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2021-2022

**Disclaimer: Graduation requirements including the offering and content of specific courses, the sequence of courses, the number of credit hours required to graduate, and testing/assessment requirements are subject to change as a result of action taken by the U.S. Department of Education, the Ohio Department of Education, the Ohio General Assembly, the Ohio Board of Education, and the Loudonville-Perryville EVSD Board of Education.**

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Dear Students and Parents,

The purpose of the *LHS Scheduling Book* is to assist you in selecting courses for the upcoming academic year and developing a comprehensive academic plan to follow throughout high school.

Within these pages you will find graduation requirements, course descriptions and scheduling procedures. Review these documents carefully, consider your career goals, consult with your teachers, ask questions, and select the courses that will help you attain your goals.

Careful thought and good planning will allow you to maximize your opportunities at LHS!

Respectfully,

Chrissie Butts  
Principal

### **Scheduling: Planning for a Successful Future**

LHS is dedicated to preparing students for college and careers. However, the student is responsible for selecting courses that will place him/her in the best position to reach the student's goals.

*The role of the parent is to assist the student in building a firm foundation for the future by helping to plan a four-year high school schedule based upon a goal to pursue after graduation. A thoughtful **Student Success Plan** helps to position students for success later in life. Parents are encouraged to work with their child to set a goal to pursue after high school, and to establish a four-year academic plan, including a selection of challenging and appropriate courses, to allow the student to reach his/her goal. LHS Study Lab teachers will serve as advisers to help students choose courses for next school year. This important task can be accomplished with collaboration from students, parents, teachers, and guidance.*

Additional academic planning information is available on the *Guidance* page of the LHS website. Ohio Department of Education recommendations by career field can be accessed at <http://education.ohio.gov/Topics/Career-Tech/Career-Connections/Career-Pathways>

Please take time to read all of the Graduation Requirements.

Priority in scheduling is given to those classes which best improve a student's chances of successfully earning a high school diploma.

We expect all LHS students to succeed. Please contact the guidance office if you have any questions about scheduling, or individual teachers if you have questions about specific classes.

## **Scheduling Procedures**

1. Publish Scheduling Book for 2021-2022 online and print.

2. Electronically enter course requests for next year's high school classes.

Final decisions on course availability depend upon enrollment numbers gathered from students' individual requests. For the administration to plan adequately for next year, students must carefully plan, and choose the appropriate courses in their schedule requests. Please see the Ohio Department of Education's course recommendations based on career interests.

<http://education.ohio.gov/Topics/Career-Tech/Career-Connections/Career-Pathways>

3. Create Master Schedule.
4. Students review individual schedules. Schedules finalized by mid-March.

## **Scheduling Requirements**

1. All students must schedule classes for seven periods.
2. Students will be assigned to a study lab during the day (approximately 30 minutes).
4. No schedule changes will be permitted after they are finalized this school year.

## **Basic Graduation Requirements**

English	4 credits
Mathematics	4 credits *
Science	3 credits **
Social Studies	3 credits
Health	½ credit
Physical Education	½ credit
Electives	7 credits
Total	22 credits

\*Must include Algebra II

\*\* At least one physical, and one biological science

**Students must also successfully complete the required tests – determined by the year in which they graduate.**

# Testing Requirements for Graduation

1. **Class of 2021 and beyond** – must take six end-of-course exams in English 10, Algebra 1, Geometry, Biology, US History, and US Government. Each exam has a total of five (5) possible points. To meet requirements students must meet one of the following:
  - A. Accumulate a total of 18 points on the end-of-course exams
  - B. Earn a remediation-free score on a nationally recognized college admission test (ACT or SAT).
  - C. Earn a State Board of Education approved, industry-recognized credential, or a state-issued license to practice in a career field demonstrating career readiness.

\*Freshmen in 2019-2020 (current sophomores) did not take the ELA 1 (Eng 9) EOC exam. The Ohio Dept. of Education dropped this exam for students.

The 18 points include

- \*Total of at least four points in English 9 and English 10
- \*Total of at least four points in Algebra I and Geometry
- \*Total of at least six points in Biology, US History and Government (Class of 2021 & 2022).

**See ODE's latest explanation for 2021-2022 graduates-**

<http://education.ohio.gov/getattachment/Topics/Ohio-s-Graduation-Requirements/Earning-an-Ohio-High-School-Diploma-for-the-Cl-2/GradReq2021.pdf.aspx?lang=en-US>

**See ODE's latest explanation for 2023 graduates and beyond –**

<https://education.ohio.gov/getattachment/Topics/Ohio-s-Graduation-Requirements/Sections/Classes-of-2023-and-Beyond-Graduation-Requirements/GradReq2023.pdf.aspx?lang=en-US>

## College Readiness Sequence of Courses - Examples

### 9<sup>th</sup> Grade

Subject	Credit
English 9	1
Algebra 1	1
Phys. Science	1
World History	1
Phys. Ed.	.25
Health	.5
Electives	2
<b>Total</b>	<b>6.75</b>

### 10<sup>th</sup> Grade

Subject	Credit
English 10	1
Geometry	1
Biology	1
US History	1
Fine Art	1
Electives	2
<b>Total</b>	<b>7</b>

### 11<sup>th</sup> Grade

Subject	Credit
English 11	1
Algebra II	1
Chemistry, or Anat./Phys.	1
Government	1
Electives, CCP, or PLTW	4
<b>Total</b>	<b>8</b>

### 12<sup>th</sup> Grade

Subject	Credit
English 12	1
Pre-Calculus	1
Physics, Chemistry, Bio. 2, or PLTW	1
Finance, or Economics	.5
Electives, or CCP	2.5
<b>Total</b>	<b>6</b>

College Board advice <https://bigfuture.collegeboard.org/get-in/your-high-school-record/high-school-classes-colleges-look-for>

## Career Readiness Sequence of Courses

### 9<sup>th</sup> Grade

Subject	Credit
English 9	1
Algebra 1	1
Phys. Science	1
World History	1
Phys. Ed.	.25
Health	.5
Electives	2
<b>Total</b>	<b>6.75</b>

### 10<sup>th</sup> Grade

Subject	Credit
English 10	1
Geometry	1
Biology	1
American History	1
Fine Art	1
Phys. Ed.	.25
Electives	2
<b>Total</b>	<b>7.25</b>

**Ashland County West Holmes Career Center** has programs for 11<sup>th</sup> and 12<sup>th</sup> graders in 18 career fields.

<https://www.acwhcc.org>

The above recommendations must be met for Regular Admittance. Probationary Admittance is a possibility for those students who do not meet these recommendations.

The Career Center also has Career Based Intervention (CBI) available for 10<sup>th</sup> graders who may not be on track for graduation.

Applications for the Ashland County Career Center can be found below. This is the most efficient way to make sure it is received in a timely manner.

<https://www.acwhcc.org/apply>

Questions about the Career Center can be directed to Mrs. Jamie Garverick, school counselor, at (419) 289-3313, or [garverickj@acwhcc.org](mailto:garverickj@acwhcc.org)

## **NCAA Website**

Students planning to participate in college athletics must complete specific high school classes to meet NCAA Division I and Division II eligibility requirements.

<http://www.lpschools.k12.oh.us/sites/lpschools.k12.oh.us/files/files/Freshman%20eligibility%20Standards.pdf>

# Tri-County International Academy

Loudonville High School, working together with the Tri-County Educational Service Center and other area schools, has made available to 11<sup>th</sup> and 12<sup>th</sup> graders a high-powered program.

The Tri-County International Academy offers the International Baccalaureate Diploma Programme. Students who participate in this program will receive a college preparatory education that is globally recognized for its excellence. In addition to receiving college preparation, students often receive advantageous admissions consideration, extra scholarship consideration and actual college credits. Students will attend the academy housed at Wooster High School while participating in sports and music programs as well as the opportunity to take electives at their local or “home” school. Students will graduate with a diploma from their local school as well as an opportunity to earn the International Baccalaureate Diploma. The IB Diploma Programme is for highly motivated students. It is a program that has an emphasis on international understanding as well as academic excellence.

A student who wants a highly challenging, creative and different kind of education will benefit from the IB Diploma Programme which college admissions officers recognize as providing top tier students.

As noted, the IB Diploma Programme is a total program taught at an advanced level. Academically, it is similar to the level of instruction and difficulty of Advanced Placement (AP). Being a total program, students will have advanced two-year courses in: English, Second Language (Spanish, German or beginning German), Social Studies (History of the Americas which includes the government requirement), Math (requires mastery through Algebra II and goes on to topics of functions, trigonometry, matrices, vectors, statistics, probability and calculus), Visual Art (or science elective), Theory of Knowledge-philosophy of learning course, completion of “Creativity, Action, and Service” hours emphasizing citizenship, complete a comprehensive research paper.

Applications are currently being accepted from students in grade 10 to begin in the fall as juniors. The beginning of grade 11 is the only entry point for the IB program. Information and application packets can be obtained from your guidance counselors or contact:

Victoria Birk, Director  
330-345-4000 Ext. 3224  
515 Oldman Road  
Wooster, OH 44691  
[tesc\\_vbirk@tccsa.net](mailto:tesc_vbirk@tccsa.net)

For more information see the website: <http://www.youresc.k12.oh.us/ib>



# Early Graduation Policy

The Loudonville-Perrysville Board of Education has adopted a policy regarding early graduation. For more information, please contact the principal or the guidance counselor. Parents and students can look on the L-P website, <http://www.lpschools.k12.oh.us/>, at the Loudonville-Perrysville Exempted Village Board Bylaws and Policies, section 5408 - Academic Acceleration, Early Entrance to Kindergarten, and Early High School Graduation.

Parents and students who are considering this option need to meet with the guidance counselor and principal to understand the repercussions and possible advantages.

## Academic Awards

Loudonville High School participates in four programs that recognize outstanding student academic achievement. Announcement of senior winners of these awards takes place at the school awards assembly each spring. In order to attain these distinctions students must strive for academic excellence throughout their high school careers. The programs and criteria for each are as follows:

1. "President's Award for Educational Achievement"
  - a. 3.5 grade point average
  - b. 25 or better ACT score OR two recommendations from a teacher or staff highlighting student's academic achievement and community service or co-curricular activities, or creativity and achievement in the arts.
  - c. Sixteen credits in English, Mathematics, Science, Social Studies, Foreign Language.
2. Honor Cords
  - a. The student must achieve a 3.5 cumulative grade point average over four years.
3. Ohio High School Academic Diploma with Honors (Honors Diploma)  
(See criteria listed on pg. 10)

Students are encouraged to seek these awards. Any questions that students or parents may have will gladly be answered through the guidance office in person or by calling 994-4101.

# High School Honors Diploma

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

<u>Criterion</u>	<u>Academic Honors Diploma</u>	<u>Career Tech Honors Diploma</u>
Math	4 units – Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course	4 units – Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course
Science	4 units – including Chemistry – and another -- Physics, or Principles of Engineering, or Anatomy and Physiology	4 units – including two units of advanced science
Social Studies	4 units	4 units
World Languages	3 units of one language, or two units of one language combined with two units of another (4 total)	2 units of one world language
Fine Arts	1 unit	NA
GPA	3.5 on a 4.0 scale	3.5 on a 4.0 scale
ACT/SAT/Work Keys	27 ACT, or 1280 SAT	27 ACT, or 1280 SAT, or Work Keys (6 Reading for Information and 6 Applied Mathematics)
Field Experience	NA	Complete Field Experience and document the experience in a portfolio specific to the student’s area of focus
Portfolio	NA	Develop a comprehensive portfolio of work based on the student’s field experience or a topic related to the student’s area of focus that is reviewed by external experts
Additional	NA	Earn industry-recognized credential

# THE AGRICULTURAL EDUCATION DEPARTMENT

**Agriculture, Food and Natural Resources (Ag. 1)** All yr. 1 ¼ credits  
(**Ag. 1** = 1/2 physical science; 3/4 elective)

This first course in the career field is an introduction to Agricultural and Environmental Systems. Students will be introduced to the scope of the Agricultural and Environmental Systems career field. They will examine principles of food science, natural resource management, animal science & management, plant & horticultural science, power technology and bioscience. Students will examine the FFA organization and Supervised Agricultural Experience programs. Throughout the course, students will develop communication, leadership and business skills essential to the agriculture industry. Students will be enrolled in the course and FFA for the year and be expected to have an SAEP (individual program), since class work and FFA are intra-curricular. This course is open to any student in Grades 9-12

**Animal and Plant Science (Ag. 2)** All yr. 1 ¼ credits  
(**Ag. 2** = 1/2 biological science; 3/4 elective)

*Pre-requisite* Ag. 1 Students will apply knowledge of animal and plant science to the agriculture industry. They will be introduced to the value of production animals relative to the agricultural marketplace. Students will engage in animal classification and selection, body systems, along with animal welfare and behavior in relation to the production of animals. Students will learn principles of plant anatomy and physiology, and the role of nutrition, deficiencies and growing environment on plant production. Throughout the course, business principles and professional skills will be examined. Students will be enrolled in the course and FFA for the year and be expected to have an SAEP (individual program), since class work and FFA are intra-curricular. **Completion of this course and Ag. 1 will fulfill the Financial Literacy credit.**

**Agricultural and Environmental Systems Capstone** All yr. 1 ¼ credits

Seniors -- Students apply Agricultural and Environmental Systems program knowledge and skills in a more comprehensive and authentic way. Capstones are project/problem-based learning opportunities that occur both in and away from school. Under supervision of the school and through partnerships, students combine classroom learning with work experience to benefit themselves and others. These can take the form of mentorship employment, cooperative education, apprenticeships and internships. Course for Seniors or Career Center students that can't schedule another Ag course. Students can only do this course one time per the state's rules.

**Greenhouse & Horticulture Management** One semester ½ credit

Horticulture is a hands-on course that includes instruction in greenhouse work, landscape planning and maintenance, orchard maintenance, water garden operation and much more. Much of the course is spent off campus. If you like learning outside the classroom, this course is for you.

**Business Management for Agricultural and Environmental systems (Ag 3, 4, or 5)**

**Choice 1**

Grades 10-12

All yr. 1 ¼ credit

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

**Animal Health (Ag 3, 4, or 5)**

**Choice 2**

Grades 10-12

All yr. 1 ¼ credit

Students will examine causes, symptoms, and treatment of common diseases with emphasis on developing preventative health management plans. Topics will include the study of pathogens, and classifying types of disease and disorders. Students will perform animal health assessments and compare to standard characteristics. Throughout the course, students will utilize principles of technology to manage information systems, and research issues affecting the industry. Students will be in FFA. Preferably for students that have had two years of Ag.)

# DEPARTMENT OF VISUAL ART

## **Art I**

½ credit

Introduction to visual arts. In this course students will gain proficiency in the elements of art to include line, shape, form, space, color and texture. Students will work with pencil, paint, and other mediums to create two dimensional works of art concentrating on each of the elements of art. Students will review art history periods ranging from Pre-Historic to the Middle Ages.

## **Art II (Prerequisite - Art I)**

½ credit

Continuation of the introduction to visual arts. In this course students will gain proficiency in the principles of design to include rhythm, movement, balance, proportion, variety, emphasis and unity. Students will use mediums similar to that used in Art I with the addition of cardboard and plaster to create two and three dimensional works of art concentrating on each of the principals of design. Students will review art history periods ranging from the renaissance to 19th century.

## **Art III (Prerequisite Art I and Art II)**

1 credit

Students will apply the elements of art and the principles of design (Art I & II) to solve two and three dimensional problems. Students will explore more advanced mediums and processes to include print making, oil painting, and relief and additive sculpture. It is strongly suggested that students have achieved “B” or better in both Art I & II to be considered for the course.

## **Art IV (Prerequisite - Art I, II and III)**

1 credit

This course is designed for seniors to apply the knowledge they have learned from Arts I through III to create a body of work that expresses an opinion about a specific subject (discussed with the instructor). Students will write artist statements that further expand on their art. Students will present their work in a senior show.

## **Photography and Digital Media [Yearbook]**

½ credit

(Art I & II are highly recommended; instructor approval required)

Students will apply knowledge of the elements of art and principles of design to the world of digital media and photography. Students will work with a designated publishing company design and market a published yearbook for Loudonville High School.

## **Western Perspective to Art History**

½ credit

This is an Art History course that solely focuses on the western perspective to Art History. Students will gain a more in depth study on periods of Art ranging from Pre-Historic to the 19<sup>th</sup> Century. This course will further students’ understanding on how and why artworks throughout history were made from social, cultural, political, and religious impacts.

## **Digital Drawing and Painting (Prerequisite – Art 1 and Art 11)**

½ credit

In this course students will go through creative processes to create fine art through digital media. Students will apply the same skills and knowledge from Art I & Art II to create their artworks. It is strongly suggested that students have achieved a “B” or better in both Art I & Art II to be considered for the course.

# THE ENGLISH DEPARTMENT

## English

4 credits required - English 9, 10, 11, 12

Or comparable College Credit Plus classes with committee approval

### **English 9**

1 credit

Course shall include basic research and speaking skills. Students will write descriptive, narrative, expository, and persuasive pieces of varying lengths. Additionally, students will read a variety of poetry, short stories, plays, and novels. Focus will be to create a strong foundation for reading and writing across the curriculum.

### **English 10**

1 credit

English 10 is a course in which students will continue their reading and writing skills from 9th grade. Students will read and analyze both fiction and non-fiction, including short stories, plays, poetry, novels, current event articles, speeches, and non-fiction literature. Writing structure and style will be improved by writing literary analyses and research papers, in addition with substantial grammar review and vocabulary improvement.

### **English 11**

1 credit

Students will review grammar, writing and research skills to prepare various theme papers, literary response, and a formal research paper. Students will develop speaking and writing skills through in-depth analysis of literary examples and application of speaking and writing techniques.

### **English 12**

1 credit

English 12 is a course in which students will continue to work on their communication, research, vocabulary, writing, and literary analysis skills through a variety of projects and works, both fiction and non-fiction.

## ELECTIVES

### **Film and Story Development**

½ credit

This course is designed to help you develop the skills to “read” a movie. Students will learn film genres and conventions, explore the ways that directors express their interpretation of a story or script, and consider the “literary” elements of film (foreshadowing, character development, symbolism, dialogue). Students will also spend time looking at the how music and cinematic techniques affect our experience of a film and reflect the interpretive choices directors make as they bring their vision to the screen. To develop these skills, students will complete several short (1-2 page) writing assignments, including at least one movie review; you will also participate in small group work and class discussion.

### **Literature and Drama** (9-10 & 11-12)

½ credit

Literature and Drama is a study of drama as a performance literature with an emphasis on the use of voice, diction, and body language as interpretation tools. Students will explore related facets of drama such as the structure of drama, the related fields of stagecraft, and the history of dramatic performance.

**Creative Writing** (9-10 & 11-12)

½ credit

Students will practice, enhance, and polish their creative writing abilities through analysis and modeling of literary and style devices of different authors, poets, or genres. Students may also submit select portfolio pieces for literacy contest and/or publication. Course is writing intensive and is primarily assessed through the creation of a writing portfolio.

**Journalism** (pre-requisite English 9)

½ credit

This course is a pre-requisite for students to work for the school's online newspaper, The Redbird, and is open to 10th, 11th and 12th graders. Students will be introduced to the basics of news reporting through journalistic writing. During class time, students will learn basic computer skills, as well as various writing and photography techniques. Emphasis is placed on writing and editing skills through newspaper style.

**Fact & Fiction 1 & 2**

½ credit English &amp; ½ credit Social Studies

- 1: grades 9-12 Students who have not taken the course will take 1
- 2: grades 10-12 Students who have taken this course previously

Students of this course will read and study classic literature (novels) and the historical context surrounding the author and his or her writing. Class texts will include works suggested by the College Board, as well as various other supplemental literature, including non-fiction. This is a college-prep course that will focus on analytical reading, critical thinking and intense discussion.

**Speech**

½ credit

Students will learn and practice basic speech skills. Students will develop poise and confidence by giving a variety of speeches.

**Holocaust – A Case Study of Genocide**

½ credit

Students will learn about the causes of the Holocaust during the reign of the Third Reich, as well as the effect it has had on the world since. Several aspects of the course will be studied through a variety of genres of literature and the media. Research and writing skills are emphasized.

**Allusions in Literature:**

½ credit

This course will focus on learning commonly alluded to literature, such as, the study of Ancient mythologies, including Greek, Biblical stories, fairytales, folklore, and many more.

**Studies in Literature Genres: Murder and True Crime**

½ credit

In this course students will focus on the genre of murder and true crime. Students will read novels, short stories, poetry, non-fiction, etc.- all surrounding this genre. Other elements may include listening to podcasts, creating their own murder mystery, participating in mock trials, and researching serial killers.

**Studies in Literature Genres: Sports**

½ credit

In this course students will focus on the genre of sports. Students will read novels, short stories, poetry, non-fiction, etc.- all surrounding this genre. Other elements may include listening to podcasts, covering sporting events, and researching sports athletes.

**Real World Communications**

½ credit

In this course students will explore many different forms of media in order to improve their communication and leadership skills to succeed in the real world. These forms of communication range anywhere from blogs and social media to speeches. They will also work on improving email etiquette and interviewing skills.

**\*\* See also College Credit Plus (CCP) opportunities.**



# WORLD LANGUAGE DEPARTMENT

Note: To move on to the next sequential level of a foreign language students MUST earn 70% or above.

## FRENCH

### French I

1 credit

Students are introduced to the French language and to the culture and customs of France and other French speaking countries throughout the world. Students learn basic vocabulary, grammar and pronunciation, as well as everyday conversational skills.

### French II

1 credit

Prerequisite: French I - 70% or better

Students build their knowledge of French I and increase their study of vocabulary and pronunciation skills. This is an intense study of grammar - both written and oral - which moves at a quick pace. More emphasis is placed on short readings, writing paragraphs, translation and speaking French in class. Geography of France's regions is also studied.

### French III

1 credit

Prerequisite: French II - 70% or better

French III reinforces the study of grammar and sentence structure in order to improve writing and speaking French. There is emphasis on reading through the study of short stories and comprehension of spoken French, as well as pronunciation. French cinema and Impressionism are studied as well. Class is conducted in French with student's participation.

### French IV

½ credit

Prerequisite: French III - 70% or better

French IV is a continuation of French III with emphasis on perfecting reading, speaking, and writing in French. Literature and poetry are covered. Class is conducted in French to improve communication. General French historical facts and a continuation of the study of France's regions are covered.

## SPANISH

### Spanish I

1 credit

Students are introduced to basic vocabulary and grammar. Pronunciation and speaking skills are developed through oral practice, dialog, and conversation. Writing skills are enhanced by writing paragraphs; translations and short readings also develop these skills. Videos are shown to help listening comprehension and to view various parts of the Spanish-speaking world; the focus is on Mexico and Spain.

**Spanish II**

1 credit

Prerequisite: Spanish I - 70% or better

Students acquire a more comprehensive view of Hispanic life. They will increase oral-proficiency and continue to develop comprehension skills in listening and reading. They will learn more vocabulary and grammar and improve their abilities in writing. The cultural focus is on all Spanish-speaking countries, their customs, traditions and history.

**Spanish III**

1 credit

Prerequisite: Spanish II- 70% or better

A continuation of Spanish II, the course will focus on more vocabulary, grammar, and verb tenses. More emphasis will be placed on pronunciation, speaking, and conversation. Students will complete a unit on Latin American folk-tales.

This unit will involve reading comprehension through translation and written exercises. The cultural aspect of the course will include study of all Spanish-speaking countries their customs, traditions and history.

## THE INDUSTRIAL TECHNOLOGIES DEPARTMENT

**Woods I**

½ credit

Woods I is an introductory course covering three areas of instruction: A. Sketching B.

Woodworking: use of fundamental machine and hand tool techniques in the construction of assigned projects; including safety and operational instruction on the planer, jointer, table saw, drill press, band saw, mitre saw, radial arm saw, and general shop

**Woods II**

½ credit

Prerequisite: Woods I

A continuation of the woodworking portion of Woods I in which standard or student designed projects (with instructor's approval) are constructed. Students will receive additional safety and operational instruction on specialty cutting techniques and advanced joinery on the table saw, mortise, and shaper.

**Woods III & IV**

1 credit

Prerequisite: Woodworking II

A continuation of Woods II in which student-designed projects (with instructor approval) are constructed. Students will receive additional safety and advanced on the wood lathe, specialty cutting and gluing techniques, various finishing procedures, and advanced joinery on the table saw, mortiser, router and shaper.

# THE MATHEMATICS DEPARTMENT

Required Sequence: College/Career Readiness

Algebra I

Geometry

Algebra II

Pre-Calculus

Transition to College Math OR Functions, Statistics and Trigonometry

Calculus

\*\* Also – see College Credit Plus (CCP) Opportunities

Students are required to complete 4 units of mathematics including Algebra II.

## **Algebra I**

1 credit

Algebra is a comprehensive study of Algebra, Geometry, Statistics, Probability, Logical Reasoning, and Discrete Math with an emphasis on Algebra.

## **Geometry**

1 credit

Geometry is a comprehensive study of Algebra, Geometry, Statistics, Probability, Logical Reasoning, Trigonometry, 3-Dimensional Shapes and Discrete.

## **Algebra II**

1 credit

Based on the students work with linear, quadratic, and exponential functions in Algebra I, students extend their repertoire of functions to include polynomial, rational, and logarithmic functions. Building on their previous work with functions and on their work with trigonometric ratios and circles in Geometry, students extend trigonometric functions to all (or most) real numbers. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. A study of statistics will allow the students to connect how previously learned data displays / summary statistics relate to creating theoretical and experimental probability models following the modeling cycle.

## **Functions, Statistics, and Trigonometry**

1 credit

Pre-requisite – Algebra II (C or below, or teacher recommendation)

This course is for students planning to attend post-secondary education and need more preparation for college math placement exams. The course integrates functions, statistics, and trigonometry and applies the algebra and geometry students have studied in previous years.

### **Transitions to College Math**

1 credit

Prerequisite - Algebra II

This class is designed to be a fourth course, which continues to build on the development of concepts introduced in the integrated series. This course will emphasize skills necessary for problem-solving and continued growth in mathematics. Students will develop conceptual understanding and application of functions and modeling. Topics covered include, but are not limited to function, circles, similarity and congruency, proofs, exponential and logarithmic functions, systems of equations, trigonometric functions, and sequences. This course is designed to prepare students for post-secondary experiences, both academic and workforce related.

### **Pre-Calculus**

1 credit

Recommended for the student who has earned at least a B average from both Geometry and Alg. II. Pre-Calculus is a vigorous course designed to get a student ready for college Calculus. Two main topics of study are explored in the course: functions and trigonometry. Function topics include: linear equations, quadratics, cubics, radicals, rational functions, logarithms, natural exponent, complex numbers, polar and parametric equations, matrices, conics, sequences and series. An in-depth study of trigonometry will include both right and oblique triangles along with their applications related to the real world.

### **Calculus**

1 credit

Prerequisite: Pre-Calculus

Recommended for the student who has earned at least a B average in Pre-Calculus. Calculus is the culmination of a student's high school mathematics career. It is intended for those students who began Geometry as freshmen, followed by Algebra II and Advanced Math. It covers the areas of differentiation and integration of functions and related applications. The areas of trigonometry and analytic geometry are also covered within the course.

### **Math Electives –**

#### **History of Mathematics**

1 semester (1/2 credit) Elective

This course is an introduction to the history of mathematics from ancient civilizations to present day. Students will study major mathematical discoveries in their cultural, historical, and scientific contexts. This course explores how the study of mathematics evolved through time, and the ways of thinking of mathematicians of different eras - their breakthroughs and failures.

#### **Finance and Entrepreneurship**

½ credit

Fulfills *Financial Literacy* for graduation requirement

Students will investigate contemporary issues mathematically and to apply the mathematics learned previously to civic and personal lives. Students will gain an understanding of personal and business finances, as well as formulate investments. From family budgets to business models, students are expected to have a thorough understanding of finances.

**\*\* See also College Credit Plus (CCP) opportunities.**

# THE MUSIC DEPARTMENT

## **Band**

All year

1 credit

Band is open to any student in the 9th through 12th grades who was previously involved in instrumental music. Those new to band are welcomed by approval with the director. The band is an advanced wind and percussion ensemble designed to develop skills, aesthetic awareness, and musical values. The band is actively involved in rehearsal and performances for school activities, community events, concerts, contests, and other events. Students sign up for the full year of band with the first two and one-half months learning marching band techniques, literature, and performance. The remainder of the year concentrates on concert band. Opportunity is provided throughout the year for participation in solo and small ensemble experience and pep band. Students interested in twirling flags, or as a majorette may participate in clinics held during the end of the year. They will then have the opportunity to audition for limited positions. Students selected then sign up for band and unless playing an instrument in concert band will receive one-half credit. Those students participating in concert band only will receive one-half credit.

## **Redbird Rhapsody Choir**

All year

1 credit

Admittance to this choir will require a mandatory audition of music selected by the director.

This performing ensemble will consist of a number of no more than 20 members.

Performances will include, but are not limited to, the following: community functions and services, school sponsored events and concerts, OMEA state contests and various other competition venues. The music sung in this choir will be pop, jazz, Broadway, and A Capella pieces.

## **Choir**

All year

1 credit

This choir will perform four-part or three-part music appropriate for the developing voice. They will have as many opportunities for performance within the school and community as possible. Members will also have opportunities to participate in solo and small ensemble experience. Open to all who have the desire to sing.

## **Music Appreciation I**

One semester

½ credit

Music Appreciation is designed to cultivate a broader listening and appreciative attitude toward music. The course is not theory intensive and is designed to be completed by any student lacking a musical background. Music Appreciation acquaints students with various historical periods of music from its known origins to the present, focusing on the beginnings, evolutions, and current status of American popular music.

## **Music Appreciation II**

One semester

½ credit

A continuation of the above.

# THE PHYSICAL EDUCATION DEPARTMENT

Eighth graders taking Physical Education will receive  $\frac{1}{4}$  credit toward high school graduation. There is also a Physical Education Waiver (a waiver is not earned credit), please contact the guidance office for more information and an application.

## **Physical Education**

$\frac{1}{4}$  credit

The student will engage in activities that are designed to meet his/her physical and recreational needs. The emphasis will be on lifetime sports, team sports and other physical activities. Numeric grades will be given and will be included in the student's GPA. It is the responsibility of each student to provide and wear an approved uniform in accordance with the school district's health and physical education course of study.

## **Health**

$\frac{1}{2}$  credit

A required course, topics covered are: physiology and anatomy, study of tobacco, alcohol and drug education, first aid, safety education, disease education, mental health and health careers.

## **Strength & Conditioning (Advanced P.E.)**

$\frac{1}{2}$  credit

- Emphasis on strength training/cardiovascular training (3 days wt./2 cardio.)
- It is recommended that students be involved in athletics sometime during the year

## **Female Fitness**

$\frac{1}{2}$  credit

Prerequisite: All students must have two PE classes completed before taking this course. A fitness class that will focus on the female body by performing different workouts that includes, but not limited to: Pilates, Yoga, Zumba, Cross-fit, and Body 360. Different workouts will focus on the parts of the female body that are more prone to weight gain. The purpose of this course is to help students of all fitness levels develop a solid foundation of training principles and guidelines for flexibility, fitness and wellness components and misconception, nutrition, weight control, stress management and contemporary health issues. Specifically, this course will explore yoga postures, principles of movement and balance, breathing techniques, meditation techniques, stress reduction and relaxation.

## **Activities Across the Lifespan**

$\frac{1}{2}$  credit

Prerequisite: All students must have two PE classes completed before taking this course. This course will focus on lifelong activities students will be able to perform as they get older. The course will include an archery unit that is designed for the beginning or novice archer and uses indoor target bows and equipment. The purpose of the course is to introduce students to the basic techniques of indoor target archery emphasizing the care and use of equipment, range safety, stance and shooting techniques, scoring and competition, concentration, core strengthening, physical fitness and self-improvement. The course will also offer activities such as - sand volleyball, badminton, tennis, golf, 9 square volleyball, DBL ball, Frisbee golf, fitness walking, hiking and mountain biking.

## **Team Sports**

$\frac{1}{2}$  credit

Prerequisite: All students must have completed two courses of Physical Education before taking this course. This course will focus on, but not limited, to sports and athletic skills needed to actively participate in field hockey, lacrosse, basketball, sabakiball, angle ball, rookie rugby, flag football, soccer and team sports listed above can be found by researching information on YouTube.

## **Net and Racket Sports**

$\frac{1}{2}$  credit

Prerequisite: All students must have completed two courses of Physical Education before taking this course. This course will focus on, but not limited to, sports and athletic skills needed to actively participate in badminton, tennis, pickle ball, nitro ball, eclipse ball, volleyball, tchoukball, spike ball, and double ball. Students will engage in activities of interest by students enrolled in the class. All activities and team sports listed above can be found by researching information on YouTube.

# PATHWAY TO ENGINEERING - STEM

Project Lead The Way (PLTW) classes are designed to introduce students to many aspects of engineering. \* Students completing these courses may be eligible for college credit.

Applications for these classes are available in the guidance office.

For more information see - <http://pltwohio.org>

## **Introduction to Engineering Design (IED)** 1 credit

In this course, students use 3D solid modeling design software to help them design solutions to solve proposed problems. Students will learn how to document their work and communicate solutions to peers and members of the professional community. This course is designed for 9th or 10th grade students. The major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation.

## **Principles of Engineering (POE)** 1 credit

Prerequisite: Intro to Engineering Design \* *Satisfies one full credit of physical science*

This survey course of engineering exposes students to some of the major concepts they'll encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers and to develop skills and understanding of course concepts. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students also learn how to document their work and communicate their solutions to peers and members of the professional community. This course is designed for 10th or 11th grade students.

## **Digital Electronics (DE)** 1 credit

Prerequisite: Intro to Engineering Design & Principles of Engineering

\* *Satisfies one full credit of physical science*

This course is the study of electronic circuits that are used to process and control digital signals. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras and high-definition televisions. The major focus of the DE course is to expose students to the process of combinational and sequential logic design, teamwork, communication methods, engineering standards and technical documentation. This course is designed for 10th or 11th grade students.

## **Engineering Design and Development (EDD)** 1 credit

This is an engineering research course in which students work in teams to research, design and construct a solution to an open-ended engineering problem. Students apply principles developed in the four preceding courses and are guided by a community mentor. They must present progress reports, submit a final written report and defend their solutions to a panel of outside reviewers at the end of the school year.

## **Robotics Lab –** 1 credit

Prerequisite: IED and POE

The focus of this course is using Vex programming and robotics skills learned in previous engineering courses to design, build, and compete with robots on a competition level. Students will use Autodesk Inventor to design and model various components of the robot, along with completing a portfolio of the build process throughout the school year.

# THE SCIENCE DEPARTMENT

Students considering the Career Center must pass one biological science and one physical science credit.

Recommended Sequence: Physical Science, Biology I, Biology II or Chemistry or Physics or Anatomy.

## **Physical Science**

1 credit

Students will explore the composition of physical systems and the concepts and principles that describe and predict interactions and events in the natural world. This includes demonstrating an understanding of the structure and properties of matter, the properties of materials and objects, chemical reactions and the conservation of matter. In addition, it includes understanding the nature, transfer and conservation of energy, as well as motion and the forces affecting motion, the nature of waves and interactions of matter and energy. Students also demonstrate an understanding of the historical perspectives, scientific approaches and emerging scientific issues associated with the physical sciences.

## **Biology I**

1 credit

The sophomore level course will take students through a rigorous exploration of cellular biology, genetics, evolution, & the diversity of living things. Through these units, students will learn complex cellular functions, how traits are inherited and passed on to future generations, how organisms have evolved from earlier forms over the past several million years. We will finish the year by learning about ecosystems & the relatedness between different species, as well as performing a dissection.

(Freshmen looking to take this course must receive approval from both the Jr. High science staff as well as the guidance office).

## **Biology II**

1 credit

Prerequisite: Biology I, with a B- average (or better) OR teacher approval.

This course is designed for students with a strong interest in biological sciences and the world around them. The course will focus on the flora and fauna of Eastern North America, with a special focus on the wildlife found here in Loudonville. This course will include the identification of many species one would likely find in Ohio, as well as several dissections/handling live specimens throughout the year. This course will contain a comprehensive final at the end of the school year.

## **Human Anatomy**

1 credit

Prerequisite: Biology I (B- average (or better) OR teacher approval. Preferably follows Bio. II)

This course focuses on human anatomy through an in-depth look at the major systems of the body. Several dissections, including a detailed fetal pig dissection, are requirements of this course. The class will also travel to a college campus to see a human cadaver as a way of seeing many of the human structures we have discussed throughout the year. This course will contain a comprehensive final at the end of the school year.



**Chemistry** (physical science)

1 credit

Students need a thorough understanding of the principles of Algebra I, in order to do well in the computation areas of chemistry. It is recommended that students have Algebra II before taking this course. Chemistry is the study of the composition and structure of materials and the changes they undergo. Students will learn about; the metric system, solving problems involving measurements, the structure of atoms, the arrangement of electrons within atoms, using the periodic table, chemical bonding and chemical formulas, chemical equations and chemical reactions, calculating amounts of materials in chemical reactions, the laws governing the behavior of gases, the properties of solids, liquids, and solutions, characteristics of solutions, properties of acids and bases and their reactions, thermochemistry, reactions kinetics, chemical equilibrium principles, oxidation-reduction reactions.

**Physics**

1 credit

Prerequisite: Chemistry (B- average recommended)

Students will learn the fundamental laws of nature in the areas of energy and matter as they relate to mechanics (velocity, acceleration, force, momentum, etc.) heat, sound optics, electricity and magnetism. Emphasis is placed on problem solving as a method of gaining fundamental concepts. Laboratory work on selected topics is a part of the course. A good background in Algebra II is required. This science course is recommended for students who intend to go to college or have an interest in math and science.

**Astronomy** $\frac{1}{2}$  credit

Pre-requisite: Geometry

Students will explore the fundamental concepts of Astronomy including the Solar System, Milky Way Galaxy, Meteor Impacts, Light, Earth Systems, Global Climate Change, Relativity, the Moon and Meteors, Nebulae, Constellations and Star Life Cycles. Night observations are scheduled as a part of the course and held at Mt. Jeez near the Malabar Farm. Labs and observations will also be done during the day using solar filters in class. Students should have solid math backgrounds and a strong interest in science.

**Geology** $\frac{1}{2}$  credit

It is recommended that students take Biology and/or Chemistry before taking this course. Students will explore the fundamental concepts of Geology including Plate Tectonics. Geologic Time, Earth Systems, Climate, Geology of Mohican and Ohio, Relative and Absolute Dating, Rocks and Minerals, Fossils, Ice Ages, Glaciers, & Watersheds. Field labs will offer students hands-on opportunities to study the local Geology of the Mohican area and understand how Earth's powerful forces shape and change it over geologic time.

# THE SOCIAL STUDIES DEPARTMENT

## **World History\***

1 credit

Students will study World history chronologically from 1750 to present. Through the study of historic periods students will concentrate on cultural perspectives, economic and governmental systems, geography, and research skills.

## **American History \***

1 credit

Students will examine through themes the connections between our nation's history and that of the world. Special emphasis will be placed on World War I, communist revolutions, the Great Depression, World War II, the Cold War, and modern history.

## **United States Government \***

1 credit

Students will study and evaluate the American governmental system. Special emphasis will be placed on the constitution, checks and balances, federalism, voting rights and political responsibilities, civil rights, and state and local government.

## **ELECTIVES**

### **Psychology**

½ credit

Grades 11 & 12 only

Students will develop an understanding of various psychological theories and how they relate to social and human conditions. Topics include famous psychologists, child development, learning and intelligence, psychological problems and diseases.

### **Sociology**

½ credit

Prerequisite: American History & World History

A survey of social theories, culture, social problems, and institutions. Topics include different cultures, crime and punishment, racism, ageism, gender, family, and education issues.

### **Fact & Fiction 1 & 2**

½ credit English & ½ credit Social Studies

*1: grades 9-12 Students who have not taken the course will take 1*

*2: grades 10-12 Students who have taken this course previously*

Students of this course will read and study classic literature (novels) and the historical context surrounding the author and his or her writing. Class texts will include works suggested by the College Board, as well as various other supplemental literature, including non-fiction. This is a college-prep course that will focus on analytical reading, critical thinking and intense discussion.

### **Economics**

½ credit

Grades 11 & 12 only

This course is designed to explore the history of economics, the development of economic theories, and the structure of American and global economies. Economic cycles and the impact of recession and inflation are discussed. Governmental agencies' power to tax, fiscal and monetary policies are all part of the process of an economy. Students will also understand supply and demand principles.

**Geography**

½ credit

Students will firm their correlation to points of interest within North America, and also utilize the importance of current events to understand global geography as it relates to our global society.

**World War II and Societies in the 20<sup>th</sup> Century**

½ credit

This course examines the origins, nature, and impact of the Second World War, beginning with the Great War (WWI) and its aftermath. It traces the onset of World War II through the eyes of diplomats, military personnel, and various combatants. As the largest international war in history, this course will encompass both military theaters (Europe and the Pacific). It will also examine the war's impact on civilian population and the manner in which this devastating event transformed the world's economies, society, and political institution.

**Native American History**

½ credit

This course will explore the histories and cultures of Indigenous groups in North America. While the course will primarily focus on the 19th and 20th centuries, we will also explore Native experiences in early America, and will contextualize later events with those interactions. We will examine Native responses to white settlement, diverse Native reservation experiences, and Native engagement with assimilationist policies like boarding schools and relocation to urban areas. We will also consider the modern era, including outcomes of the self-determination movement for more Native control over tribal governance and economic development. We will engage with literature, film, autobiography, and museum studies to explore these topics.

# College Credit Plus (CCP)

Loudonville High School

**THIS FORM IS REQUIRED FOR CCP AND DUE IN THE GUIDANCE OFFICE  
PRIOR TO SCHEDULING FOR NEXT YEAR (12/18/2020).**

Student Name (Print) \_\_\_\_\_ Current Grade \_\_\_\_\_

1. I understand how to qualify for CCP classes and how to apply to the college.
2. I understand some classes may require additional requirements/pre-requisites.
3. I understand that LHS does not have access to college grades, until they are final.
4. Being semester classes, CCP classes are worth one full credit, unlike high school classes.
5. CCP classes through any college count for high school credit also.
6. Grade point average is affected by heavier weight per CCP class than high school classes.
7. LHS is not able to provide for transportation, if the student takes classes at the college campus.
8. Tutoring assistance is available to students through the college they are enrolled.
9. Students taking classes at a college need to attend an orientation for scheduling through the college.
10. Students must schedule all classes with guidance approval, for graduation purposes.
11. I understand that CCP participation takes adequate maturity and responsibility. Students taking classes at the college are responsible to learning the college's procedures, calendar, etc. Students at the campus may also have classes with much older adults.
12. I understand that taking CCP classes may make it difficult to schedule other high school classes.
- 13. Failing or withdrawing from a class after the deadline (14 calendar days from the start of the semester) will result in the student being responsible for all costs associated with the class.**

I understand all of the positive and negative outcomes possible by participating in the College Credit Plus Program.

This is to certify that we (student and parent/guardian) have viewed the slideshow or video regarding counseling for the College Credit Plus Program, and serves as the "Letter of Intent," requirement.

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

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

# College Credit Plus

At LHS we are proud to offer up to 30 semester hours of college credit that can be transferred to state colleges in Ohio. These are the classes offered through NCSC at Loudonville High School.

These college classes meet the requirement for correlating required classes for high school graduation.

\*Students who wish to participate in CCP **MUST** complete and sign a “**Letter of Intent**,” **Counselor/Parent/Student Form**, and **APPLY to NCSC** by **March 30**, every year. Forms are available in the guidance office.

**The Ohio Board of Regents recommends these College Readiness Indicators –**

Readiness Area	ACT	SAT
English Sub Score	18 (or higher)	Writing 430 (or higher) Critical Reading 450 (or higher)
Reading Sub Score	22 (or higher)	450 (or higher)
Mathematics Sub Score	22 (or higher)	520 (or higher)

Students interested in taking classes through College Credit Plus at LHS can also view important information on North Central State College’s website.

**Please watch this video. It is required for CCP intent.** <https://youtu.be/OK8Xl4MJ8T8>

**\*\*To participate -- Apply to NCSC – Qualify with scores – Letter of Intent – Meet with Counselor**

<https://ncstatecollege.edu/ccp/>

## **ENGLISH CLASSES –**

### **English Composition I**

College – 3 semester hours      HS 1 credit

This is a basic course in expository writing and critical reading. Students read a variety of nonfiction works and write summaries, analysis, essays, and a researched argument in response to their reading. Students learn to read actively and accurately and to organize, develop, and revise coherent papers appropriate for a college-educated audience.

Prerequisite(s): Accuplacer Writeplacer score of 5 and Reading score of 263 or above, OR ACT Reading 22 and English 18.

### **English Composition II**

College - 3 semester hours      HS 1 credit

Pre-requisite – English Composition I (C or higher) This is a course in argument and research writing. Students read issue-based works and write summaries, responses, and an argument and research paper. Students learn to organize research projects, find and evaluate sources, incorporate ideas and quotations from sources, document their sources in MLA and APA style,

analyze and use argumentative strategies and persuasive appeals, and prepare and revise effective, coherent papers.

**Introduction to Fiction**

College - 3 semester hours

HS 1 credit

Pre-requisite – English Composition I (C or higher) Introduction to Literature introduces students to the three major forms of literature: fiction, poetry and drama. Readings are selected to show students varieties of form and themes in these three literary genres. The course places an emphasis on interpretive, analytical, and critical writing in response to literature.

**Creative Writing**

College – 3 semester hours

HS 1 credit

Pre-requisite – English Composition I (C or higher) Creative Writing is an introduction to the craft of writing in one or more genres (for example, fiction, poetry, non-fiction, etc). Students will analyze the elements of literature in published works and use those elements in their own work through a variety of in-class and out-of-class assignments and exercises. Students' work will be presented and discussed in class-wide peer workshop format, and based on the responses of the instructor and their peers; students will provide revisions of some of their work by the end of the course. Prerequisite(s): Take ENGL-1030; Minimum Grade C-

**SOCIAL STUDIES CLASSES –**

**American Culture & History to 1877**

College – 3 semester hours

HS 1 credit

This American Studies course is an introductory survey course covering the development of American politics, law, religion, philosophy, art and literature from 1600 to 1877. The goal of the course is to help students understand the cultural development of the United States especially in relation to its religion, art, philosophy, law, and political system.

**American Culture & History From 1877**

College – 3 semester hours

HS 1 credit

This American Studies course is an introductory survey course covering the development of American politics, law, religion, philosophy, art and literature from 1877 to the present. The goal of the course is to help students understand the cultural maturity of the United States especially in relation to its religion, art, philosophy, law, and political system.

**MATH CLASSES –**

**College Algebra**

College – 4 semester hours

HS 1 credit

A study of: 1) polynomial operations, rational expressions, exponents, radicals; 2) linear and quadratic equations, inequalities, absolute value applications and their graphs; 3) graphs of elementary functions and non-functions including inverse functions, combining functions, and translating and transforming functions; 4) study of polynomial functions including the Fundamental Theorem of Algebra, zeroes of polynomials, rational functions, partial fractions; 5) exponential and logarithmic functions including graphs and applications; 6) Gauss-Jordan

elimination and Cramer's Rule. Prerequisite(s): Accuplacer Advanced Algebra score of 250 or higher, or ACT Math score of 22 or higher required or departmental permission.

**College Probability and Statistics**      College – 3 credit hours      HS 1 credit

This course provides the student with an overview of probability and statistics. Probability terminology, concepts and rules are emphasized in solving probability problems. Descriptive statistics, including measures of central tendency and dispersion, charts, tables and diagrams are used to summarize data. The student is introduced to the binomial, Poisson, hypergeometric, normal and t-distributions. Confidence intervals, hypothesis testing, correlation, and linear regression are used to make conclusions concerning population parameters from sample data. Prerequisite: ACT Math score of 22 or higher OR ACCUPLACER Advanced Algebra score of 250 or higher required.

**College Calculus**      College – 5 semester hours      HS 1 credit

A study of analytic geometry, limits, continuity, the derivative, basic differentiation rules, rates of change, the product and quotient rules, higher-order derivatives, the chain rule, implicit differentiation, related rates, extrema on an interval, Rolle's Theorem and the Mean Value Theorem. Function analysis includes increasing and decreasing functions and the first derivative test, concavity and the second derivative test, limits at infinity and curve sketching. Concluding topics include anti-derivatives, indefinite and definite integrals, the Fundamental Theorem of Calculus, and integration by substitution. Applications include optimization problems, Newton's method, differentials, and areas of planar regions. Prerequisite(s): Successful completion of College Trigonometry with a grade of C- or better OR ACT Math score of 28 or higher.

# Alternate Forms of Obtaining Credit /Educational Options

## A. Credit Flexibility

Credit Flexibility will be offered to students in accordance with Ohio Senate Bill 311, also known as the Ohio Core Curriculum, and as directed by the State Board of Education. This allows students to earn units of high school credit based on the demonstration of subject area competency.

This is designed to broaden the scope of curricular options available to students, increase the depth of study for a particular subject, and allow students to customize aspects of their learning around their interests and needs. It will involve 21<sup>st</sup> century skills and technology. The focus is on performance while acknowledging students' different learning styles, paces and interests. It offers students the opportunities to demonstrate creativity, explore academic and career interests, and practice critical thinking.

An application packet with more explanation can be obtained in the guidance office. Credit flexibility is subject to approval from the Credit Flexibility Committee as defined by the school district.

## B. College Credit Plus

College Credit Plus is an opportunity for students to gain college credit, as well as high school credit, for certain classes approved by the guidance office. ***Loudonville High School will present an informational meeting to students and parents prior to March 1 of each year for anyone who is interested.*** This meeting will explain the positive and possible negative possibilities of participating in the program. **Students must submit a signed letter of intent to participate in the program to the high school guidance office before March 30, of each year.** Students will have to be accepted by the individual college prior to acceptance into the program. Students may attend a local college part-time, or full-time. Students also have the opportunity to take college credit courses at Loudonville High School as part of their school day. Classes at LHS will be determined upon approval through North Central State College (NCSC).

## C. Independent Study

A course of study may be developed in conjunction with a certified teacher, guidance counselor, and school administration to meet requirements for a high school credit. This agreement will include a curriculum designed to be completed outside the normal classroom hours. The teacher will conduct regular evaluations to ensure objectives of the course are fulfilled, and a completed grade is given to the guidance office before May 1 of the school year.

## D. Redbird Online Academy

Coursework is completed through a series of lessons delivered electronically. To successfully complete this course work, the student must complete a mid-term, and final exam under the supervision of a teacher assigned to monitor the coursework.

The Redbird Online Academy is designed for credit recovery and "At-Risk" students. Credit recovery may occur after a student has failed a class needed for graduation. "At Risk" students are students who attend LHS and are well behind in credits needed for graduation as compared to students their age.

Redbird Online Academy is also available for students who desire to complete work from home full-time. Application may be submitted two weeks before a semester until one week after a semester starts. There will be a capacity limit and a guidance committee will review all applications.



# Four-year plan

When planning courses to take in high school, it is important to consider the end goal. ACT.org, and Collegeboard.org (SAT) have examples of college preparatory courses. A guide to Ashland County West-Holmes Career Center preparation is on page 7.

## 9th Grade


## 10th Grade


## 11th Grade


## 12th Grade


\*Please keep this for your records. Depending on the master schedule, a student may not get all of the courses they request each year.

**Class of 2021-2022 Credit Check Form**

Name \_\_\_\_\_ **Advisor** \_\_\_\_\_

English (4)		Eng. 9	LHS Honors Diploma	
		Eng. 10		
		Eng. 11	Foreign Language (3) or (2+2)	ACT 27+
		Eng. 12		
		CCP English count as 1.0 credit		
		Still need EOC Exam score		
		for ELA 1 and ELA 2		GPA
Math (4)			Chemistry	
			Physics, or	
		Alg. II	POE, or Anat. Phys.	
		CCP math count as 1.0 credit		
		Grade determines EOC score	Addl. Social Studies (1)	<b>EOC Exams</b>
Science (3)				ELA 1
*		Physical		ELA 2
		Biological/Life		4 or more
				Alg.
			Total Credits - 22 needed	Geom.
Soc. Studies (3)			20 @ ACWHCC	4 or more
		World Hist.		Sci.
		US Hist.		Hist.
		Govt.	On Track to Earn:	Govt.
		CCP Soc. St. count as 1.0 credit		6 or more
		Grade determines EOC score		
PE (.5)				<b>Total of 18 points or more</b>
		or Waiver		
Health (.5)				
Art (1.0)		LHS only		
			Career Goal:	
Personal Finance				
(Includes Finance & Entr., Economics,				
Ag. 1 and Ag. 2 - combined, Govt. & Econ.)				

\* Science -- Geology = .5 physical science, Astronomy = .5 physical science,  
Agr. 1 (Food Nat. Res.) = .5 physical science, Agr. 2 (Plant & Hort.) = .5 biological science