principles and professional skills will be examined.

**METHOD OF EVALUATION:** Tests, quizzes, daily assignments, and FFA activities.

**COURSE FEES: \$25.00**

## BUSINESS MANAGEMENT FOR AGRICULTURAL AND ENVIRONMENTAL SYSTEMS - 0903

**CREDIT 1 OR 1 1/2**

**PREREQUISITE:** Preferred successful completion of AFNR and Animal and Plant Science or by teacher approval.

**PURPOSE:** 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, producing approaches, and promotion and pricing strategies. Throughout the course, students will apply concepts of ethics and professionalism while implications of business regulations will be identified.

**METHOD OF EVALUATION:** Tests, quizzes, daily assignments, and FFA participation.

**COURSE FEES: \$25.00. STUDENTS WILL SUPPLY THEIR OWN MATERIALS FOR INDIVIDUAL PROJECTS.**

**AGRICULTURAL AND ENVIRONMENT SYSTEMS CAPSTONE - 0904****CREDIT 1 OR 1 1/2**

**PREREQUISITE:** Preferred successful completion of AFNR and Animal and Plant Science or by teacher approval.

**PURPOSE:** Students apply Agricultural and Environmental Systems program knowledge and skills in a more comprehensive and authentic way. Capstones are projects/problem-based learning opportunities that occur both in and away from school. Under supervision of the school and through partnerships, students combine classroom learning with work experience to benefit themselves and others. These can take the form of mentorship employment, cooperative education, apprenticeships, and internships.

**METHODS OF EVALUATION:** Tests, quizzes, daily assignments, special projects, and participation in FFA activities.

**COURSE FEES: \$25.00. STUDENTS WILL SUPPLY THEIR OWN MATERIALS NEEDED FOR SPECIAL INDIVIDUAL PROJECTS.**

**AGRONOMIC SYSTEMS - 0906****CREDIT 1 OR 1 1/2**

**PREREQUISITE:** Preferred successful completion of AFNR and Animal and Plant Science or by teacher approval.

**PURPOSE:** Students will apply knowledge and skills required to research, develop, produce and market major agricultural and horticultural crops. Cultural and sustainable production practices will be examined while students apply scientific knowledge of plant development, nutrition and growth regulation. The knowledge and skills needed to manage water, soils, and pests related to agronomic crops will be assessed. Students will employ technological advances, communication, business, and management strategies appropriate for the industry.

**METHODS OF EVALUATION:** Tests, quizzes, daily assignments, special projects, and participation in FFA activities.

**COURSE FEES: \$25.00.**

**MECHANICAL PRINCIPLES - 0907****CREDIT 1 OR 1 1/2**

**PREREQUISITE:** Previously completed AFNR or have permission from instructors. Recommended grade level - 9,10 (second option towards an Agribusiness Credential).

**PURPOSE:** Students will engage in the mechanical principles utilized in animal and plant production systems. They will learn electrical theory, design, wiring, hydraulic and pneumatic theory, along with metallurgy in relation to hot and cold metals. Students will apply knowledge of sheet metal fabrication applicable to the agricultural industry along with identifying, diagnosing, and maintaining small air-cooled engines. Throughout the course, students will learn critical components of site and personal safety as well as communication and leadership skills.

**METHODS OF EVALUATION:** Tests, quizzes, daily assignments, FFA participation, and progress at cooperative placement sites.

**COURSE FEES: \$45.00**

## STRUCTURAL ENGINEERING - 0912 CREDIT 1 or 1 1/2

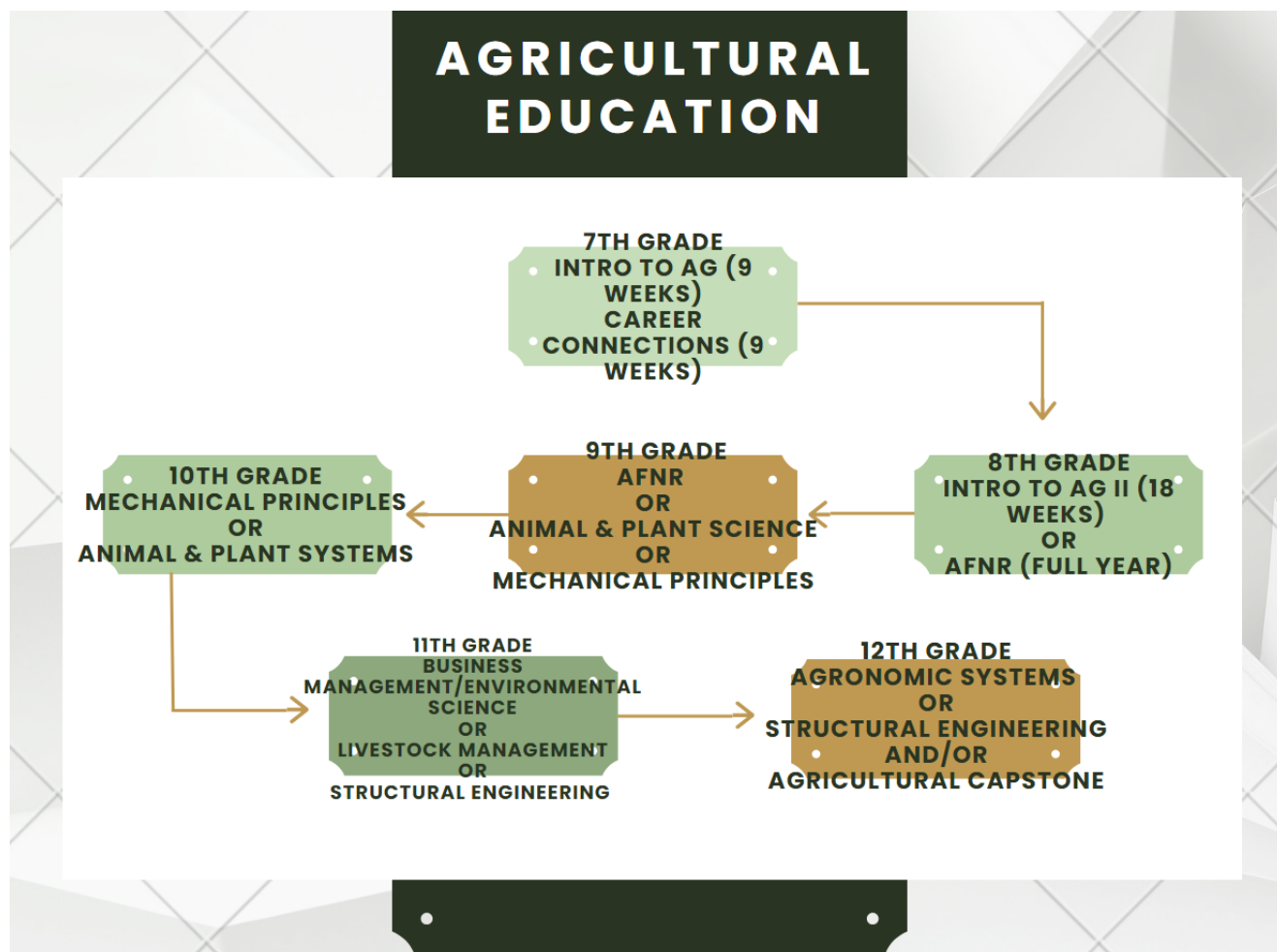
**PREREQUISITE:** Completion of Mechanical Principles or by teacher approval.

**Recommended grade level - 11,12**

**PURPOSE:** Students will develop skills in utilizing different construction materials and methods. Learners will discover different forms of designing and planning for a project. Students will learn skills in metal fabrication, electricity, concrete and masonry, plumbing, woodworking and basic building construction. Students will learn other critical components of structural engineering including safety, business law and regulations. Other major topics shall include but not limited to: machinery maintenance, machine operation, mechanics employability and communication skills. Woodworking will be emphasized in even numbered years and metalworking will be emphasized in odd numbered years. Students enrolled in this course will be assessed through a state-approved end of course exam.

**METHODS OF EVALUATION:** Tests, quizzes, daily assignments, special projects, and participation in FFA activities.

**COURSE FEES: \$55.**





# MARGARETTA HIGH SCHOOL

## Physical Education Waiver

Name \_\_\_\_\_ Grade Level in 2024 - 2025 \_\_\_\_\_

Activities Participating In \_\_\_\_\_

In accordance with the Ohio Department of Education Policy (ORC 3313.603) and Margaretta Local School Board Policy, a student may participate in cheerleading, interscholastic athletics, marching band, powerlifting, and dance team to fulfill the physical education requirements for graduation.

- PE waiver was adopted by the Margaretta School Board for the **2024-2025** school year.
- Allows a student to waive the required .50 credit in PE by participating in the approved activity.
- Approved activities include cheerleading, interscholastic athletics, marching band, powerlifting, and dance team.
- A grade of pass or fail will be issued and it will not affect a student's grade point average as a credit is not issued.
- A student must successfully complete two separate seasons, during two separate school years, in the approved activities in order to waive their physical education requirement.
- Another form must be submitted the following year to satisfy the waiver requirements to Student Services.
- Waivers to be considered for the **2024-2025** school year **must be turned into the Student Services Office by May 1, 2024.**
- A student that quits or is cut from an activity cannot use that activity to meet the two-season requirement.
- All students must be registered for six classes. The PE waiver cannot be used if a student does not meet this requirement.
- It is the responsibility of the **student** to turn this waiver form into the Student Services office. Failing to do so will result in the waiver request being declined. Teachers will be assigned to classes according to what students have requested and or need. All students that need PE to graduate and do not request a waiver before the deadline will be placed in a PE class.

I plan on participating in the following activity that would satisfy  $\frac{1}{4}$  credit.

Fall: \_\_\_\_\_

Winter: \_\_\_\_\_

Spring: \_\_\_\_\_

Return form to the Student Services office with student and parent signatures. Verification of completed activity will be obtained by the principal, school counselor, athletic director, band director, choir director, powerlifting advisor, or dance team advisor. Once approval has been granted, the credit will be issued to the student's transcript.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent / Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_



**Intent to Participate in College Credit Plus**  
Academic Year 2024 – 2025: Public Schools

Date*	
School Name	
Student Name	
Student Grade in 2024 – 2025	
Parent/Guardian Name	
Home Address	
Parent Phone Number	
Parent Email Address	
Student Phone Number	
Student Email Address	

*\*After April 1, you will need permission from the school principal to participate.*

**Declaration of Intent**

I would like to declare my intent to participate in the College Credit Plus program. I understand that signing this form does not require that I participate during the upcoming school year, and I may decide not to participate without consequence.

I also understand that it is my responsibility to notify my school if I do not gain admission to my selected institution of higher education or choose not to participate in the program.

In addition, I certify that I have received counseling about the College Credit Plus program concerning the rules and regulations for both my school and the college, and that I understand my responsibilities, the benefits, and possible risks of participating in the College Credit Plus program.

Please sign and return this form to the secondary school by April 1.

Parent Signature	
Student Signature	
Date	





# Margaretta High School 4 Year Plan

NAME \_\_\_\_\_

GRADE NEXT YEAR \_\_\_\_\_

I plan on enrolling in: CCP \_\_\_\_\_ EHOVE \_\_\_\_\_

FRESHMAN	COURSE NAME	COURSE #	CREDIT
English I (Required)			1
Math (Required)			1
Science (Required)			1
U.S. History (Required)			1
Physical Ed. (Required)			.25
Health (Required)			.50
Elective			1
Elective			1

SOPHOMORE	COURSE NAME	COURSE #	CREDIT
English II (Required)			1
Math (Required)			1
Western World History (Required)			.50
Eastern World History (Required)			.50
Science (Required)			1
Physical Ed. (Required)			.25
Elective			1
Elective			1
Elective			.50 or 1

JUNIORS	COURSE NAME	COURSE #	CREDIT
English III (Required)			1
Math (Required)			1
Government (Required)			.50
Additional Social Studies (Required)			.50
Science (Required)			1
Elective			1
Elective			1

SENIORS	COURSE NAME	COURSE #	CREDIT
English IV (Required)			1
Math (Required)			1
Elective			1
Elective			1
Elective			1
Elective			1

Physical Education Waiver	1st year <input type="checkbox"/>	2nd year <input type="checkbox"/>
Lunch Waiver (Waiver will be signed at beginning of school year)	1st Semester <input type="checkbox"/>	2nd Semester <input type="checkbox"/>

Algebra II or equivalent (Required) <input type="checkbox"/>
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Financial Literacy *All students must complete 1 semester in High School (class of 2026 & beyond)	Grade Taken _____	1st Semester <input type="checkbox"/>  2nd Semester <input type="checkbox"/>
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8th Grade Credits _____	Freshman Credits _____	Sophomore Credits _____	Junior Credits _____	Senior Credits _____	Total _____
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When students register for a course, they are expected to complete it. There should not be an assumption if the student does not like the course that they can drop it. Appointments can be made with the Guidance personnel to facilitate options. Schedule changes during the school year will only be permitted if extenuating circumstances occur and have approval from the Principal. A course cannot be dropped after the course term has started or after the designated drop period without loss of credit as well as a withdrawn / F grade for the entire course. The WD/F grade will be factored into a student's cumulative grade point average (GPA) and will appear on the student's official transcript. Students that have been accepted to EHOVE Career Center must attend classes at EHOVE for the first ten (10) days of school before they can be permitted to return to Margareta High School. After the first ten (10) days of the school year, students must remain at EHOVE.

#### **DISCLAIMERS**

The Margareta High School Course Description Guide is to be used to assist students in selecting courses for the next academic school year and as a guide to help plan their four-year MHS course of study. The guide is subject to change and revised as needed. While the guide is intended to help with long-term planning, course offerings are subject to adequate student enrollment, availability of qualified instructors, and budgetary restrictions. Listed course fees are approximate at the time of printing.

I have read the Course Description Guide and discussed the above plan with my student. I understand that these are the courses for which my student has registered.

PARENT OR GUARDIANS QUESTIONS \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

PARENT or GUARDIAN SIGNATURE \_\_\_\_\_ Date \_\_\_\_\_

COUNSELOR SIGNATURE \_\_\_\_\_ Date \_\_\_\_\_